



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

March 1, 2021

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. District Counselor Curriculum Maps and Health Curriculum Crosswalk
 - B. Grade 3 Social Studies Curriculum Maps
 - C. Central Oaks Academy Charter School Draft Contract
- IV. Updates
 - A. Transition to Four Days a Week in Person Learning
 - B. Disproportionality Report
 - C. Equity Work
 - D. Failure Rates at Lincoln High School Pre and Post Pandemic
 - E. Virtual/Off Campus Enrollment Numbers
 - F. Reading Recovery – 2021-2022
- 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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BACKGROUND

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- I. Call to Order
- II. Public Comment
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A. District Counselor Curriculum Maps and Health Curriculum Crosswalk

Dr. Dani Scott, Director of Pupil Services, will be present to share the proposed curriculum maps for the District Counselor Curriculum. Over the past several years the School Counselor 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 their content area. Attachment A-1 and A-2 set out a curriculum overview for the District's K-2 Counseling Education Program, as well as a crosswalk between the current Health Standards and the proposed Counseling Curriculum. The District School Counselors Sub-Committee presented their proposed curricula to the District Council for Instructional Improvement (CII) on February 24, 2021. The CII unanimously voted to recommend approval of the proposed curricula.

The administration recommends adoption of the proposed K-12 School Counseling Curriculum beginning with the 2021-2022 school year.

B. Grade 3 Social Studies Curriculum Maps

In 2016, the Social Studies Curriculum Committee began writing their curriculum maps, and those maps were approved by the school board in spring of 2019. However, in 2018 the Department of Public Instruction released new social studies standards. Although the general scope and sequence of our elementary social studies aligned well with the new state standards, there were some major

discrepancies at the third grade level. Therefore, members of the third grade team set out to write new curriculum maps that aligned to the newly adopted state standards. Jacob Bertagnoli, District Social Studies Curriculum Coordinator, will be present to share the proposed curriculum maps for third grade social studies (Attachment B). Previously Mr. Bertagnoli presented the proposed third grade curriculum to the District Social Studies Committee and the District CII. The CII unanimously voted to recommend approval of the proposed curricula.

The administration recommends adoption of the proposed third grade social studies curriculum map beginning with the 2021-2022 school year.

C. Central Oaks Academy Charter School Draft Contract

The Department of Public Instruction (DPI) recently reviewed the Wisconsin Rapids Public Schools (WRPS) Virtual program, Central Oaks Academy (COA). The DPI is requiring COA to form a virtual charter school in order to continue accepting students from outside the WRPS district. Jennifer Wilhorn, Central Oaks Principal, will present the virtual charter school contract between WRPS and Central Oaks Academy. In addition, Ms. Wilhorn will provide updates on the process including the formation of a Governance Board and open enrollment. The contract is included as Attachment C.

The administration recommends approval of the proposed draft of the Central Oaks Academy Charter School contract beginning with the 2021-2022 school year, with the understanding that a new contract proposal will be brought forward if the department of Public Instruction makes any significant changes during the review process.

IV. Updates

A. Transition to Four Days a Week in Person Learning

Craig Broeren, Superintendent, will provide an update of the district's move to four days a week in person education at the 6-12 level.

B. Disproportionality Report

DPI annually collects local district data, disaggregated by race/ethnicity, for students aged 3 through 21 in special education and in all disability categories. Every year, DPI applies criteria to the data and identifies districts with racial disproportionality in discipline, special education, and specific disability categories. Once identified as having racial disproportionality in one of the above areas, the district and DPI staff review related policies, procedures, and practices to ensure that they are race neutral and in compliance with state special education law and Part B of the Individuals with Disabilities Education Act 2004 (IDEA). Due to the pandemic, no new identifications have occurred during the 2020-21 school year. The district's most recent identification occurred in December 2019 at which time we were identified as having significant disproportionality for African-American students in special education as a whole and for Hispanic students in the specific disability category of learning disabilities. The district continues to strive toward eliminating our significant

disproportionality through the work of our special education department and the district's equity work.

C. Equity Work

Equity work continues to build momentum in our district. Ms. Sara Kolo, WRPS Equity Coordinator, will give a brief presentation regarding the newly formed definition of educational equity for WRPS as well as the equity work that is occurring across the district (Attachment D).

D. Failure Rates at Lincoln High School Pre- and Post-Pandemic

Ronald Rasmussen, Lincoln High School Principal, will be present to share first term grading data. In addition, Mr. Rasmussen will compare pre- and post-pandemic data, as well as comparing hybrid and full virtual learning failure rates (Attachment E).

E. Virtual/Off Campus Enrollment Numbers

Roxanne Filtz, Director of Curriculum and Instruction, will provide an enrollment update of the off-campus/virtual programs. Attachment F provides the number of students enrolled as of February 19, 2021.

F. Reading Recovery – 2021-2022

Jennifer Wilhorn, Assistant Director of Curriculum and Instruction, will be present to share that 2020-2021 will be the last school year that WRPS will be using Reading Recovery as a reading intervention for first grade students. It has been difficult to staff Reading Recovery appropriately at our elementary schools as well as find reading teachers who are willing to be trained in this specialized program. Removing Reading Recovery will not affect intervention staffing; however, it will provide increased flexibility with our intervention services.

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:

- Early College Credit Program/Start College Now (April)
- Code of Conduct Updates (April)
- Agenda Planners (May)
- Elementary Social Studies Acquisition (May)
- Elementary Math Acquisition (May)

K-2 Essential Questions

Academic Development

What does it look like to be ready to learn?

How can I effectively stay organized and manage my time?

How can I independently complete assigned tasks in the classroom?

Why is it important to use self-control and stay engaged during learning time?

What learning strategies do I need to be a successful student?

What can I do to be a successful learner in the classroom?

What skills and attitudes lead me to believe that I am capable of academic success?

What skills do I need to succeed at the next grade level?

Personal/Social Development

What is empathy?

How does understanding empathy and feelings impact our social and educational success?

Why is it important to communicate our feelings?

How do I recognize and manage my feelings appropriately?

How do I communicate effectively?

Who are my trusted adults?

How can I recognize and understand how someone else might feel?

How can I use self regulation strategies to improve my cognitive, behavioral and social/emotional well-being?

What are impulse control and problem solving skills?

Why do I need impulse control and problem solving skills?

What are social skills?

How can I demonstrate effective coping skills when faced with a problem?

How do I build healthy relationships with peers and adults?

How can I demonstrate appropriate behaviors to the situation and environment?

How do I manage conflict?

How do I contribute to a positive school environment?

How do I develop a healthy self concept?

How do I recognize that each individual is unique and develop respect for others who are different?

How do I demonstrate personal safety skills?

What choices can I make to avoid drugs and alcohol to promote a healthy body and mind?

How can I effectively manage my stress?

How can I cope with change?

Career Development

What do you want to be when you grow up?

How do my actions and learning in school affect career options?

How do you choose a career?

How do I explore my career options?

What role do my interests play in choosing my career path?

K-2 Content & Vocabulary

Academic Development

Successful Learning Skills

Vocabulary: Eye Contact, Listening, High Five, Blurting, Interrupting, Organized, Study Skills, Goals, Focus, Responsible

Personal/Social Development

Personal Safety

Vocabulary: Stranger, Good Touch, Bad Touch, Private Parts, Trusted Adults, Reporting, Safe, Caffeine, Tobacco, Medicine, Drugs, Secret, Child Abuse, Sexual Abuse, Physical Abuse, Neglect, Don't Knows, Kind of Knows, Safe Side Adults

Feelings

Vocabulary: Hurt Feelings, Happy, Sad, Mad, Scared, Worried, Afraid, Embarrassed

Self-Regulation

Vocabulary: Self Control, Stress, Calm, Relaxation, Deep Breathes

Conflict Management

Vocabulary: Conflict, Choices, Bullying, Consequences

Relationships

Vocabulary: Cooperation, Respect, Taking Turns, Sharing, Personal Space, Tattling, Reporting, Kindness, Friendship, Bucket Filling

Diversity

Vocabulary: Alike, Differences

Career Development

Career Exploration

Vocabulary: Career, Job, Skills, Interests, Strengths, Tools, Talents

Resource Name	Grade Level	Free: Y/N	Website Link (if there is one)
Successful Learning Skills			
Student Success Skills	K-5	No	https://studentsuccessskills.com/our-evidence-based-curriculums/elementary-programs/
Fly FIVE	K-5	No	FLY FIVE
Life Skills Training	K-5	No	Life Skills Training- 3rd, 4th, 5th Grades
Newmark Learning	pk-1	No	https://www.benchmarkeducation.com/newmarklearning/learn-at-home/social-emotional-learning.html
Personal Safety			
Safer, Smarter Kids	K-5	No	https://laurenkids.org/resources/safer-smarter-schools/
Second Step Child Protection			Second Step Child Protection
Child Safety Matters	K-5	No	https://www.mbfpreventioneducation.org/why-use-our-programs/mbf-child-safety-matters/
Human Relations Media-DVDs		No	https://www.hrmvideo.com/
Healthy Touch Good Boundaries DVD	2-5	No	https://www.dvdsforschools.com/Healthy-Touch-Good-Boundaries-Safe-Kids-p/ce4964.htm
Think First and Stay Safe	K-5	No	https://childdresprevention.com/grades-prek-6/
Too Good For: Violence/and or Drugs	K-5	No	https://toogoodprograms.org/collections/program-kits
Play it Safe	K-5	No	https://www.playitsafe.org/show.php?name=curriculum_elementaryschool
Feelings			
Feelings Buddies	K-5	No	https://consciousdiscipline.com/store-category/feeling-buddies/
A Little Spot of Emotion Box Set		No	Box Set on Amazon
Kimochis	K, 1-5	No	https://www.kimochis.com/
Self-Regulation			
Zones of Regulation	K-5	No	https://www.socialthinking.com/Products/zones-of-regulation-curriculum
Mightier	K-5	No	https://www.mightier.com/how-it-works/program/
Zones of Regulation- I Choose	K-5	No	https://consciousdiscipline.com/product/i-choose-self-control-board/
Conflict Management			
Overcoming Obstacles (Resolving Conflicts)	K-5	Yes	https://www.overcomingobstacles.org/portal/curriculum/elementary-k-2#82
Act Now Bullying Prevention	K-5	Yes	https://www.healthykidslearnmore.com/Healthy-Kids-Learn-More/Course-Topics/Bullying-Prevention
Kindness Retreat-Presentation	4th	No	https://www.youthfrontiers.org/kindness-retreat/
Second Step Bullying Prevention	K-5	No	https://www.secondstep.org/elementary-school-curriculum
Relationships			
Overcoming Obstacles (Becoming a good Friend, Fairness, Respect, Integrity)	K-5	Yes	https://www.overcomingobstacles.org/portal/curriculum/elementary-k-2#82
Second Step SEL Curriculum	K-5	No	https://www.secondstep.org/elementary-school-curriculum
Diversity			
Morningside Center	K-2	Y	https://www.morningsidecenter.org/teachable-moment/lessons/respecting-differences-k-2
26 books that help explain tough subjects		N	https://www.amazon.com/dp/B088KPZB8T?searchxofy=true&binding=kindle_edition&ref=db_s_aps_series_rwt_tkin
Multi Cultural Crayons			https://www.amazon.com/gp/product/B00QFWKRXM/ref=crt_ewc_title_oth_1?ie=UTF8&psc=1&smid=A4FKUX0RRJ699

Resource Name	Grade Level	Free: Y/N	Website Link (If there is one)
Career Exploration			
Career Explorer Booklet	5	No	Career Explorer Booklet
Careers for Me II	5	No	https://careerkids.com/products/careers-for-me-ii-interest-assessment-for-grades-3-7-pack-of-25
Fits Multiple Topic Areas			
Julia Cook Book Set	K-5	N	https://www.juliacookonline.com/buy-books-2019/
SEL Learning Activities		Y	Centervention Website
A Little Spot Takes Action Box Set		N	Book Set on Amazon
Adventures with Travis & Presley curriculum	K-1		http://www.frogstreet.com/curriculum/character-education/
Sunburst Visual Media	K-5	N	https://www.dvdsforschools.com/category-s/2673.htm
Powerful You	K-5	N	https://www.powerfuleyou.info/
Caring School Community Curriculum	K-5	N	https://www.collaborativeclassroom.org/programs/caring-school-community/
CharacterStrong K-5 Character Toolkit	K-5	N	https://characterstrong.com/curricula/elementary
LEGO-Based Counseling	K-5	N	https://www.playtherapysupply.com/books/lego-based-counseling

Book Titles	Topic	Link
After the Fall by Dan Santat	Resilience and Coping	
Be Your Own Hero by Lisa King	Self Esteem and Being You	
What Do You Do With A Problem by Kobi Yamada	Problem Solving	
Tough, Weird, Dare and Nobody books	Bullying	Erin Frankel- Weird, Tough, Dare, Nobody
What to Do When books Series	anxiety, anger, fears etc,	What to Do Guides for Kids
CALM with the Very Hungry Caterpillar	Calming	Calm with the Very Hungry Caterpillar
The Magic is in You	Positive Character Traits	The Magic is In You
B is for Breathe: The ABCs of Coping with Fussy and Frustrating Feelings	Feelings	B is for Breathe
The Color Monster	Emotions	The Color Monster
Fiona Flamingo	K-2, Diveristy, Feelings	Fiona Flamingo
The Magic of Me Series	Choices, Words, Dreams	The Magic of Me Series
Girls in Real Life Situations	Relationships Group	Girls in Real Life Situations
Consent for Kids	Boundaries, Respect, and being in charge of you	Consent for Kids

Not in Room 204 by Shannon Riggs (Protective Behaviors) I used this in second grade this year and have really enjoyed it. Great book for talking about a hard topic.
Each Kindness by Jacqueline Woodson
Words Are Not For Hurting by Elizabeth Verdick

Resource Name	Grade Level	Free: Y/N	Website Link (if there is one)
A Bug and A Wish by Karen Scheuer			
All books by Trudy Ludwig			
I Call My Hand Gentle by Amanda Haan			
Bee-Wigged by Cece Bell			
One by Kathryn Otoshi			
Those Shoes by Maribeth Boelts *Love this book			
Zach Get Frustrated by William Mulcahy * Also a Zach Rules Series Set (Free Spirit Publishing)			
Enemy Pie by Derek Munson			
Someday by Eileen Spinelli (Careers)			
All books by Julia Cook			
Why Do You Cry by Kate Klise			
1) One Winter's Day (Empathy, Friendship) by Butler			
2) The Lovables in the Kingdom of Self-Esteem by Diana Loomans (Self- Esteem)			
3) Always and Forever by Alan Durant (Grief, Family)			
4) I Can Play It Safe by Alison Feigh (Safety)			
5) Weird, Tough and Dare (3 books set; anti-bullying) by Erin Frankel			
6) I LOVE JULIA COOK BOOKS- THEY ARE ALL GOOD			
7) Bounce Back! A book about resilience- by Cheri Meinders (resilience)			
8) Dear Girl by Amy Krouse Rosenthal (self-esteem- use for girls group)			
9) What Does It Mean To Be Kind by Rana DiOrio (kindness)			
10) The Worrywarts by Pamela Duncan or What if...? by Anthony Browne (both worry or anxiety)			
11) Accept and Value Each person by Cheri Meinders or All Are Welcome by Alexandra Penfold (Diversity)			

K-12 Crosswalk with Health Standards

Standards	Content	Mastery Level (Introduce, Detail, Master)	Essential Questions	Skills/Objectives	Assessments	Activities	Resources	Vocabulary	Curriculum Connections
<p>Due to differences in schedules/staffing between buildings, the classroom teacher is responsible to ensure that content is covered in collaboration with guidance or physical education.</p>									
Emotional/Social									
2:1:B1	Being Unique/Special	I,D	What makes you special?	Identify what makes you special and unique		chapter 1 lesson 1	Harcourt Health series		
4-all	Identify Feelings	I,D	What are feelings?	Identify feelings and how they change		chapter 1 lessons 2 & 3	Harcourt Health series		
8A1,2 B1,3	How Feelings Change	I,D	How do I get along with others?	Demonstrate ways to cooperate and respect others		everyday classroom rules/expectations	Character Builder class pack by NASCO		
	Cooperation/Respect	I,D	What do I do when I have a problem?	Demonstrate problem solving skills using "I-messages"	Role play				
	Resolving/Avoiding Conflict/Bullying Prevention	I,D					<i>You're Mean Lilly Jean</i>		
Injury Prevention									
1a1,2,b2,3	Street Safety	I	How do you cross the street safely?	Explain how to cross a street safely	Take a walking field trip; demonstrate safely crossing the street	Chapter 8	Harcourt Health series		
2 all	Identify Steps to Stay Safe	I	What is a stranger? How do you stay safe around strangers?	Discuss the different levels of strangers and appropriate behaviors to stay safe around them		Brain Pop Jr			
3 all	Describe Poisons and How to Avoid Them	I	What are poisons? How do you stay safe around them?	Recognize that anything may be a poison if used unsafely; list ways to avoid them					
4 all	Fire Prevention/Safety	I	How do you prevent fires? How do you stay safe during a fire?	Describe ways to be safe with fire		Fire Department Visit	<i>Fire Safety, Rainbow Valley Heroes: Fire Department Education DVD Series</i>		
5a1-3	Water Safety	I	How do you stay safe around water?	Give examples of ways to be safe around water					
6 all	Dangerous Things	I	What are objects you should stay away from if you find them?	Explain why it is not safe to pick up things you find lying around (candy, tools, glass, weapons...)					
7 all	Vehicle Safety	I	What are some rules for being safe when riding in vehicles?	Give examples of ways to be safe when riding in a vehicle					
8 all							<i>Home Safety School Safety Crossing Safety Be Aware My Tips for Personal Safety Emergencies</i>		
Disease Prevention/Control									
1a1-3,b2,3	Symptoms/Feeling of Illness	I	How do you know when you are sick?	Describe what it feels like to be sick		Chapter 6 Lesson 1; Brain Pop Jr.	Harcourt Health Series		

Standards	Content	MasteryLevel (Introduce, Detail, Master)	Essential Questions	Skills/Objectives	Assessments	Activities	Resources	Vocabulary	Curriculum Connections
2all	Ways to Keep Disease From Spreading	I	How do you keep from getting sick or hurt?	Discuss ways to stay healthy and keep germs from spreading	Demonstrate proper hand washing	hand painting the germs, shake hands to share/spread; Brain Pop Jr	WNEP-Jodi Friday		
3all	Ways to Stay Well	I							
4a1,2									
5all									
6all									
7all									
8all									

Family Life/Growth & Development

1a1,2,b3	How Body Changes as Grows			As you get older, how does your body change and grow?	Describe how the body changes as you grow		Chapter 2 Lesson 1 & 2	Harcourt Health series	
5all	Major Body Parts			What are body parts you know?	Identify major body parts and explain how they work			Harcourt Health series	
7a1,2	Five Senses			What are the 5 senses? How do you use them? How do they help you?	Identify the five senses and explain what they do		Read non fiction texts. Set up inquiry centers for each sense	Lakeshore-unit boxes for 5 senses; 5 senses interactive activities CD; non fiction texts	
	Responsibility			What does it mean to be responsible? How can you be responsible?	Explain what it means to be responsible and demonstrate responsible behaviors		Chapter 2 Lesson 5		

Nutrition

1a1,2,b2,	Body Needs Food for Energy	I	Why do we need food?	Explain why our bodies need food		Chapter 5 Lesson 1	Harcourt Health series		
2a1,b1	Food Groups - Main Focus	I	What are food groups and some examples of each?	Identify the food groups and give examples of each	Picture sort	Brain Pop Jr	Lakeshore MyPlate pop and match game; Lakeshore interactive CD; Pebble Book Plus On MyPlate food group books		
3a1,2	Identify Healthy Snacks	I	What are some healthy snack choices?	Determine healthy snack choices	Picture sort	Chapter 5 Lesson 3	Healthy Snack On MyPlate by Pebble Plus		
4a2	Food Safety	I	What do we do to stay safe before, during and after eating?	Demonstrate ways to be safe when eating and handling food		Chapter 5 Lesson 4; "Bac" puppet show	Harcourt Health series; Jodi Friday-WNEP		
5all									
6all									
7all									
8all									

Personal Health/Physical Fitness

Standards	Content	MasteryLevel (Introduce, Detail, Master)	Essential Questions	Skills/Objectives	Assessments	Activities	Resources	Vocabulary	Curriculum Connections
1a2,b1,2	Types of Teeth/Function	I	What are teeth used for?	Explain the major functions of teeth (biting, chewing, helping us talk)		Chapter 3; Brain Pop Jr	Harcourt Health series		
2all	Brushing/Flossing	I	How do you take care of your teeth?	Demonstrate the proper way to brush and explain how to floss; Determine safe and healthy choices for teeth		Chapter 3; Dentist/hygenist visit; eggs in vinegar/coke and journal	Lakeshore tooth model and toothbrush		
3all	Healthy Choices for Teeth	I	How do you take care of your skin?	Explain ways to protect and care for skin		Chapter 4 lesson 1			
5all	Protecting and Cleaning Skin	I	How do you exercise safely?	Describe and demonstrate how to exercise safely		Chapter 4 lesson 3			
6all	Exercising	I	Why do you need to rest and sleep?	Explain why you need rest and sleep		Chapter 4 lesson 5			
7all	Resting and Sleeping	I							
8b1-3									
Drug Use/Prevention									
1 all	Why we Use Medicine	I	Why do people use medicine?	Give examples of why people use medicine		Chapter 7	Harcourt Health series		
2 all	Identify Forms of Medicine	I		Identify different forms of medicine		Brain Pop Jr.	Liaison Officer		
3 all	Taking Medicine Safely	I	How do you take medicine safely? Who could help you?	Identify who can safely give you medicine	Textbook worksheet				
4 all	Refusing/Saying 'No'	I	How do you say no to things that can hurt your body?	Model how to say "NO" to someone who offers you things that are not good for you	role play				
5 all	Tobacco Use/Refusal	I							
7 all									
8b1-3									
Community/Environmental Health									
1a2,b1-3	Community Health/Safety Workers	I	Who are people in your community that can help you?	Identify people in the community that can help you		Chapter 9 Lesson 1; Brain Pop Jr	Connection with Social Studies		
3all	Regular Check-Ups	I	Why do you need regular check-ups?	Explain the importance of regular medical and dental checkups		Chapter 9 Lesson 2			
5 all	Environment Everywhere	I	What is the environment?	Recognize the environment is everything around us					
6 all	Recycle, Reuse, Reduce	I	What are ways you can take care of your environment?	Give examples of ways to reduce, reuse, and recycle		Chapter 9 Lesson 3	Connection with science		
7 all							Recycle		
8 all							Reduce		
							Reuse		
							10 Things I can do to Help My World		
							Jobs People Do		

Standards	Content	Mastery Level (Introduce, Detail, Master)	Essential Questions	Skills/Objectives	Assessments	Activities	Resources	Vocabulary	Curriculum Connections
7a1,2 8a1,2									
Nutrition									
1b3	Food Groups - Main Focus	I	What food groups are on the Food Plate?	Explain how to use the Food Plate to make decisions about what and how much to eat.		Healthy Food Go Fish	Level 1 kit Serving Up My Plate, USDA teamnutrition.usda.gov		
2a1,b1	Food Plate	I	How much of each kind of food do I eat?			Create a day's worth of meals using pictures from ads/magazines.	Gregory the Terrible Eater - Reading Rainbow - on Discovery Education; Harcourt Health Series		
5a1,2	Preferred Food From Groups	I	What are some examples from each food group?	Classify foods into their respective food groups.			Jodi Friday: Wood County Nutritional person (high poverty schools)		
6a1-3	Healthy Snacks	I,D	What are the healthiest foods from each group?	Give examples of the best food choices from each group.		Healthy Food for a Day			
7a1,2 8a1,2	How Body Uses Food	I	How does my body use food?	Examine the role of food choices in staying healthy.		Eat Right to Play Hard Food Group Fun Meal Math	Good Enough to Eat - Lizzy Rockwell Food for Thought - Lisa Trimbauer		
							Using My Plate Healthy Snacks on My Plate You are What You Eat What's on My Plate Mighty Me and the Rainbow Plate		
Personal Health/Physical Fitness									
1b2,3	Types and Function of Teeth	I,D	What different kinds of teeth do we have and what do they do?	Distinguish between the different types of teeth and their functions.	Dental Health Poster pencil & paper test	Chapter 3	Harcourt Health series - Chapters 3 & 6	primary teeth	
2a1	Dental Care	I,D	What can we do to take care of our teeth? How often?	Explain how to keep your teeth strong and healthy.		Discovery Education: Reading Rainbow: I Lost My Tooth in Africa	Discovery Education	permanent	
5a1,3,b2	Importance of Caring for Teeth	I,D	What does a dentist and a dental hygienist do?	Explain what a dentist and dental hygienist do to help take care of teeth.		Tooth Wisdom: Your Teeth and How to Take Care of Them	Discovery Education	floss, dentist	
6a1,2	Role of Keeping Clean to Fight Germs		How does keeping clean fight germs?	Explain how regular washing protects against germs.		www.Plackers.com/Kids-Club-Dental-Games.com	online activities	dental hygienist	
7a1,2	Regular, Safe Exercise		What are the benefits of regular, safe exercise?	Recognize the ways exercise helps you.		www.thesmilestones.com	online activities	germs, sunburn	
8a1,2	Protecting the Skin		When and why do you use sunscreen?	Discuss how sunscreen protects your skin and how to use it effectively.		healthy teeth activities		sunscreen	science curriculum: Plants and Animals
	Good Posture		How does having good posture help you?	Describe what good posture is and why it's important.				posture, exercise	
	Adequate Sleep		Why do you need sleep?	Indicate the reasons why the human body needs sleep.				stretch	
							Get Moving I Lost a Tooth Sweet Tooth The Girl Who Wouldn't Brush Her Hair Bugs in My Hair Take a Bath		
DRUG USE/PREVENTION									
1b3	Safe Use of Medicine	I,D	Why do people take medicine?	Explain that medicines can help you feel better and prevent disease.		BrainPop Jr.:	Harcourt Health series - Chapter 7	medicines, drugs, caffeine	
2a1,2	Legal Drugs can be Harmful (caffeine, alcohol, nicotine)	I,D	What are some legal drugs that can be harmful?	Explain how caffeine, tobacco, and alcohol can hurt the body.		Illegal Drugs		tobacco, alcohol, legal, habit	

Standards	Content	Mastery Level (Introduce, Detail, Master)	Essential Questions	Skills/Objectives	Assessments	Activities	Resources	Vocabulary	Curriculum Connections
3 all 4 all 5 all 6 all 7 all 8 all	Avoidance of Drugs	I,D	How can I say no to harmful drugs?	Demonstrate saying no to someone who offers harmful drugs to you.		Medicine		tobacco smoke, refuse	
COMMUNITY/ENVIRONMENTAL HEALTH									
1b1-3	Community Health/Safety Workers	D	How do community workers keep us safe and healthy?	Explain how community workers help us.		BrainPop Jr.:	Social Studies connection	community, nurse	social studies community unit
2a1,b1	Dispose of Trash	D	What is the correct way to dispose of trash?	Identify where you should put trash at home and school.		Reduce, Reuse, Recycle	Harcourt Series - chapter 9	clinic, doctor,	
3a1,2 4a1,2 5 all 6 a1-3 7 a1,2	Recycle, Reuse, Reduce	D	What do we mean by reduce, reuse, and recycle?			Community Helpers PBS reduce, reuse, recycle The 3Rs	Exploring Where and Why	environment, litter, recycle	

Standards	Content	MasteryLevel (Introduce, Detail, Master)	Essential Questions	Skills/Objectives	Assessments	Activities	Resources	Vocabulary	Curriculum Connections
Due to differences in schedules/staffing between buildings, the classroom teacher is responsible to ensure that content is covered in collaboration with guidance or physical education.									
Emotional/Social									
2:1.A1, 2:1.B1, 4:1.A1, 4:1.A2	Factors That Make You Unique Having Feelings and Managing Them	D	What makes me unique? What situations cause certain feelings?	Explain what makes you unique, interpret the cause of feelings.	Coat of Arms, Friendship Book	Sample Activities Mind-Up activities	Harcourt - Chap. 1 Guidance Counselor	Special, Respect, Polite Different, Apologize, Friend	Guidance LA
5:1.B1, 5:1.B2	Showing Respect/Being Friendly/Bullying Prevention	D,M	How do I accept everyone?	Discuss acceptance and friendship.			The Mind Up Curriculum: Brain-Focused	Feelings, Stress	SS-diversity
8:1.B3	Life Skill: Managing Stress/Feelings	I	What are strategies when I'm stressed or having conflicts?	Develop calming strategies when stressed or having strong emotions.			Strategies for Learning and Living K-2 by Scholastic My Secret Bully Am I a Good Friend	Worried, Afraid	
Injury Prevention									
1:1.A1, 1:1.A2, 1:1.B1, 1:1.B2, 1:1.B3	Identify Safety Rules/Practices	D	What safety rules should all 2nd graders follow in regards to: fire safety, at school, around strangers, outdoors, in a car, on a bike/skates/scooter, around animals and if I get hurt?	Explain safety rules for various situations	Safety Presentation, Poster, Brochures	Sample Activities	Chap. 8 in text book	Fire drills, Stranger, 911	
2:1.A1, 2:1.B1	Practice First Aid for Simple Emergencies	I	What first aid steps do I follow in an emergency?	Describe first aid steps			Social Studies Community Helpers	Rules, Crosswalk, Overpass	
3:1.A1, 3:1.A2	Life Skills: Resolve Conflict with Others	I,D	How can I resolve conflict?	Model steps to resolve conflict				Passenger, Safety Belt, Helmet	
4:1.A2, 4:1.B1, 4:1.B27, 4:1.B3								Injury, Safety Gear	
5:1.A1, 5:1.A2, 5:1.A3, 5:1.B1, 5:1.B2								First Aid, Cut	
6:1.A3									
7:1.A1, 7:1.A2									
8:1.A1, 8:1.A2, 8:1.B1, 8:1.B2, 8:1.B3								Be Aware! My Tips for Personal Safety Should Henry Wear a Helmet	
Disease Prevention/Control									
1:1.A2, 1:1.A3, 1:1.B1, 1:1.B2, 1:1.B3	What is an illness/disease? (allergies, asthma, head lice)	I,D	What is an illness/disease?	Describe an illness/disease	Poster	Sample Activities			
2:1.A1, 2:1.B1	How are germs/illnesses spread?	D	How are germs/illnesses spread?	Examine how germs/illnesses are spread		Germ Experiments - petroleum jelly/utimeg, washing hands with cold		Vaccines, Head Lice	Science
3:1.A1, 3:1.A2	How can we prevent the spread of germs/illness? Why are vaccines important?	I,D	How can we prevent the spread of germs/illness?	Determine ways to prevent the spread of germs and illness	Presentation	water vs. warm water and soap	Harcourt Chpt. 6	Asthma, Allergy	LA
4:1.A1, 4:1.A2	Life Skill: Communication about illness	D	What are vaccines and why are they important?	Describe vaccines and their purpose	Discussion			Ill, Disease	
5:1.A2, 5:1.A3, 5:1.B1, 5:1.B2, 7:1.A1, 7:1.A2									
8:1.A1, 8:1.A2, 8:1.B1, 8:1.B2, 8:1.B3								Ouch! Back Off Sneezy Keep Calm Stress Busting Tips First Aid Basics Killing Germs	
Family Life, Growth & Development									
2:1.A1, 2:1.B1	Identify Signs of Growth (responsibilities, learning, physical)	I,D	How do you grow and change? (responsibility, learning, physical)	Discuss and explain how you grow and change.	Role Play	Sample Activities	Harcourt Health Series Chpt. 2	Growing, Senses	HGAD
3:1.A1, .	Recognize Five Senses and Role in Growth	D	How do your senses help you grow, learn and be safe?	Analyze how your family and senses help you grow, learn and be safe.	See Activities	Harcourt Series - Chpt 2 lesson 4 & Chpt 8 lesson 2	Happy Birth Day By: Robie H. Harris	Safety, Responsible	Guidance
4:1.A1,2	Recognize Role of Family in Physical, Emotional and Intellectual Health	D	How does your family help you grow?	Demonstrate how to resolve conflict.	Poster	Read aloud - Happy Birth Day	Girl doll/boy doll	Family, Chores	LA
7:1.A1, 7:1.A2	Life Skills: Resolve Conflict in Family	I	How do you resolve conflict with family?	Explain family members are first resource in understanding human growth issues.				Love	SS- community
8:1.A2, B1,B2	family is First Resource for Understanding HGAD		Who do I talk to about human growth and development?	List the correct terminology for private body parts: penis, vagina, vulva,				Conflict, Resolve	
	Terminology for One's Private Parts		What is the correct terminology for one's private parts?	breast, buttocks				penis, vagina,	
	Good Touch/Bad Touch		How do I stay safe?	Develop decision-making skills when dealing with inappropriate touch.				breasts buttocks private parts inappropriate touch	
Nutrition									
1:1.A2, 1:1.B2, 1:1.B3	How Body Uses Food and Water	D	How does my body use food and water?	Recognize the body needs food and water to be healthy	See Yummy Curriculum	MyPlate A Yummy Curriculum	www.choosemyplate.gov	Energy, Grains, Dairy	LA
2:1.A1, 2:1.B1	Health Foods, My Plate	D	What are healthy foods and how many servings does my body need?	Describe ways the body uses food and water		videos from myplate.gov	http://eatright.gov.usda.gov	Food Plate, Protein, Vegetable	Art

Standards	Content	Mastery Level (Introduce, Detail, Master)	Essential Questions	Skills/Objectives	Assessments	Activities	Resources	Vocabulary	Curriculum Connections
3:1-A1	Practices for Safe Food and Handling	I	What are safe food handling practices?	Choose healthy foods and appropriate servings			My Plate & You by Gillia M. Olson	Serving, Fruit	SS-Community
4:1-A1, 4:1-A2	Life Skills: Make Decisions about Healthy Snacks	D		Give examples of safe food handling practices			Jack & The Hungry Giant Eat Right with MyPlate by Loreen Leedy	Waste	Science - plants, solids/liquids
5:1-A1, 5:1-A2, 5:1-A3, 5:1-B1, 5:1-B2							Choose Good Food - My Healthy Habits Breakfast Lunch Dinner Snack You Want Me to Eat That?		
6:1-A1, 6:1-A2, 6:1-A3									
7:1-A1, 7:1-A2									
8:1-A1, 8:1-A2, 8:1-B1, 8:1-B2, 8:1-B3									

Personal/Health/Physical Fitness

1:1-A2, 1:1-B1, 1:1-B2, 1:1-B3,	Identify Parts of Tooth, Primary vs. Permanent Teeth	M	What are the parts of a tooth? [1]	Identify the different parts of the tooth	Quiz	Sample Activities	Harcourt Series Pre-Unit, Chpt. 3, 4	Vocabulary	PE
2:1-A1, 2:1-B1	Model Proper Brushing, Flossing, Tooth Care	M	What is the difference between primary and permanent teeth?	Differentiate between primary and permanent teeth	Poster		Healthy Smiles Presentation		Science-plants
3:1-A1, 3:1-A2,	Identify Healthy Foods for Dental Health	M	What are the proper dental care techniques? (describe steps)	Model proper brushing and flossing techniques	Role Play				SS-community
5:1-A1, 5:1-B2	Understand Cavity Treatment	I	How is a cavity treated?	Recognize how cavities are formed and treated	Brochure				LA
6:1-A1, 6:1-A2, 6:1-A3,	Life Skills: Make Decisions for Healthy Teeth	D	What healthy foods improve dental health?	Determine healthy foods for strong teeth	Community Map				
7:1-A1, 7:1-A2	Recognize Importance of Keeping Clean and Fighting Germs	I	Why do we need to keep clean and fight germs?	Identify ways to fight germs by keeping clean					
8:1-A1, 8:1-A2, 8:1-B1, 8:1-B2	Describe ways to Take Care of Skin, Eyes, Ears	I	How do you care for your skin, eyes and ears?	Give examples of ways to care for your skin, eyes and ears					
	Identify Benefits of Exercise and Sleep	D	How do exercise and sleep help keep you healthy and manage stress?	Explain the effects of exercise and sleep on the body					
	Identify Basic Body Systems	I	What are the basic body systems and what do they do?	Explain body system, main organ, and function of (ex. respiratory system, lungs, breath)					
	Life Skills: Managing Stress with Exercise	I,D					Move Your Body! My Exercise Tips Take a Bath - Tips for Keeping Clean What's that Smell? Getting Rest A Day Inside the Human Body Start Sweating Should Bella go to Bed? Staying Safe in the Sun		

Drug Use/Prevention

1:1-A2, 1:1-B2, 1:1-B3	What is a drug? Medicine?	D	What is the difference between a drug and medicine?	Differentiate between drugs and medicine	Demonstrate Refusal Skills	Sample Activities	Harcourt Series Chpt. 7	Medicines, Instructions, Alcohol	LA
2:1-A1, 2:1-B1	Identify Rules to Safely use Medicine	D	How do I safely use medicine?	Explain how to safely use medicine	Role Play			Drugs, Caffeine, Refuse	Guidance
3:1-A1, 3:1-A2,	Recognize Common Drugs and Their Effects on the Body (caffeine, tobacco, alcohol)	D	What are common drugs and their effects on the body? (caffeine, tobacco, alcohol)	Recognize common drugs and their effect on the body	Poster			Tobacco, Nicotine	
4:1-A1, 4:1-A2, 4:1-B1, 4:1-B2, 4:1-B3	Life Skills: Refusal Skills	D	What are different ways to refuse drugs?	Model refusal skills in various situations				Tobacco smoke, Habit	
5:1-A2, 5:1-A3, 5:1-B1, 5:1-B2									
7:1-A1, 7:1-A2									
8:1-A1, 8:1-A2, 8:1-B1, 8:1-B2, 8:1-B3							Poison Alert		

Community/Environmental Health

1:1-A2, 1:1-B2, 1:1-B3	Describe a Visit to a Hospital (what happens, who works there)	D	What happens when you visit a hospital?	Describe a hospital visit and who would help you	Written Paragraph	Sample Activities	Text Book	X-rays, Surgery	Social Studies
2:1-A1, 2:1-B1	Describe ways to Keep the Community Clean (garbage, recycling, clean water, clean air)	D	Who works at a hospital and how do they help you?		Poster		Social Studies-Community Unit	Landfill, Recycling	Science
3:1-A1, 3:1-A2	Life Skills: Making Decisions about Trash	D	What do we do with trash and garbage?	Model ways to reduce, reuse, and recycle	Pic Collage			Water Pollution, Air Pollution	LA
5:1-A1, 5:1-A2, 5:1-A3, 5:1-B1, 5:1-B2			What steps can we take to reduce, reuse and recycle?		Wax Museum				
7:1-A1, 7:1-A2,	(Social Studies and Science Connection)		How do we keep the air and water clean?	Give examples of how to keep the air and water clean					
8:1-B1, 8:1-B3							Does My Voice Count? Book About Citizenship Be the Change in Your Community Be the Change in Your Environment Wanda's Roses Water Everywhere		

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Emotional/Social

1b2,3	Feelings	I, D	What are effective ways to share or communicate my thoughts and feelings with others?	Examine how/why the student express their feelings.		Conscious Discipline/Respon. Classroom			
2a1,2,3,b1,	Stress	I	What is stress and how can I manage my stress effectively?	Define stress and ways to deal with stressful situations.					
4a1,2,b1,b3	relationships/bullying prevention communication	I, D	How can I best solve conflicts with my family, classmates and others? How can I respect and communicate my uniqueness?	Develop strategies to manage stress, anger and grief. Identify my uniqueness and be comfortable sharing it with others.	I am Poem, Multiple Intell. Survey	Activities			

traits, talents

Injury Prevention

1.a1,b2,3	keeping safe	D	What are the main kinds of abuse?	Discuss different forms of abuse					
4a1,2	being responsible	D	What do I do if me or someone I know is being abused?	Develop a plan to report abuse					
5a1,3	stranger safety	M	What is assertiveness?	Explain the concept of assertiveness					
6a1,2	bullying	D	What are the steps for speaking up when someone is being bullied or harassed?	Develop a plan to stop bullying or harassment					
7a1,b1,2	safety at home	D	How can I help my family stay safe in the home?	Create a family plan to stay safe					
8a1,2,b1	safety in sports getting help giving 1st aid	D D I	If I play sports, what do I do if I get injured? Who can I go to when I need help?	Identify strategies to get help when it's needed					

Disease Prevention/Control

1a1-3,b1,2	disease causes	I	What is a disease?	Define diseases and their symptoms	Unit 5 test, p. 145 (modify) or see		Unit 5 in Harcourt - Use as guided reading and review text features		
7a1,b1	disease symptoms	I	What are symptoms and causes of some common diseases?	Identify causes/symptoms of common diseases	assessment book p. 34-36		Research a common disease		
	contagious/non-contagious	I	What is the difference between contagious and non-contagious diseases?	Discuss differences between contagious and non-contagious diseases.					
	disease prevention	I	How can I best prevent getting a disease?	Explain strategies to avoid disease					

Family Life, Growth and Development

1b2,3	families and influencing decisions	D		How do families influence our decisions?	Discuss how families help make decisions		Role play with situation cards		
2b1,2	growing and changing	I, D		What are some ways we should take care of our bodies as they grow and change?	Identify habits to keep growing bodies healthy		Poster/Healthy Habits		
4b1,2	life-cycles	D	*in science						
5a1	taking care of our bodies/good touch-bad touch	I							
6a1,2									
8b3									

Nutrition

1a1,2b2	food for healthy body	D	What foods should I eat to maintain a healthy body?	Identify healthy foods	Sort food products using Venn Diagram		UW Extension-Jodi Friday Books (All by Brian P. Cleary): Macaroni and Rice and Bread by the Slice,		
2b1	food plate- main focus	D	Describe the food plate and what it means to me as I choose foods for everyday living.	Explain the food plate and plan a healthy diet	Plan out one day of meals				
5a1,3b2	healthy snacks	D	What are some good tips in being a healthy consumer of foods and snacks?	Identify ingredients on a food label to choose the most nutritious	Sequence 3 labels	Develop a cereal and a nutritional label	Green Beans, Potatoes, and Even Tomatoes		
6a1,2	being a good consumer/safety	D					Apples, Cherries and Red Raspberries		
7a1,b1							Black Beans and Lamb, Poached Eggs and Ham		

Standards	Content	MasteryLevel (Introduce, Detail, Master)	Essential Questions	Skills/Objectives	Assessments	Activities	Resources	Vocabulary	Curriculum Connections
8b2,3							Washington State Dairy Council - source for food samples that match food groups		

Personal Health/Physical Fitness

1b2	skin, teeth, gums, ears, nose		What are some good strategies for taking care of our skin, teeth, gums, ears and nose?	Analyze strategies for taking care of skin, teeth, gums, ears, and nose					
4a2	body systems		As an 8 or 9 year old, how should I be exercising so that I take care of and benefit my body. It not hurt it ?	Describe ways to exercise in order to take care of your body		Weekly Exercise Plan			
5a2b2	exercise	D	When I get injured, what steps should I take to get help?	List steps to take when injured	Smart board slide/ steps...				
6b1-3	safety	D							
7a1,b1	communicating when injured	I, D, M							

Drug Use/Prevention

1b1-3	harmful vs. helpful drugs	I	How can drugs be both helpful or harmful?	Discuss the difference between harmful and helpful drugs					
2b1	inhalants, stimulants etc	I	What should medicine be used for?	Explain why medicine is used					
3a1,b1	rules for effective use	D	How do I know if I am using a drug in the right way?	Describe ways to use a drug safely					
4a1,2,b1,2	refusal skills	D	How do I say no and mean it?	Develop strong refusal strategies					
7a1,b1,2									

Community/Environmental Health

1a1,2,b1,3	health department	I	What is the difference between a clinic and a hospital and when would I use each of those?	Differentiate between available resources			(Lorax project with LHS students)		
3a1,b1	hospital vs. clinic	D	What is my role in helping to keep our earth healthy?	Demonstrate conservation strategies					
5b1	pollution	D	How can I do my part to control pollution?						
	taking care of earth	D							

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Emotional/Social									
2a1,2,3,b1	internal appearance	D	How are we unique and special? What are important ways to work with each other and treat each other with respect and compassion?	Compare qualities of uniqueness	Role play (conflict resolution)	Stress reduction techniques relaxation, exercises, stretching, deep breathing)	Your Health (Harcourt textbook) Chapter 1	self-concept, self-respect	LA (writing, drama)
4a1,2	working together	D	What are ways to manage stress? How to resolve conflict through compromise and negotiation?	Generate ways to accept/tolerate one another. Develop strategies to manage stress. Demonstrate conflict resolution strategies.	Create a poster/collage (celebration of myself)	Goal setting (in classroom/out of classroom)	Guidance Counselor/materials	conflict, conflict resolution	Guidance
5b1	respect	D	What are ways to manage stress?	Develop strategies to manage stress.	Journaling/reflecting	Fingerprint activity to show uniqueness)	Library books	compromise, negotiate	PE
6a2	stress management	D	How to resolve conflict through compromise and negotiation?	Demonstrate conflict resolution strategies.	Mental and Emotional Health	Personal Health		role model	
8b3	conflict resolution/bullying prevention	D			ACDA Bullying Prevention	Character Education		conflict resolution goal	
My Secret Bully									
Injury Prevention									
1a1,2	responding to emergencies	I	What are some basic first aid techniques? What are some safety measures that we can practice to prevent injuries?	Develop skills to prevent or treat emergency situations	Create a plan and a map that your family can follow in case of fire	Create a short skit showing how to call 911 in an emergency Write a persuasive piece of writing about the importance of wearing a helmet	Your Health (Harcourt Textbook) Chapter 8	emergency	
2a1-3,b1	simple 1st aid techniques (PE)	D	How can we make good decisions so that we stay safe from injury?		Design a first aid kit/container with supplies to keep in your family car Create a safety calendar, showing safety tips for each month of the year	Practice first aid procedures	EMT	first aid	
3a1,2,b1	injury prevention in everyday life	D			Intentional and unintentional Injury Prevention			hazards	
4a1,2,b1-3	staying safe in conflict situations	D						injury prevention	
5a1-3,b1,2	making decisions/resolving conflicts	D						safety gear	
6a1,2,b1-3								bully	
7a1,b1,2									
8a1-3,b1									
Disease Prevention/Control									
1 all	infectious/non-infectious	I, D	What is the difference between infectious and noninfectious diseases? How can we prevent the spread of pathogens so that we can stay healthy?	Distinguish between infectious and noninfectious diseases		Invite a physician as a guest speaker	Your Health (Harcourt Textbook) Chapter 5	infectious disease, noninfectious disease	
2a1	prevention of spread of pathogens	I, D	How can I develop a healthy lifestyle?	Examine methods to prevent the spread of pathogens	Create "disease flashcards" write/perform a short commercial to teach ways to prevent infectious disease	Create a chart of infectious/noninfectious diseases	Library Books	bacteria, virus	Art
3a1,2,b1	lifestyle risks	I, D			Community Health	Pathogen poster, advertisement against	Bill Nye video "Germs"	acute, chronic	Science (micro-organisms)
4a1,2,b2	control vs. things can't control	I			Personal Health	Create "sick" songs to a familiar tune calculate pulse rate through physical activities	Guest Speaker	symptoms antibodies, white blood cells pathogen immune, immunity abstinence	Math LA
5a1-3,b1,2									
6b1-3									
7a1,b1,2									
8a1-3,b2,3									
Back Off Sneezey Ouch! The Flu and You Germs Are Not For Sharing									
Family Life, Growth and Development									
1all	types of families	I, D	What are the different types of families?	What are the different types of families?	Describe the many different types of families	Create a poster, mobile, or model of family traditions	Interview a family member	HGAD materials	acquired traits HGAD

Standards	Content	Mastery Level (Introduce, Detail, Master)	Essential Questions	Skills/Objectives	Assessments	Activities	Resources	Vocabulary	Curriculum Connections	
2a1,b1	how your body grows and develops (HGAD): 1.) Explain structure and function of the male and female reproductive systems using accurate terminology including: penis, scrotum, testicles, Fallopian tubes, uterus, ovaries, vagina, vulva. 2.) Explain how inherited and acquired traits contribute to making an individual unique. 3.) Describe types of personal abuse and harassment and develop strategies to deal with them. 4.) Describe and discuss the physical, emotional, and social changes that occur as a result of puberty. 5.) Describe ways heredity, environment, and behavior affect human growth and development.		Counselors cover	How and why do our bodies change as they grow and develop?	Explain how our bodies change as they grow and develop	Create a cell with three main parts using any materials	Compare/contrast an animal and plant cell	Guidance Counselor/materials	inherited traits	Guidance
	Counselors cover #3 above									
3a1,2,b1	your brain and the nervous system	*covered in middle school		How can we effectively communicate to show cooperation and respect?	Demonstrate effect communication skills	Create a heritage brochure	Examine human skeletal system (shapes/sizes of bones), compare to other animal structures	Your Health (Harcourt Textbook) Chapter 2	cell, nucleus, cell membrane, cytoplasm	SS (immigration, family tree, origin, heritage)
4a1,2,b1-3	communication skills					Sexuality and Family Living	Writing activity: A special time with a family member or friend	Library Books	tissues	LA (writing)
5a1-3,b1,2						Personal Health			organs	Science (Structure, Function, Information Processing)
6a1,2,b1,-3									traditions	
7a1,b1,2									values	
8all										
Nutrition										
1all	basic nutrients and functions	I	What are the basic nutrients and how do they help our bodies?	Identify basic nutrients and foods with these nutrients to help our bodies	"You're the chef", plan a week's worth of nutritious lunches	Keep a food diary/record nutrients, servings	Your Health (Health Textbook) Chapter 4	agriculture		
2a1-3,b1	review plate	M	How can we use the Food Plate to better plan nutritious, balanced meals?	Construct balanced meals using the Food Plate	With a team, create your own unique food guide shape with foods, servings	Compare food labels	Slim Goodbody, Bill Nye videos	balanced diet	HGAD	
3a1,2,b1	plan healthy meals- main focus	D	Why is it important to use food labels?	Analyze food labels to decide which foods are the most nutritious	Food Safety	Compare food pyramids around the world	Library Books	digestion	SS (agriculture)	
5a1-3,b1,2	food safety/ handling/preparing	D	How can avoid food poisoning?	Demonstrate how to prepare and handle foods to prevent spoiling	Nutrition/Dietary Behavior	Create a food song, chant, rhyme, poem	Food To Farm	nutrition/nutrients	Science (plant structure, energy, micro organisms, decay)	
6a1,2,b1-3	food advertising	I				Conduct an experiment with mold or decaying food	Got Veggies? (garden based nutrition ed. curriculum)	food guide	Math (food measurements)	
7a1,b1,2							Nutritious Delicious Wisconsin (WI Depart. of Pub. Instruction)	food labels	LA (poetry, food advertisements, journalism, informational articles, picture books)	
8all							This Business Called Agriculture (WI Agribusiness foundation)	food poisoning		
							Breakfast			
							Lunch			
							Dinner			
							Snacks			
							Digestion and Nutrition			
							How to Teach Nutrition to Kids			
							Healthy Habits for Healthy Kids - Activities Guide			
							You Want Me to Eat That?			
							Your Digestive System			
Personal Health/Physical Fitness										
1 all	eyes, ear care	I, D	What is personal hygiene and what can we do to demonstrate good personal hygiene?	Identify and describe good personal hygiene	Create a 3 fold brochure showing good health practices that were discussed	Set up a chart to calculate how many times they should brush in a week, a month, a year, with 2 minutes brushing	Your Health (Harcourt Textbook) Chapter 3	aerobic exercise		PE
2a1-3,b1	posture (PE)	D	How can we design a good personal exercise program?	Plan a good exercise program	Physical Activity	Create a commercial showing good skin care, dental care, posture, protecting eyes, ears, physical fitness or good rest/sleep	Science Foss kit (sound energy)	cardiovascular, endurance, flexibility	HGAD	
3a1,2,b1	positive exercise effects (PE)	D	What are some important goals that we can set?	Prepare personal goals to work toward		Create a graphs showing different kinds of tooth pastes	PE/equipment/physical activities	cavities, decay, fluoride, plaque	Science (animal teeth and structure)	
5a1-3,b1,2	exercise program (PE)	D					Dentist, Dermatologist, Optometrist visit	dermis, epidermis	Science (sound energy, light energy)	
6a1,2,b1-3	goal setting	D					Library Books	farsighted, nearsighted	Math	
8 all								lens, pupil retina	LA	

Standards	Content	MasteryLevel (Introduce, Detail, Master)	Essential Questions	Skills/Objectives	Assessments	Activities	Resources	Vocabulary	Curriculum Connections
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Due to differences in schedules/staffing between buildings, the classroom teacher is responsible to ensure that content is covered in collaboration with guidance or physical education.

DPI requires 30 hours of Health or equivalent class be taught at both grade levels 5-6.

Emotional/Social

6all	goals	D	What are my goals?	Construct personal and academic goals to be successful.	Poster, Writing projects	Sample Activities	Textbook		
4b1,2,3	conflict resolution/bullying prevention	D	How do I solve my problems?	Refine and apply problem solving strategies to the broader world.			Hopes and Dreams Psychology for Kids (professional book) Kincher pg 103-112		
2a1-3	me as a learner	D	What will make me successful? Who am I as a learner?	Recognize personal learning styles.	Create Brochure		ECB website- Emotion Commotion Series Working Together DVD Series ShowPeace (Bully Dance)		

Injury Prevention

2all	safety related behaviors	D, M	What situations require decision making skills?	Demonstrate strategies to assess and influence behavior in situations related to personal safety	Presentation	Sample Activities	National Fire Safety booklet		
4b1-3	situational awareness/decision-making	D	What internal and external factors influence behaviors?				American Red Cross		
5 all	emergency situations 9-1-1	D	How do you keep yourself safe in common situations?				Fire Department		
7all	basic 1st aid	D					Potential Community Resources ex. Sports Medicine, Police, Doctors		

Disease Prevention/Control

3b1	infectious/non-infectious	M	How can diseases be prevented?	Integrate disease knowledge into a healthy lifestyle		Sample Activities	Kids Health	insulin, seizure	
7 all	preventing spread of pathogens	M			Poster	WNEP Instruction on germs	Brain Pop	fungi, protozoa	
1 all	lifestyle risks, hereditary/behavioral	D			Research Paper WNEP reflection		Discovery Education	AIDS, HIV, vaccine, antibiotic, resistance	

Family Life, Growth and Development

7all	h/g/d - counselors will assist the teachers	I, D	What are appropriate names and functions of human reproductive system?		State names and functions of human reproductive system		Sample Activities		
2a1,3	decision making	D	How do we make good decisions?		Develop decision making strategies	Poster			
	communication skills	D	How do we let people know what we need?		Demonstrate assertion	Writing			
	influences	D	Who influences you?		Question personal influences				

How do families influence decisions that you make?

Standards	Content	MasteryLevel (Introduce, Detail, Master)	Essential Questions	Skills/Objectives	Assessments	Activities	Resources	Vocabulary	Curriculum Connections
	What are some ways we should take care of our bodies as they grow and change?								

What are the different types of families?
 How and why do our bodies change as they grow and develop?
 How can we effectively communicate to show cooperation and respect?

Nutrition

3 all	nutrition	M	How can consumers use food and nutritional information to make decisions that keep them healthy?						
5a1-3	food labels- main focus	M		Evaluate nutritional information to make better decisions			How to Teach Nutrition to Kids		
7 all	serving size food plate	M M				Sample Activities	MyPlate Farm to School Wisconsin Nutritious Delicious		

Personal Health/Physical Fitness

3 all	consumer	D	How do consumers know if health information, products, and services are valid?	Judge the validity of health information, products, and services.	Posters	Sample Activities		hearing loss	
7all	fitness choices (PE) body systems	D D	What behaviors will maintain and improve personal health?	Examine behaviors to maintain and improve personal health	Public Service Announcement Writing			posture	

Drug Use/Prevention

1 all	refusal skills	M	How can individuals use strong communication skills to avoid dangerous choices?	Apply refusal skills to avoid dangerous choices	Writing	Sample Activities	Textbook	alcohol, alcoholic, alcoholism	
2a1,2	responsible medicine use vs. misuse/abuse	I	How can students speak up for themselves or find help to speak up for them?		Poster		Kids Health	blood alcohol level	
4b1-3	communication skills	D			Brochure			tobacco, tar, nicotine	
5 all	advocacy	D							
8 all									

Community/Environmental Health

Standards	Content	Mastery Level (Introduce, Detail, Master)	Essential Questions	Skills/Objectives	Assessments	Activities	Resources	Vocabulary	Curriculum Connections
3 all	protecting consumers	D	What is advocacy and when is it appropriate?	Identify consumer protection agencies and how to use them	Journal	Sample Activities	Textbook Chap. 9		
8all	gov't agencies that protect health	D			Presentation				



ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Third Grade Social Studies Curriculum

Unit 1: Geography

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common District Resources	Common Areas for Integration	Standards
<p>What does it mean to be a member of a global community?</p> <p><u>Supporting Questions:</u></p> <p>What makes up our country?</p> <p>What makes up other countries?</p> <p>How do we work with other countries?</p>	<p>We live in the country of the United States of America. It shares a border with the Atlantic and Pacific Oceans and Canada and Mexico.</p> <p>It has a variety of landforms and climates.</p> <p>Most people live in cities, but some live in rural communities.</p> <p>There are 195 other countries.</p> <p>Countries have many similarities, and some countries are very unique.</p> <p>When people come from other countries to live in the U.S.A., they share their culture and traditions (i.e. foods, holidays etc.)</p> <p>Countries work together like we work together in our classroom.</p> <ul style="list-style-type: none"> - Human Declaration of Universal Rights - Global Markets and Trade 	<p>Geo Spatial Awareness</p> <ul style="list-style-type: none"> - Map skills (title, key, legend, WR, Wisconsin, the U.S.A., and North America. - Major landforms and climate patterns in the U.S.A. - Location and characteristics of major urban areas in the U.S.. - Effects of human actions on the environment - Location of oceans, continents, and other countries (your choice). <p>Compare and Contrast</p> <ul style="list-style-type: none"> - Unique cultural traditions in various parts of the world (i.e. food, shelter, ways of interpreting experiences. - The various populations of people who live in our community, state, and/or country. - A trade good and the country of its origin i.e. a car, or clothing item. 	<p>Truflix</p> <p>Studies Weekly</p>		<p>SS.Geog1.b.i</p> <p>SS.Geog2.a.3</p> <p>SS.Geog2.d.4</p> <p>SS.Geog3.b.4</p> <p>SS.Geog5.a.3</p> <p>SS.BH2.a.4-5</p> <p>SS.BH2.b.4</p> <p>SS.PS2.a.i</p>

Must Know Terms: Urban, Rural, Suburban, Culture, Country, Latitude vs. Longitude, Equator, Prime Meridian, Trade
Nice to Know: Political Map vs. Physical Map vs. Thematic Map, Hemisphere

Unit 2: Citizenship

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common District Resources	Common Areas for Integration	Standards
<p>How can we participate in a democracy?</p> <p><u>Supporting Questions:</u></p> <p>What are your rights as a citizen?</p> <p>How does our government protect our rights?</p> <p>How can people make changes?</p>	<p>Our government is called a Democracy. A democracy provides its citizens with rights:</p> <ul style="list-style-type: none"> - Constitution - Bill of Rights <p>Our government has three branches, each with special responsibilities:</p> <ul style="list-style-type: none"> - Executive - Legislative - Judicial <p>As citizens, we have a responsibility to vote in elections for members of the government:</p> <ul style="list-style-type: none"> - Elections (concept of majority rule) - Roles of people in elections - How media is used in elections <p>In a democracy, citizens can also make change on their own</p> <p>Civic institutions are important part of our democratic system (i.e. schools, libraries, museums, churches, parks)</p> <p>Not all governments allow their citizens to participate:</p>	<p>Cause and Effect:</p> <ul style="list-style-type: none"> - How can we see the rights outlined in the Constitution and Bill of Rights in our everyday lives? <p>Compare and Contrast</p> <ul style="list-style-type: none"> - The branches of government, and how each can “check” the power of another branch (checks and balances) <p>Argumentation</p> <ul style="list-style-type: none"> - Compile relevant information to form a political argument and take other points of view into account. <p>Cause and Effect</p> <ul style="list-style-type: none"> - The changes citizens have made (volunteering etc.) - Analyze how civic institutions advance the democratic process 	<p>Trueflix</p> <p>Studies Weekly</p>		<p>SS.PS1.a.i</p> <p>SS.PS2.a.i</p> <p>SS.PS3.b.3-4</p> <p>SS.PS4.a.i</p> <p>SS.Hist1.a.i</p> <p>SS.Hist1.b.i</p>

Must Know Terms: Democracy, Executive, Legislative, Judicial, Citizen, Election

Nice to Know: Voting, Congress, Rights, Responsibility, Public vs. Private

Unit 3: Economics

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common District Resources	Common Areas for Integration	Standards
<p>I want to start a business. Now what?</p> <p><u>Supporting Questions</u></p> <p>What are goods and services?</p> <p>Where are goods and services produced?</p> <p>What are the costs and benefits of producing goods and services?</p>	<p>Goods are something made or grown for sale (Review):</p> <ul style="list-style-type: none"> - Food - Clothing <p>Services are the work that someone provides (Review):</p> <ul style="list-style-type: none"> - Doctors - Teacher <p>People start businesses to produce goods and provide services</p> <p>A business uses natural, human, and capital resources to produce goods and services.</p> <p>A business owner has to weigh the costs and benefits of producing their good/providing their service.</p> <ul style="list-style-type: none"> - Potential profit. - Impact on the environment. <p>A business owner considers supply and demand when pricing a good or service.</p> <p>Sometimes a business cannot produce enough because of shortages of: materials, money, labor, time. (Teach 2)</p>	<p>Compare and Contrast</p> <ul style="list-style-type: none"> - Goods or services found in two or more <u>regions</u> <ul style="list-style-type: none"> - The skills, knowledge, and/or resources needed to produce two goods or services. - the factors of production for two businesses i.e. Corn farm vs. a factory - The costs/benefits of producing a good/providing a service. 	<p>Flocabulary</p> <p>Truflix</p> <p>Destiny Discover</p> <p>E-Books</p> <p>Junior Achievement</p> <p>Studies Weekly</p>		<p>SS.Econ1.a.3</p> <p>SS.Econ2.a.3-4</p> <p>SS.Econ2.c.3</p> <p>SS.Econ4.a.3</p> <p>SS.Econ4.e.3</p> <p>SS.Econ2.b.4-5</p>

Must Know Terms: Supply and Demand, Entrepreneur, Expense, Manufacturing, Natural Resource, Profit, Reward, Risk
Nice to Know: Human Resource, Capital Resource, Interdependence, Supply Chain

VIRTUAL CHARTER SCHOOL CONTRACT

This contract ("Contract") is made by and between the School District of Wisconsin Rapids and the Governance Board of Central Oaks Academy Charter School, Inc. to establish and operate a virtual charter school under Wis. Stat. §118.40(8).

RECITALS

WHEREAS, the State of Wisconsin allows for the establishment of virtual charter schools pursuant to the provisions of Wis. Stat. §118.40; and

WHEREAS, the District is authorized by Wis. Stat. §118.40(2m)(a) and 118.40(8) to contract on its own initiative, with an individual or group to operate a school as a virtual charter school; and

WHEREAS, the District is authorized to and has entered into an agreement under Wis. Stats., §66.0301 serving as fiscal agent, with the School District of Wisconsin Rapids (collectively, "Consortium") to establish Central Oaks Academy Charter School ("Charter School"), a virtual charter school.

WHEREAS, the Charter School will be an instrumentality of and located in Wisconsin Rapids, Wisconsin for purposes of Wis. Stat. §118.40 (3)(c)(1) and (7)(a);

WHEREAS, the Parties have successfully negotiated this Contract, which, in accordance with Wis. Stat. §118.40(2m), contains all of the provisions specified under Wis. Stat. §118.40(1m)(b)1-15, as well as separate and additional provisions; and

WHEREAS, in negotiating this Contract, the Parties have considered the principles and standards for quality charter schools established by the National Association of Charter School Authorizers.

NOW THEREFORE, in consideration of the terms, covenants, conditions, and obligations set forth in this Contract, the Parties hereby agree to the following:

ARTICLE ONE: DEFINITIONS

Section 1.1 For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- a. "Applicable Law" means all federal, state, and local law now or in the future applicable to Wisconsin charter schools, including virtual charter schools.

- b. "Charter School" and "School" mean a school to be known as Central Oaks Academy Charter School, Inc.
- c. "Consortium" means the consortium of member school districts organized under Wis. Stat § 66.0301 to establish the Central Oaks Academy Charter School, Inc.
- d. "Charter School Administrator" means the Administrator of the Charter School.
- e. "Day" shall mean calendar day
 - (1) The first day shall be the day after the event, such as receipt of a notice.
 - (2) Each day after the first day shall be counted, except that a Saturday, Sunday, or legal holiday shall not be counted if it would be the final day of the period.
- f. "Department" means the Department of Public Instruction of the State of Wisconsin.
- g. "District" means the School District of Wisconsin Rapids, as well as any successor to it that may have jurisdiction over or statutory duties with respect to the Charter School.
- h. "Governance Board" means the Governance Board of Central Oaks Academy Charter School, Inc., as well as any successor to it that may have statutory duties with respect to the Charter School.
- i. "Operational Budget" means the report created by the Charter School Administrator and Governance Board detailing the funding needs for the Charter School including any expected additions to or subtractions from the Charter School fund balance.
- j. "Parties" means the District and Governance Board, through their designated representatives.
- k. "District Administrator" means the District Administrator of the School District of Wisconsin Rapids or any designee of the District Administrator.
- l. "Teacher(s)" means an appropriately licensed teacher(s) for the Charter School.

ARTICLE TWO: PARTIES, AUTHORITY, AND RESPONSIBILITIES

Section 2.1 On behalf of the Charter School, the Governance Board or the Board's designee, shall exercise all oversight responsibilities as set forth in this Contract.

Section 2.2 The Governance Board shall be responsible and accountable for implementing the duties and responsibilities associated with the Charter School established under this Contract.

Section 2.3 The Parties agree that the establishment of the Charter School shall have no additional or unique effect on the general liability or obligations of the District other than those obligations specifically undertaken by the District herein.

Section 2.4 The Governance Board shall have authority to establish additional charter schools upon written approval of the District and pursuant to all Applicable Law.

Section 2.5 The District shall comply with all Applicable Law in authorizing the Charter School.

~~**Section 2.6** The Charter School is authorized by the District pursuant to an agreement under Wis. Stat. § 66.0301 (“66.0301 Agreement”) between the following Districts: _____. The Charter School will be located in the School District of Wisconsin Rapids and the School District of Wisconsin Rapids will be the fiscal agent for the Charter School pursuant to Wis. Stat. § 66.0301. The 66.0301 Agreement is incorporated herein and attached hereto as Exhibit A.~~

ARTICLE THREE: TERMS REQUIRED UNDER WIS. STAT. §118.40 (2m)(a)

Section 3.1 The name of the legal entity seeking to establish the Charter School.

The Central Oaks Academy Charter School, Inc. Governance Board is the entity seeking to establish the Charter School.

Section 3.2 The name of the person who will be in charge of the Charter School and the manner in which administrative services will be provided.

- a. The Charter School Administrator will supervise and coordinate the daily operation of the Charter school with school staff and will work closely with and report to the Governance Board to ensure the Charter School meets the educational goals set forth in this Contract.
- b. Administrative services will be provided to the Charter School by the District in the same manner as they are provided to other District schools, including but not limited to: purchasing, accounts payable, accounting, bookkeeping, risk management auditing, liability insurance, cash management, payroll, benefits administration, labor relations, staffing, enrollment, pupil services, record-keeping, and pupil testing.

Section 3.3 A description of the educational program of the Charter School.

- a. The mission of Central Oaks Academy is to individualize learning, so students can achieve their full potential and positively impact their community.

- b. The Governance Board shall adhere to the educational program set forth herein and shall promptly notify the District in the event the Governance Board proposes to make a significant change in the educational program. Upon receiving notice, the District shall determine whether to renegotiate this Contract or declare this Contract revoked under Section 8.1. The District reserves the right to consider a significant change in the educational program, without District approval, to be a violation of this Contract subject to termination under Section 8.1.
- c. The District shall agree to allow the Charter School to implement the educational program set forth in this Contract. If the District proposes to make a significant change in the educational program set forth herein, the Governance Board shall determine whether to renegotiate this Contract or terminate this Contract pursuant to Section 9.1
- d. If the Parties mutually wish to change the educational program of the Charter School, such change may be made by written amendment as agreed to by the Parties.

Section 3.4 The methods the Charter School will use to enable pupils to attain the educational goals under Wis. Stat. §118.01.

In order to attain the educational goals listed in Wis. Stat. §118.01, the Charter School will provide a variety of instructional strategies and practices that may include but are not limited to: approved online learning programs and traditional textbook programs, individual instructional support sessions, small and large group instruction (both virtual and in-person), intervention services, and special education services as determined by the student's IEP. These instructional strategies and practices will meet the goals set forth in Wis. Stat. § 118.01(2) of academic skills and knowledge, vocational skills, citizenship, and personal development.

Section 3.5 The method by which pupil progress in attaining the educational goals under Wis. Stat. §118.01 will be measured.

- a. The Charter School shall administer such standardized tests as may be required under Wis. Stat. §118.30(1m), 118.016, 121.02(1)(r), 20 U.S.C. §1177 et. seq. (also known as the "Every Student Succeeds Act"), and any other Applicable Laws to pupils enrolled full time in the Charter School and shall cause the testing data for the Charter School to be transmitted to the District in such form as the District shall customarily transmit such data. Each Consortium member will administer all required standardized tests to its resident students enrolled part time in the Charter School.
- b. The Charter School may administer to students any other assessments of learning needed to fulfill its obligations under Wis. Stat. § 118.40.

Section 3.6 The governance structure of the Charter School, including the method to be followed by the school to ensure parental involvement.

- a. The Charter School will be directed by an independent Governance Board that has been organized as a Wisconsin nonstock corporation. The number of Directors and Director's terms shall be set forth in the Governance Board bylaws. The Board may include, but is not limited to, parent(s) or guardian(s) of students, and community member(s). ~~No members of the Governance Board shall be employees or officers of the District.~~
- b. The Governance Board will meet on a regularly scheduled basis in accordance with its bylaws and will comply with the Wisconsin Open Meetings Law. The Governance Board will also make reports to the District Board of Education as may reasonably be requested.
- c. The Governance Board shall have autonomy and decision-making authority over:
 1. Budget expenditures, grant funds, and funds donated specifically to the Charter School or generated through sales of Charter School equipment;
 2. Calendar and daily schedule;
 3. Curriculum and instruction;
 4. Policies and procedures specifically unique to the daily operations of the Charter School that are not addressed in existing District policies;
 5. Facilities utilized by the Charter School;
 6. Marketing, registration, and enrollment processing; and
 7. Charter school operations and procedures.
- d. In addition to subsection 3.6 (c), the Governance Board shall have the powers necessary to carry out the terms of this Contract including:
 1. To receive and disburse funds for school purposes;
 2. To secure appropriate insurance;
 3. To enter into contracts, including contracts with a University of Wisconsin institution or college campus, technical college district board, or private college or university, for technical or financial assistance, academic support, curriculum review, or other services;
 4. To incur debt in reasonable anticipation of the receipt of funds;
 5. To pledge, assign, or encumber its assets to be used as collateral for loans or extensions of credit;
 6. To solicit and accept gifts or grants for school purposes;
 7. To acquire real property for its use; and
 8. To sue and be sued in its own name.
- e. In exercising the authority under Section 3.6(c) and (d), the Governance Board shall adhere to all Applicable Law.

- f. The Articles of Incorporation (“Articles”) and Bylaws (“Bylaws”) for the Governance Board are attached hereto for reference purposes only as Exhibits B and C. The Governance Board may make changes to its Articles and Bylaws as needed without District approval.

Section 3.7 Subject to Wis. Stat. § 118.40(7)(a), 118.19(1) and 121.02(1)(a)2, the qualifications that must be met by the individuals to be employed in the Charter School.

- a. The Charter School shall be an instrumentality of the District and all Administrators, Teachers and staff shall be employees of the District or employees of a third party under contract with the District.
- b. All Administrators, Teachers, and staff at the Charter School will be appropriately licensed by the Department pursuant to Wis. Stat. §118.40(8)(b).
- c. The number of Administrators, Teachers and other staff assigned to the Charter School will be determined by the Governance Board and approved by the District. Recommendations for renewal of administrative and teaching contracts will follow the required statutory timeline.
- d. All Administrators, Teachers and other staff will be employees of the District or employees of a third-party under contract with the District. The District and the Governance Board will collaborate in the hiring process of Administrators, Teachers, and other staff. The Governance Board will conduct the interview process and recommend candidates for final approval by the District. All employees of the Charter School must be approved by the District and the Governance Board.
- e. The Charter School Administrator will evaluate the performance of Administrators, Teachers, and other staff as required by District policy, and will report the evaluations to the Governance Board. The Governance Board will make recommendations regarding renewal and nonrenewal of Administrator and Teacher contracts to the District Board of Education in accordance with applicable statutory timelines. In addition, the Governance Board will make recommendations regarding employment of all other non-contracted staff. The District Board of Education will have final approval over all renewal and nonrenewal decisions as well as the continued employment of non-contracted staff.

Section 3.8 The procedures that the Charter School will follow to ensure the health and safety of the pupils.

The Charter School shall comply with all Applicable Laws concerning health and safety. In addition, the Charter School shall at all times establish and maintain policies and processes for ensuring the physical, social, and emotional health of the pupils enrolled in programs operated by the Charter School including safety policies, policies regarding mandatory reporting under

Wis. Stat. §48.981 and policies regarding drilling on evacuation in the event of a fire, tornado, armed intruder, or other hazard as applicable to the virtual Charter School.

Section 3.9 The means by which the Charter School will achieve a racial and ethnic balance among its pupils that is reflective of the District's school-age population.

The Charter School is a public school and shall not discriminate in admission or participation in any program or activity on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability. Information on the Charter School will be distributed by the member of the Consortium including the District, through newspaper articles, mailings, brochures, parent-teacher conferences, and the web sites with a goal of achieving a racial and ethnic balance among pupils that is reflective of the District's and Consortium's school-age population. If necessary, the Charter School will target its marketing efforts to areas that may be underrepresented or at risk in the pupil population.

Section 3.10 The requirements for admission to the Charter School and admissions lottery.

- a. The Charter School is open to all students in grades 4K - 8 who (i) reside in the District; (ii) reside in the district of a Consortium member (see Section 2.6, above); or (iii) are enrolled in the District pursuant to Wis. Stat. §§ 118.51, 118.52, or 118.53.
- b. In the event enrollment limits are needed, the Governance Board will set enrollment limits for the following school year by December 1 and submit them to the District by January 1 for District approval. If the number of enrollment applications exceeds the enrollment limits, the Charter School will select students on a random lottery basis.
- c. The Charter School will give preference in the lottery process to the students listed below, in the order listed.
 1. Students and siblings of students who are already attending the Charter School.
 2. Children of the Charter School's founders, governing board members, and full-time employees but the total number of such children given preference will constitute no more than 10 percent of the Charter School's total enrollment.
- d. Open enrolled applicants who meet the eligibility requirements and select the Charter School as a preferred choice will be placed in the Charter School if space is available. The District may include in its lottery all nonresident applicants who seek enrollment in the Charter School. An open-enrolled applicant's admission to the Charter School will be contingent on the student's enrollment in the District. If an open enrollment applicant who has selected the Charter School as a preferred choice is a student with a disability under the Individuals with Disabilities Educational Act, placement will be determined by the IEP team in accordance with federal law.

- e. A waiting list will be maintained for students who are not selected in the random lottery.

Section 3.11 The manner in which annual audits of the financial and programmatic operations of the Charter School will be performed.

The Charter School shall submit its records for an annual audit by an auditing firm of the District's choosing. The audit shall be conducted in accordance with Applicable Law. The District will assume all audit costs associated with this review. The District may review the financial practices of the Charter School at any time and may request reasonable reports from the School with due notice. All financial operations of the Charter School must be in accordance with Applicable Law and the District's policies, practices, and rules, unless expressly granted a waiver by the District.

Section 3.12 The procedures for disciplining pupils.

The Charter School will adhere to the discipline policies of the District.

Section 3.13 The public school alternatives for pupils who reside in the District and do not wish to attend or are not admitted to the Charter School.

Attendance in the Charter School is voluntary. Any pupil who is a resident of the District or the district of another Consortium member and does not choose to enroll in and attend the Charter School may attend another school operated by the District or Consortium member or available by agreement with another public school district.

Section 3.14 A description of the school facilities and the types and limits of the liability insurance that the school will carry.

- a. The Charter School will establish a main office from which it will direct all operations. In addition, the Charter School may have satellite sites for virtual students to attend classes, programs, or other activities.
- b. The District shall provide insurance for all operations and personnel involved in the operations and governance of the Charter School, including without limitation, commercial general liability, umbrella, school leader's error and omission/educators' legal liability, fidelity bond/crime, fire and extended coverage and property damage for those acts reasonably related to the operations of the Charter School. To this end, the Charter School shall be named as an additional insured on all District insurance policies.
- c. The Charter School shall name the District as an additional insured on all separate policies of insurance obtained by the Charter School.
- d. The Parties shall defend, indemnify and hold harmless the other, its Board of Directors, agents, officers, and employees ("indemnitee") from any and all claims, demands, actions,

causes of action, damages and claims of any kind, including but not limited to those for bodily injuries, personal injuries, or damages and reasonable attorney fees, arising out of or in any way related to or associated with this Contract or the operation of the Charter School or its programs, that is or may be brought or maintained by any individual or entity against the indemnitee, except those caused solely by the willful acts of the indemnitee. This indemnification shall not be reduced in any way by the existence or nonexistence, limitation, amount or type of damages, compensation or benefits payable under worker's compensation laws or other insurance provisions. Under no circumstances is a Party's recovery limited due to the fact that the Party is named as an additional insured under any of the other Party's insurance policies. Further, this indemnification in no way alters the immunities granted to either Party by Wisconsin law, including § 893.80, Wis. Stat.

Section 3.15 The effect of the establishment of the Charter School on the liability of the District.

Nothing contained in this Contract shall make, or be deemed to make, the District and the Charter School partners, ventures, principals, agents, or representatives of one another, except only as may expressly be provided in this Contract. Neither the District nor the Charter School shall have any authority to bind or obligate any other Party except only as may expressly be provided in this Contract.

ARTICLE FOUR: EXEMPTIONS FROM REQUIREMENTS

Section 4.1 The Charter School will take all allowable exemptions provided by Applicable State Law in order to maximize flexibility in the Charter School Program. This includes, but is not limited to, length of school day, number of days and hours, library and media services, number of clock hours for instruction, graduation requirements, and attendance.

Section 4.2 The Charter School will be exempt from all District policies unless specifically adopted by the Governance Board and/or as stated herein. The Governance Board will adopt policies for the Charter School consistent with state and federal law.

ARTICLE FIVE: OTHER TERMS COVENANTS AND CONDITIONS

Section 5.1 Students will be held accountable for their actions and behavior while participating in the Charter School's learning activities, and to the extent applicable, on field trips and when visiting the school buildings and neutral sites, and are expected to comply with the code of conduct and applicable Charter School policies. Teachers, other staff, and students will be subject to policies established by the Charter School for maintaining decorum in the classroom and on site in order to provide an appropriate educational and safe environment for all staff and students.

Section 5.2 The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, curricular materials, and operations.

Section 5.3 Except as provided in Wis. Stat. § 121.83(4), the Charter School shall not charge tuition.

Section 5.4 The teacher assigned for each online course in the Virtual Charter School shall be appropriately licensed for the grade level and subject taught pursuant to Wis. Stat. §118.40(8)(b).

Section 5.5 Pursuant to Virtual Charter School requirements under §118.40(8), the Charter School shall:

- a. Make Instructional Staff responsible for all of the following for each pupil the Instructional Staff teaches:
 - Improving learning by planned instruction.
 - Diagnosing learning needs.
 - Prescribing content delivery through class activities.
 - Assessing learning.
 - Reporting outcomes to administrators and parents and guardians.
 - Evaluating the effects of instruction.
- b. Provide educational services to its pupils for at least 150 days each school year.
- c. Ensure that its Teachers are able to provide direct pupil instruction for at least the applicable number of hours specified in Wis. Stat. §121.02(1)(f) each school year.
- d. Ensure that its Teachers respond to inquiries from pupils and parents or guardians by the end of the first school day following the day on which the inquiry was received.
- e. ~~Ensure that a parent advisory council is established.~~
- f. Inform the parents or guardians of each pupil attending the Charter School, in writing, how to contact the members of the District Board of Education, the District Administrator, the members of the Governance Board ~~and the members of the Parent Advisory Council.~~

Section 5.6 Special education and related services.

- a. Special education and related services will be provided by the District to its resident and open enrolled students and by each Consortium member to its resident students pursuant to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504). The District and Consortium members shall serve children with disabilities in the Charter School in the same manner as they serve children

with disabilities attending other district schools, and shall provide funds under this subchapter to the Charter School on the same basis as they provide funds under this subchapter to other district schools, including proportional distribution based on enrollment of children with disabilities, and at the same time as it distributes other federal funds to the district's other schools.

- b. The District shall be considered the Local Educational Agency for all students enrolled in the Charter School who are residents of the District or open enrolled in the District pursuant to § 118.51, Wis. Stats., and who qualify for an individualized education program under IDEA.
- c. Each Consortium member shall be considered the Local Educational Agency for all students enrolled in the Charter School who are residents of the Consortium member's district and who qualify for an individualized education program under IDEA.
- d. Charter School Administrators, Teachers, and staff shall participate in staff development opportunities provided by the District pertaining to IDEA, Section 504, and the Americans with Disabilities Act.

Section 5.7 The Parties shall comply with Applicable Law, which may change and include, but is not limited to:

- a. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d 2000d 7;
- b. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq.;
- c. Age Discrimination Act of 1985, 42 U.S.C. §6101 et seq.;
- d. Sec. 504 of the Rehabilitation Act of 1974, 29 U.S.C. §794 and the Americans with Disabilities Act, 42 U.S.C. ss. 12101 12213.
- e. Individuals with Disabilities Education Act, 20 U.S.C. §1400 1485 et seq.
- f. 20 U.S.C. s. 1232(g) of the General Education Provisions Act, 20 U.S.C. §1221 1234i;
- g. Drug-Free Workplace Act, 41 U.S.C. 701 et seq.;
- h. Asbestos Hazard Emergency Response Act, 15 U.S.C. §2641 2655; and
- i. Every Student Succeeds Act of 2015, and its implementing regulations, 20 U.S.C. §1177 et. seq.

If Applicable Law requires a Party to take certain actions or establish requirements with respect to the Charter School, the other Party shall cooperate with those actions and comply with those requirements.

Section 5.8 In the event the Charter School seeks to sell or otherwise dispose of property purchased with monies from the allocation of funding set forth in Section 5.8, the Charter School shall first provide notice to the District of its intent to dispose of property. Upon receiving notice, the District shall have the right of first refusal to purchase such property at fair market value. In the event the District does not exercise this right within thirty (30) days after receipt of notice,

the Charter School may sell or otherwise dispose of such property in accordance with all Applicable Law. In no event shall the Charter School donate property to any organization or governmental body other than the District. In the event the Charter School seeks to sell or otherwise dispose of property purchased with monies raised by the Governance Board, the Charter School shall not be required to provide notice to the District and may sell or otherwise dispose of such equipment in accordance with all Applicable Law.

Section 5.9 All Charter School employees (including Teachers and other staff) and volunteers, shall be subject to background screening as deemed appropriate by the District consistent with Applicable Law. The Charter School shall not assign any employee or volunteer, to teach or otherwise have access to students until the District or its designee investigates and determines there is nothing in the disclosed background of the employee or volunteer that would render the employee or volunteer unfit to teach or otherwise have access to pupils of the Charter School including, but not limited to, conviction of a criminal offense or pending charges which substantially relate to the duties and responsibilities assigned to the employee, including volunteers.

Section 5.10 For each school year during the term of this Contract, the Charter School's funding from members of the Consortium, including the District, shall be equal to the sum of the following:

- a. ~~The number of pupils who are residents of a Consortium member's school district and enrolled full time at _____, multiplied by _____ dollars (\$_____); plus~~
- b. ~~The number of pupils enrolled full time at _____ through open enrollment multiplied by the per pupil revenue amount statutorily determined under Wis. Stat. §118.51; plus~~
- c. ~~The number of pupils who are residents of a Consortium member's school district and enrolled less than full time at _____, multiplied by _____ dollars (\$____) per course or credit for each student; plus~~
- d. ~~Annual payment of a Consortium Membership Fee by each member of the Consortium. Each Member shall pay the Consortium Membership Fee to _____ on or prior to July 1st annually for the following school year. The Consortium Membership Fee for the _____ school year shall be _____ dollars (\$_____).~~

Section 5.11 On or before March 1 and based upon the expected revenue for the following school year, the Charter School Administrator and the Governance Board shall develop and submit to the District an Operational Budget for the Charter School based upon projected enrollment. Upon approval by all Consortium members including the District, operational funds shall be available to the Charter School by the dates set forth in Section 5 of the 66.0301 Agreement. In addition, the District shall comply with all federal funding requirements in allocating federal funds to the Charter School.

Section 5.12 In the event the Charter School incurs additional costs due to increased enrollment or unforeseen operational expenses or capital expenditures after submission of the Operational Budget, the Charter School shall provide written notice to the District and submit to the District a revised Operational Budget. Upon receipt, the Parties shall convene a committee made up of the District Administrator, Charter School Administrator, and Governance Board President to review the revised Operational Budget and to negotiate in good faith regarding the request for additional funds. In no event shall the amount of additional funds provided to the Charter School affect the following year's allocation of revenue as set forth in section 5.8. Any unused operational funds allocated pursuant to this provision shall be returned to the District at the end of the school year.

Section 5.13 The Charter School shall be eligible to receive remedial services, information technology services, student support services, and testing/assessment services available to other schools in the District, in a manner consistent with the distribution of such resources to other programs in the District.

Section 5.14 The Charter School may assess student fees in accordance with Applicable Law and District policies for activities such as field trips and extracurricular activities according to policies developed by the Governance Board. The Charter School may not prohibit an enrolled student from attending the Charter School, or expel or otherwise discipline such student, or withhold or reduce the student's grades, diploma or transcripts because of unpaid fees permissibly charged under this Section.

Section 5.15 The District will not provide transportation to Charter School students.

Section 5.16 Students in the Charter School will participate in the District's School Lunch program.

Section 5.17 Where applicable, the Charter School shall permit any designee(s) of the District Administrator to visit or inspect any Charter School facilities at any time during the term of this Contract, provided that such inspection shall not interfere with the orderly and efficient operation of the Charter School.

Section 5.18 Subject to Applicable Law, all Charter School records, including student records, will be maintained and retained in compliance with District policy. The Governance Board shall grant any designee(s) of the District Administrator upon reasonable notice the right to inspect and copy at cost any and all Charter School records and documents including, but not limited to, student records, at any time within normal business hours during the term of this Contract. Such inspection shall not interfere with the orderly and efficient operation of the Charter School or otherwise unduly burden the Charter School staff and shall comply with all Applicable Law regarding student records.

Section 5.19 The Charter School shall comply with District procedures for the preparation and submission of grant applications and submit to the District copies of any grant applications made on behalf of the Charter School at the time the application is submitted to the funding authority.

Section 5.20 To the extent applicable, members of the Governance Board directly involved in the implementation of the terms and conditions of this Contract shall be subject to the code of ethics in Wis. Stat. §19.41 et. seq.

Section 5.21 The Charter School shall provide to the District the data needed by the District for purposes of making the report to the state superintendent and the legislature required under Wis. Stat., §118.40 (3m) (f).

ARTICLE SIX: JOINT RESPONSIBILITIES OF THE PARTIES

Section 6.1 Performance Evaluations:

- a. The District shall review the academic and financial performance of the Charter School annually. The measures used to evaluate the Charter School shall be consistent with all applicable measures used to evaluate the performance of all District schools. The Charter School Administrator and District Administrator will collaborate to develop the Charter School reporting procedure and timeline for reporting to the District and shall determine the information needed from the Charter School to complete the evaluation. To facilitate the evaluation process, the Charter School will provide to the District by October 1 of each year of the Contract, strategic financial, operational, and academic goals. As part of the District’s evaluation process, the Charter School’s performance will be reviewed in light of these goals.
- b. At the end of each school year during the term of this Contract, the Charter School shall provide to the District a report stating whether the Charter School met the standards set forth in the Department’s accountability system. If the Charter School did not meet the standards, the report shall include a detailed plan for implementing all corrective requirements necessary for doing so.
- c. In considering renewal of this Contract, the District and Consortium shall give priority consideration to the Charter School’s performance in the state’s accountability system and student achievement.

ARTICLE SEVEN: NOTICES, REPORTS, AND INSPECTIONS

Section 7.1 Notices.

- a. **Agendas and Meetings.** The Charter School shall provide to the District agendas and advance notice of all meetings of the Governance Board and its committees. Meetings of the Governance Board and its committees shall be governed by Robert's Rules of Order, Newly Revised and shall comply with Wisconsin Open Meetings Law for public entities, Wis. Stat. § 19.81, et seq.
- b. **Governmental Agencies.** The Charter School shall promptly notify the District when the Charter School receives any correspondence from the Department or the United States Department of Education, or other governmental agency that requires a formal response, except that no notice shall be required of any routine, regular, or periodic mailings.
- c. **Legal Actions.** The Charter School shall promptly report to the District any material litigation, threatened or filed, or formal court proceedings alleging violation of any Applicable Law with respect to the Charter School, its employees, or its students.

Section 7.2 Certain Reports.

The Governance Board shall provide such information and non-periodic reports as the District shall reasonably deem necessary to confirm compliance by the Charter School with the terms and conditions of this Contract.

ARTICLE EIGHT: REVOCATION OF CONTRACT BY THE DISTRICT

Section 8.1 Events of Default by Charter School. The District under procedures in Section 8.2 may terminate this Contract if the District finds that any of the following Events of Default have occurred:

- a. The pupils enrolled in the Charter School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. § 118.01, have failed to achieve standards as determined by the Department for 3 consecutive years, or have failed to make progress as set forth in Section 6.2(c) of this Contract for 3 consecutive years;
- b. The School has failed to comply with generally accepted accounting standards of fiscal management with respect to the Charter School;
- c. The School employees, or agents provided the District false or intentionally misleading information or documentation in the performance of this Contract;
- d. The Charter School has failed to comply with Applicable Law;
- e. The Charter School has violated Wis. Stat. § 118.40.

- f. The Governance Board violates any of the terms, conditions, promises or representations contained in or incorporated into this Contract; or
- g. The Charter School is financially unsustainable as determined by an audit conducted in compliance with generally accepted accounting standards of fiscal management.

Section 8.2 Procedures for the District's Revocation:

- a. **Emergency Termination or Suspension Pending Investigation. When Risk of Student Health or Safety.** If the District Board of Education and/or the District Administrator or designee determines that any of the Events of Default set forth in Section 8.1 has occurred and that thereby the health or safety of the Charter School's students is immediately put at risk, the District shall provide the Charter School written notice of such Event(s) of Default and, upon delivering such notice, may either terminate this Contract immediately or may exercise superintending control of the Charter School pending investigation of the pertinent charge.
 - 1. If the District elects to exercise superintending control pending investigation of the pertinent charge, the District shall give the Charter School written notice of the investigation, shall commence such investigation immediately, shall permit the Charter School to address the pertinent charge, and shall thereafter complete its investigation as quickly and as reasonably practicable.
 - 2. Upon completing its investigation, the District shall promptly deliver to the School in writing either a notice of immediate termination on the basis set forth in Section 8.2(a), or a notice of an Event of Default and an opportunity to cure pursuant to Section 8.2(c), or a notice rejecting the pertinent charge and reinstating control of the Charter School to the Governance Board.
- b. **Emergency Termination or Suspension Pending Investigation When Risk of Financial Peril.** If the District Board of Education and/or the District Administrator or designee determines that any of the Events of Default set forth in Section 8.1 has occurred and that thereby the District is immediately at risk for financial peril, the District shall provide the Charter School written notice of such Event(s) of Default and, upon delivering such notice, may either terminate this Contract immediately or may exercise superintending control of the Charter School pending investigation of the pertinent charge.
 - 1. If the District elects to exercise superintending control pending investigation of the pertinent charge, the District shall give the Charter School written notice of the investigation, shall commence such investigation immediately, shall permit the Charter School to address the pertinent charge, and shall thereafter complete its investigation as quickly and as reasonably practicable.

2. Upon completing its investigation, the District shall promptly deliver to the School in writing either a notice of immediate termination on the basis set forth in Section 8.2(a), or a notice of an Event of Default and an opportunity to cure pursuant to Section 8.2(c), or a notice rejecting the pertinent charge and reinstating control of the Charter School to the Governance Board.
- c. Non-Emergency Revocation and Opportunity to Cure. If the District Board of Education and/or District Administrator or designee determines that any of the Events of Default has occurred, but that such occurrence does not thereby immediately put at risk the health or safety of the Charter School's students, the District shall advise the School in writing of the pertinent occurrence and shall specify a reasonable period of time (though in no instance less than 30 days) within which the Charter School shall cure or otherwise remedy the specified Event(s) of Default to the reasonable satisfaction of the District Administrator.
1. If the Charter School does not so cure or otherwise remedy the specified Event(s) of Default to the reasonable satisfaction of the District Board of Education or District Administrator, the District may terminate this Contract by written notice delivered within 10 days after expiration of the specified period.
 2. If the District terminates this Contract, termination shall become effective at the end of the current academic semester unless determined otherwise by the District.
- d. Upon notification of termination and nonrenewal of this Contract and dissolution of the Charter School, the Governance Board shall designate an independent trustee who will be responsible for satisfying all outstanding financial liabilities of the Charter School and properly distributing the School's assets in compliance with the law and this Contract. The trustee shall return any unspent federal or state grant money or funds to the Department. The trustee shall dispose of all property purchased with state or federal funds as required by state or federal law.

ARTICLE NINE: TERMINATION BY THE GOVERNANCE BOARD

Section 9.1 Events of Default by District. The Governance Board under procedures in Section 9.2 may terminate this Contract if it finds that any of the following Events of Default have occurred:

- a. The Governance Board has lost its right to exercise authority granted under this Contract and/or under Wisconsin law.
- b. The number of students in the Charter School drops below the number determined by the Governance Board needed to maintain the financial viability of the Charter School.

- c. The District defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract.
- d. The District has violated Wis. Stat. § 118.40 or other Applicable Law.
- e. The District has failed to comply with generally accepted accounting standards of fiscal management with respect to the Charter School.
- f. District employees, or agents provided the Charter School false or intentionally misleading information or documentation in the performance of this Contract.
- g. The District requires the Charter School to implement a significant change in the educational program set forth in Section 3.3.

Section 9.2 Procedures for Governance Board Termination of Contract:

- a. If the Governance Board determines that any of the Events of Default set forth in Section 9.1 has occurred, the Governance Board shall notify the District Board of Education and/or District Administrator or designee of the pertinent Event(s) of Default. The notice shall be in writing and shall set forth in sufficient detail the grounds for termination.
- b. Discretionary Termination.
 - 1. Upon receipt of notice of the Events of Default, the District Board of Education and/or District Administrator or designee may conduct a preliminary review of the alleged basis for termination to ensure that such bases are bona fide and to determine whether the Events of Default may be cured. Such review shall be completed promptly. Within thirty (30) days after the District Board of Education or District Administrator receives the Governance Board's notice, the District Board of Education or District Administrator shall deliver to the Governance Board a notice either approving the Governance Board's requested termination or denying the same on the grounds that the District intends to cure the Events of Default.
 - 2. If a notice approving or denying the requested termination is not delivered to the Governance Board in writing within thirty (30) days after the District Board of Education or District Administrator receives the notice, the Governance Board's notice shall be deemed an approved basis for termination.
 - 3. If the District gives notice of its intent to cure the Events of Default, the Governance Board shall advise the District in writing of the pertinent occurrence and shall specify a reasonable period of time (though in no instance less than 30 days) within

which the District shall cure or otherwise remedy the specified Event(s) of Default to the reasonable satisfaction of the Governance Board.

4. If the District does not so cure or otherwise remedy the specified Event(s) of Default to the reasonable satisfaction of the Governance Board, the Governance Board may terminate this Contract by written notice delivered within 10 days after expiration of the specified period.
5. If the Governance Board terminates this Contract, termination shall become effective at the end of the current academic semester.

c. Termination, Nonrenewal and Closure Procedures

1. Upon termination of the Contract, the Governance Board shall assist the District in conducting a final accounting of the Charter School by making available to the District all books and records that have been reviewed in preparing the Charter School's annual audits and statements under this Contract.
2. Upon termination and nonrenewal of this Contract, the Governance Board shall designate a records custodian who will be responsible for maintaining its records in accordance with the law and this Contract. Following the expiration of any statutory retention period the records custodian will arrange for the destruction of records in a manner that ensures their confidentiality.
3. Upon notification of termination and nonrenewal of this Contract and dissolution of the Charter School, the Governance Board shall designate an independent trustee who will be responsible for satisfying all outstanding financial liabilities of the Charter School and properly distributing the School's assets in compliance with the law and this Contract. The trustee shall return any unspent federal or state grant money or funds to the Department. The trustee shall dispose of all property purchased with state or federal funds as required by state or federal law.

ARTICLE TEN: TECHNICAL PROVISIONS

Section 10.1 Term of Contract. This Contract shall commence on the date of execution by both Parties and shall terminate on June 30, 2026. The Contract may be renewed for additional terms as agreed to by the Parties. The decision to renew will be driven in part by the Charter School's performance in the Wisconsin accountability system and proven student achievement.

Section 10.2 Applications of Statutes. If, after the commencement of this Contract, there is a change in Applicable Law that alters or amends the responsibilities or obligations of any of the Parties with respect to this Contract, this Contract shall be altered or amended to conform to the change in existing law as of the effective date of such change.

Section 10.3 Amendments. This Contract may be amended only upon the written agreement of the Parties.

Section 10.4 Severability. If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 10.5 Successors and Assigns. The terms and provisions of this Contract are binding and shall inure to the benefit of the Parties and their respective successors and permitted assigns.

Section 10.6 Entire Agreement. This Contract sets forth the entire agreement between the Parties with respect to the subject matter of this Contract. All prior application materials, agreements or contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 10.7 Assignment. This Contract is not assignable by either Party without the prior written consent of the other Party.

Section 10.8 Non-waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented. No consent by any Party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 10.9 Force Majeure. If any circumstances occur which are beyond the control of a Party, which delay or render impossible the obligations of such Party, the Party's obligation to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 10.10 No Third Party Rights. This Contract is made for the sole benefit of the Parties and the members of the Consortium. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship among the Parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 10.11 Governing Law. This Contract shall be governed and controlled by the laws of the State of Wisconsin.

Section 10.12 Counterparts. This Contract may be executed in counterparts and shall be as effective as if executed in one document. Electronic signatures shall be as effective and valid as

original signatures. This Contract shall only be valid and binding upon the signatures of all parties.

Section 10.13 Notices. Whenever this Contract provides that notice must or may be given to another Party, or whenever information must or may be provided to another Party, the Party who may or must give notice or provide information shall fulfill any such responsibility under this Contract if notice is given or information is provided to:

**School District of Wisconsin Rapids
Board President, John Krings
5011 Wazeecha Avenue
Wisconsin Rapids WI 54494**

**School District of Wisconsin Rapids
District Administrator, Craig Broeren
510 Peach Street
Wisconsin Rapids WI 54494**

**Central Oaks Academy Inc. Governance Board
_____, Board President
[Address]**

Notice hereunder shall be effective if made by hand delivery to the pertinent Party or by United States mail, postage prepaid, certified with return receipt requested. Notices shall be effective when actually received by the addressee, if made by hand delivery, or 2 days after delivering the pertinent notice to the control of the United States Postal Service, if made by certified mail with return receipt requested.

The undersigned have read, understand, and agree to comply with and be bound by the terms and conditions as set forth in this Contract. In addition, each signatory below represents that he/she has authority to act on behalf of the respective represented Party, and understands that the other Party is relying on said representation.

**Central Oaks Academy, Inc.
By:**

**The School District of Wisconsin Rapids
By:**

Governance Board President

School Board President

Date

Date

ATTEST:

School Board Clerk

Date

WRPS Educational Equity

Vision: All children can learn when given the right conditions.

WRPS Educational Equity is when educational practices, policies, curricula, resources, and school cultures are representative of all students, such that each student has access to, participate and make progress in high quality learning experiences, resulting in positive outcomes regardless of race, sex, gender, ability, religion affiliation, national origin, linguistic diversity, or other characteristics (Great Lakes, 2012).

WRPS will participate in continuous/ongoing examination of beliefs, practices, policies, curricula, resources, and school cultures that allow all students to have access, representation, meaningful participation and high outcomes and achieve their full potential socially, emotionally, academically, and physically. When barriers are identified, stakeholders with diverse lenses will collaborate to enact solutions to these barriers in order to provide the conditions necessary for all children to learn.

- Anti-bias/anti-racist education discussions with small teams at Howe, Mead, Washington, and Grove.
- Establishing and running our district Equity Committee (meets monthly).
- Monthly heritage newsletters with considerations for culturally responsive teaching, learning and resources. In addition, I provide communication about current events and holidays and how they may impact our students and our families.
- Coordinating and providing DEU opportunities for staff (book studies, webinars, etc.)
- Title VI tutoring assistance - helping coordinate transportation and gas cards for academic help for Native American students.
- Helping troubleshoot Title VI family and student needs during COVID. Jessica McMillan is working very hard to provide them with what they need to improve their academic performance (internet access, technology assistance, tutoring, material pickup/dropoff, meals, etc).
- Run and coordinate the Title VI Parent Committee. Ensure their voices are heard and their needs are being met.
- Collaboration with the Ho-Chunk Nation, Nekoosa, and Port Edwards School Districts on equity issues as well with COVID communication.
- CII curriculum discussions - suggestions on how to consider bias in our curriculum and offer opportunities for further learning and considerations for more inclusive approaches to teaching.
- Behavior and Mental Wellness Committee participation - reconsidering our SEL competencies through an equity lens as well as other initiatives.
- Calling new families in the district to welcome them and provide assistance if needed
- Discussions with counselors and psychs about providing more inclusive policies for LGBTQ+ students.

Term 1 19-20 Grade Analysis

	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	P	N	Total	# of Students with Fs	# of LVS Students with Fs
																1397	37
2020	502	159	124	146	81	85	90	43	33	32	28	29	38		1390	24	
	36.12%	11.44%	8.92%	10.50%	5.83%	6.12%	6.47%	3.09%	2.37%	2.30%	2.01%	2.09%	2.73%				
2021	400	152	111	155	116	94	129	69	52	54	48	63	40		1483	38	
	26.97%	10.25%	7.48%	10.45%	7.82%	6.34%	8.70%	4.65%	3.51%	3.64%	3.24%	4.25%	2.70%				
2022	412	163	141	175	138	108	134	77	59	68	78	128	39		1720	78	
	23.95%	9.48%	8.20%	10.17%	8.02%	6.28%	7.79%	4.48%	3.43%	3.95%	4.53%	7.44%	2.27%				
2023	450	146	149	169	127	87	113	77	38	47	59	106	35		1603	56	
	28.07%	9.11%	9.30%	10.54%	7.92%	5.43%	7.05%	4.80%	2.37%	2.93%	3.68%	6.61%	2.18%				
Overall	1764	620	525	645	462	374	466	266	182	201	213	326	152		6196	196	18
	28.47%	10.01%	8.47%	10.41%	7.46%	6.04%	7.52%	4.29%	2.94%	3.24%	3.44%	5.26%	2.45%			14.03%	48.65%
A's	38.48%																
D's & F's	14.88%																
Historical Ds & Fs	2015-16	T 1	13.8	2016-17	T 1	12.9	2017-18	T 1	14.4	2018-19	T 1	13.06%	2019-20	T 1	14.88%		
		T 2	15.3		T 2	12.9		T 2	16.94		T 2	15.37%		T 2			
		T 3	13.3		T 3	15.4		T 3	14.63		T 3	14.88%		T 3			
Historical Fs	2015-16	T 1		2016-17	T 1		2017-18	T 1	4.86%	2018-19	T 1	3.80%	2019-20	T 1	5.26%		
		T 2			T 2			T 2	6.35%		T 2	5.24%		T 2			
		T 3			T 3			T 3	5.49%		T 3	4.04%		T 3			

**Off-Campus Enrollment Numbers as of 2/19/21
(Not Including Central Oaks)**

	4K	K	1	2	3	4	5	2/19/21	1/22/21	11/30/20	11/25/20	10/26/20	9/30/20	9/9/20
Grant		0	2	4	0	0	3	9	9	10	12	10	10	14
Grove		4	5	7	4	4	4	28	26	27	25	21	25	52
Howe		4	3	2	7	5	5	26	30	31	33	35	49	59
Mead		5	11	12	5	10	8	51	53	54	53	55	45	57
THINK		3	2	4	4	3	4	20	19	19	19	19	19	18
Washington		3	10	6	4	6	7	36	40	41	37	43	39	52
Woodside		5	1	3	6	4	8	27	30	32	38	32	30	43
DISTRICT	23							23	23	28	28	29	26	
Total by Grade	23	24	34	38	30	32	39	220	230	242	245	244	243	295

Central Oaks Enrollment by Grade Level

	2/19/21	1/22/21	11/30/20	11/25/20	10/26/20	9/30/20	9/9/20
4K	41	43	45	45	45	45	49
Kindergarten	47	48	52	52	51	52	57
1st Grade	44	47	52	52	54	54	54
2nd Grade	37	37	43	43	41	40	52
3rd Grade	43	43	45	45	45	50	54
4th Grade	40	40	40	40	38	41	44
5th Grade	36	36	37	37	37	40	41
6th Grade	77	78	79	76	73	71	64
7th Grade	78	77	79	77	66	65	65
8th Grade	75	76	72	71	67	58	55
Total Students	518	525	544	538	517	516	535

Lincoln Virtual School Enrollment

	2/19/21	1/22/21	11/30/20	10/26/20	9/30/20	9/9/20
Total Students	264	265	260	183	171	159

*14 new virtual applications have been received for Term 3

**24 of the 264 virtual students have received letters stating the need for them to return to "in-person" for Term 3 due to failing grades.