



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

October 4, 2021

LOCATION: East Junior High Cafeteria
311 Lincoln Street, Wisconsin Rapids, WI

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment
- IV. Actionable Items
- V. Updates
 - A. Academic and Career Plan (ACP) Committee Report
 - B. Student Travel
 - C. New Course/Curriculum Modification Proposals
 - D. Central Oaks Academy Charter School Update
 - E. Peer Review and Mentor Grant
- VI. Consent Agenda Items
- VII. Future Agenda Items/Information Requests

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

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

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



BACKGROUND

Mary Rayome, Chairperson
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- I. Call to Order
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- IV. Actionable Items
- V. Updates
 - A. Academic and Career Planning (ACP) Committee Update

In the 2015-16 school year the Academic and Career Plan (ACP) Committee was formed to develop and implement the state mandate of ensuring each student graduates with an Academic and Career Plan, and that students participate in Academic and Career Planning activities throughout their tenure at Wisconsin Rapids Public Schools (WRPS).

Emily Stieve, ACP Coordinator, will be present to provide an update on the progress of implementation in the District, as well as share data on ACP programming.

B. Student Travel

The National FFA (Future Farmers of America) Convention is going to be held on October 26-29, 2021. Travis Sprague, FFA Advisor at Lincoln High School, is taking five students to this event at Lucas Oil Stadium in Indianapolis, Indiana. The students will attend National FFA Expos, listen to keynote speakers and attend general educational sessions.

All attendees will follow mitigation strategies throughout the event, including while traveling to and from the event. The trip is financed in collaboration with the FFA committee and the students themselves.

C. New Course/Curriculum Modification Proposals

Board Policy 332 Experimental/Innovative Programs, Board Policy 332.1 – Exhibit 1- Process Guidelines for Requesting New Courses Form, and Board Policy 332.2 – Exhibit 2- Process Guidelines for Pilot Programs or Curriculum Modifications Form, set out the requirements to add or modify courses or curriculum in Wisconsin Rapids Public Schools. Any proposals for course or curriculum additions or modifications are submitted to the Director of Curriculum and Instruction for consideration no later than the end of September. In addition, before being submitted for consideration, such proposals must be reviewed by relevant Council for Instructional Improvement (CII) Sub-Committees and building leadership committees. After review by the necessary committees, proposals are brought to the District CII Committee for review. The CII then casts an advisory vote on each proposal. At the November Educational Services meeting, committee members will be asked to vote on each proposal. The vote will occur after being presented with a summary of the CII’s discussion and advisory vote. Roxanne Filtz, Director of Curriculum & Instruction, and leaders in the various curricular areas will be present to explain the curriculum proposals. Each proposal is listed below, along with a corresponding attachment.

1. New Course Proposals

- a. Applied Math in the Trades (Attachment A)
- b. Bloodstone Layout Editor Course Credit (Attachment B)
- c. Modern World History (Dual Enrollment) (Attachment C)
- d. Criminal Law (Attachment D)
- e. Environmental Lit. in the Outdoors (Attachment E)

D. Central Oaks Academy Charter School Update

Jennifer Wilhorn, Principal of Central Oaks Academy, will present the 2021-2022 financial, operational, and academic goals for Central Oaks Academy Charter School (Attachment F).

E. Peer Review and Mentor Grant

Each school year the District provides a comprehensive “New Colleague Program” in consortium with the Port Edwards School district. The program provides an orientation program, monthly seminars, a mentor, and other support systems to make new colleagues’ adjustment to their district a successful one. In the spring of 2021, Ms. Filtz once again applied for the Peer Review and Mentor Grant. WRPS received notification that it received the maximum grant funding of \$25,000.00 for the 2021-2022 school year. This funding will defray some of the costs of our successful Peer Mentor Program.

VI. Consent Agenda Items

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

VII. Future Agenda Items/Information Requests

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

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

- Wisconsin Student Assessment System (WSAS) Results: 2020-2021 (November)
- New Course/Curriculum Modification Proposals – Decision (November)
- ECCP/SCN (November)

New Course Proposal
Fall 2021

Applied Mathematics for the Trades

.5 Mathematics Credit

&

Dual-Credit option with Mid-State Technical College

Requested by: Charlie Duerr, LHS Mathematics Instructor

Endorsed by: LHS Mathematics Department

Eric Siler, CTE Coordinator

Scott Benitz, LHS Technology Education Instructor

Explanation and Rationale

This course will provide students intending to pursue a degree in the trades with another option to earn mathematics credit during their Junior or Senior year. This course is designed for students to learn applications of fundamental math topics used in the trades and the programs connected to the already dual-credit MSTC offerings at LHS.

As more LHS offerings become available in CTE as dual credit courses with MSTC, there is a desire to have students enrolling in these courses that have specific math skills that are applicable to projects. While collaborating with MSTC Industrial & Mechanical Instructors, it was shared that students lack the ability for precise measurement, calculation application, and reading a print.

This feedback demonstrates that for our students to be highly successful, they need to further develop these fundamental skills. Employer needs and demands in the technical trades pathway are dynamic and for our students to be adaptable to how these fields are changing, they need a fundamental understanding of mathematics application. Development of the Applied Mathematics course will be done with close collaboration with the CTE instructors to ensure that lessons and projects in this course are giving students meaningful experiences. Applied Mathematics for the Trades in conjunction with our Technology and Engineering course offerings will better prepare students for current workforce demands and trends that are relevant in today's economy.

Recommended Course Structure:

This course is a one trimester course intended for a Junior/Senior that has earned passing grades in Algebra 1 & Geometry (Passing is a 59.5% or better) AND have or are enrolled in Technology & Engineering courses like: Manufacturing, Welding 2 or Welding 3, and Building Construction, etc. It would be necessary that this course be taken before or while taking Manufacturing, Welding 2 or 3, Building Construction, etc. and not after these CTE classes.

This course is designed to benefit students that are interested in a CTE pathway and the trades. This course is not meant for students that are credit deficient and only looking for a math course to take for credit. There needs to be a CTE connection for students taking this course.

Emphasis on specific mathematical applications used in the LHS Manufacturing and Welding courses will be learned with hands-on lessons and projects. Students pursuing a degree in Machining or Welding will benefit from this math class being dual-credit with MSTC as the math course for their program.

Resources:

Charlie Duerr and Scott Benitz will create the curriculum map and content over the summer of 2021-2022.

Curriculum Development Time: 2 DEUs max per Duerr and Benitz

Communication/Timeline:

May 2021: Course idea shared with Math Department
Fall 2021: Proposal shared with LHS Administration & Cabinet;
MSTC & WPRS dual credit discussions & meetings
Fall 2021: Proposal shared with Math CII and Full CII
November 2021: Counselors informed of the course prerequisites and scope
to better help the registration process
Fall - Spring 2021-2022: Specific Course project development
2022-2023: Course implementation.

Summary/ Statement of impact

The goal of this course is to build experiences that can help students develop skills necessary to be more successful in the current CTE offerings by addressing skills that are within the mathematics content, but are specifically applied to the trades. This is a Junior/Senior level course that can count towards their math credit for graduation and hopefully be dual-credit with MSTC as discussions are ongoing as MSTC retools their math requirements. This course is meant to help students that are more hands-on learners by nature to make the connection between what they learned in earlier math courses and applications in the technical trades.

New Course Proposal
April 2021

Bloodstone

Layout Editor Course Credit

.5 Elective Grades 10-12

Requested by:

Jeanine Kleman and Dana Rice

Rationale

The Lincoln High School Art program is a partner in the state and district's mission to prepare students for success with college, career, and 21st Century workplace skills. Each year, the art department graduates several students entering various art degrees post secondary from a BFA to cartooning and illustration to Graphic Design. According to the National Endowment for the Arts data the Arts and Cultural Sector contributed \$919.7 billion dollars or 4.3 percent of the nation's GDP in 2019. This data validates the importance of the continuing support of art related fields and education opportunities.

Source: <https://www.bea.gov/data/special-topics/arts-and-culture>

Bloodstone is a student created and teacher guided literary project. It is a collaborative effort between Lincoln High School's Art and English/Language Arts departments since 1977. Both departments have worked hard to keep this tradition alive under new and challenging schedule changes. The current course schedule has not been conducive for the proper time allotments required for producing a large scale magazine in a timely manner. Students have not been able to commit personal time to complete the project. In the past, Layout editors registered for a year-long advanced art course to work on the magazine layout and receive project credit along with other completed curriculum work. The art department no longer offers the two hour all year advanced options.

The past number of years students have been volunteering RPT, after school, and study hall time to complete the project; however, they have not been able to complete the magazine before the end of the year. Many of our students have had to drop out of the project due to this heavy time commitment. As a result work has fallen on an individual student to complete the magazine which has created a great amount of stress for the staff and students. Over the last 6 years, we have not been able to consistently enter the publication into the National Council of Teachers of English due to not finishing the magazine in a timely manner or advertise it for student purchase while school is in session.

Layout editors taking this course would be chosen by the instructor. Students would sign up for .5 credits during the 2nd or 3rd trimesters to work on layout and design work. Students would be placed in pre existing courses running in the department so this will not add any FTES. And like yearbook, students will have the option to take the course credit more than once. The first year students will learn how to prepare artwork in Photoshop and how to use Adobe InDesign to layout the magazine. During their second and/or third year, they will be applying the skills from the first year to complete the magazine layout and design the table of contents. There will be additional meetings throughout the year, held outside of the course, to meet with the other art and layout editors and advisors volunteering to work on the other areas of the magazine.

We foresee 2 to 3 students each year utilizing the credit option.

Communication

9-12 Art Department draft proposal approval April 2021

Art CII approval Spring 2021

Draft Proposal to Director of Curriculum Spring 2021

LHS cabinet Fall 2021

District CII Fall 2021

Board of Education if approved through CII, 2021

College Board Training 2022

Course offered in Program of Studies for 2022-2023 school year

Standards & Curriculum Resources

- **Wisconsin Art Standards: The 2019 Wisconsin Standards for Art and Design are developed by Wisconsin educators, artists, other experts, and the business community. The standards are informed by work being done in other states and at the national level. These standards introduce the analytical elements and aesthetic expressive qualities of art and design to all students, and include:**
 - **1. Fundamental concepts of artistic techniques, critical thinking, and creative expression beginning in the elementary levels**
 - **2. Critical thinking, skill building, and expressing and communicating ideas, feelings, and concepts in greater depth at the secondary levels**
 - **3. Additional experiences that allow interested students to study art and design in depth, and prepare them for entry into a career and college**
 - **4. Opportunities for students to demonstrate their art and design knowledge and skills through Creating, Presenting, Responding, and Connecting**
 - **5. Investigation of various aspects of art and design through cultural, social, and historical contexts**

Who will write the curriculum?

LHS high school staff

When will the curriculum be developed?

The curriculum will be developed during the summer, fall, and spring of 2022.

What schedule or staff assignments may need to be changed?

None

What professional development needs may be necessary to implement the curriculum?

Staff will attend an InDesign refresher course and Curriculum writing hours.

Resources

Curriculum Development Time

5-10 hours

Staff Development Time

3 to 5 days PD InDesign MCAD

Instructional Materials
Space, equipment, furniture

Textbooks / online resources
No Change

Statement of Impact

The Bloodstone Credit option would give students a unique opportunity to layout the magazine in a timely manner with the direct guidance of a faculty advisor. This will strengthen the quality of the magazine and continue this Lincoln High School tradition. The faculty advisor will be able to guide the students in developing skills that they will utilize for future job opportunities. This option will also provide ample time to advertise the magazine at school and in the community for sales purposes and competition entry.

New Course Proposal

**Modern World History--Elective Course, Grades 11-12
(Transcribed Credit--UW Stevens Point)**

Modern World History will be offered as a 0.5 social studies credit.

Requested by: Social Studies Department

Course Information**Description**

Modern World History is a 1 term elective course covering the chronological period 1200 - 1990. The course is open to Juniors and Seniors. The course approaches the study of world history through a global perspective, meaning each of the world regions receives roughly equal attention. By taking World History, students will become more engaged in the global community through the study of diverse viewpoints and global affairs.

Modern World History is a transcribed credit, meaning students have the option to earn college credit for the course through UW Stevens Point. Students who do not wish to take the course as a transcribed credit can still enroll in the course and earn .5 credits in Social Studies.

Explanations and Rationale:

Currently, we offer a 1 credit Advanced Placement/Dual Enrollment World History course. The course has not run for three years. Based on student feedback, one reason the course has not run is because students cannot fit a two term course in their schedules. By dropping the course as an Advanced Placement option, some content can be eliminated, allowing the course to run for 1 term. Additionally, UW Stevens Point has communicated interest in continuing to run the course as a dual enrollment course.

This course is important because it emphasizes a global perspective when teaching history. The course is multi cultural and offers alternative perspectives on global affairs.

Communication/Timeline:

June 2021 - New Course introduced to LHS Social Studies Department and UW Stevens Point

August 2021 - Course approved by LHS Social Studies Department

August 2021 - New Course introduced to LHS cabinet

September 2021 - New course proposed to District CII

October 2021 - Course approved by LHS Cabinet

October 2021 - Course approved by District CII

October 2021 - Course approved by UW Stevens Point

November 2021 - Course approved by School Board

Curriculum:

Unit 1: Networks of Exchange - 1200 - 1450

Unit 2: Land Based Empires - 1450 - 1750

Unit 3: Transoceanic Interconnections

Unit 4: Revolutions (1750 - 1900)

Unit 4: Imperialism (1750 - 1900)

Unit 5: Global Conflict (1900 - 1950)

Unit 6: Cold War and Decolonization (1950 - 1990)

Resources:

STAFFING: No additional.

SPACE, EQUIPMENT, FURNITURE: no additional needed

PROFESSIONAL DEVELOPMENT: Teacher will need time to build the curriculum and collaborate with other districts.

INSTRUCTIONAL MATERIALS: Needed materials may include textbooks, a/v resources, and additional teacher resources.

Evaluation

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

Student and teacher satisfaction with the course will be evaluated at the end of the first year of implementation.

Evaluation will be conducted by the LHS Social Studies Department and administration, and shared with the Social Studies CII.

Summary/Statement of Impact

The course will have minimal financial impact on the district.

There is no expectation of a negative impact on other students or courses outside the social studies department.

New Course Proposal

Criminal Justice

Criminal Justice will be offered as a 0.5 social studies credit.

Requested by: Social Studies Department

Course Information

Description:

Foundations in Criminal Justice provides an overview of the complex system making up the criminal justice system. The course will explore the process taken from the time a crime takes place through the trial process. Students will study complex topics, such as the balance between individual rights and apprehending a criminal, and participate in several highly engaging activities, including a simulated crime scene investigation and a mock trial. Additionally, students will reinforce skills learned in their Language Arts courses when they write legal briefs and opening and closing statements, and build on skills learned in Social Studies such as questioning, argument analysis, and source evaluation. Finally, students will hear from professionals in the field and will have the opportunity to use their knowledge to compete on the Lincoln High School Mock Trial team in state competitions.

Explanations and Rationale:

To fulfill their junior year graduation requirement, students have the option to take U.S. Government, AP Government, or The Law. Students can take only one of the courses because similar content is covered in each course. Consequently, students interested in government and the law do not have options to advance their knowledge by taking an elective course. Foundations in Criminal Justice will allow students who have a special interest in government to further their understanding by digging deeper into the primary components of the criminal justice system - a topic that is not covered in any of our current offerings.

Communication/Timeline:

May 2021 - New course proposed to Social Studies Department.

August 2021 - Course proposal formally presented to and approved by Social Studies Department.

September 2021 - New Course presented to and approved by LHS cabinet and Social Studies CII

September 2021 - New course presented to District CII.

Curriculum:

Unit 1: Introduction to the Criminal Justice System (2 weeks)

Unit 2: Crime Scene Investigations (2 weeks)

Unit 2: The Criminal Justice Process (4 weeks)

Unit 3: Trials (4 weeks)

Resources:

STAFFING: No additional.

SPACE, EQUIPMENT, FURNITURE: no additional needed

PROFESSIONAL DEVELOPMENT: Teacher will need time to build the curriculum and collaborate with other districts.

INSTRUCTIONAL MATERIALS: Needed materials may include textbooks, a/v resources, and additional teacher resources.

Evaluation

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

Student and teacher satisfaction with the course will be evaluated at the end of the first year of implementation.

Evaluation will be conducted by the LHS Social Studies Department and administration, and shared with the Social Studies CII.

Summary/Statement of Impact

The course will have minimal financial impact on the district.

There is no expectation of a negative impact on other students or courses outside the social studies department.

New Course Proposal 2021

Environmental Lit. in the Outdoors

Requested by:

LHS Physical Education Department, Instructor Nathali Jones

LHS English Department, Instructor Kurt Jensen

Explanations and Rationale:

In an effort to provide an in depth experience of Environmental Literature and Outdoor Education for students who take both classes, we are proposing a combination of both classes, into a 1 credit course. Any student could take this course during their Senior year as a .5 credit towards their PE requirement and .5 credit towards their English requirement, creating a 1 credit class.

Over the last 3 years 19, 12, and 5 students have overlapped in enrollment. The 2021-2022 enrollment identifies 18 students that will overlap this year.

This course will also meet four of the five Wisconsin DPI State Standards in Physical Education(1,2,4 & 5). The main focus would be on standards 1,2 & 4 as these are the areas that most apply to outdoor education

- **Standard 1:** The student will demonstrate competency in a variety of motor skills and movement patterns.
- **Standard 2:** The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.
- **Standard 3:** The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.
- **Standard 4:** The student will exhibit responsible personal and social behavior that respects self and others
- **Standard 5:** The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

English Standards met from this course:

Reading:

Standard 1: Cite textual evidence to support analysis.

Standard 3: Analyze the impact of the author's choices regarding how to develop & relate elements of a story.

Standard 9: Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, and cultural.

Writing:

Standard 2: Write arguments to support claims in analysis using valid reasoning.

Standard 4: Produce clear & coherent writing appropriate to task.

Standard 9: Draw evidence from literary text to support analysis.

Language

Standard 1: Demonstrate command of the conventions of standard English grammar & usage.

Standard 6: Acquire & use academic & domain-specific words.

Speaking & Listening

Standard 1: Initiate & participate effectively in a range of collaborative discussions.

Standard 6: Adapt speech to a variety of contexts & tasks.

The benefits of taking (being enrolled in) this course:

1. Continued development of Social Emotional Skills - help recognize contribution of group members' skills, considering a variety of factors when making decisions, evaluate behavior norms in a variety of outdoor activities
2. Cross curricular approach to English and Phy Ed - In conjunction with learning to analyze text, acquiring appropriate nomenclature, students will be able to draw on personal experiences in related outdoor activities to support their analysis of texts
3. Advocacy for Outdoors - Students will gain knowledge of current environmental issues and the impact of activities in the outdoors. Students will be able to use this knowledge to analyze and draw conclusions from texts and personal experiences.

Communication/Timeline

Stakeholders: 11th grade students

Spring 2021: Course idea/proposal shared with LHS Physical Education Department , LHS English Department, & administration.

January/February 2022: Students are informed of the course through the registration process.

2022-2023 Academic Year: Course implementation

Curriculum: A hybrid course of Environmental Literature and Outdoor Education

Resources

E. Lit and OE Curriculum Ideas - Timeline

STAFFING: 2 LHS Staff Members

SPACE, EQUIPMENT: This course would utilize classroom, fieldhouse & outdoors. They will utilize physical education equipment for some outdoor experiences.

PROFESSIONAL DEVELOPMENT: Summer Curriculum Development Compensation

INSTRUCTIONAL MATERIALS: Same materials as Outdoor Education and Environmental Literature

Evaluation

A hybrid of current and new assessments from Outdoor Education and Environmental Literature will be tailored to meet the needs of the class.

Summary/Statement of Impact

This is a class that will benefit any student taking it while supporting the WRPS District Strategic Plan - Objective 8. Students with an interest in careers or hobbies in the outdoors will gain a deeper understanding of the possibilities of the outdoors.

Financial

1. Central Oaks Academy Governance Board will monitor the expenditure summary report monthly to ensure fiscal responsibility.

Operational

1. The Governance Board will work toward completing a governance board handbook and onboarding plan for new members.
2. Central Oaks Academy will ensure that a Parent Advisory Council is established.
3. The Governance Board, Central Oaks Academy, and the Parent Advisory Council will collaborate to engage parents and students to foster a unified school spirit.



Central Oaks: Professional Development Plan 2021-2022

BECAUSE we believe all students can:

- ◆ Achieve high levels of academic growth
- ◆ Develop/maintain healthy social/emotional skills

THEN Central Oaks staff will:

Goal 1: Work together with families to help them understand and be involved in the charter school process.

Action Steps	Reflection
<ul style="list-style-type: none"> ● Assist governance board with creating the Parent Advisory Council ● Collaborate with parents with charter school accountability measures such as attendance, lesson plans, progress reports, and portfolios ● Provide consistent communication via email, school newsletters, phone calls, google drive, zoom/google meet 	

Goal 2: Work together to provide academic and social/emotional support for all students.

Action Steps	Reflection
<ul style="list-style-type: none"> ● Clear and consistent collaboration between all staff to meet the needs of students. ● Helping parents understand the supports that are available both academically and 	

- social/emotional support
- Increase our understanding of curriculum options to help best match students to the resources



School Learning Objective

100% of Central Oaks students will participate in screening assessments in Fall and Spring.

Leah Stubb	Special Education Teacher
Amanda Akkerman	Lead Education Guide
Cyndee Lewis	In-Person Classroom Teacher
Joe Wendolek	Lead Education Guide
Laura Scheunemann	Lead Education Guide
Meghan McCabe	In-Person Classroom Teacher
Trudi Bergerson	Music Teacher
Jennifer Wilhorn	Principal, Central Oaks Academy