



MyPath School Curriculum Guidebook

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1. Introduction

The MyPath curriculum guidebook is a comprehensive resource for school leaders, educators, and learning coordinators providing a structured approach to curriculum development and implementation. It is designed to enhance teaching effectiveness and student learning outcomes through a clear framework aligned with MyPath school goals, support instructional improvements, and foster continuous learning.

- [Genesee Lake School](#)
- [TC Harris](#)
- [The Richardson School](#)

1.1 Purpose of the MyPath School Curriculum Guidebook

This guidebook is an essential tool for educators committed to delivering high-quality instruction and fostering a positive learning environment for all students enrolled within MyPath Schools.

Key Components:

Curriculum Alignment:

- Ensures that the curriculum is aligned with state and national educational standards.
- Facilitates coherence across grade levels and subject areas.

Instructional Strategies:

- Offers diverse and effective teaching strategies to engage students.
- Encourages differentiation to meet the varied needs of learners.

Assessment Practices:

- Guides the development of assessments that accurately measure student understanding and skills.
- Emphasizes the importance of formative and summative assessments in the learning process.

Continuous Improvement:

- Promotes a cycle of reflection and refinement to enhance curriculum effectiveness.
- Encourages data-informed decision-making to drive instructional improvements.

1.2 Alignment with MyPath Goals and Educational Standards

The guidebook emphasizes the importance of aligning curriculum with MyPath goals and educational standards. It ensures that curriculum is purposefully integrated into MyPath's instructional objectives, supporting accountability and the use of data to improve teaching and learning outcomes.

1.3 MyPath Mission and Vision Statements

Vision: MyPath schools support the academic and social-emotional growth of every student every day to foster a successful transition to each student's local school and community.

Mission: MyPath schools provide innovative learning environments that acknowledge and focus on individual learning styles and strengths to cultivate equitable learning and promote independence. We fulfill this mission by . . .

- creating a belonging environment that is safe, respectful, equitable and welcoming for students and staff
- acting as an integral part of the Individualized Education Plan (IEP) Team to design services focused on academic, behavioral, and social-emotional development
- embracing family and community as critical stakeholders
- supporting a collaborative focus on data driven student-centered practices and fostering educational excellence through the use of high leverage instructional practices in collaboration with environmental and sensory supports

1.4 MyPath Schools Core Beliefs

MyPath schools are committed to educating the whole student and embed various individualized supports within all of our educational settings for students to have equitable access to K-12 educational offerings to meet their individual academic, social emotional, transition/vocational, and developmental needs.

MyPath Schools educate students following a core set of beliefs:

- **Safe and Supportive Community:** Students and staff thrive in an environment that fosters safety, support, and a sense of belonging.
- **Presumption of Competence:** Every student is a general education student first, competent and capable of success, regardless of their abilities or disabilities.
- **Collaboration and Growth:** Learning is a collaborative process that values both academic growth and social/functional competencies.
- **Partnership:** Families and stakeholders are essential in promoting student growth and success, ensuring a holistic approach to education.

2. Academic Standards

Instruction is grounded in academic standards to ensure that teaching is focused, rigorous, and aligned with grade-level expectations. Educators use these standards to guide lesson planning, instruction, and assessment. Power standards have been identified for all core content areas to ensure a focused and cohesive instructional approach. Curriculum maps have been established to provide pacing, essential skills, and alignment across classrooms, supporting consistent, high-quality instruction and student progress toward key learning outcomes.

2.1 Wisconsin State Standards

[Wisconsin Academic Standards](#) specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local community. Educators at Genesee Lake School and The Richardson School are fully licensed in Wisconsin and adhere to the state's educational standards.

2.2 Wisconsin Essential Elements

Wisconsin has alternate academic achievement standards called the Wisconsin Essential Elements in [English Language Arts](#), [Mathematics](#), and [Science](#). These standards are K-12 academic standards, are aligned with college and career expectations, include rigorous content, and application. For students to be college and career ready, including students with the most significant cognitive disabilities, educators should include instruction in both academic content, as well as the reading and writing skills needed to demonstrate learning in the other disciplinary areas.

2.3 Indiana State Standards

The Indiana Department of Education's (IDOE) Office of Student Pathways and Opportunities has collaborated with Inspire Success to conduct a comprehensive research study. This study aimed

to define essential postsecondary skills that are crucial for promoting future success in three key areas: employment, enrollment and enlistment leading to service. To ensure a thorough and inclusive process, the Office of Teaching and Learning: convened stakeholder committees and facilitated an extended public comment period to gather feedback on standards prioritization and vertical articulation.

The study has identified prioritized standards for each content area, which are deemed essential for mastery by the end of each grade level or course. These standards are critical for preparing students for their postsecondary pathways.

The prioritized standards were officially adopted by the State Board of Education (SBOE) on June 7, 2023. This marks a significant step in enhancing the educational framework to better support student success beyond high school. This effort underscores Indiana's commitment to ensuring that all students are equipped with the necessary skills to thrive in their future endeavors.

[Indiana Academic State Standards](#)
[Indiana Content Connectors](#)

3. ELA

3.1 Curriculum

Strong foundational literacy skills are essential for students to access learning in all disciplines and areas of life. MyPath English Language Arts (ELA) instructional materials are in alignment with Act 20 expectations, the research on the science of reading and the need to focus on foundational skills (systematic phonics and phonemic awareness). Investing in new instructional materials and providing professional development for staff in high leverage reading routines is a high confidence strategy to increase overall literacy outcomes for MyPath students.

- [Genesee Lake School](#)
- [TC Harris](#)
- [The Richardson School](#)

[Wisconsin Standards for English Language Arts](#)

[Wisconsin Standards for Literacy in All Subjects](#)

[Indiana Academic Standards for English/Language Arts](#)

3.2 WI Act 20

[2023 Wisconsin Act 20](#) (Act 20) applies to all students in 4K through grade 3, including those with IEPs. It is essential for MyPath schools to be informed about how this legislation affects our students, especially those whose disability-related needs impact their early literacy development. Please review our [ACT 20 requirements](#) for more information.

3.3 Indiana Statewide Literacy Goal

[Indiana's statewide literacy goal](#) is to achieve 95% reading proficiency among third-grade students by the year 2027, with a focus on implementing Science of Reading standards and significant investment in early literacy development to reach this target; this goal is being actively pursued by the Indiana Department of Education.

3.4 Science of Reading

The [science of reading](#) is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages.

4. Math

Selected math curriculum throughout MyPath Schools provides a structured framework that outlines the progression of mathematical concepts for students within a specific grade level or range. The curriculum emphasizes essential skills, learning objectives, and instructional methods that educators should utilize to effectively guide students through each mathematical topic. The curriculum aligns with state or national educational standards and includes lesson plans, activities, and assessments to bolster effective teaching and foster student learning in MyPath schools.

- [Genesee Lake School](#)
- [TC Harris](#)
- [The Richardson School](#)

[Wisconsin Standards for Mathematics](#)

[Indiana Academic Standards for Mathematics](#)

5. Science

The science curriculum at MyPath Schools equips students with essential scientific principles, nurtures critical thinking abilities, and enhances their capacity to evaluate information. These skills are crucial for successfully navigating today's world, making well-informed choices, and exploring potential careers in STEM fields. Additionally, the curriculum encourages curiosity and promotes a greater comprehension of their surroundings. It serves as a stepping stone for advanced scientific education and develops important skills such as problem-solving, inquiry-based learning, and reasoning grounded in evidence, all of which are important for success in various disciplines and daily life.

- [Genesee Lake School](#)
- [TC Harris](#)
- [The Richardson School](#)

[Wisconsin Standards for Science](#)

[Indiana Academic Standards for Grades K-12 Science](#)

The [Next Generation Science Standards](#) (NGSS) represent a comprehensive set of science standards designed for students from kindergarten through high school. These standards aim to provide a science education that is applicable to students' everyday lives, empowering them with critical thinking, problem-solving, and data analysis skills that are essential for any career. This foundation enables MyPath students to make informed decisions affecting themselves, their families, and their communities.

6. Social Studies

Social studies motivates students to investigate their surroundings, broaden their perspectives, and enhance their awareness of college, career, and civic awareness. MyPath curriculum engages students in real-world activities and practices of citizenship. Students investigate and collaborate as they explore Social Studies content.

- [Genesee Lake School](#)
- [TC Harris](#)
- [The Richardson School](#)

[Wisconsin Standards for Social Studies](#)

[Indiana Academic Standards for Social Studies](#)

7. Social Emotional Learning

Social Emotional Learning (SEL) is an essential part of students' daily schedules, aimed at helping them understand and manage their emotions, build positive relationships, and make responsible decisions. By incorporating SEL into the curriculum, MyPath schools create an environment where students can develop important skills such as empathy, resilience, and self-awareness. These skills not only contribute to their academic success but also prepare them for future challenges in life. Engaging in regular SEL activities allows students to express their feelings in a healthy way, resolve conflicts peacefully, and collaborate effectively with their peers. As a result, SEL fosters a supportive classroom atmosphere that promotes overall well-being and academic achievement.

- [Genesee Lake School](#)
- [TC Harris](#)
- [The Richardson School](#)

[Wisconsin Social and Emotional Learning Competencies](#)

[Indiana Social and Emotional Learning Competencies](#)

8. Physical Education and Health

In alignment with the National Standards and Grade-Level Outcomes for K-12 Physical Education, the following Academic Standards outline learning outcomes for students that are embedded across MyPath curriculum. Each standard is accompanied by specific learning indicators that define the knowledge, skills, and behaviors expected of students by the end of each grade level. These standards are designed to ensure that students develop not only physical skills but also the cognitive and social skills necessary for a healthy and active lifestyle.

MyPath Schools have implemented a physical education curriculum for grades K-12 that is sequential and comprehensive based on national and/or state standards and grade-level outcomes for physical education. The curriculum is justified by the need to equip students with the knowledge and skills to make informed decisions about their physical and mental well-being, promoting healthy habits and lifestyles that extend beyond the classroom, including regular physical activity, nutrition, and mental health awareness; essentially, it aims to cultivate a holistic

approach to health through both theoretical understanding and practical application of fitness practices.

- [Genesee Lake School](#)
- [TC Harris](#)
- [The Richardson School](#)

[Wisconsin Standards for Physical Education](#)

[Wisconsin Standards for Health Education](#)

[Indiana Standards for Physical Education](#)

[Indiana Standards for Health and Wellness](#)

[National Physical Education Standards](#)

[National Health Education Standards](#)

9. Art

At MyPath Schools, art education and art therapy are designed to support student growth, creativity, and emotional well-being while aligning with state and national standards. At Genesee Lake School (GLS) in Wisconsin, the art program led by a dedicated art teacher follows Wisconsin State Standards for Art and Design Education, emphasizing creativity, technical skills, and cultural appreciation. Students engage in projects that foster self-expression and align with developmental and academic goals.

At The Richardson Schools (TRS) in Wisconsin and TCHarris (TCH) in Indiana, licensed art therapists provide individualized art therapy sessions. These sessions integrate therapeutic best practices with educational standards to support emotional regulation, self-expression, and mental health. In Indiana, the program incorporates elements of the Indiana Academic Standards for Visual Arts, ensuring that therapeutic art experiences also promote skill development and align with educational objectives.

Through these programs, we aim to inspire creativity, enhance student engagement, and support the diverse developmental and emotional needs of our students.

[Wisconsin Standards for Art and Design](#)

[Indiana Academic Standards for Fine Arts](#)

10. Technology

In today's digital age, incorporating technology and digital citizenship into the curriculum is vital for preparing students for a future where online interactions are commonplace. Digital citizenship teaches students how to navigate the internet safely and responsibly, emphasizing the importance of respecting others, protecting personal information, and understanding the impact of their online actions. By integrating technology into lessons, MyPath educators provide students with the tools to enhance their learning experience, encouraging creativity and collaboration through digital platforms. This combination not only fosters critical thinking and problem-solving skills but also helps students become informed and responsible digital citizens, equipping them to thrive in a connected world while promoting an understanding of ethical behavior online.

- [Genesee Lake School](#)
- [TC Harris](#)
- [The Richardson School](#)

[Wisconsin Standards for Information and Technology Literacy](#)

[Wisconsin Standards for Computer Science](#)

[Indiana Standards for Computer Science](#)

11. Post Secondary Readiness

MyPath Schools are dedicated to empowering the students in our care with the skills and confidence they need to thrive in their preferred futures. Our comprehensive Transition Services continuum focuses on fostering personal growth, independence, and post-secondary readiness through innovative strategies and a variety of learning environments.

Our Continuum of Transition Services:

We recognize that each student's journey is unique, which is why we offer a continuum of Transition Services to cater to varying student needs.

School-Based Services:

Our school-based transition services take place in our classrooms, catering to students in their K-12 education journey and those in transition age (14+). Tailored coursework, integrated with transition services, incorporates content related to post-secondary readiness into the core curriculum. This approach enhances students' social-emotional learning and real-world experiences.

Campus-Based Services: In the summer of 2023, Genesee Lake School introduced our campus-based transition environment in the Driscoll building. Tailored for students aged 16 and above, this program integrates a transition-focused approach into core academic content areas. It also includes weekly community-based instruction opportunities, mirroring aspects of our community-based environment. This service features components similar to our beyond-18 environment, offering targeted skill development within a supportive setting. Students collaborate closely with our Vocational Services Team to explore individualized employment opportunities.

Community-Based Services (LaBelle): In the summer of 2021, Genesee Lake School opened our community-based transition environment at GLS-LaBelle located just 15 minutes from the main GLS Campus. This service is tailored to students who have completed their K-12 education and are honing their Beyond-18 postsecondary readiness skills. Students participate in specialized mini-courses, such as healthy living, personal money management, and more. They engage with the local community through grocery shopping, library visits, job tours, community volunteer partnerships and recreational activities, gaining the confidence and skills required to thrive independently. They also work closely with our Vocational Services Team for individualized employment opportunities.

MyPath Schools use age-appropriate assessments to identify each student's strengths and needs. Our planning and support align with individual requirements and focus on Living, Learning, and Working. With tailored support and attention to Post-Secondary Transition Plans, we prepare students for life beyond education.

Living:

The living pillar of post-secondary readiness emphasizes the acquisition of essential independent and interdependent living skills, enabling students to engage in their chosen communities. Our instruction encompasses a range of crucial topics, including Personal Money Management, Community Involvement and Usage, Leisure Activities, Healthy Living, and Interpersonal Relationships.

Learning:

The learning pillar of post-secondary readiness emphasizes centers around personalized education that equips learners with the tools they need to succeed in various aspects of life. We focus on options for Further Education/Training beyond K-12 education, Functional Communication, Self-Determination, and Self-Advocacy, so that every student has the skills and options to pursue their academic and personal goals.

Working:

This pillar of transition services equips students with the practical experiences and skills essential for meaningful employment. Our emphasis is on Career Choice and Planning, as well as Employment Knowledge and Skills. We provide hands-on employment preparation instruction, customized vocational services, and opportunities in classrooms, on the GLS campus, and in local communities. This multifaceted approach readies students for the job market by combining diverse offerings, hands-on opportunities, and targeted skill development, both in the classroom and through our vocational services offerings.

12. Curriculum and Assessment Review Process

MyPath Schools utilize a structured framework for evaluating potential learning materials, ensuring alignment with specific learning objectives, and promoting consistency in the assessment process, ultimately leading to a more informed and effective curriculum choice. The following processes and rubrics have been developed to achieve this.

- [MyPath Curriculum and Assessment Review Process](#)
- [MyPath Schools Curriculum Review Rubric](#)
- [Assessment Guidebook](#)