



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

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

November 6, 2017

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

TIME: Immediately following the Business Services Committee and Personnel Services
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Board Policy 854 – Display and Distribution of Materials on School Property – First Reading
 - B. Board Policy 440 – Student Rights and Responsibilities – Freedom of Expression – First Reading
 - C. Board Policy 851 – Media Distribution in Schools/Advertising/Sponsorship or Commemorative Naming Rights for District Facilities or Educational Spaces – First Reading
 - D. Department Course Flowcharts – Restructuring Proposals
 - E. Course Proposals: New Courses and Curriculum Modifications
 - F. Calendar Modifications: 2018-19
 - G. Elementary English/Language Arts Acquisition
 - H. Brain Pop
- IV. Updates
 - A. Board Compensation
- 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

Anne Lee, Chairperson
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- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Board Policy 854 – Display and Distribution of Materials on School Property – First Reading

The substance of Board Policy 854 was incorporated into Board Policy 851 which was revised and approved by the Board in October of 2017 (Attachment A).

The administration recommends approval of the deletion of Board Policy 854 – Display and Distribution of Materials on School Property for first reading.
 - B. Board Policy 440 – Student Rights and Responsibilities – Freedom of Expression – First Reading

The cross references in Board Policy 440 need to be revised to reflect the deletion of Board Policy 854, the name change of Board Policy 411, and the addition of a cross-reference to Board Policy 851 (Attachment B).

The administration recommends approval of the revisions to Board Policy 440 – Student Rights and Responsibilities – Freedom of Expression for first reading.
 - C. Board Policy 851 – Media Distribution in Schools/Advertising/Sponsorship or Commemorative Naming Rights for District Facilities or Educational Spaces – First Reading

The cross references in Board Policy 851 needs to be revised to reflect a cross reference to Board Policy 440 for first reading (Attachment C).

The administration recommends approval of the revision to Board Policy 851 – Media Distribution in Schools/Advertising/Sponsorship or Commemorative Naming Rights for District Facilities or Educational Spaces for first reading.

D. Department Course Flowcharts – Restructuring Proposals

As a result of restructuring beginning in 2018-19, each CII sub-committee was asked to review their course offerings in grades six through twelve, and recommend changes based on the new grade configuration. CII Chairs were asked to put their proposals in a flowchart. These were presented to the Council for Instructional Improvement (CII) in September, and voted on at their October 23, 2017 meeting. Attachment D sets out the results of CII's advisory vote, as well as comments from committee members.

The flowcharts were presented to the Educational Services Committee at their October meeting. Each flowchart can be found in the October Educational Services Committee Background in Attachments B through O. Below is a summary of the recommended changes to each flowchart.

1. Agriculture

Recommended changes to the Agriculture Flowchart include the following:

- a. Split the one credit Animal Science class into two half credit courses entitled Small Vet Animal Science and Large Animal Industry Science, and open these two courses to ninth grade students.
- b. Rename Landscape Design & Greenhouse Development to Introduction to Horticulture.
- c. Rename Agriscience to Introduction to Agri-Sciences, and allow ninth grade students to take this course.
- d. Rename Forestry to Introduction to Fisheries, Forestry, & Wildlife Resources, and change the course from a half-credit to a one credit offering, making it available for transcribed credit with Mid-State Technical College (MSTC).

The CII approved these changes by a vote of 30 yes, 0 no.

The administration recommends approval of the proposed changes to the Agriculture course flowchart beginning with the 2018-19 school year.

2. Art

Recommended changes to the Art Course Flowchart include the following:

- a. Eliminate the four half credit courses currently offered at the ninth grade level including Art, Graphic Design & Technology, First Impressions, Express Yourself, and Art for Everyday.
- b. Make all Level I art courses, computer art courses, and Investigating Art available to ninth grade students.

The CII approved these changes by a vote of 30 yes, 0 no.

The administration recommends approval of the proposed changes to the Art course flowchart beginning with the 2018-19 school year.

3. Business and Marketing

Recommended changes to the Business and Marketing Flowchart include the following:

- a. Change the course titles of Accounting to Accounting I, and Advanced Accounting to Accounting II.
- b. Eliminate the ninth grade course Business for Everyday Living.
- c. Allow ninth grade students the option of taking Introduction to Marketing and Business.

The CII approved these recommendations by a vote of 30 yes, 0 no.

The administration recommends approval of the proposed changes to the Business and Marketing course flowchart beginning with the 2018-19 school year.

4. Computer Sciences

Recommended changes to the Computer Science Flowchart include the following:

- a. Eliminate the ninth grade course Digital Creations.
- b. Allow ninth grade students the option of taking Digital Creations in Desktop Publishing.

The CII approved these recommendations by a vote of 30 yes, 0 no.

The administration recommends approval of the recommended changes to the Computer Science flowchart beginning with the 2018-19 school year.

5. English/Language Arts

Recommended changes to the English/Language Arts Flowchart include the following:

- a. Eliminate the ninth grade course Drama.
- b. Allow ninth grade students the option of taking Yearbook, Speech Communications I, Theatre Technology, and Introduction to Theatre.
- c. Allow tenth grade students the option of taking Poetry and Creative Writing.

The CII approved these recommendations by a vote of 29 yes, 0 no, 1 unsure.

The administration recommends approval of the recommended changes to the English/Language Arts flowchart beginning with the 2018-19 school year.

6. Family and Consumer Sciences

Recommended changes to the Family and Consumer Sciences Flowchart include the following:

- a. Eliminate the ninth grade courses Ages and Stages and Foods for Life.
- b. Allow ninth grade students the option of taking Relationships and Interior Design.
- c. Allow tenth, eleventh and twelfth grade students the option to take Introduction to Fashion Design and Construction.
- d. Allow tenth grade students the option of taking Teen Cuisine.
- e. Change the name of Textiles, Fashion & Apparel to Design Studio.

The CII approved these recommendations by a vote of 28 yes, 0 no, 0 unsure.

The administration recommends approval of the recommended changes to the Family and Consumer Sciences flowchart beginning with the 2018-19 school year.

7. Health

Recommended changes to the Health Flowchart include the following:

- a. Eliminate the application process to Central Cities Health Institute (CCHI), allowing all students access to the Health Sciences courses. Students wanting to complete the CCHI course progression culminating in a Medical Occupations Externship may continue to do so by completing four health pathway courses before completing the Externship experience. Students that do this would receive recognition for their accomplishment.
- b. Change the name of Current Issues in Health to Introduction to Health Science.
- c. Allow tenth and twelfth grade students the option of taking Health Science Foundations.
- d. Allow twelfth grade students the option of taking Certified Nursing Assistant.
- e. Allow tenth and twelfth grade students the option of taking Medical Occupations Exploration, and modifying this course from one credit to one-half credit.

The CII approved these recommendations by a vote of 25 yes, 0 no, 5 unsure.

The administration recommends approval of the proposed changes to the Health flowchart, with further aesthetic changes to be made to make the chart more understandable, beginning with the 2018-19 school year.

8. Math

There are no recommended changes to the Math Flowchart.

9. Music

There are no recommended changes to the Music Flowchart. However, music teachers are concerned about maintaining ninth grade band and ninth grade orchestra offerings. Because of cuts to music opportunities at lower grades, ninth grade students generally need more time before being integrated into upper level music offerings.

10. Physical Education

There are no recommended changes to the Physical Education Flowchart.

11. Science

There are no recommended changes to the Science Flowchart.

12. Social Studies

Attachment E sets out the Social Studies Flowchart. This is a modification from Attachment M that was in the October background. The Social Studies flowchart represents the changes to the Social Studies scope and sequence approved by the Board of Education in April of 2017.

The CII approved the recommended changes to the Social Studies Flowchart by a vote of 29 yes, 0 no, 1 unsure.

The administration recommends approval of the Social Studies Flowchart beginning with the 2018-19 school year.

13. Technology and Engineering

Recommended changes to the Technology and Engineering Flowchart include the following:

- a. Allow ninth grade students to take Computer Aided Drawing & Design, General Electronics and Small Engines Technology.
- b. Allow tenth grade students to take Digital Electronics.
- c. Change the name of the ninth grade Communications course to Introduction to Graphic Production, and allowing tenth, eleventh and twelfth grade students to take this course.

- d. Change the name of Graphic Production to Advanced Graphics Productions.
- e. Allow tenth, eleventh and twelfth grade students to take Introduction to Woods Processing and Introduction to Metals.
- f. Allow eleventh and twelfth grade students the option of taking American Industries, but close this course to ninth grade students.
- g. Change Advanced Manufacturing from a one credit course to a one-half credit course.
- h. Rename the following courses: Auto I to Auto Service, Petroleum Services A to Automotive Systems & Repair, Petroleum Services B to Automotive Diagnostics, Petroleum Services C to Automotive Advanced Diagnostics.

The CII approved the recommended changes to the Technology and Engineering Flowchart by a vote of 29 yes, 0 unsure, 0 no.

The administration recommends approval of the recommended changes to the Technology and Engineering Flowchart beginning with the 2018-19 school year.

14. World Language

There are no changes to the World Languages Flowchart except the inclusion information about how students are able to access five years of language instruction if they do not start a first level language until grade nine. This information will be included on the flowchart as well as in the verbiage in the Program of Studies for students.

E. Curriculum Proposals: New Courses and Curriculum Modifications

At the October 2017 Educational Services Committee meeting, fourteen new course or curriculum modification proposals were presented to the Committee to be considered and voted on in November. A summary of each proposal was shared, with time for questions and discussion. Each course proposal can be found in the October Educational Services Committee Background in Attachments P through CC. In addition, each proposal was presented to and discussed by the Council for Instructional Improvement (CII). The Council then voted on each proposal. A summary of the CII's individual comments and vote is included in Attachment F. Following the CII discussion and vote, the Central Office Administrative team discussed each proposal. Based on these discussions and input gathered, the administration makes the following recommendations:

1. Introduction to Fisheries, Forestry, & Wildlife Resources

This course would alter our current one-half credit Forestry course to one credit, as well as change the name of the course. These changes enable students that take the course to receive transcribed credit from MSTC.

The CII supported this course by a vote of 27 yes, 0 no, 1 unsure.

The administration recommends that Introduction to Fisheries, Forestry, & Wildlife be added as an elective course in the Agriculture Department, available for students in grades eleven and twelve at Lincoln High School (LHS) for one credit beginning in the 2018-19 school year.

2. Advanced Art Courses: Drawing, Painting, Clay & Sculpture, Jewelry & Glass

This proposal would add a fourth level to each course sequence, enabling advanced art students to pursue more in depth work in their area of focus. Adding a fourth level would not require additional FTEs, since students that sign up for a fourth level can be added to level three classes.

The CII supported these modifications by a vote of 26 yes, 0 no, 0 unsure.

The administration recommends that a Level IV option be added to the Drawing, Painting, Clay & Sculpture, and Jewelry & Glass sequences of art courses as electives courses in the Art Department, available for students in grades ten, eleven and twelve at LHS for one-half credit beginning in the 2018-19 school year.

3. AP Art History

This course is currently offered as an Art elective for one-half credit. This proposal would extend the course to one-half credit of art and one-half credit of social studies, expanding the offering to one full credit. The course would be team taught by a social studies and art teacher. Sufficient enrollment would be necessary for the course to run. In addition, this course would qualify for the Global Education Achievement Certificate.

The CII supported this course by a vote of 25 yes, 0 no, 4 unsure.

The administration recommends that AP Art History be expanded to a one credit course, allowing students to receive ½ elective credit in art, and ½ credit in social studies, to be team-taught by an art and social studies teacher, available for students in grades eleven and twelve at LHS beginning in the 2018-19 school year, and will run only if sufficient enrollment is available to support two teachers.

4. Photo I/Digital Art

This proposal is to move the "film" component of the photography curriculum to Photography IV, and make Photography I a digital based course.

The CII supported this course by a vote of 29 yes, 0 no, 0 unsure.

The administration recommends the curricular change from film to digital in Photography I beginning in the 2018-19 school year.

5. English IV: Composition

This course would be a one-half credit senior level course focusing on composition. This course would replace Comprehensive Grammar and Composition, currently a one credit course.

The CII supported this proposal by a vote of 27 yes, 1 no, 1 unsure.

The administration recommends that English IV: Composition be added as a course in the English/Language Arts Department, available for students in grade twelve for one-half credit at LHS beginning in the 2018-19 school year.

6. Theatre Arts Production

This course proposal is to add a one-half credit course to the English/Language Arts curriculum which would be available to students who wish to participate in the fall one-act play and enter the production into the State Theatre Festival. Several concerns were raised about this course including limiting participation in the play to those students enrolled in the course, as well as the impact this course would have on other electives such as band, choir and orchestra.

The CII did not support this proposal, voting 8 yes, 9 no, and 15 unsure.

The administration does not recommend adding Theatre Arts Production as a one-half elective credit English/Language Arts course at LHS.

7. Child Development

This course would be added to the Family and Consumer Sciences Department, and would be available to students in grades ten, eleven and twelve. Students taking this course would be able to earn transcribed credit through MSTC. This course would replace the former Ages and Stages course available to grade nine students.

The CII supported this proposal by a vote of 29 yes, 1 no, and 0 unsure.

The administration recommends that Child Development be added as a course in the Family and Consumer Sciences Department, available to students in grades ten, eleven and twelve for one-half elective credit at LHS beginning with the 2018-19 school year.

8. Nutrition for Healthy Living

This course would be added to the Family and Consumer Sciences Department, and would be available to students in grades ten, eleven and twelve. Students taking this course would be able to earn transcribed credit through MSTC. This

course would replace the former Foods for Life course available to grade nine students.

The CII supported this proposal by a vote of 26 yes, 1 no, and 0 unsure.

The administration recommends that Nutrition for Healthy Living be added as a course in the Family and Consumer Sciences Department, available to students in grades ten, eleven and twelve for one-half elective credit at LHS beginning with the 2018-19 school year.

9. Lincoln Launch

This course would be added to Lincoln's Educational Alternative Program (LEAP), as a transition and support program for incoming freshmen. This would serve students who are struggling to find success in school. Many questions were asked about the course surrounding issues of curriculum, structure, and student selection. The concept of the program is supported, but it was felt more detail was needed.

The CII vote was 11 yes, 1 no, and 17 unsure.

Details of the course or program will be worked out, and a proposal will be brought forward to the Educational Services Committee at a future meeting. Since this course does not need to appear in the Program of Studies, it is possible to take more time to work out details, and bring the course forward for approval at a later date.

10. Accelerated Financial Algebra

This course is a one-half credit mathematics course that immerses students into the same content as Financial Algebra, but is accelerated into one trimester versus two trimesters.

The CII supported this proposal by a vote of 29 yes, 1 no and 0 unsure.

The administration recommends that Accelerated Financial Algebra be added as a one-half credit course in the math department, available to students in grade twelve for one-half credit at LHS beginning in the 2018-19 school year.

11. Strength & Fitness: Blended Learning Option

This proposal would enable students to take the current Strength & Fitness course offered through the Physical Education Department, but in a blended learning format. Students would continue to meet with the instructor on a regular basis to monitor programming and progress, but work for the class could be completed independently.

The CII supported this proposal by a vote of 24 yes, 1 no, and 4 unsure.

The administration recommends that Strength & Fitness be offered in both a traditional and blended learning format as a course in the physical education department, available to students in grades eleven and twelve for one-half credit at LHS beginning in the 2018-19 school year.

12. WIAA Referee Certification

This course would allow students to gain a one-half physical education credit, while becoming certified to referee WIAA athletic events.

The CII supported this proposal by a vote of 29 yes, 0 no, 1 unsure.

The administration recommends that WIAA Referee Certification be added as an elective course in the physical education department, available to students in grades eleven and twelve for one-half credit at LHS beginning in the 2018-19 school year.

13. Human Geography

This course would be a required Social Studies credit for all ninth grade students. The course would address modern global developments, building on the social studies curriculum in grades six and seven. Students would earn one credit of social studies in grade nine, instead of one-half credit. Students in grade eleven would take a required government course earning one-half credit instead of one credit.

The CII supported this proposal by a vote of 28 yes, 0 no, 1 unsure.

The administration recommends that Human Geography be added as a required course in the Social Studies Department, available to students in grade nine for one credit at LHS beginning in the 2018-19 school year.

14. Advanced Placement (AP) Human Geography

This course would be an alternative to Human Geography for any student who wanted the challenge of an AP course in grade nine.

The CII supported this proposal by a vote of 26 yes, 1 no, 3 unsure.

The administration recommends that Advanced Placement (AP) Human Geography be offered as an alternative to the required Human Geography course for students in the Social Studies Department, available to students in grade nine for one credit at LHS beginning in the 2018-19 school year.

F. Calendar Modification: 2018-19

Because Homecoming is the week of September 24 through 29 in 2018, a suggestion was made to move the Friday, September 28, 2018 Professional Day to Monday, October 1, 2018. Attachment G reflects this change.

The administration recommends approval of the revised 2018-19 school calendar, which changes the September 28, 2018 Professional Day to October 1, 2018.

G. Elementary English/Language Arts Acquisition

In March of 2017, the Educational Services Committee and the Board of Education approved the Elementary English Language Arts Acquisition, including the purchase of classroom libraries at a cost of \$171,600 for purchase in 2018-19. The approved implementation was a three year process beginning with the Writing Units of Study in 2016-17, Words Their Way in 2017-18 and The Reading Units of Study in 2018-19. The approved acquisition funds for 2016-17 and 2017-18 to purchase Writing Units of Study manuals and the Words Their Way Program have been spent and are being utilized in elementary classrooms.

Because of enthusiasm for the Reading Units of Study and their effectiveness, forty elementary classroom teachers have already begun implementing the third phase of the acquisition. As a result, there is a need to purchase libraries for these classrooms now, instead of waiting until the 2018-19 school year.

In addition, the original cost of the classroom libraries was estimated with the idea that teachers could share the libraries between classrooms. Teachers are finding this to be challenging and not the best way to implement the program for our students. If we were to purchase libraries for each classroom, the original estimate for classroom libraries would increase beyond the originally budgeted \$171,600. We will continue to monitor this, as well as investigate how other Districts are implementing this model program.

The administration recommends the approval of the purchase of classroom libraries for the forty classrooms that are implementing the Reading Units of Study during 2017-18 (instead of waiting until 2018-19 as originally approved) at a cost of \$159,400, to be paid for from referendum and curriculum funds.

H. Brain Pop

Brain Pop is a group of educational websites with over 1,000 short animated movies, lesson plans, educational games, quizzes and other related materials, covering a variety of subjects for students in grades K-12. In Wisconsin Rapids Public Schools, the program is used heavily in the elementary and middle schools to supplement the science curriculum. The Virtual School program also utilizes Brain Pop.

The District has been purchasing Brain Pop on an annual basis for over five years. However, this year, due to cost increases, the price of the program exceeds \$10,000, hence requiring Board approval. (Appendix H)

The administration recommends approval of the purchase of Brain Pop for the 2017-18 school year, at a cost of \$10,975.27, to be paid for from Curriculum, Science and Virtual School funds.

IV. Updates

A. Board Policy Concerning Board Compensation

The Wisconsin Legislature enacted 2017 Wisconsin Act 9 which became effective on June 3, 2017, and specifically permits school board members to decline compensation payments they may be receiving. Superintendent Broeren will update the Committee on the implications of this statutory change, and solicit Board member feedback concerning potential changes to Board Policy 164 – Board Member Compensation and Expenses as a result. Board Policy 164 is set out in Attachment I.

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:

- Homeless Education Services (December)
- School and District Report Cards (December)
- Title IV, Part A – Student Support and Academic Enrichment (December)
- Class Size Limits (January)
- Strategic Plan (February)

~~854 DISPLAY AND DISTRIBUTION OF MATERIALS ON SCHOOL PROPERTY~~

~~It is the intent of this policy to appropriately facilitate the display and distribution of information to students and the public on school property.~~

~~The display and distribution of information should not be understood to constitute the endorsement or approval of the school district.~~

~~Materials shall not be displayed or distributed on school property by any person or group without prior approval of the school principal or designee.~~

~~The following guidelines will be used by the principal or designee for the posting and/or distribution of materials:~~

- ~~A. Materials may be displayed in the schools and/or distributed to students if the information contained in those materials identify educational, cultural, civic, and/or recreational activities, subject to the other provisions contained in this policy.~~
- ~~B. The appropriateness of the material being proposed for display and/or distribution will be determined as follows:
 - ~~1. A list of activities and programs for which materials may be posted and/or distributed in the schools will be developed and reviewed prior to the start of each school year by the school district administration.~~
 - ~~2. Requests for the posting and/or distribution of materials for activities and programs not included on the approved list must be referred to the superintendent for review prior to posting and/or distribution. All such requests shall be acted on within seven school days from the date of the referral.~~
 - ~~3. Material which will not be posted or distributed includes, but is not limited to, that which:
 - ~~a. promotes a political agenda/candidacy, except for student elections.~~
 - ~~b. defames or slanders other individuals or groups.~~
 - ~~c. serves the primary purpose of promoting the commercial gain of the sponsoring for profit individual or group.~~
 - ~~d. disrupts the instructional process or educational mission of the school.~~
 - ~~e. is lewd, lascivious or obscene as determined with respect to school age students, or~~
 - ~~f. encourages illegal activities.~~~~~~
- ~~C. The principal will determine the method through which material will be distributed.~~
- ~~D. Materials may be posted only in area(s) designated by the principal.~~
- ~~E. Material that is approved for distribution must be provided to the school by the sponsoring organization in appropriate bundles as specified by the principal.~~

~~F. Parents wishing to have materials of the nature covered in this policy sent home may contact the school in writing. The school will make every reasonable effort to honor these requests.~~

~~CROSS REF.: 440, Student Rights and Responsibilities (Freedom of Expression)~~

~~ADOPTED: January 11, 1999~~

~~REVISED: June 17, 2002~~

DELETED

440 STUDENT RIGHTS AND RESPONSIBILITIES – FREEDOM OF EXPRESSION

Provision for expression of differences of opinion as provided in the First Amendment shall be adequately provided and protected. Prohibition of a particular expression of opinion, or means of expression, shall be based upon something more than a mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular point of view.

However, no person, whether he/she is a parent, teacher or student, has an absolute right to freedom of speech. It is a myth to say that any person has a constitutional right to say what he/she pleases, where and when he/she pleases. Uncontrolled and uncontrollable liberty is an enemy to domestic peace.

Freedom of speech in our schools is limited by Board policy, canons of good taste as acceptable in the community, and legal considerations.

The primary liberties in a student's life have to do with the process of inquiry and learning, of acquiring and imparting knowledge, and of exchanging ideas. This process requires that students have the right to express opinions, to take stands, and to support causes, publicly or privately. There should be no interference in the school with these liberties, or with the student's access to or expression of controversial points of view, except as provided below:

1. Bulletin Boards

School authorities may restrict the use of certain bulletin boards to school announcements. Ample bulletin board space shall be provided for the use of students and student organizations, including a reasonable area for notices relating to out-of-school activities or matters of general interest to students. There shall be no prior censorship or requirement of approval of the contents or wording of notices or other communications, but the following general limitations on posting may be applied:

- a. School authorities shall prohibit material which is obscene according to current legal definitions; which is libelous; or which inflames or incites students so as to create a clear and present danger of the commission of unlawful acts or of physical disruption to the orderly operation of the school.
- b. Identification shall be required on any posted notice of the student or student group issuing same.
- c. The school shall require that notices or other communications be officially dated before posting and that such material be removed after a prescribed reasonable time to assure full access to the bulletin boards.

2. Distribution of Printed Material and Circulation of Petitions

Students shall be free to distribute handbills, leaflets and other printed material and to collect signatures on petitions concerning either school or out-of-school issues, whether such materials are produced within or outside the school.

There shall be no prior censorship or requirement of approval of the contents or wording of such materials, but the following general limitations may be applied.

- a. The time of such activity shall be limited to periods before school begins, after dismissal and during lunch time, if such limitation is necessary to prevent interference with the school program.
- b. The place of such activity shall be reasonably restricted to permit the normal flow of traffic within the school and at exterior doors.

- c. The manner of conducting such activity shall be restricted to prevent undue levels of noise, or to prevent the use of coercion in obtaining signatures on petitions. The danger of littering is not a sufficient ground for limiting the right of students to distribute printed material.
- d. The school shall require that all printed matter and petitions distributed or circulated on school property bear the name of the sponsoring organization or individual.
- e. The school shall prohibit the distribution of material within the restricted categories of paragraph 1a above.

3. Buttons and Badges

The wearing of buttons, badges, or armbands bearing slogans or sayings shall be permitted as another form of expression, unless the message thereof falls within the restricted categories of paragraph (1a) above. No teacher or administrator shall attempt to interfere with this practice on the ground that the message may be unpopular with students or faculty.

In imposing limitations on student expression for any of the foregoing provisions, the school must ensure that its rules are applied on a nondiscriminatory basis and in a manner designed to assure maximum freedom of expression to the students.

Any student or student group believing they have been deprived of freedom of expression under any of these provisions shall have the right to request a hearing to determine whether such deprivation is justified under these rules. Such a hearing must be held as soon as possible after request before an impartial body, including representatives of the faculty and student body. The hearing shall provide for a full and fair opportunity for both sides to present evidence and argument as to the propriety of the application of the regulation in question.

LEGAL REF.: Section 118.13 Wisconsin Statutes

CROSS REF.: 372, Student Publications
 411, ~~Discrimination and Harassment Prohibited~~ **Student Non-Discrimination and Anti-Harassment**
 443.7, Student Activism
851, Media Distribution in Schools/Advertising/Sponsorship or Commemorative Naming Rights for District Facilities or Educational Spaces
 854, ~~Display and Distribution of Materials on School Property~~

APPROVED: November 11, 1974

REVISED: August 13, 2001
TBD

851 MEDIA DISTRIBUTION IN SCHOOLS / ADVERTISING / SPONSORSHIP OR COMMEMORATIVE NAMING RIGHTS FOR DISTRICT FACILITIES OR EDUCATIONAL SPACES

School-Sponsored Media

School-sponsored publications, announcements, radio and television programs may, with certain restrictions, carry advertising and promotional material from sources solicited by school organizations and from non-school individuals, groups or organizations.

Advertising copy solicited by school organizations shall meet the following criteria:

- Excessive solicitation of the same sources should be avoided. Principals shall require a list of all advertisers to be contacted during the year from sponsors of publications.
- Advertising copy promoting the use and sale of materials or services which are inconsistent with school objectives is not to be permitted in school publications.
- The processes of soliciting advertising, preparing copy and publication shall be permitted to the extent that, in the judgment of the instructional staff, such processes further the educational well-being of the students rather than exploiting them to raise money.

The administration may, at its discretion, accept advertising copy offered by non-profit, community or non-school agencies or organizations as long as promulgation of the copy does not infringe upon the school program.

Media Not Directly School Connected

Students and staff are to be protected from intrusions on their time during the school day by announcements, posters, bulletins and communications of any kind from individuals and organizations not directly connected with the schools.

The Superintendent and principals are urged to interpret this policy strictly. Exceptions may be made when, in their judgment, the best interests of the students will be served. In case of differences of opinion, the decisions of the Superintendent will be final.

Non-district related material, such as fliers, promotional literature, circulars, announcements, and tickets for admission-charged functions are not to be distributed through the school or on school premises without approval from the Superintendent or his/her designee. Approved copy may also be posted on the District website or through social media when appropriate.

Criteria to be Considered for Distribution Approval

Any media distributed shall not promote the use of tobacco, alcohol or other harmful substances; shall not promote specific religion, political ideology, political candidate, political issue or any form of gambling; shall not be considered libelous, offensive, vulgar, discriminatory, racially or ethnically offensive, factually inaccurate, sexually explicit; shall not violate any laws or regulations, and shall not be otherwise inappropriate for school use and student access.

- a) Programs being promoted should be grade level or school appropriate.

- b) Programs should enhance the District/school curriculum.
- c) Requests which involve some advertising or solicitation should provide a benefit to the children academically, socially, or in some other wholesome manner.
- d) Organizations must be non-profit (have a non-profit tax number). Materials distributed should not directly contribute to the personal gain of an individual, business, or company.
- e) Organizations interested in having students participate in a fundraising type of activity or solicit funds will have their information forwarded to the Principal for consideration to involve their Parent Teacher Organizations or School Clubs as appropriate.
- f) Organizations interested in distributing a flyer in the elementary buildings will forward a sample flyer to the Superintendent or his/her designee for approval before distribution is allowed.
- g) Once approved, all flyers/brochures will be bundled according to the distribution list provided by the District, and delivered to the District office for distribution to the buildings. No flyers are to be dropped off directly at the buildings.
- h) Flyers will be distributed to students in grades 4K-5. Grades 6-8 will have flyers made available in the school office and an announcement will be made for interested students to pick up. No flyers will be distributed to grades 9-12 students.

Advertising in District Facilities or Educational Spaces

All advertising must adhere to general high standards of suitability and shall be reviewed and approved by the Superintendent or his/her designee. No advertising shall conflict with the Board’s mission, policies or the District’s curriculum or instructional program.

1. Any advertisement shall not promote the use of tobacco, alcohol or other harmful substances; shall not promote any form of gambling, specific religion, political ideology, political candidate, political issue; shall not be considered libelous, offensive, vulgar, discriminatory, racially or ethnically offensive, factually inaccurate, sexually explicit; shall not violate any laws or regulations, and shall not be otherwise inappropriate for school use and student access.
2. The amount of advertising space allotted in District facilities or educational spaces shall be approved by the Superintendent or his/her designee. Sponsorship agreements and rates to advertise based upon available space will be determined by the Administration. The Board will occasionally be updated on fees and promotions approved under the auspices of this policy. Advertising in District facilities and educational spaces does not require explicit approval by the Board; however, the Board reserves the right to accept or reject any advertising. The Director of Business Services or his/her designee shall be responsible for the receipt, deposit, and proper accounting of any and all revenue generated.
3. Any contractual agreements between the District and an organization or vendor for advertising must be approved by the Superintendent or his/her designee and reviewed by the Director of Business Services.

Considerations for Sponsorship Naming Rights

Naming rights for the purposes of this policy shall be construed as the naming of a facility, space, etc., for a time period of one year or longer and with a “significant” donation. This is different from other advertising referenced in this policy as it requires an extended timeframe in addition to a significant donation.

- a) Cash donations of a significant value for a specific District facility or educational space are defined as a contribution that without which the facility or educational space would not be affordable to the District.

- b) In-kind donations of a significant value and sustained throughout the term of the agreement may be considered. In-kind donations may include:
 - i. Product donations of a significant value;
 - ii. Externship or internship opportunities or training/development programs for students or staff;
 - iii. Student mentoring, student scholarships;
 - iv. Student transportation to and from select events;
 - v. Speaker's or facilitator's time or fees for relevant or requested school events;
 - vi. Field trips and tours within the sponsor's place of business (subject to appropriate waivers to be provided by attendees);
 - vii. Services as it relates to the sponsor's place of business at reduced costs when mutually beneficial for both parties (and subject to availability and agreement as to costs);
 - viii. Volunteer hours that significantly contribute to student learning;
 - ix. Serving on District/Academy Advisory Councils or Committees;
 - x. Other significant in-kind contributions.
- c) The ability of the sponsor's contribution to have long-term impact on the quality of a program or facility.

Determination of Specific Name to be Used

An agreement between the District and sponsor shall include a license granting the District the right to use the name, logo, or branding requested by the sponsor of said sponsor. All uses of such name, logo, branding will be defined in the sponsor agreement.

Approval Process

Interested parties shall bring any proposed sponsorship agreement to the Superintendent for consideration and Board approval. The sponsorship agreement, if approved, shall include the specific sponsor-related name for the District facility or educational space, the length of the sponsorship, the licensing rights granted to the District by the sponsor, and the sponsor's cash donation(s) or in-kind contribution(s). The Board of Education shall retain authority to accept or reject any and all proposed sponsorship agreements.

The Director of Business Services or his/her designee shall be responsible for the receipt, deposit, and proper accounting of any and all cash or contribution sponsorship amounts.

Commemorative Naming or Renaming of District Educational Facilities

The Board of Education shall be the sole body to approve the official naming of any new District facility or renaming of any existing District facility. When the need arises, the following procedures will be used:

- A. The Board may appoint an ad-hoc committee to consider and recommend names. Membership is to include staff, a student representative, and citizen representatives of the community.
- B. This committee can recommend up to three names in order of preference to the Board for consideration. The Board will make the final selection.
- C. The committee may use the following sources for the suggestion of names:
 - a. Public participation
 - b. Student participation
 - c. Faculty/staff participation
 - d. Previous file of suggested names – a permanent file of previously suggested names shall be maintained by the Superintendent or his/her designee. All nominations shall be in writing and should contain the rationale for each name.
- D. The committee will observe the following guidelines when developing the name list:
 - a. Name is to be easily identifiable with the facility
 - b. Name should not be in conflict with the names of other facilities in the District

- c. Name should have significance for people using the facility
- E. The names of persons or places from the following categories may be considered:
 - a. Areas within the District
 - b. Arts
 - c. Business
 - d. Education
 - e. Government
 - f. History
 - g. Humanitarianism
 - h. Industry
 - i. Inventions
 - j. Labor
 - k. Military Services
 - l. Philanthropy
 - m. Professions
 - n. Science
- F. Consideration for nominations of persons' names must be limited to candidates of exemplary moral character, who have made outstanding contributions, who have historical significance, who have performed service to the community or humanity, or who have displayed outstanding leadership.
- G. Criteria for using persons' names shall include the following: 1) first consideration shall be given to local persons, but; 2) additional consideration may be given to state, national and international persons.

Parts of extra-curricular facilities, such as auditoriums, athletic fields, etc., if named, are to be named following the criteria established within this policy; however, paragraph (G) shall not be required but may be used at the discretion of the Board of Education or its ad-hoc committee. These facilities may be marked by an appropriate plaque or sign commemorating that individual's contribution.

The Board shall make the final decision on all facility names. Once a facility has been officially named, it shall not be renamed except for reasons deemed to be compelling by the Board.

LEGAL REF: Wisc. Statutes 120.12(1), 120.13

CROSS REF.: **440, Student Rights and Responsibilities – Freedom of Expression**
 460, Student Awards and Scholarships
 850, Public Solicitations in the Schools
 840, Public Gifts to the Schools
 841, Projects Funded by Community Groups

APPROVED: November 11, 1974

REVISED: June 17, 2002
 October 9, 2017
TBD

Council for Instructional Improvement Ballot
October 23, 2017
Flow Charts

1. Agriculture: 30 Yes 0 No 0 UnsureComments:

- Like the breakdown of Animal Science.

2. Art: 30 Yes 0 No 0 UnsureComments:

- Good updating with the times (photography).

3. Business and Marketing Flow Chart: 30 Yes 0 No 0 Unsure**4. Computer Science Flow Chart: 30 Yes 0 No 0 Unsure****5. English/Language Arts Flow Chart: 29 Yes 0 No 1 Unsure**Comments:

- Theatre Class – may limit/reduce success for them and other fine art classes.

6. Family and Consumer Education: 28 Yes 0 No 0 UnsureComments:

- Changes in wording for 4 credits to avoid confusion.

7. Health Flow Chart: 25 Yes 0 No 5 UnsureComments:

- What will they have to exclude to follow through? Seems like a huge commitment.
- Too many changes, too confusing!
- Needs revisions.
- Changes need to be made to avoid confusion.
- Externship is separate on its own.
- Needs to be explained/what needs to be taken first. Order???
- Clarify what is prerequisite.
- Changes in wording for 4 credits to avoid confusion.
- Restructure the flowchart for the Medical Occupation Externship and clarify the number of previous courses required.
- Clean up flow chart (Medical Occupations Exploration)
- With edit made for the group at meeting – disconnect line between Intro to Health Services and Medical Occupations Exploration
- Flowchart is a bit confusing.
- Clarify the CCHI Flowchart to be clearer for class order/options.

8. Math: 30 Yes 0 No 0 UnsureComments:

- We should start with accelerated options earlier.

9. Music: 29 Yes 0 No 1 UnsureComments:

- Will this create more FTE's? Splitting 9th grade from the rest?
- Keep 9th grade alone. Could include beginners.

Flow Charts

10. Physical Education: 30 Yes 0 No 0 Unsure

11. Science: 30 Yes 0 No 0 Unsure

Comments:

- Will this create more FTE's? Splitting 9th grade from the rest?

12. Social Studies: 29 Yes 0 No 1 Unsure

Comments:

- Concern of 9th graders knowing what they want.

13. Technology & Engineering: 29 Yes 0 No 0 Unsure

14. World Language Flow Chart: 30 Yes 0 No 0 Unsure

Social Studies

W Hemisphere
History/Studies
6

E Hemisphere
History/Studies
7

Early American
History
8

Human Geography Course

Human
Geography
9
1 credit

AP Human
Geography
9
1 credit

American History Course

Contemporary
American History
10
1 credit

American Dream
10, 11*
1 credit

American Government Course

American
Government
11
.5 credits

The Law
11
.5 credits

AP US History
10
1 credit

AP American
Government
11
.5 credit

Each student must successfully complete one of the courses in the Human Geography, American History, and American Government cluster above. Selecting one of the courses in the cluster precludes the student from taking another course in the cluster at any other time in the future.

* Students selecting *American Dream* should take this course after they have completed *English II*. Students who plan to take *American Dream* as juniors should sign up for a course in the *American Government* cluster as a sophomore.

Elective Courses

Contemporary Issues (.5 credits)
Russia: Czars, Communists and Conspiracies (.5 credits)
Roots of Modern Conflict (.5 credits)
American Indians and Treaty Rights (.5 credits)
Principles of Economics (.5 credits)
Sociology (.5 credits)

Psychology (.5 credits)
AP Psychology (1 credit)
AP Macroeconomics (1 credit)
AP European History (1 credit)
AP World History (1 credit)
AP Art History (.5 Social Studies credit, .5 Art credit)

Attachment E

Social Studies electives are open to students in grades 11-12. Each student must take at least 1/2 credit from the electives listed above.

Council for Instructional Improvement Ballot
October 23, 2017
Course Proposals

1. Agriculture – Introduction to Fisheries, Forestry & Wildlife Resources: 27 Yes 0 No 1 Unsure

Pros:

- Aligned with MSTC (transcripted)
- Relevance to future career planning (ACP)

Cons:

- Increase FTE from .5 to 1.0
- Costs? Materials? Travel trips (district \$) Carl Perkins!
- Does rigor exclude some students who “struggle”

Comments:

- Future career. Transcripted course. Fluid – student can be dropped if not doing well from transcripted and still get high school credit.
- Great opportunity for all students.
- Ensure students are aware the transcripted piece is optional.

2. Art – Advanced Art: Drawing, Painting, Clay & Sculpture, Jewelry and Glass: 26 Yes 0 No 0 Unsure

Pros:

- Does not require additional FTEs
- More college preparation options
- Incorporated into existing course pathways
- Level four classes are necessary to build a complete portfolio and gain entry into strong art schools
- New course into existing courses – combine levels

Cons:

- Too many art electives?
- New course into existing course

Comments:

- More college prep options. Combining courses.
- Too many courses for small amount of teachers.
- So much art, do they actually get more instruction?
- Our art teachers are stretched thin already, but if they want it.

3. Art – AP Art History: 25 Yes 0 No 4 Unsure

Pros:

- Combining with social studies will help to increase numbers so the course will run.
- Can earn a ½ credit of art and a ½ credit of social studies.
- Fills the “Global Achievement Certificate” for graduation (not a lot of options for this are offered).

Cons:

- Two teachers means an increase in number of students in order for it to run (no hard number given yet for it to run).
- Art has a lot of high school courses being offered already.

Comments:

- Not sure if it’s worth the time of the teacher if students aren’t interested in this.
- Concerned over FTE – two teachers for 50-60 students.
- I really like the combined social studies/art connection, but not sure about FTE impact.
- Refine number of students necessary to run the class.
- Global achievement! Concerns of how much enrollment is needed to run.
- Little concerned about FTEs.
- Options are good for kids.
- Good option for G/T too.
- GEAC fulfillment is huge!

Course Proposals

4. Art – Photo I/Digital Art: 29 Yes 0 No 0 Unsure

Pros:

- Meets the current need of digital photography
- Learning Photoshop and other current programs
- Basically, not a new course-filling a need with a current course
- Money savings for kids

4. Art – Photo I/Digital Art - Continued

Cons:

- There are 4 levels of photography. Are 4 levels necessary?
- Sometimes Photo 2, 3 & 4 become combined classes – just working on different projects. But...this helps students to build a portfolio for college.

Comments:

- Concerns about being stretched too thin. 15 preps in one term!
- The class seems as though it is more of a name change.
- Great to update with the times!

5. English/Language Arts – English IV: 27 Yes 1 No 1 Unsure

Pros:

- Flexible scheduling
- Specialized interests

Cons:

- Separates reading and writing
- Why 12th grade only? Pre-req?

Comments:

- Keep as one credit class and don't split it.

6. English/Language Arts – Theatre Arts Production: 8 Yes 9 No 15 Unsure

Pros:

- Allows a “during the day” option.
- Confidence builder for other productions.
- Still extra-curricular options.

Cons:

- Limits participants in fall festival to class only.
- Fall only (first trimester)
- Only can take class once.
- How do we define ‘school production experience’ as a pre-req?

Comments:

- May like to look at every other year.
- I think this needs to be discussed further – lots of concern for this.
- I like the equity piece – during the day, all students have access; I'm concerned about music students having to choose between this and their music class.
- Needs more clarification between after school and class.
- Cons have some questions that must be answered before offering.
- I see this class being met through other performance opportunities.
- It should remain an after school activity.
- Concerns about extra-curricular – is Sara the only one available to teach the club? Leaning toward yes.
- Support programs? i.e., music and theater
- Can this course be offered every other year? Will this impact music courses? Will you now only be able to compete once?
- Takes away from music programs potentially.
- If didn't have to be Tri 1, I would be OK, but that means the production in fall couldn't be part of the course.

Course Proposals

6. English/Language Arts – Theatre Arts Production: Continued

- Concern for band/music/orchestra students having to choose as well as all students attending going to festival – only can compete one time.
- Have to take anyone who signs up. How to define “experience” instead of pre-req. Hard to schedule “tri 1” only; already have it as after school activity.
- Perhaps add the grade levels that can sign up for each level of courses. I like the equity of the in-school option for students that aren’t able to come after school.
- Too limiting to the class itself as well as others.

7. Family and Consumer Economics – Child Development: 29 Yes 1 No 0 Unsure

Pros:

- 10-12 (more flex in scheduling)
- Transcribed through MSTC
- Students can submit to ACP portfolio

Cons:

- Take enrollment from current electives(?) or expand the chance to get it to fit?
- Increase in FTE

Comments:

- Would also benefit potentially the community – shortage in our community.
- With no additional FTEs.
- Transcribed credit option

8. Family and Consumer Economics – Nutrition for Healthy Living: 26 Yes 1 No 0 Unsure

Pros:

- 10-12
- Transcript through MSTC
- Students can submit to ACP portfolio

Cons:

- Eventual increase in FTE?
- Does it take enrollment from current electives or expand the chance to get it to fit?

Comments:

- With no additional FTEs
- Transcribed credit option

9. LHS LEAP – Lincoln Launch: 11 Yes 1 No 17 Unsure

Pros:

- Early Intervention
- Extra support
- Small class sizes

Cons:

- No curriculum yet.
- Vague
- Is this enough intervention?
- How is this different than the Adolescent Psychology class?
- Gives students an “out”

Questions:

- Is it flexible enough?
- Is it all 3 terms?
- FTEs?

Comments:

- Too many unanswered questions for me.
- Needs more clarity – still lots of questions.
- Does it really meet the need and can LEAP be expanded?
- How do we define “at risk?” Ninth grade students cannot be credit deficient.
- Lots of questions that still need to be answered.
- Too many unknowns to be able to rate.

Course Proposals

9. LHS LEAP – Lincoln Launch – Continued:

- If it's not offered, where will the students be?
- Better explain curriculum and approach.
- Will this be enough? 1 Term
- The mission statement states we dedicated for "every student."
- Too many unknowns → filter current LEAP to 9th grade, then build to 10th.
- Too vague and expensive.
- Think we need more info.
- Needs to be better defined; how many terms?
- Staffing – lack of FTE for small class size – is this an equity concern then? Important to meet student needs. Too many unknowns. Staffing concerns. Can help take care of our behavior issues and behavior intervention.

10. Math – Accelerated Financial Algebra (Note name change): 29 Yes 1 No 0 Unsure

Pros:

- Accelerated for upper-level students
- Can get more in-depth

Cons:

- .5 Credit – could be considered a "pro" because it frees up their schedule for more exploratory classes

Comments:

- Equity concerns. Only .5 credit. Not a full credit of math.
- Matches other Financial Lit courses

11. Physical Education – Strength & Fitness (Blended Learning): 24 Yes 1 No 4 Unsure

Pros:

- Learning time management skills (must be taught)
- Helpful for credit deficiency
- Flexibility with other activities
- Only open to 11th/12th
- Great for kids that are more self-conscious
- Great for athletes already in sports

Cons:

- Discipline and management
- Too focused on one activity vs. well-rounded PE (elective)
- Lack of working with others
- Recordkeeping and accountability
- Watch enrollment trends to see if this class overwhelms other electives

Comments:

- Sounds like there is still some clarification needed for layout of the class.
- Enrollment trends. Only for seniors.
- Only for 12th graders
- Concerns on accountability and recordkeeping.
- Accountability of students for recordkeeping
- Grade 12 only. Just want to ensure accountability.
- Need clarification – is this more than just a workout? How are kids planning and being assessed?

12. Physical Education – WIAA Referee Certification: 29 Yes 0 No 1 Unsure

Pros:

- Job opportunities
- Met official shortage
- Teaches responsibility, confidence, self-esteem
- Teaches "both sides" of sports

- Conflict resolution
- Strengthen peer relationships
- Opportunities for different "sports paths"

12. Physical Education – WIAA Referee Certification – Continued:

Cons:

- Make it meet referee requirements for all sports listed (i.e., soccer) certification
- Multiple sports and interests and meeting those needs
- Cost to get certified?

Comments:

- Would love to see a community/mentoring aspect → great for students and the community.
- Fills need in community.
- Needed!
- Ensure that this meets certification for soccer before advertising it to students.
- Great option.
- Needed
- I love the part about conflict resolution, but does this course solve someone else's problem? Is it our job to help kids be trained for a part-time job?
- Can you take it more than once?
- Implementation may be difficult. Conflict resolution skills (students will be scheduled).
- Shadowing opportunity?
- Be sure students are able to be certified in sports area, i.e., soccer may not follow this for certification. Costs for certification?
- Job opportunities for students and help shortage.
- I like the idea of working with a mentor or job shadowing!
- WIAA Fees
- Helps kids learn to handle conflict

13. Social Studies – Human Geography: 28 Yes 0 No 1 Unsure

Pros:

- Can address modern global developments
- Builds on 6 & 7 grade social studies course
- No financial impact by FTE
- Possible global education certificate class?

Cons:

- Unknown how the sequence will work
- \$ and time – PD – developing curriculum, \$ materials
- Impact on elective in 9th grade

Comments:

- Impact on elective options?
- GEAC!
- Hopefully the Dream students will be encouraged to take electives alongside their government in 10th grade.
- Concern of impact on music enrollment.
- Love the new flow chart too; great work.
- Great discussion for this course!
- Stressful early. Would impact electives for freshman and hard to get them back once out.

14. Social Studies – AP Geography: 26 Yes 1 No 3 Unsure

Pros:

- Opportunity to take a more challenging course
- Teachers attend AP summer institute
- Could possibly earn college credit

Cons:

- \$ Teachers attend AP summer institute
- Descriptions too similar (how is this different?)
- Units in curriculum look identical to Human Geography

Questions:

- Is this taught with Human Geography?
- Are 9th graders ready for an AP course?

Comments:

- AP at this level – what is the % of passing the test? Allows for earlier AP for transcript rather than overloading junior and senior year.

14. Social Studies – AP Geography: Continued

- If it can count towards the Global Certificate – would be great!
- Great way to introduce AP to advanced students at an earlier age!
- Great idea to have AP option for freshman.
- Significant step in increasing inequity (especially at 9th grade level.
- Freshmen
- Concerned about stress – taking away from electives. Positive – G/T students. May need recommendation to take the course.
- Concerned about the ↑ in AP courses.
- Concern of impact on music enrollment. Nice to have an AP option for 9th grade to get feet wet with AP. 9th graders ready for AP course (compared to other schools – yes)?
- Serves our GT population much sooner than currently.



**WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR
2018-19**

ATTACHMENT G

AUGUST 2018					SEPTEMBER 2018					OCTOBER 2018				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
		1	2	3	LD 3	(4	5	6	7	1	2	3	4	5
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	23	24	24	25	26	27	PD 28	22	23	24	25	PD 26
27	28	29	30	31						29	30	31		
NOVEMBER 2018					DECEMBER 2018					JANUARY 2019				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
			1	2	(3	4	5	6	7		WB 1	PD 2		3
5	6	7	8	9	10	11	12	13	14	7	8	9	10	11
12	13	14	15	16	17	18	19	20	21	14	15	16	17	18
19	20	TG 21	TG 22	TG 23	WB 24	WB 25	WB 26	WB 27	WB 28	21	22	23	24	25
26	27	28	29	PD/RK30	WB 31					28	29	30	31	
FEBRUARY 2019					MARCH 2019					APRIL 2019				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
				1					PD/RK 1	1	2	3	4	5
4	5	6	7	8	4	5	6	7	(8	8	9	10	11	12
11	12	13	14	15	11	12	13	14	15	15	16	17	18	NS 19
18	19	20	21	22	18	19	20	21	22	PD 22	23	24	25	26
25	26	27	28		SB 25	SB 26	SB 27	SB 28	SB 29	29	30			
MAY 2019					JUNE 2019					JULY 2019				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
		1	2	3	3	4	5	6	7	1	2	3	4	5
6	7	8	9	10	RK 10	11	12	13	14	8	9	10	11	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
MD 27	28	29	30	31						29	30	31		

Teachers Return
 Student Attendance Days
 () = **TRI begins/ends

08/28, 08/29, 08/30 - Teachers Return
 09/03 - (LD) Labor Day
09/04 - First Day for Students
 9/28 & 10/26-(PD) Prof Dv Day ** No Schl
 11/21-23 (TG) Thanksgvg Brk ** No School

11/30-(PD/RK) Prf Dv/Rkpg Day ** No Schl
 12/24/17-01/01/18 - (WB) Winter Break
 01/02 - (PD) Prof Dev Day ** No School
 03/01-(RK/PD) RKpg/ProfDv Day ** No Schl
 03/25-29 (SB) Spring Break ** No School

04/19 - (NS) No School/No Staff
 04/22 - (PD) Prof Dev Day ** No School
 05/27 - (MD) Memorial Day
06/07 - Last Day for Students (1/2 day)
 06/10 - (RK) Recordkeeping

Trimester Schedule:

1st Trimester: 9/4/18 - 11/29/18
2nd Trimester: 12/03/18 - 3/7/19
3rd Trimester: 3/8/19 - 6/7/19

Tri 1 = 58 days
 Tri 2 = 60 days
 Tri 3 = 58 days



Date	Quote #
10/30/2017	US5101431R

Payment Status
Open

Bill To Attention
Accounts Payable
Wisconsin Rapids School District
510 Peach Street
Wisconsin Rapids WI 54495
United States

Username	E-mail
	Jamie.Jestadt@wrps.net

Item	Quantity	New	Description	Rate	Amount
Small District Combo 24/7, per school	2		Unlimited 24/7 access to BrainPOP, BrainPOP Jr. and BrainPOP Español for schools within a district for 12 Months. Special rate for school enrollment under 250 students. brainpop.com, jr.brainpop.com and esp.brainpop.com	1,975.00	3,950.00
Reference	1		Schools: Grant = 223 Rudolph (THINK) Academy = 156		
Small District Combo 24/7, per school	1		Unlimited 24/7 access to BrainPOP, BrainPOP Jr. and BrainPOP Español for schools within a district for 7 Months. Special rate for school enrollment under 250 students. brainpop.com, jr.brainpop.com and esp.brainpop.com	959.58	959.58
Reference	1		Vesper Community Academy = 85 (username- rapids6)		
District Combo 24/7, per school	5		Set EXP date to 6/30/18 because school is closing. Unlimited Access to BrainPOP, BrainPOP Jr. and BrainPOP Español for School District (includes home access) for 12 Months. brainpop.com, jr.brainpop.com and esp.brainpop.com	2,395.00	11,975.00
Reference	1		Schools: Grove = 287 Howe = 343 Mead = 410 Washington = 315 Woodside = 364		
Virtual School Combo (1-199)	1		A 12-month BrainPOP Virtual School with 24-hour access to BrainPOP Jr., BrainPOP, and BrainPOP Español. For enrollment up to 199 students.	1,645.00	1,645.00
Reference	1		School: Virtual = 128		
District BP 24/7, per school	1		BrainPOP for School District (includes home access) for 12 Months. www.brainpop.com	1,795.00	1,795.00
Reference	1		Subscription for the middle school		
Subtotal					20,324.58

* Please include any applicable tax exemption certificates for your school/district along with your order.

Remit to:

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Quote

Date	Quote #
10/30/2017	US5101431R

Item	Quantity	New	Description	Rate	Amount
Multi-Site Discount (5-10)			10% discount for an order of 5 to 10 schools.	% -10.00	-2,032.46
Subtotal					18,292.12
Change in Pricing Model			Special discount because school is switching from per student to per campus pricing. Discount will decrease by 20% each year until the district reaches standard price.	-40.00	-7,316.85
Reference	1		K-5 district renewal. Renewal for the following 9 usernames: rapids1 rapids2 rapids3 rapids4 rapids5 rapids6- Set EXP date to 6/30/18 rapids7 rapids8 wrmiddleschool		
Quote valid for 60 days; price on quote not valid for renewal. All amounts listed are in USD.					
This subscription is governed by the Terms of Use and Privacy Policy posted on www.brainpop.com , as amended from time to time. By accepting this quote, you agree to these terms. Changes/modifications to the terms must be approved and signed by an authorized representative of BrainPOP. Terms and conditions submitted with any Purchase Order shall not apply to this subscription.				Total	\$10,975.27

164 BOARD MEMBER COMPENSATION AND EXPENSES

To help remunerate Board members for travel and expenses in attending meetings, Board members shall be paid a \$60.00 per-day meeting stipend for all regular, special, and authorized committee meetings and authorized school related meetings.

Board members shall be reimbursed for all necessary and legal expenses incurred in attending any meetings or in making any trips on official business for the School District when so authorized by the Board.

Board members are eligible to participate in the Flexible Spending Account program under Section 125 of the Internal Revenue Code as offered by the School District of Wisconsin Rapids.

LEGAL REF.: Sections 120.10(3) & (4) Wisconsin Statutes
120.44

APPROVED: July 1978

REVISED: July 1979
December 1981
February 1983
September 1985
June 11, 1990
September 11, 2000
December 11, 2000