



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 2, 2020

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

TIME: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Board Policy 345.11 - Procedures for Academic Excellence Scholarships for First Reading
  - B. Board Policy 423 - Public School Open Enrollment for First Reading and Board Policy 423 Rule – Procedures for Processing Public School Open Enrollment Applications for First Reading
  - C. 2020-21 School Year Calendar
  - D. Lincoln High School Summer School Class Proposals
  - E. America’s Voice Pilot Class Proposal
  - F. Contemporary American History B/ Literature Emphasis
- IV. Updates
  - A. Secondary Language Arts Coordinator and K-12 Social Studies Coordinator Position Updates
- IV. Consent Agenda Items
- V. 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.



**BACKGROUND**

Mary Rayome, Chairperson  
John Benbow, Jr.  
Katie Bielski-Medina  
Troy Bier  
Larry Davis  
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TIME: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Board Policy 345.11 - Procedures for Academic Excellence Scholarships for First Reading

Board Policy 345.11 - Procedures for Academic Excellence Scholarships is being updated to include clarifying language around certain timelines related to the selection criteria; how senior status is determined; and to clearly indicate that early graduates are ineligible to receive the Academic Excellence Scholarship. Suggested revisions are set out in Attachment A. Ronald Rasmussen, Principal of Lincoln High School (LHS), will be at the Committee meeting to describe the recommended policy changes and answer any questions.

The administration recommends approval of Board Policy 345.11 – Procedures for Academic Excellence Scholarships for First Reading.

- B. Board Policy 423 - Public School Open Enrollment and Board Policy 423 Rule – Procedures for Processing Public School Open Enrollment Applications for First Reading. Board Policy 423 is set out in Attachment B.

Board Policy 423 - Public School Open Enrollment and Board Policy 423 Rule - Procedures for Processing Public School Open Enrollment Applications are being updated to add language that would guarantee acceptance of pupils currently residing in the District but planning to move prior to the beginning of the following year; clarify how applications will be handled when a nonresident student has been referred or identified as having a possible disability but not yet evaluated; and

updates to match procedures with practice concerning alternative open enrollment applications. Suggested revisions to Board Policy 423 Rule Procedures for Processing Public School Open Enrollment Applications are set out in Attachment C.

The administration recommends approval of Board Policy 423 - Public School Open Enrollment and 423 Rule - Procedures for Processing Public School Open Enrollment Applications for first reading.

C. 2020-21 School Year Calendar

The district currently has a Professional Development Day planned for January 25, 2021. Martin Luther King, Jr. Day is observed on January 18, 2021. A growing number of our students are involved in community events that honor and recognize the work of Dr. King, Jr. on this annual holiday. In order to make it more convenient for our students to take part in these community activities, we would like to move the January Professional Development Day from January 25, 2021 to January 18, 2021. Suggested Revisions are set out as Attachment D.

The administration recommends approval to reschedule the January 2021 Professional Development Day from January 25, 2021 to January 18, 2021.

D. Lincoln High School Summer School Class Proposals

1. Blended Strength and Fitness Summer School Pilot Class

In an effort to enhance the lifestyle of LHS students and accommodate their busy lives, LHS Physical Education (PE) staff would like to pilot a "blended learning" style class of PE during the summer of 2020. This class would be available for all 10-12th grade students. Any student could take this course as a .5 credit towards their PE requirement or elective. This course will cover the same material as the current Strength & Fitness course offered during the school year. Students will be required to physically attend class on certain days and they will also use an activity log to document activities approved by the instructor.

The course description is included as Attachment E.

The administration recommends the approval of the Blended Strength and Fitness Summer School Pilot Class for the summer of 2020.

2. Method Prep ACT Course

This online course offered during the summer for .5 credit is designed to assist students in more thoroughly preparing their college and career readiness skills as measured by the ACT. The course begins with a pre-assessment designed to measure student readiness in each academic area found on the ACT (reading, English, math, science reasoning), followed by lessons and quizzes designed to enhance student preparedness. Students participating will complete a full-length ACT examination at the mid-way point of the class and again at the end of the class.

The course description is included as Attachment F.

Miranda Moody, Language Arts Department Chair and Instructor, will be present to provide a brief overview of the class.

The administration recommends approval of the Method Prep ACT Course to be offered during the 2020 Summer School Session for .5 graduation credit.

E. America's Voice 2020 Pilot Class

Modifications made to the Social Studies scope and sequence has had a ripple effect on the number of students who have enrolled in the American Dream class at LHS for the 2020-2021 school year. American Literature is taught at the junior level. Moving American History to the sophomore level created a break in the curriculum alignment between the two departments. In order to preserve the team-taught experience for students and the collaboration between the two departments, the English/Language Arts (ELA) and Social Studies departments created a new team-taught course, America's Voice.

Miranda Moody, Language Arts Department Chair and Instructor, will provide an overview of the pilot class America's Voice.

The course description is included as Attachment G.

The administration recommends approval of the pilot course, America's Voice, to be offered during the 2020-2021 school year for .5 ELA credit and .5 Social Studies credit.

F. Contemporary American History B/ Literature Emphasis

America's Voice will offer students the experience of a team taught class as American Dream is phased out. Traditionally students would earn a full social studies credit and a full English credit when they completed American Dream. Contemporary American History B/Literature Emphasis is how students will retain that ability to earn the full social studies credit while maintaining the teaching style of the collaborative Voice class.

Greater emphasis would be placed on literature to deliver historical information. The use of novels, biographies, short stories, speeches, letters and a host of other primary sources would be used to teach the curriculum. The course would be taught by a social studies teacher and students would receive the remaining sophomore-level .5 credits for their American History requirement.

John Schmitt, Social Studies Teacher at LHS, will provide an overview of the pilot class Contemporary American History B/ Literature Emphasis. The course description is included as Attachment H.

The administration recommends approval of Contemporary American History B/ Literature Emphasis, to be offered during the 2020-2021 school year for .5 Social Studies credit.

#### IV. Updates

##### A. Secondary Language Arts Coordinator and K-12 Social Studies Coordinator

Ms. Roxanne Filtz, Director of Curriculum and Instruction, will provide an update to the Committee regarding the restructuring of the K-12 Literacy Coordinator position. Currently, Jennifer Wilhorn, Assistant Director of Curriculum, serves as the Literacy Coordinator for grades K-12. There are distinct differences between early literacy and elementary reading and writing instruction, and secondary English/Language Arts instruction. In order to better serve the ELA needs of our students in kindergarten through twelfth grade, as well as the Professional Development needs of our K-12 staff, the District has created a Secondary Literacy Coordinator position. Miranda Moody, Language Arts Department Chair and Instructor, will serve in this capacity. She will be allowed one class period each day to complete her Coordinator work.

Jacob Bertagnoli has been serving the district as the K-12 Social Studies Coordinator. Historically, he has received a stipend for his work. Beginning with the 2020-21 school year, Jacob will instead be allowed one class period each day to complete his Coordinator work in lieu of receiving a stipend.

#### 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:

- ACT Graduates and AP Report Update (April)
- Early College Credit Program/Start College Now (April)
- Code of Conduct Updates (April)
- Agenda Planners (May)
- Elementary Social Studies Acquisition (May)
- World Language Acquisition (May)

## 345.11 PROCEDURES FOR ACADEMIC EXCELLENCE SCHOLARSHIPS

The Wisconsin Academic Excellence Scholarship is a state-supported program administered by the Higher Education Aids Board (HEAB). The program offers scholarship recipients a partial exemption from specified tuition and fees for post high school education at eligible higher education institutions in Wisconsin. ~~This program is authorized under Wisconsin State Act 457.~~

This scholarship began in the 1990-1991 school year. Each school district is entitled to a specific number of scholarships based on 9-12 enrollments. No student may receive both an Academic Excellence Scholarship and a Technical Excellence Scholarship.

### Criteria Used for Selection

Consistent with the statute (39.41 of Wisconsin State Statutes), the senior student(s) with the highest grade point average in all subjects, based on the individual high school's grading scale and policy, will be eligible for this scholarship. Senior status is earned based upon three prior years of high school academic attendance and having earned 18 credits. Lincoln High School's grading/ranking scale includes non-weighted grades. Scholarship(s) will be awarded to the highest-ranking students as of the last day of the 2<sup>nd</sup> trimester senior year, ~~term which ended just prior to February 15<sup>th</sup>.~~ The State of Wisconsin determines the number of scholarships for which the school district is eligible each year.

In case of a tie based on the GPA (based on a 4.0 scale) the following tie-breaking procedure will be used beginning with step number one and proceeding to additional steps as necessary:

1. The principal will request the tied students and/or parents to submit a written commitment indicating their intent to attend a college, university or technical school in the State of Wisconsin, within 14 days of official notification of a tie.
2. Students with the highest American College Testing (ACT) composite score officially received from ACT at Lincoln High School prior to ~~February 15<sup>th</sup>~~ the conclusion of the 2<sup>nd</sup> trimester senior year.
3. Students with the largest number of Advanced Placement (AP) course credits earned at Lincoln High School and Dual Enrollment course credits earned in the subjects of English, math, social studies, science, and world language approved by LHS at an institution of higher education term that ends just prior to ~~February 15<sup>th</sup>~~ the conclusion of the 2<sup>nd</sup> trimester senior year.
4. Students with the highest sub-score on the ACT Test. The next tiebreaker will be the second, third, and fourth highest sub-scores in that order.
5. The student with the most credits earned through the ~~term that ends just prior to February 15<sup>th</sup>~~ end of the 2<sup>nd</sup> trimester senior year shall be selected. This includes credits transferred and accepted by the school from other schools.
6. The principal will appoint a committee who will make the selection based on the following in no particular order:
  - ◆ Activity involvement in grades 9-12
  - ◆ Rigor of the curriculum
  - ◆ Number of credits completed in the term that ends just prior to February 15<sup>th</sup>
  - ◆ Any other factors as determined by the committee

The committee will consist of the high school principal, counselor(s), and teacher(s).

Students transferring into the Wisconsin Rapids Public School District must legally attend Lincoln High School for

at least ~~four~~ **five** full terms prior to ~~February 15<sup>th</sup>~~ **March 10th** of their senior year to qualify for this scholarship through our district. **Early graduates are ineligible for the Academic Excellence Scholarship.** Courses taken through home based study and foreign study abroad will be recorded on the student's official high school transcript as credit only, not to be included in the GPA.

~~This policy becomes effective with the class of 2016.~~

LEGAL REF.:               ~~Wisconsin State Act 457~~  
39.41 – Wisconsin State Statutes

CROSS REF.:               345.12 – Procedures for Wisconsin Technical Excellence Scholarships

APPROVED:                December 14, 1998

REVISED:                 April 9, 2001  
November 12, 2001  
September 17, 2007  
May 12, 2014  
January 12, 2015  
**TBD**

## 423 PUBLIC SCHOOL OPEN ENROLLMENT

This policy shall be administered in accordance with the state public school open enrollment law. The Board authorizes the Open Enrollment Coordinator designated by the Superintendent to act on applications for the full-time open enrollment program subject to any policies and criteria adopted by the Board.

### Nonresident Open Enrollment Students (Open Enrolled "IN")

A nonresident student may apply for full-time enrollment in a District school or program under the open enrollment program in accordance with state law and established procedures. Applications shall be made and acted upon in accordance with the timelines and procedures outlined in state law. The District shall consider the following criteria when accepting or rejecting a nonresident student's application for full-time enrollment.

1. The District will consider availability of space in the schools, programs, classes or grades. No later than the end of January of each school year the Superintendent will report to the Board the space available for the next school year in the schools, programs, classes and grades of the District for open enrollment students. In determining the amount of space available, the District may include in its counted occupied spaces students and siblings of students who have applied under State Statutes §118.51(3)(a) or 118.51(3m)(a) and are already attending public school in the district, and students attending the district for whom tuition is paid under State Statutes §121.78(1)(a). When determining space availability, consideration shall be given to District practices, policies and procedures or other factors regarding class size limits or ranges for particular programs or classes, student-teacher ratios for particular programs, classes or buildings, the number of students currently attending District schools whose tuition is paid by another school district, and enrollment projections for the schools of the District.

Enrollment projections include, but are not limited to the following factors; the likely short and long-term economic development in the community, projected student transfers in and out of the district, preference requirements for siblings of nonresident open enrollment students, the required length of K-12 attendance opportunities for open enrollment students and current and future space needs for special programs, laboratories (e.g., in technology, science, or foreign languages) or similar district educational initiatives, the number of resident home schooled or private school students likely to attend the schools of the District in accordance with State Statutes §118.145, and the number of resident students likely to change schools on a full-time or part-time basis under the District's intra-district boundary exception policy.

The District shall give preference in accepting full-time open enrollment applications to any nonresident students already attending school in the District, and their siblings; pupils for whom tuition is paid under subch. V of ch. 121, Stats; ~~pupils who currently reside in the District but plan to move prior to the beginning of the following school year;~~ and pupils who moved out of the District during the current school year but have remained in public school in the District under s. 121.84(1)(a). Stats. **The District shall guarantee acceptance of pupils who currently reside in the District but plan to move prior to the beginning of the following year. This guarantee applies to students with and without disabilities.** If the District receives more nonresident student applications for full-time enrollment than there are spaces available, the District shall determine which students to accept on a random basis, and establish a waiting list as necessary for excess applications.

2. The District will consider whether the special education program or related services described in the students' individualized educational program (IEP) are available in the District or whether there is space available in the special education program identified in the student's IEP, including any class size limits or ranges for particular programs or classes, student-teacher ratios for particular programs, classes or buildings, or enrollment projections established by the Board and as described in Section 1 above. If a nonresident student's IEP changes after the student begins attending school in the District and the special education program or services required by that IEP are not available in the District or there is no space available in the special education program identified in the IEP, the District may deny the student's continued enrollment in the District.



3. The District will consider whether the student has been screened by his/her resident district to determine if there is reasonable cause to believe that the student is a child with a disability. Another consideration will be whether the student has been reported or identified as having a possible disability, but not yet evaluated by an IEP team in the resident district. **An open enrollment application shall be denied if the nonresident student has been referred or identified as having a possible disability but has not yet been evaluated by an IEP team in the resident district. To the extent permitted by DPI, and assuming other acceptance criteria are and continue to be met, such a student's parent/guardian may request that the District reconsider a denial under this criteria if the IEP (or a finding of no disability) is forwarded to the District and reviewed by the District prior to the close of the period during which the District would normally continue to process and accept applications from any waiting lists and if the District concludes that such reconsideration would not be prejudicial to any other applicant.**
4. The District will consider whether the District has determined that the student was habitually truant from the District during any semester of attendance at the District in the current or previous school year. If a student is determined to be habitually truant during any semester as established by State Statutes and Board Policy, the District may revoke the student's attendance under the open enrollment program and prohibit the student from attending school in the District under the full-time public school open enrollment program in the succeeding semester or school year.

The District shall not accept any student for full-time enrollment who has been expelled by any school district during the current school year or preceding two school years for specific conduct specified in the law, or who has disciplinary proceedings pending on such conduct. This policy provision applies to the following student conduct: endangering the health, safety or property of others under certain conditions; conveying or causing to be conveyed a "bomb" threat involving school property; possessing a dangerous weapon while at school or under the supervision of a school authority; or, engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety or property of others at school or under the supervision of a school authority or of any employee of the school district or member of the school board. If any of these disciplinary actions occur after the student has been accepted for enrollment and prior to the beginning of the school year in which the nonresident student first enrolls in the District, the student's enrollment shall be denied.

The District may also deny the enrollment of any student who has been expelled from another Wisconsin public school district, no matter what the reason for the expulsion, during the term of the student's expulsion.

Once a nonresident is accepted as an open-enrollment student in the district, the student may be required to reapply one time at the beginning of middle school, ~~junior high~~ or high school.

Except as otherwise provided, student transportation shall be the responsibility of the nonresident student's parent(s)/guardian(s) or the student, if an adult. The District may provide transportation to nonresident students participating in the full-time open enrollment program only from a scheduled stop within the District upon approval of the District's transportation department, and under the District's "Pay to Ride" provisions. The District shall provide transportation for nonresident students with disabilities if it is required in the student's IEP.

Nonresident open enrollment students attending school or classes in the District shall have all the rights and privileges of resident students and shall be subject to the same rules and regulations as resident students.

The District will give preference in assigning students to a school, program, class, or grade to resident students who live outside the school's attendance area (boundary exceptions).

### **Resident Open Enrollment Students (Open Enrolled "OUT")**

Resident students may apply for full-time open enrollment in another public school district in accordance with state law and established procedures.

The District will not provide transportation to resident students participating in the full-time open enrollment program.

The District will NOT permit nonresident districts to enter into this district for the purpose of picking up and dropping off open enrollment students.

## Alternative Application Procedures

The parent of a nonresident student who wishes to attend district schools may submit an application under this section no earlier than July 1 and no later than the last day of the school year during which the pupil will first attend. A form provided by the Department of Instruction is to be used to apply. At least one of the criteria described in *Paragraph A*, below shall be applicable.

### A. Criteria for Alternative Application Procedures

The parent of the nonresident student may apply under this section only if the student meets one of the following criteria, and shall describe the criteria that the student meets in the application. The parent shall answer all applicable questions on the application completely and accurately. Missing information as required on the form may be requested to process the application.

1. The resident board determines that the student has been the victim of a violent criminal offense, as defined by the Department by rule. An application made on the basis of this criteria is not valid unless the nonresident board receives the application within 30 days after the determination of the resident board.
2. The student is or has been a homeless student in the current or immediately preceding school year. In this subdivision, "homeless student" means an individual who is included in the category of homeless children and youths, as defined in 42 USC 11434a (2).
3. The student has been the victim of repeated bullying or harassment and all of the following apply:
  - a. The student's parent has reported the bullying or harassment to the resident school board; and
  - b. Despite action taken, the repeated bullying and harassment continues.
4. The place of residence of the student's parent or guardian and of the student has changed as a result of military orders. An application made on the basis of this criteria is not valid unless the nonresident school board receives the application no later than 30 days after the date on which the military orders changing the place of residence were issued.
5. The student moved into this state. An application made on the basis of this criteria is not valid unless the nonresident school board receives the application no later than 30 days after moving into this state.
6. The place of residence of the student has changed as a result of a court order or custody agreement or because the student was placed in a foster home or with a person other than the student's parent, or removed from a foster home or from the home of a person other than the student's parent. An application made on the basis of this criteria is not valid unless the nonresident school board receives the application no later than 30 days after the student's change in residence.
7. ~~The student's parent and the nonresident and resident school districts agree that attending the nonresident school district is in the best interests of the student.~~ **The District will review information and rationale provided by the parent/guardian on an alternative open enrollment application which relies upon the "best interests of the student" criteria, and make a determination as to whether the District agrees that attending school in the nonresident district is in the student's best interest. The application must explain the reasons for requesting this exception and why attendance at the**

**nonresident school district is in the best interests of the student. If the District determines that attendance would not be in the student's best interests, the application shall be denied on that basis.**

8. The student's parent and the nonresident school board agree that attending school in the nonresident school district is in the best interests of the pupil. If the resident school board notifies the parent of the pupil who applies under this subdivision that the pupil may not attend the nonresident school district, the parent may appeal the resident school district's decision to the DPI.

- B. Nonresident Applications. If the District receives a nonresident student's application under this section, the District shall immediately forward a copy of the application to the resident board, and shall notify the applicant, in writing, whether it has accepted the application no later than 20 days after receiving the application. The District will determine whether the applicant meets the criteria for alternative application procedures in this section, and consider the criteria for nonresident applications described in previous sections of this policy. **If the Board has taken action in January to limit the number of spaces that will be available for applications that are submitted under the regular application period for the following school year, then the District shall not approve any alternative applications in the schools, grades, programs or services with limited spaces that are submitted for the current school year after the date of the January school board meeting. Further, the District shall deny any alternative applications for a particular school, grade, program or service for the current school year that are received on or before the date of the Board meeting in January where space availability for open enrollment is again considered if, due to space considerations, the District did not approve all otherwise-eligible regular-period application(s) for that particular grade or program for the same school year.** If the District has accepted the application, the District shall identify the specific school or program that the student may attend.

If the District accepts a nonresident application under this section, the student may immediately begin attending a school or program in the District, and shall begin attending the school or program no later than the 15th day following receipt by the parent of the student of the notice of acceptance. If the student has not enrolled in or attended school in the District by the day specified in this paragraph, the District may notify the student's parent, in writing, that the student is no longer authorized to attend the school or program in the district.

- C. Resident Applications. If the District receives a resident student's application under this section, the District may notify an applicant that he/she may not attend a school or program in the nonresident school district, if the District determines that the criteria relied on by the applicant does not apply to the student.

There is no provision in the statutes for parents to appeal a nonresident school district's **open enrollment alternative application** decision.

A resident school district's **decision to deny an open enrollment alternative application** ~~denial~~ may be appealed to the Department of Public Instruction within 30 days of receiving the notice of denial.

LEGAL REF.: Wisconsin Statutes Sections:  
**115.385(4), 115.787, 115.7915,** 118.13, 118.145, **118.16(1)(a), 118.50(6),** 118.51, **118.57,**  
120.13(1)(f) **and (h),** 121.54(1), **121.545(1), 121.55,** 121.58(2)(a), 121.78, 121.84(1)(a)  
~~Chapter 115, Subchapter V~~  
~~Chapter 121, Subchapter V~~  
PI 36, Wisconsin Administrative Code  
Wis. Act 68, Wis. 2015 Act 55

CROSS REF.: 343.2, Class Size  
411, ~~Discrimination, Harassment and Bullying Prohibited~~ **Student Non-Discrimination and Anti-Harassment**  
420, School Admission

423-Rule, Procedures for Processing Public School Open Enrollment Applications  
431, Student Attendance  
431-Rule, Student Attendance Procedures  
432, School Attendance Boundaries

ADOPTED: December 8, 1997

REVISED: August 13, 2001  
December 11, 2006  
March 14, 2011  
November 12, 2012  
January 12, 2015  
January 11, 2016  
**TBD**

## 423-RULE PROCEDURES FOR PROCESSING PUBLIC SCHOOL OPEN ENROLLMENT APPLICATIONS

### Nonresident Student Open Enrollment Applications (OPEN ENROLLED “IN”)

#### Full-Time Enrollment

- a. The parent(s)/guardian(s) of a nonresident student who wishes to attend school in the District shall follow the established guidelines and procedures set by the Department of Public Instruction (DPI) to submit the required on-line open enrollment application. The application may include a request to attend a specific school or program offered by the District. The application shall be submitted no earlier than the first Monday of February and not later than 4:00 p.m. on the last weekday in April of the school year immediately preceding the school year in which the student wishes to attend (unless the application is submitted under the “Alternative Application Procedures” section of Policy 423). Untimely applications will not be considered. Paper applications are to be submitted to the District Open Enrollment Coordinator. Upon receipt, the Open Enrollment Coordinator will date and time stamp the application.
- b. Applications may be submitted to no more than 3 nonresident school boards for any pupil in any school year.
- c. All applications shall be reviewed using the acceptance/rejection criteria outlined in Board policy. The Superintendent or his/her designee shall submit recommendations regarding acceptance or rejection of applications to the Board for action. District decisions on full-time open enrollment applications will be made no earlier than May 1<sup>st</sup> and no later than the first Friday following the first Monday in June, unless otherwise provided by the DPI. The District will make decisions regarding applications submitted under the Alternative Application Procedures section of Policy 423 pursuant to the timelines specified in that section.
- d. On or before the first Friday following the first Monday in June following receipt of the application, the applicant shall be notified, in writing, whether the application has been accepted. This determination shall be made in consultation with other appropriate staff and in accordance with established District policies and procedures. If accepted, the specific school or program that the applicant may attend in the following school year will be identified. If the application is rejected, the notice shall include the reason(s) for the rejection.
- e. On or before the second Friday following the first Monday in June following receipt of a copy of the application, if a resident school board denies a pupil’s enrollment in a nonresident district, the resident school board shall notify the applicant and the nonresident school board, in writing, that the application has been denied and include in the notice the reason for denial.
- f. On or before the last Friday in June following receipt of the notice of acceptance, the nonresident student’s parent(s)/guardian(s) shall notify the Board of the student’s intent to attend school in the District in the following school year.
- g. Annually, by July 7, each nonresident school board that has accepted a pupil for attendance in the following school year shall report the name of the pupil to the pupil’s resident school board.

#### **Random Drawing / Waiting List**

Unless the open enrollment applicant meets the criteria for rejection established in Board Policy 423, the District will conduct a random drawing should it receive more applications than there are spaces available. Once all available spaces have been filled on a random basis as described below, the District will then establish a waiting list of the nonresident applicants.

Each open enrollment application will be assigned a number. All numbers from the applications will be placed into a container. In the presence of at least two other staff members, a blind drawing of the numbers will be conducted with each number written down on a list in the order they are drawn. The drawing will continue until all numbers have been drawn. A student with a disability will be included in any random selection held before the District considers the availability of and the space within the special education program that is required by the student's IEP. **If at any time during the selection process, one student application from a family is chosen and the student is eligible for acceptance under all applicable criteria, the District shall give immediate consideration to the applications for the remaining siblings of the family who applied for open enrollment at the same time, and admit such otherwise eligible siblings for whom there is space available at that point in the process.** Students not approved due to space constraints will hold their position on the list until the time that an opening in the needed grade and programming occurs.

Parents/guardians will be notified in writing if a space becomes available, including notification of the school or program to which the student has been assigned. If the District notifies a parent/guardian of acceptance on or after 10 days prior to the last Friday in June, the parent/guardian shall have 10 calendar days to respond to the placement offer; otherwise, the parent/guardian must respond to the notice no later than the last Friday in June. If the parent/guardian does not respond in the allotted time, the space will be offered to the next student on the waiting list. The last day that space will be offered from the waiting list will be the third Thursday in September.

## **Resident Student Open Enrollment Applications (OPEN ENROLLED "OUT")**

### Full-Time Enrollment

- a. Upon receipt of a copy of a resident student's application to attend a school or program in another public school district, all applications shall be reviewed using the criteria outlined in Board policy.
- b. The Superintendent or his/her designee shall submit recommendations regarding acceptance or rejection of applications to the Board for action. If the application is rejected, the applicant and the nonresident school board shall be notified, in writing, that the application has been rejected. This notification shall be made on or before the first Friday following the first Monday in April. The notice shall include the reason(s) for the rejection.
- c. Special Procedure for Resident Students Not Enrolled in the District – Students who reside in the District, but have been enrolled in a private school or home-based private educational program and students who did not reside in the District at the time of applying for full-time open enrollment in another school district must formally enroll in the District prior to attending school in another public school district under the open enrollment program.

## **Appeal of Rejection**

If an application for enrollment is rejected as outlined above, the student's parent(s)/guardian(s) may appeal the decision to the DPI within 30 days after the decision.

LEGAL REF.: Wisconsin Statutes Sections:  
115.385(4), 115.787, 115.7915, 118.13, 118.145, 118.16(1)(a), 118.50(6), 118.51, 118.57,  
120.13(1)(f) and (h), 121.54(1), 121.545(1), 121.55, 121.58(2)(a), 121.78, 121.84(1)(a)  
~~Chapter 115, Subchapter V~~  
~~Chapter 121, Subchapter V~~  
PI 36, Wisconsin Administrative Code  
~~Wis. Act 68~~

CROSS REF.: 343.2, Class Size  
411, ~~Discrimination, Harassment and Bullying Prohibited~~ *Student Non-Discrimination and Anti-Harassment*  
420, School Admissions  
423-Rule, Procedures for Processing Public School Open Enrollment Applications  
431, Student Attendance  
431-Rule, Student Attendance Procedures  
432, School Attendance Boundaries

APPROVED: December 8, 1997

REVISED: August 13, 2001  
February 14, 2011  
November 12, 2012  
January 12, 2015  
**TBD**



**WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR**  
**2020-21**

**ATTACHMENT D**  
Move PD Day on 1/25/21 to 1/18/21

AUGUST 2020					SEPTEMBER 2020					OCTOBER 2020				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
3	4	5	6	7	( 1	2	3	4	5	6	7	8	9	10
10	11	12	13	14	LD 7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	14	15	16	17	18	19	20	21	22	23
24	25	26	27	28	21	22	23	24	25	26	27	28	29	30
31					PD 28	29	30							PD 30
NOVEMBER 2020					DECEMBER 2020					JANUARY 2021				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
2	3	4	5	6		1	2	3	4					WB 1
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
23	24	PD/RK 25	TG 26	TG 27	21	22	WB 23	WB 24	WB 25	18	19	20	21	22
( 30					WB 28	WB 29	WB 30	WB 31		PD 25	26	27	28	29
FEBRUARY 2021					MARCH 2021					APRIL 2021				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
1	2	3	4	5	1	2	3	4	PD/RK 5				SB 1	SB 2
8	9	10	11	12	( 8	9	10	11	12	PD 5	6	7	8	9
15	16	17	18	19	15	16	17	18	19	12	13	14	15	16
22	23	24	25	26	22	23	24	25	26	19	20	21	22	23
					SB 29	SB 30	SB 31			26	27	28	29	30
MAY 2021					JUNE 2021					JULY 2021				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
3	4	5	6	7		1	2	3	4					1
10	11	12	13	14	RK 7	8	9	10	11	ID 5	6	7	8	9
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
MD 31					28	29	30			26	27	28	29	30

Teachers Return

Student Attendance Days (Shaded)

( ) = \*\*TRI begins/ends

8/25-8/27 - Teachers Return (3 days)

9/1 - First Day for Students

9/7 - (LD) Labor Day \*\* No School

9/28 & 10/30 - (PD) Prof Dev Day \*\* No School

11/26-27 - (TG) Thanksgiving \*\* No School

11/25 - (PD/RK) Prof Dev/Rkpg Day \*\* No School

12/23 - 1/1/21 - (WB) Winter Break \*\* No School

1/25 & 3/5 - (PD/RK) PD/Rcrdkpg Day \*\* No School

3/29 - 4/2 - (SB) Spring Break \*\* No School

4/5 - (PD) Prof Dev Day \*\* No School

5/31 - (MD) Memorial Day \*\* No School

6/4 - Last Day for Students (1/2 day)

6/7 - (RK) Recordkeeping

**Trimester Schedule:**

1st Trimester: 9/1/20 - 11/24/20

2nd Trimester: 11/30/20 - 3/4/21

3rd Trimester: 3/8/21 - 6/4/21

Tri 1 = 58 days

Tri 2 = 60 days

Tri 3 = 58 days



## **New Section/Course Proposal (Summer 2020)**

# **STRENGTH & FITNESS Summer School-Based Section**

Requested by:

LHS Physical Education Department, Tony Biolo, Instructor

## **BACKGROUND**

### **Explanations and Rationale:**

In an effort to enhance the lifestyle of our students and accommodate their busy lives, we would like to pilot a “blended learning” style class of Physical Education. This class would be available for all 10-12th grade students. Any student could take this course as a .5 credit towards their PE requirement or elective.

This course will cover the same material as the current Strength & Fitness course. There will be certain required days of the week for physical attendance, as well as utilizing an activity log.

The benefits of taking (being enrolled in) this “blended” section:

1. **Scheduling: Students will workout at their own pace and on their own time.** Students that are in this course will be much more confident and motivated as they will have opportunities to choose when/where they will get their daily workout in.
2. **Time Management Skills: Students learn to appreciate the ability to be active daily and understand how it feels in a “real-life” scenario of scheduling their daily activity.** Students who will be enrolled in this course will have the opportunity to develop a routine of when/where they will “fit” in their daily exercise.
3. **Course Organization:** Meet the needs of students who have a full 7.5 credit schedule during the school year.

### **Communication/Timeline**

**Stakeholders:** Current LHS 9th through 11th-grade students

**February 2020:** Course idea/proposal shared with LHS Physical Education Department, LHS administration, Cabinet, and CII.

**April/May 2020:** Students are informed of the course/section through the registration process.

**2020 Summer School:** Course/Section implementation

### **Curriculum**

The course will utilize the current Strength & Fitness requirements in addition to utilizing online resources. Below is the current listing in the LHS Program of Studies:

*This course will emphasize the general principles of fitness. Students will be given the opportunity to improve their general physical preparedness (GPP) by working within the 10 Physical Skills: cardiovascular, stamina, strength, flexibility, power, speed, coordination, agility, balance & accuracy. Students will also be exposed to sport-specific preparation (SPP) by creating individualized strength programs. Out of class time will be expected.*

### **Class Cap**

25 students per section

**Class Minutes of Instruction**

500 minutes per week for eight weeks. Attendance a minimum of 4 days per week from 7 to 9 am. Exceptions granted with instructor approval.

**RESOURCES**

**Staffing:** An LHS Physical Education staff member already being compensated for summer supervision. This staff member would be compensated additionally with 23 days of prep period at the current summer school rate.

**Space/Equipment:** This course would utilize classroom, fieldhouse & outdoors.

**Instructional Materials:** Information will be selected based on criteria set by both the district instructor, LHS Physical Education PLC as all of them hold an interest in these students becoming successful in Physical Education.

**EVALUATION**

Student success in this course will be evaluated weekly with online record keeping, tests and reflections as well as in-class observation, written and physical testing.

The evaluation will be conducted by the LHS Physical Education Department and Administration.

**Modified/New Course Proposal**

**ACT Prep Class**

(Course title may require modification after course review for NCAA eligibility)

Requested by:

LHS Language Arts Department, Miranda Moody, Department Chair

**Explanations and Rationale:**

In order to help our students prepare for the ACT, this course would be designed to help them with the structure and content of the ACT. Using our current Method Test Prep program, along with the new ACT Academy program, students will gain knowledge and familiarity with the ACT test and will be better prepared to take the ACT.

**Communication/TimelineStakeholders:** Sophomore/Junior students

**Summer 2019:** Pilot course -- primary focus with Method Test Prep

**Spring 2020:** Course idea shared District CII

**Spring 2020:** Students are informed through the summer school booklet.

**Summer 2020:** Course implementation.

**Curriculum:**

This online course, offered during the summer 2020 summer school session, is designed to assist students in more thoroughly preparing their college and career readiness skills as measured by the ACT. The course begins with a pre-assessment designed to measure student readiness in each area tested on the ACT (reading, English, math, science reasoning) followed by lessons and quizzes designed to enhance student preparedness. The course culminates with students participating in the completion of a full-length ACT examination -- at the mid-way point of the class and again at the end of the class. Students will earn a PASS and .5 elective credits for successful completion (90% of tasks completed) or an F for unsuccessful completion. [Pilot Class Syllabus](#)

**Resources:**

- Staff Development Time: Instructor will become ACT educator certified by attending the ACT certified educator course -- SPRING 2020.
- Instructional Materials: Using materials already in the building and the free ACT Academy Program
- Space, Equipment, Furniture: None
- Staffing: An LHS staff member. No additional FTE's are required. Staff member will receive summer school pay.

**Evaluation:**

Student success in this course will be evaluated at the end of the course. Any modifications to the criteria for student enrollment can then be made for the following year.

**Summary/Statement of Impact**

This class is designed to help students improve their overall ACT score. This is an online class where students complete weekly lessons and two full-length ACT practice tests. Incoming junior students will take the PRE-ACT test in September followed by the state mandated ACT test in March. Incoming senior students have the option of retaking the ACT in the fall to improve their overall score.

**America's Voice (Replaces American Dream)****Schedule:**

Term 1	Term 2	Term 3
Voice Teamed (.5 cr ELA)	Voice Teamed (.5 cr SS)	English II B (.5 cr ELA)
		Cont. Amer. History w/literature emphasis: B curriculum (.5 cr SS)

**Curriculum:**

Terms 1 and 2 will use the themes from English II A (Ourselves and Others and How We See Things) combined with the Contemporary American History A units (Progressives, World War I, World War II, 1920's, and the Great Depression) to create a new course: America's Voice.

- We **will not use** content from American Literature and Composition or English III.
- Accelerated students would have the option of taking this course **with** American Literature and Composition or AP English

**Course Structure:**

**2020-2021.** Take the students currently enrolled in American Dream and combine them with the kids who accelerated out of sequence for American Government. This should give us enough students to create a section of Voice.

Students who are juniors (there is a handful, I think) would need to pick up a .5 to 1.0 credit of English. They could take any of the junior level options.

**2021-2022.** This would become a sophomore-level course that would replace English II A for those students that select it. There would **NOT** be a grade requirement to take the course. All students who take this course would then move to English II B third term.

**Course Description**

America's Voice is a sophomore level, team-taught, two trimester class. This course will combine the curriculum ideas from English II A with the curriculum time periods from Contemporary American History A. It meets for one class period for two trimesters with students receiving .5 ELA credit for trimester 1 and .5 Social Studies for trimester 2. The class blends American history with America's literary tradition. Students will study the issues in our past (beginning in 1900 through World War II) and will read literature associated with each period. Much of the learning is discussion based and emphases are placed on both analyzing literature (novels, short stories and poetry) and writing essays. The course is team taught by a social studies teacher and a language arts teacher.

\*\*\*During term 3, students will continue their Social Studies credit with an emphasis on the Contemporary American History B curriculum. Students will receive their missing .5 ELA credit by moving to an English II B class during term 3.\*\*\*

**Next Steps:**

- February 2020: Discuss with Administration and Departments
- February 2020: Take to Cabinet and District CII. (Inform LA CII and SS CII via email).
- February 2020: Inform students about the course change
- March 2020: Take recommendations from Administration, Cabinet and District CII to the School Board.

## Contemporary American History B/ Literature Emphasis

### Schedule:

Term 1	Term 2	Term 3
Voice Teamed (.5 cr ELA)	Voice Teamed (.5 cr SS)	English II B (.5 cr ELA)
		<b>Cont. Amer. History w/literature emphasis: B curriculum (.5 cr SS)</b>

### Curriculum:

Contemporary American History will cover the same content as the regular Contemporary American History class except there will be an added emphasis on literature. (Units - Cold War, Civil Rights, 1660's and Vietnam, 1970's and 1980's, 1990's to present Day)

### Course Structure:

When students sign up for American History for their sophomore year, they will have three options (Contemporary American History, A.P. U.S. History, or America's Voice and Contemporary American History B with a literature emphasis). Students that sign up for America's Voice trimester 1 & 2 will be required to take the literature emphasis class 3rd trimester.

### Course Description:

Even though Contemporary American History B with the literary emphasis would have much of the same content curriculum as the regular sophomore-level American History course, greater emphasis would be placed on literature to deliver the historical information. The use of novels, biographies, short stories, speeches, letters and a host of other primary sources would be used to teach the curriculum. Much of the analysis of these readings would be covered in class discussions. There would also be a focus on essays, Document Based Questions, historical research papers and other writing assignments as the primary means of assessment. The course would be taught by a Social Studies teacher and students would get the remaining sophomore-level .5 credits for their American History requirement.