



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

March 5, 2018

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. Music Curriculum
 - B. CESA 5 Contract
 - C. WRPS Virtual School
- IV. Updates
 - A. Post-Secondary Credit Options
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

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

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

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



BACKGROUND

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- I. Call to Order
- II. Public Comment
- III. Actionable Items

A. Music Curriculum

Jeanne Olson, CII Sub-Committee Chairperson for Music, along with members of the Music Committee, will be present to share their proposed music curriculum. Over the past seven years the committee has followed the required process for curriculum development. They have utilized state and national standards, as well as research on best practice in music to create curriculum maps for their content area. Attachment A sets out the music department's "Belief and Commitment Statements," "Best Practices," and the "Essential Questions," all of which are a part of their curriculum.

The Music CII Sub-Committee presented their proposed curriculum to the Council for Instructional Improvement (CII) on February 25, 2018. The CII unanimously voted to recommend approval of the proposed music curriculum. The actual vote tally and comments are set out in Attachment B.

The administration recommends adoption of the proposed music curriculum beginning with the 2018-19 school year.

B. CESA 5 Contract

Wisconsin Rapids Public Schools (WRPS) enters into a contractual agreement for services with CESA 5 on an annual basis. Attachment C sets out the proposed contract for the 2018-19 school year.

The administration recommends approval of the CESA 5 contract for the 2018-19 school year in the amount of \$274,400.79.

C. WRPS Virtual School

Ryan Christianson will be present to introduce a proposal that would have the District establish a new school entity in the Wisconsin Rapids Public Schools (WRPS) for the purpose of adjusting the organizational structure of the WRPS Virtual Program.

Since its inception as a component of the Vesper Community Academy charter school contract in 2008, virtual schooling has been offered as an educational programming option within the WRPS organizational structure of existing school buildings. Accordingly, students who have participated in the WRPS Virtual Program have been enrolled at and assigned to various school building entities all across the District, dependent upon grade level. At the elementary level, for example, resident students who participate in the virtual program are assigned to their neighborhood schools in Skyward, and all non-resident students are assigned to Grant Elementary for recordkeeping purposes. All elementary virtual students (resident and non-resident) currently have the option to physically attend Grant Elementary on Fridays to participate in physical education, art, and music with their peers, and this would continue. Students in the other grades at the secondary level have been housed in what would be their respective schools if they had been attending brick and mortar (WRAMS, East, or Lincoln).

In conjunction with District restructuring beginning with the 2018-19 school year, it would be beneficial to have the District establish a single school entity to track the enrollment of all virtual students in grades 4K through grade 8. Students attending virtually in grades 9-12 would be enrolled and tracked at Lincoln High School. Having just two entities in existence to track virtual students would streamline many internal processes, and produce efficiencies and accuracy in state reporting.

The administration recommends approval to have the District establish a single school entity to track the enrollment of all virtual students in grades 4K through grade 8. Students attending virtually in grades 9-12 would be enrolled and tracked at Lincoln High School.

IV. Updates

A. Post-Secondary Credit Options

Beginning in July of 2018, Youth Options and Course Options will no longer exist. Taking their place will be the following two programs:

1. Early College Credit Program (ECCP): The ECCP program allows pupils to enroll in an institution of higher education for the purpose of taking courses for high school credit, college credit or both. An "institution of higher education"

includes an institution within the University of Wisconsin System, a tribally controlled college, and a private, nonprofit institution of higher education located in Wisconsin.

2. Start College Now: The "Start College Now" program covers enrollment in a technical college course.

The two programs differ in several ways including tuition charges, responsibility for payment, eligibility requirements, etc. The administrative guidance on these two programs is still being promulgated. Once that process is complete, Board policy defining the programs and procedures will be brought forward for approval.

Because Youth Options will no longer exist in the next school year, there are no courses being brought forward for approval for the fall of 2018.

Currently there are twenty-three students enrolled in course options during the spring of 2018. Twenty-one students are enrolled at MSTC, including twenty in the Nursing Assistant course and one in the EMT course. Two students are enrolled at the University of Wisconsin-Stevens Point. One is taking Japanese II, and the other is taking Biology 101.

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:

- Calendars: 2019-20, 2020-21, 2021-22 (April)
- Social Studies Curriculum (April)
- Music Acquisition (April)
- AP and ACT Graduate Report (April)
- District Professional Development Plan (April)
- Lincoln High School Schedule (April)
- Agenda Planners (May)

Beliefs and Commitments

We believe music education is essential to the learning and development of all students.

- We will advocate for a schedule that allows access to a variety of appropriate music courses at every level and for every child taught by a certified and qualified music teacher.
- We will engage students in an active music making environment that includes creation, performance, response, and connections.

We believe music education gives students the opportunity to think, perceive, and communicate in diverse ways.

- We will give students the tools to express themselves through music.

We believe music education contributes to greater understanding of diverse cultures and global communities.

- We will expose students to music from a variety of cultures and historical eras.
- We will draw connections to other academic disciplines and the world at large.

We believe music is uniquely equipped to enhance empathy and self-awareness and the ability to work collaboratively with others.

- We will provide students the opportunity for small and large group experiences.
- We will provide students the opportunity for constructive peer and self assessments.
- We will foster leadership, teamwork, and life skills.

There is value in the learning process as well as the performance.

- We will focus instruction on building technical, musical, and aesthetic skills with emphasis on review and repetition.
- Repertoire is a vehicle for skill development and reinforcement.
- Performances are opportunities to demonstrate learning and progress achieved, refined, reinforced and through regular rehearsals.

We believe the teaching and learning of music in our classrooms must be standards-based, consistent, and differentiated to the needs of each student.

- We will teach to the scope and sequence of the curriculum.
- We will develop learning targets that are aligned with Wisconsin state music standards.
- We will design lessons based on the curriculum and the specific strengths and needs of current students, while maintaining appropriate academic rigor.
- We will continue to participate in high level, content specific professional development opportunities and collaborate as a K-12 music department.

Best Practice in Music Education

Music education is a part of the core curriculum.

- Music instruction at the elementary level should include a holistic approach, incorporating both vocal and instrumental instruction.
- Music instruction at the secondary level can be specialized into either vocal or instrumental instruction. Instruction should differ at the micro - rather than the macro - level.
- Standards and objectives should be used for instruction and assessment.
 - Students should learn to read and notate music.
 - Students should be exposed to a variety of genre, culture, and historical periods.
 - Students should improvise and compose music.
 - Students should discuss and analyze music and its components.
 - Students should develop a vocabulary for evaluating music and performance.
- Instruction should foster a deeper understanding of music.
- Music should connect with other aspects of the school district's curriculum, but maintain a balance with teaching music for a deeper understanding.
- Music teachers should be specifically trained in music and be highly qualified.
 - Appropriate facilities and equipment should be provided.
 - Music teachers should receive the same preparation and instructional time as other disciplines.

-Adapted from Hanover Research's October 2012 report Best Practices in Vocal and Instrumental Instruction.

Essential Questions K-12

Music Performance

- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?

Music Creativity

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- When is creative work ready to share?

Music Response

- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How does understanding the structure and context of music inform a response?
- How do we discern musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How does feedback and assessment help us grow as musicians?

Music Literacy

- How do musicians read and write music?
- What are the skills needed before learning a piece of music ?
- What are the elements of music that enhance a performance (dynamics, tempo, etc)?

Music Connections

- How do individuals choose music to experience?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How does knowledge of historical background enhance our music experience?
- How does knowledge about composers enhance a musical performance?

From 2017 WMEA Common Anchors, Enduring Understandings, and Essential Questions

PINERY BOY

Oh, a raftsman's life is a wearisome one,
It causes many fair maids to weep and mourn.
It causes them to weep and mourn
For the loss of a true love that never can return,

"O father, O father, build me a boat,
That down the Wisconsin I may float,
And every raft that I pass by
There I will inquire for my sweet Pinery Boy."

As she was rowing down the stream
She saw three rafts all in a string.
She hailed the pilot as they drew nigh,
And there she did inquire for her sweet Pinery Boy.

"O pilot, O pilot, tell me true,
Is my sweet Willie among your crew?
Oh, tell me quick and give me joy,
For none other will I have but my sweet Pinery Boy."

"Oh, auburn was the color of his hair,
His eyes were blue and his cheeks were fair.
His lips were of a ruby fine;
Ten thousand times they've met with mine."

"O honored lady, he is not here.
He's drowned in the dells I fear.
'Twas at Lone Rock as we passed by,
Oh, there is where we left your sweet Pinery Boy."

She wrung her hands and tore her hair,
Just like a lady in great despair,
She rowed her boat against Lone Rock
You'd a-thought this fair lady's heart was broke.

"Dig me a grave both long and deep,
Place a marble slab at my head and feet;
And on my breast a turtle dove
To let the world know that I died for love.
And at my feet a spreading oak
To let the world know that my heart was broke."

Council for Instructional Improvement Ballot
February 15, 2018

Attachment B

Music Curriculum

24 Yes 0 No 0 Unsure

Comments:

- Music curriculum looks great. Very clear. I like how they have a clear set of skills identified for each grade level. Much more than just singing songs.
- So much great work! Thank you.
- Very well done!
- Great work!
- Very nice!
- Well done! Nice job! Keep on rocking!
- Yay!
- Nice work!
- Value the thoughts put into beliefs.
- So beneficial for our students!
- Fantastic presentation!



CESA 5 Contract for the 2018-2019 School Year
Wisconsin Rapids School District

**SUMMARY OF CONTRACTUAL AGREEMENTS FOR SERVICE BETWEEN
 THE LOCAL SCHOOL DISTRICT AND COOPERATIVE EDUCATIONAL SERVICE AGENCY 5**

*Amounts listed are based on current information & projected services to special education students in your school district.
 Adjustments will be made when final information is available.*

		2018-2019	
		Cost Based on (if applicable):	Projected Cost:
General Services	GS01 - District Membership Fee		2,405.79
	GS02 - Driver's Education	Student FTE	0.00
Instructional Services	<i>School Improvement Services (SI)</i>		
	SI01 - School Improvement Services (Curr. & Instr.)		2,600.00
	SI02 - Curriculum Specialist	Days	0.00
	SI03 - Coaching and Mentoring Consortium		0.00
	SI04 - Title III Consortium		0.00
	<i>Career and Technical Education (CT)</i>		
	CT01 - Career and Technical Education Council		0.00
	CT02 - Career and Technical Education Leadership		0.00
	<i>Safe and Healthy Schools (SH)</i>		
	SH01 - Safe and Healthy Schools Consortium		0.00
Educational Technology	ET01 - Instructional Technology Support Service		0.00
	ET02 - Special Education Instructional Materials Center		0.00
Technical Support	TS01 - Technology Support Specialist	Days	0.00
Coordinated Services	CS01 - Coordinated Services for Districts	Days	0.00
Business Services	SB01 - School Business Administration and Support		0.00
Other Services			0.00

Comments:

Key: UOS = Unit of Service FTE = Full Time Equivalent

See Page 2 for Special Education & Alternative Education Contracted Services.

If you need clarification or additional information, please contact us at (608) 745-5400.

