



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

October 1, 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. Board Policies – First Reading
 1. Policy 343.4 – Course Options Program – First Reading
 2. Policy 343.4 Rule – Procedures for Handling Course Applications through Course Options Program – First Reading
 3. Policy 342.8 – Youth Options Program – First Reading
 4. Policy 343.45 - Technical College Course Program – First Reading
 5. Policy 343.45 Rule – Technical College Course Program Procedures (“Start College Now”) – First Reading
 6. Policy 343.46 – Early College Credit Program – First Reading
 7. Policy 343.46 Rule – Early College Credit Program Procedures – First Reading
 8. Policy 424 – Participation of Non-Public School Students in District Programs and Activities – First Reading
- IV. Updates
 - A. New Course and Curriculum Modification Proposals
 - B. 2017-18 Wisconsin Student Assessment System (WSAS) Results (Part I)
 - C. Every Student Succeeds Act (ESSA) Update
 - D. Legislative Agenda
- 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

Wisconsin Rapids Board of Education
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Effective July 1, 2018, the 2017 Wisconsin Act 59 eliminated the Course Options and Youth Options programs. The Course Options statute was changed to be Part-time Open Enrollment. The Youth Options statute was renamed to be the "Early College Credit Program" (ECCP) which allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit. Under this section, "institution of higher education" means an institution within the University of Wisconsin system, a tribally controlled college, or a private, nonprofit institution of higher education located in the state.

Through separate approved Legislation, concurrent enrollment programs operated by school districts and UW System schools are exempt from the ECCP requirements due to the funding burden it would place on school districts. The ECCP program requires school districts to pick up 75% of the costs, with the state funding 25%.

While technical colleges are not eligible institutions under the new ECCP program, pupils who have completed 10th grade will continue to have the option to take courses at technical colleges through Wis. Statute 38.12(14) under the "Start College Now" (SCN) program.

The two programs differ in several ways in terms of tuition charges and cost-sharing, course application process, coursework comparability, responsibility for payment, eligibility requirements, etc. Relevant Board policies have been updated, newly developed, or deleted as appropriate in order for the District to become compliant with these newly developed programs. Eight policies are included on the October, 2018 Educational

Services agenda for consideration and approval. Additional policies relative to the statutory open enrollment changes will be brought forward in November, 2018 for consideration and approval.

Following is a list of recommended Board Policy revisions to be approved for first reading:

1. The administration recommends approval of the deletion of Policy 343.4 – Course Options Program (Attachment A), for first reading.
2. The administration recommends approval of the deletion of Policy 343.4 Rule – Procedures for Handling Course Applications Through Course Options Program (Attachment B), for first reading.
3. The administration recommends approval of the deletion of Policy 342.8 – Youth Options Program (Attachment C), for first reading.
4. The administration recommends approval of Policy 343.45 – Technical College Course Program (“Start College Now”) (Attachment D), for first reading.
5. The administration recommends approval of Policy 343.45 Rule – Technical College Course Program (“Start College Now”) Procedures (Attachment E), for first reading.
6. The administration recommends approval of Policy 343.46 – Early College Credit Program (Attachment F), for first reading.
7. The administration recommends approval of Policy 343.46 Rule – Early College Credit Program Procedures (Attachment G), for first reading.
8. The administration recommends approval of Policy 424 – Participation of Non-Public School Students in District Programs and Activities (Attachment H), for first reading.

IV. Updates

A. Course and 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 WRPS. 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 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.

Kathi Stebbins-Hintz, Director of Curriculum & Instruction will be present to explain the curriculum proposals. Each proposal is listed below, along with a corresponding attachment.

1. English/Language Arts
 - a. Acting and Production (Attachment I)
 - b. British Literature (Attachment J)
 - c. American Dream (Attachment K)
 - d. Speech (Attachment L)
2. Math
 - a. Pre AP Geometry (Attachment M)
 - b. Pre AP Algebra II (Attachment N)
 - c. Pre AP Pre-Calculus (Attachment O)
3. Career and Technical Education (CTE)
 - a. Assistant Child Care Teacher (Attachment P)
4. Social Studies
 - a. AP Microeconomics (Attachment Q)

B. Wisconsin Student Assessment System (WSAS) Results (Part I)

Wisconsin Student Assessment System (WSAS) Results: 2017-18 (Part I). The 2017-18 WSAS results will be shared with the Committee. Information from the Forward Exam, ACT Aspire, and the ACT will be discussed. Ms. Stebbins-Hintz will provide a detailed analysis of the assessment results.

C. Every Student Succeeds Act (ESSA) Update

The Every Student Succeeds Act (ESSA) includes entitlement grants that come from the federal government through the states. Also referred to as Title I, II and IV, Wisconsin Rapids Public Schools will receive \$1,217,747 for the 2018-19 school year in ESSA grant funds. The purpose of this update is to review grant requirements and how these dollars will be spent.

D. Legislative Agenda

The Board had requested an opportunity to discuss proactively engaging our legislature via our local representatives as well as establishing an agenda of sorts. To begin this conversation, the committee will review the legislative agenda from the Wisconsin Association of School Boards (WASB) (Attachment R) as well as the legislative agenda from the School Administrator's Alliance (SAA) (Attachment S) to begin to determine possible areas of focus and to facilitate the development of a local legislative agenda.

V. Updates

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:

- Mead Elementary Charter School Report (November)
- Teacher Supply Purchases (November)
- New Course Proposals and Curriculum Modifications – Decision (November)

~~343.4 COURSE OPTIONS PROGRAM~~

~~Resident Students Attending Individual Courses in Other Educational Institutions~~

~~Any student enrolled full-time in a public school in the District may apply to take a course(s) in another educational institution under the “Course Options” program in accordance with state law. A student may attend no more than two courses at the same time in another educational institution under this program.~~

~~The District shall deny a resident student’s application to attend a course(s) in another educational institution under the “Course Options” program if:~~

- ~~1. The student’s application was not submitted in the manner and within the time limits established by state law;~~
- ~~2. The course conflicts with the student’s individualized education program (IEP);~~
- ~~3. The course does not conform to or support the student’s formal academic and career plan, if the student has developed any such plan; or~~
- ~~4. The course does not satisfy a high school graduation requirement.~~

~~Course Options application forms should be submitted to the Course Options Coordinator located at the District office who will, in turn, involve any other relevant personnel to process the application. A decision concerning the acceptance or denial of an application will be made in collaboration with the Building Principal after consideration of the application.~~

~~Excluding any personal use items, if any books or other necessary materials are required for the course but not provided by the educational institution that is offering the course, the District will pay in accordance with the requirements set out in State Statutes. Books, materials, and equipment purchased by the school district must be returned to the District upon completion of the course unless other arrangements are made. If a student intends to keep the books, materials or equipment, or loses, damages, or destroys them, the District’s policy on return of books and equipment applies, and students will be responsible to pay for any books, materials and equipment paid for by the District.~~

~~To the extent required by any state law or by the Department of Public Instruction (DPI) regulation or DPI procedure, the District shall process the “Course Options” application of any nonresident student whose primary school enrollment and attendance is within the public schools of the District as though the student were a resident student seeking to take a course outside the District. In other words, in any situation where the District is required to fulfill the requirements of a resident school district under the “Course Options” program, the District shall do so.~~

~~Entrance Requirements for Students Applying to Attend Educational Institution~~

~~Students are responsible to meet any entrance and prerequisite requirements for the institution to which they are applying to attend under Course Options. This includes the scheduling and payment for any necessary placement testing and/or transcripts.~~

Dropping/Withdrawing from Course Options Courses

Students who applied and have indicated their intent to participate in a Course Options course are expected to attend and adhere to all requirements of the course. If a student withdraws from the course during the first seven (7) instructional days of the term at the school they enrolled in through Course Options, the student will receive a “W” on his/her high school transcript. After day seven (7) of the term at the school in which the student enrolls through Course Options, a student who drops the course will receive a grade of “F” on his/her high school transcript unless there are extenuating circumstances determined by the administration.

After the first seven (7) days of the Lincoln High School trimester, a student who withdraws/drops out of a Course Options course will return to Lincoln and be placed in a study hall. The student will not be able to add a class at Lincoln High School or earn high school credit for the time they would have been in the Course Options course.

Transfer of Credit

Students may transfer in a maximum equivalent of 3.0 Lincoln High School credits. Each 1.0 credit that is earned at an institution of higher education will be counted and transfer in as .25 of high school credit.

Credits earned at a recognized and accredited public or private high school may be accepted as recorded by said school. Religion courses are generally not accepted.

In order to receive credit for the coursework, it is the student’s responsibility to provide an official transcript from the educational institution they attended under Course Options. The transcript is to be received by the high school within two weeks of course completion, or a grade of “F” will be posted on the student’s high school transcript, and no credit will transfer in.

Nonresident Students Attending Individual Courses in the District

Nonresident public school students residing within the State of Wisconsin may apply to take a course(s) in the District under the “Course Options” program in accordance with state law and established procedures. Students may attend no more than two courses at the same time in the District and/or in any other educational institution under the “Course Options” program. The District will deny any application that is not submitted in the manner and within the time limits established under state law and applicable District procedures.

Course Options application forms from nonresident students should be directed to the Course Options Coordinator located at the District office. The Building Principal of the school at which a student has applied to take a course will be involved in reviewing any Course Options applications which pertain to their school. A determination to accept or deny the application will be made in accordance with the same criteria used for making course related eligibility decisions for students who are District residents (e.g., space availability in the course, meeting course prerequisites, academic requirements, conduct related requirements, etc.). Preference shall, however, be given for attendance in a course to any otherwise eligible student whose primary school enrollment and attendance is within the public schools of the District, then to applicants under the Course Options program, and then to residents of the District who are otherwise entitled to apply to take the course under state law or under any Board policy. If the District receives more student applications to

~~attend a course than there are spaces available, determination of which students to accept shall be made on a random basis in accordance with established procedures.~~

~~A nonresident student shall not be permitted to take a course under this policy during the term of his/her expulsion from the District or from another school to the same extent that the District would deny the student's request, if he/she were a resident of the District, to enroll and take courses as a full time student during the term of his/her expulsion. Other conduct related criteria that the District would apply to determine the course eligibility of a resident student shall also be applied to nonresident student applications.~~

~~The District shall provide equal opportunities for students with disabilities to attend courses in the District under the "Course Options" program. However, if a question arises as to possible course accommodations or modifications for a student with a disability, or as to the District's ability to implement the student's IEP, the District shall contact the student's parent or guardian and involve representatives of the school(s) responsible for the IEP to the extent necessary and appropriate.~~

~~Nonresident students attending courses in the District will have all of the rights and privileges of similarly situated resident students and will be subject to the same policies and rules as similarly situated resident students, except that the District shall not charge to or receive from the student any payment other than the payment that the student's resident school district makes to the District pursuant to state law.~~

Provisions Applicable to All Students Seeking to Attend Courses Under This Policy

~~Transportation to and from any course(s) taken under this policy shall be the sole responsibility of the student's parent or guardian, unless state or federal law otherwise requires the student's resident school district or the educational institution that is offering the course to provide transportation.~~

~~Following the District's initial acceptance of any course application(s) under this policy, the parent or guardian must provide timely written notice to the District confirming the student's intent to attend the specific course(s). If this confirming notice is not received by the District prior to the date the course is scheduled to begin, the student will not be permitted to attend the course under this policy.~~

~~LEGAL REF.: Wisconsin State Statutes Sections
118.13, 118.145(4), 118.52, 118.53, 118.55~~

~~CROSS REF.: 343.3 Rule Procedures for Handling Course Applications Through Course
Options Program~~

~~APPROVED: November 10, 2014~~

~~REVISED: April 13, 2015~~

~~343.4 RULE – PROCEDURES FOR HANDLING COURSE APPLICATIONS
THROUGH COURSE OPTIONS PROGRAM~~

~~A. Definitions~~

For purposes of these procedures implementing the “Course Options” program within the District, the following definitions apply:

- ~~1. **District** means the Wisconsin Rapids School District.~~
- ~~2. **Educational Institution** includes a public school in a nonresident school district, the University of Wisconsin System, a technical college, a nonprofit institution of higher education, a tribal college, a charter school, and any nonprofit organization that has been approved by the Wisconsin Department of Public Instruction (DPI).~~
- ~~3. **Resident School District** means the school district in which the student who is taking a course or making a course application resides for purposes of determining school attendance.~~
- ~~4. **District Student** means a student whose primary school enrollment and attendance is within the public schools of the District (including, for example, all full-time students of the District and all students who are attending school in the District under full-time open enrollment).~~
- ~~5. **Resident Student** means a public school student for whom the District is required to fulfill the requirements of the resident school district under the “Course Options” program when the student is seeking to take a course outside the District.~~
- ~~6. **Nonresident Student** means a public school student who does not reside in the District and who is permitted by law to apply to take a course in the District under the “Course Options” program.~~

~~B. Resident Student Applications to Take Courses Outside the District~~

- ~~1. Students who are seeking to take a course outside of the District under the “Course Options” program shall use the DPI approved application form and shall initially submit the application form to the educational institution that is offering the course in the time period required by the institution. The educational institution offering the course is responsible for forwarding a copy of the application to the District central office, but the District recommends that the applicant contact the District to confirm that the District has, in fact, received a copy of the application.~~
- ~~2. Upon receipt of a copy of a resident student’s application to attend a course(s) in another educational institution under the “Course Options” law, the Course Options Coordinator shall forward the application to the Building Principal for review and action. For students with disabilities who have an Individualized Educational Plan (IEP), a staff person with sufficient knowledge of the requirements of the student’s IEP shall be involved in processing the course application(s).~~
- ~~3. All applications received shall be reviewed using the criteria outlined in Board policy.
 - ~~a. If the student’s application was not submitted in the manner and within the time limits established by state law, it shall be denied.~~~~

- b. ~~If the course application is from a student with a disability who has an IEP, the application shall be reviewed with the IEP to determine whether the student's attendance in the course would result in a denial of a free appropriate public education (FAPE) as defined with reference to the IEP, or otherwise conflict with the goals, placement, or other material provisions within the IEP. The course application shall be denied if it conflicts with the student's IEP.~~
 - c. ~~If the course does not conform to or support the student's formal academic and career plan, if the student has developed any such plan, the course application shall be denied.~~
 - d. ~~If the course does not satisfy a high school graduation requirement, the course application shall be denied.~~
4. ~~If the application is denied, the applicant's parent or guardian and the educational institution to which the application was made shall be notified, in writing, that the application has been denied. This notification shall be made no later than one week prior to the date the course is scheduled to commence and shall include the reason(s) for the denial and notify the parent or guardian of the applicant's right to appeal the denial to the DPI.~~
 5. ~~If the District notifies the applicant that his/her application has been accepted, then the applicant's parent or guardian must provide timely written notice to the District confirming the student's intent to attend the specific course(s). If this confirming notice is not received by the District prior to the date the course is scheduled to begin, the student will not be permitted to attend the course under the "Course Options" program. Parents/students will acknowledge (by signature) their understanding of the Course Options process and any potential effects on the student's educational outcome as a result of participating in the Course Options program.~~

C. ~~Nonresident Student Applications to Take Courses in the District~~

1. ~~The parent or guardian of a nonresident student who wishes to take a course(s) in a public school in the District shall submit the DPI-approved application form to the District. The application shall specify the course that the student wishes to take and may specify the school(s) at which the student wishes to take the course. The District will deny the application if it is submitted less than six weeks prior to the date the course is scheduled to commence.~~
2. ~~The District shall promptly send a copy of the application to the student's resident school district, along with a request that the resident school district immediately send the District a copy of the student's relevant education records, including applicable disciplinary records.~~
3. ~~Upon receipt of the application, it will also be forwarded internally to the Building Principal, who will be responsible for reviewing and acting on the course application. All applications shall be reviewed and acted upon using the criteria outlined in Board policy. If the District receives more registration/applications for a course from students who are otherwise eligible to attend the course than there are spaces available, the District shall give preference in attending the course to students in the following priority order:~~

~~**First Priority:** District students, who shall be approved to attend the course on a rolling basis pursuant to the District's regular course registration procedures.~~

~~**Second Priority:** Nonresident public school students who have applied to attend courses at the District under the Course Options program shall have their application reviewed next. If there are more applications than spaces available, the determination of who will be approved shall be made on a random basis. The random process will be conducted by numbering each eligible application and placing the application numbers in a container, and conducting a blind drawing. The random selection process shall be conducted in the presence of at least two staff members.~~

~~If there is still space in the course for additional students, consideration will then be given to students who, although not District students, are residents of the District and are otherwise entitled to apply to take the course under state law or under any applicable Board policy, including resident private school students and District residents attending home-based private education programs who apply to attend the course under any part-time public school attendance option established by state law, and provided that the District has received the student's application or registration request at least six weeks prior to the date the course is scheduled to begin. If there are more applications than spaces available, the determination of who will be approved shall be made on a random basis. The random process will be conducted by numbering each eligible application and placing the application numbers in a container, and conducting a blind drawing. The random selection process shall be conducted in the presence of at least two staff members.~~

- ~~4. Not earlier than the District processes each group of applications as identified above, and no later than one week prior to the date the course is scheduled to commence, the District shall notify the applicant and any relevant resident school board, in writing, of whether the application has been accepted or denied. If accepted, the acceptance shall identify the school at which the student may attend the course. The acceptance applies only for the following semester, school year, or other session in which the course is offered. If the application is denied, the notice shall include the reason for the denial. If it is a Course Options application being denied, notification will also be provided of an applicant's right to appeal the denial to the DPI.~~
- ~~5. If the District notifies the applicant that his/her application has been accepted, then the applicant's parent or guardian must provide timely written notice to the District confirming the student's intent to attend the specific course(s). If this confirming notice is not received by the District prior to the date the course is scheduled to begin, the student will not be permitted to attend the course under the "Course Options" program.~~

~~**D. Appeals of Course Denial Decisions**~~

~~The parent or guardian of any student whose Course Options application was denied by the District may appeal the decision to the DPI within 30 days of notification of denial from the District.~~

~~LEGAL REF.: Wisconsin State Statutes Sections
118.13, 118.145(4), 118.52, 118.53, 118.55~~

~~CROSS REF.: 343.4 Course Options Program~~

~~APPROVED: November 10, 2014~~

342.8 YOUTH OPTIONS PROGRAM

The Wisconsin Rapids Public Schools shall administer the Youth Options Program in accordance with state law and regulations. The Director of Pupil Services shall be responsible for administering the Youth Options Program. Students in grades 11 and 12 may participate in the Youth Options Program. This program provides eligible students an opportunity to take courses at technical colleges and institutions of higher education while in high school. Students interested in participating shall inform the Wisconsin Rapids Public Schools of their intention to take post secondary courses under this program, prior to enrollment in the course(s) and within designated timelines. Timelines for notifying the school board of the intention to participate in the Youth Options Program are by March 1 for the fall semester, and October 1 for the spring semester.

The Board shall determine whether a course taken through the Youth Options Program is comparable to a course offered in the District, whether it satisfies graduation requirements and what, if any, high school credits will be awarded to the student.

Courses taken as part of the Youth Options Program shall be paid for as follows

1. ~~If the course is taken for high school credit and the course is not comparable to a course offered in the District, the Board shall pay the tuition and fees for the course.~~
2. ~~If the course is taken for post secondary credit only or the course taken is comparable to a course offered in the District, the student shall pay the tuition and fees for the course.~~
3. ~~If the student attending courses at a technical college under this program is a child with a disability, the Board shall also pay the costs of any special services required for the student as determined jointly by the District and technical college. The District may refuse to permit a child with a disability to attend a technical college under this program if it determines that the cost to the District would impose an undue financial burden on the District.~~
4. ~~The District shall pay for no more than the equivalent of 18 post secondary semester credits (4 ½ high school credits) per student. The District shall not, however, limit the number of post secondary semester credits a student may take at his/her own expense. §118.55(7t)(a)~~
5. ~~The District will pay only for the courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student's parent/guardian or the student, if an adult, is responsible for reimbursing the Wisconsin Rapids Public Schools for payment of the tuition and fees paid by the District. If this reimbursement is not made, the student on whose behalf the payment was made is ineligible for any further participation in the Youth Options Program. §118.55(7t)(e) and § 118.55(7r)(a)(5)~~
6. ~~The District is responsible for tuition, course fees, and books. (§118.55(5), (6), and (7r) Wisconsin Statutes and Article X, Section 3) However, books and equipment purchased by the school district must be returned to the District upon completion of the course unless other arrangements are made. If a student intends to keep the books or equipment, or loses, damages, or destroys them, the District's policy on return of books and equipment applies.~~
7. ~~Students participating in the Youth Options Program shall be responsible for providing their own transportation to and from post secondary courses under this program. The student must also pay for incidental fees (activity pass, fines) and for equipment, tools, and supplies that will become property of the student.~~

All 9th, 10th, and 11th grade students enrolled in the Wisconsin Rapids Public Schools shall be informed of the Youth Options program annually.

Legal Reference: 2003 Wisconsin Act 131
Sections 118.55 (5), (6), (7r), and (7t), Wisconsin Statutes and Article X
Section 3 of the Wisconsin Constitution
Wisconsin Statutes as amended by 2003 Assembly Bill 183

Cross Reference:

APPROVED: September 13, 2004

343.45 TECHNICAL COLLEGE COURSE PROGRAM (“START COLLEGE NOW”)

PURPOSE

The School District of Wisconsin Rapids supports providing quality educational opportunities to ensure District students graduate college and career ready. Consistent with state law, high school students in the 11th and 12th grade who meet the eligibility requirements defined in applicable statutes, regulations and District policies, and who submit timely and complete applications and notices, may be permitted to enroll in one or more nonsectarian courses at a technical college through the technical college “Start College Now” (SCN) Program.

DEFINITIONS

- A. Comparable Course. A comparable course means all of the following:
 - a. The high school course is offered during the period of time after the student notifies the Board of his or her intention to participate in the Start College Now Program under Wisconsin law and prior to the student’s graduation.
 - b. The high school course is available for enrollment.
 - c. The high school course content, as determined by curriculum guides, expectations, goals, scope and sequence, is equivalent to the content of the postsecondary course as determined by the postsecondary course syllabus, if available, and course description.
- B. Credit. A unit of measure given for the successful completion of a course of study as defined in Board of Education policy.
- C. Good Academic Standing. For purposes of this policy, good academic standing shall mean a cumulative high school grade point average of at least 2.5 (or the equivalent) at the time of the determination. Exceptions to this expectation may be granted at the discretion of the Administration.
- D. Start College Now Program. The Start College Now Program shall refer to the Technical College Course Program authorized under the Wisconsin Statutes.
- E. Successfully Completed or Successful Completion. For purposes of this policy, successfully completed or successful completion shall mean a student has completed the course with a passing grade.
- F. Term. For purposes of this policy, term shall mean either a semester or a trimester, as applicable.

IMPLEMENTATION

- A. The Superintendent of Schools or his/her designee shall establish administrative procedures for the administration of the Start College Now Program, which shall include, but not be limited to:
 - a. Student eligibility for the program;
 - b. Guidelines for determining a student’s good academic standing; and
 - c. To the extent not adequately addressed by state statutes or regulations, guidelines for determining whether a course that a student wishes to take through the SCN Program is eligible for high school credit and/or is comparable to a course offered by the District.
 - d. Ensure that the District appropriately processes requests/applications related to the SCN Program; and
 - e. Except for refusal of permission to take a course that is based on an undue financial burden, determining whether the District will approve individual applications and pay for specific courses based on the criteria established in state law, any applicable state regulations and applicable District policies and procedures.
- B. While the District may refuse to allow a student with a disability to attend a technical college through the Start College Now Program if the costs related to any special services required for the student would impose an undue financial burden on the District, the determination of an undue financial burden shall be made by the Superintendent of Schools or his/her designee.

RESPONSIBILITY FOR COSTS AND LIMITATIONS ON DISTRICT PAYMENTS

- A. To the extent required by state law, the District shall pay the costs associated with students’ enrollment in a technical college under this policy if the course is taken for high school credit and the course is not comparable to a course offered in the District.
- B. Limitations on the District’s responsibility for payment include the following:
 - a. The District shall pay only such tuition, fees and course materials costs as are required by law.
 - b. If the District is required to pay the technical college for the cost of a book or similar resource that is not a one-time use item, the student may be required to return the resource(s) to the District upon completion of the course.
 - c. The District shall pay for no more than the equivalent of a combined total of 18 postsecondary semester credits per student for any courses that are taken through the Start College Now Program or the Early College Credit Program. Courses that the District paid for under the former Youth Options Program and/or Course Options Program count toward this credit limit.
 - d. The District shall only pay for courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student’s parent or guardian, or the student if over the age of 18, is responsible for reimbursing the District for the tuition, fees and other costs paid by the District. If this reimbursement is not made upon request, the student is ineligible for any further participation in the Start College Now Program and the Early College Credit Program.
- C. Unless otherwise required by law, the District is not responsible for providing transportation to technical college courses taken under this policy or paying for transportation-related costs.

NOTICE

- A. Information about the Start College Now Program shall be provided to high school students annually by October 1. Start College Now Program information shall also be included in the high school course description book and student expectations handbook.
- B. The District shall not discriminate in admission to any school, class, program or activity on the basis of sex, age, race, religion, color, national origin, ancestry, creed, pregnancy, marital status, parental status, homelessness, sexual orientation, gender identity, gender expression, physical, mental, emotional or learning disability/handicap, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established complaint procedures.

LEGAL REF: Sections 38.12(14) Wisconsin Statutes
 115.385(4)
 118.15(1)(b)
 118.15(1)(d)
 118.153(1)(a)
 118.33
 118.55
 118.57
 PI 40, Wisconsin Administrative Code

CROSS REF.: 343.45 Rule – Start College Now Program Procedures
 343.6 – Early College Credit Program
 343.6 Rule – Early College Credit Program Procedures
 345.5 – Graduation Requirements

APPROVED: TBD

**343.45 RULE TECHNICAL COLLEGE COURSE PROGRAM
("START COLLEGE NOW") PROCEDURES****ELIGIBILITY TO ATTEND INDIVIDUAL COURSES AT TECHNICAL COLLEGES**

- A. In addition to meeting any other applicable eligibility requirements, a student who wishes to enroll in a course through a technical college under the Start College Now (SCN) Program must:
 - a. Submit all required notices, parent permissions (if student is under 18) and college applications on a timely basis;
 - b. Have successfully completed 10th grade in accordance with District policy by the end of the high school term in which the student gives notice of his/her intent to take a technical college course;
 - c. Not be a child at risk of not graduating from high school, as defined by state law; and
 - d. Be in good academic standing within the District. Exceptions to this expectation may be granted at the discretion of the Administration.
- B. A technical college district board may deny a high school student admission to the technical college or registration in a specific course for any of the reasons provided in state law, including the technical college's determination that the student has an unacceptable record of disciplinary problems. To the extent consistent with student records laws and the District's student records policies and procedures, the District will certify student disciplinary information that is necessary for completing and processing a student's application to enroll in and take a course at a technical college under the Start College Now Program.
- C. A student who is participating in the Start College Now Program may attend only one technical college in any postsecondary semester.
- D. A student who is participating in the Start College Now Program in any postsecondary semester may not simultaneously participate in the Early College Credit Program.
- E. The District may refuse to allow a student with a disability to attend a technical college through the Start College Now Program if the costs related to any special services required for the student would impose an undue financial burden on the District.
- F. Students in home-based private educational programs, residents of the District who are private school students, and nonresident students who are participating in the part-time open enrollment program are not eligible to participate in the Start College Now Program through the District, even if they are taking or have taken individual courses in a District high school.

COURSE APPLICATION PROCESS

- A. Any District student interested in attending individual courses at a technical college under the Start College Now Program must complete all of the following to start the application process:
 - a. Students must notify their high school counselor of the student's intention to participate in the Start College Now Program by completing the appropriate form.
 - i. This notification shall subsequently be submitted to the Director of Curriculum & Instruction for final approval.
 - ii. A separate notification form must be completed and processed for each postsecondary semester that a student applies to participate in the Start College Now Program.
 - iii. This notification must be made by March 1 for fall postsecondary semester courses and by October 1 for spring postsecondary semester courses.
 - b. Students must apply to a technical college during the school term prior to enrollment in the technical college.

- c. If the student who intends to take a technical college course is a minor, student's parent or guardian must provide signed permission for the student to participate in the Start College Now Program.
- B. As soon as such information is available, the student shall further notify their high school counselor if the student has been:
 - a. Admitted to the technical college to which the student applied;
 - b. Successfully enrolled in and registered to attend individual courses; and
 - c. If any of the course information provided on the initial notification has changed.
- C. Students are required to cooperate with the District in providing any information that may be necessary to determine their eligibility for the Start College Now Program and process individual course requests.
- D. Upon receiving a student's written notification of intent to participate in the Start College Now Program, the high school counselor shall process the student's request, including determining the following:
 - a. Whether a student meets the minimum eligibility criteria for participation in the Start College Now Program;
 - b. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course and, if so, how much high school credit;
 - c. Whether the proposed course is comparable to a course already offered in the District; and
 - d. Whether the proposed course and any resulting credit meets any of the District's high school graduation requirements.
- E. The District shall notify the student's parent or guardian, or the student if age 18 or older, of the District's determination regarding approval/credit status of postsecondary coursework and the right to appeal a negative determination made by the District to the State Superintendent of Public Instruction.
 - a. Provided that none of the course information submitted on the student's initial notice of intent has changed, such notice shall normally be issued by May 15 for initial notices that were received by March 1 for fall courses, and by November 15 for initial notices that were received by October 1 for spring courses.
 - b. If the District determines that it is impractical to provide notice of the District's course-related determinations in the regular timeframe identified immediately above, such notice shall, at a minimum, be issued at least 30 days before the beginning of the technical college semester in which the student will be enrolled for the course(s).

SATISFACTION OF GRADUATION REQUIREMENTS AND AWARDING HIGH SCHOOL CREDIT FOR TECHNICAL COLLEGE COURSES

- A. The determination of whether a course satisfies a high school graduation requirement shall be made with reference to District policies that set forth such requirements and by applying the standards and guidelines that the District applies to its own course offerings and to courses that are submitted for a similar assessment by students who are transferring into the District.
- B. Pending the development of any new state regulations applicable to the Start College Now Program that address the granting of high school credit for a course taken at a technical college under this policy, or the adoption of other specific local standards for such credit determinations, the District shall apply the mandatory and discretionary standards for granting credit that are found in PI 40.07(1) of the Wisconsin Administrative Code, as such standards were in effect as of December 31, 2017.
 - a. The District may deny high school credit for a technical college course if any of the following apply:

- i. The District offers a comparable course. Although a student may still elect to take a technical college course that the District has determined is comparable to a District course, the District is not responsible for paying any portions of the costs related to such a course.
 - ii. The course repeats the course content for which a student has already received a passing grade and high school credit.
 - iii. The course repeats the content of a postsecondary course that the student has already taken and failed.
 - b. If credit is not denied for any of the reasons identified above, the District will grant high school credit for a technical college course if the course meets any of the District's high school graduation requirements, as identified in District policies, and if any of the following conditions apply:
 - i. The course is complementary to, consistent with or expands on a course of study or sequence of courses offered by the District.
 - ii. The course expands an opportunity for the student to move to another level of an academic or vocational course of study.
 - iii. The course curriculum meets or exceeds the same standards for rigor and content as other courses approved by, but not offered by, the District for credit toward graduation.
 - iv. The postsecondary course supports rather than prevents a student from completing high school graduation requirements.
- C. In order for a student to receive high school credit for a course taken at a technical college under the Start College Now Program, the student must complete the course and receive a passing grade, as determined by the technical college. It is the responsibility of the parent or guardian of a student, or the student if age 18 or older, to notify the District if they do not enroll and attend a Start College Now course for which they were approved to participate in. Additionally, it is the responsibility of the student to provide an official transcript of the grade received for the course, or to confirm with the high school registrar that the school has received grading information directly from the technical college.
- D. If students withdraw from the postsecondary course within one week of the start of the course, they will be rescheduled for the appropriate high school courses, and no record of the postsecondary course will appear on the high school transcript. From the second week through the sixth week of the course, students may withdraw with no record of the postsecondary course on a high school transcript, but may not be able to reschedule a high school class to take its place. If students withdraw from the postsecondary course after the sixth week, the course will appear on the high school transcript and will show a grade of Withdraw/Failing.
- E. To the extent required by state regulations, or to the extent the District does not adopt a different rule for any course-credit conversions that are not addressed by state regulations, a student shall be granted $\frac{1}{4}$ high school credit per 1 postsecondary semester of conversion-eligible postsecondary credit for a course taken under the Start College Now Program.

APPEALS OF DISTRICT DECISIONS

If a parent or guardian of a student, or the student if age 18 or older, who has submitted an application under the Start College Now Program disagrees with the decision of the high school counselor regarding comparability of courses, satisfaction of high school graduation requirements, or the number of high school credits to be awarded, the determination letter will inform the party of their right to appeal a negative determination made by the District to the State Superintendent of Public Instruction. In order to work collaboratively with the parent/guardian to seek a timely and amicable resolution, the District requests an appeal first to the Superintendent of Schools prior to submitting an appeal to the State Superintendent of Public Instruction.

LEGAL REF: Sections 38.12(14) Wisconsin Statutes
 115.385(4)
 118.15(1)(b)
 118.15(1)(d)
 118.153(1)(a)
 118.33
 118.55
 118.57
 120.12(17)
 PI 40, Wisconsin Administrative Code

CROSS REF.: 343.46 – Early College Credit Program
 343.46 Rule – Early College Credit Program Procedures
 345.5 – Graduation Requirements

APPROVED: **TBD**

343.46 EARLY COLLEGE CREDIT PROGRAM

PURPOSE

The School District of Wisconsin Rapids supports providing quality educational opportunities to ensure District students graduate college and career ready. Consistent with state law, high school students who meet the eligibility requirements defined in applicable statutes, regulations and District policies, and who submit timely and complete applications and notices, may be permitted to enroll in one or more nonsectarian courses at an institution of higher education through the Early College Credit Program (ECCP).

DEFINITIONS

- A. Comparable Course. A comparable course means all of the following:
 - a. The high school course is offered during the period of time after the student notifies the Board of his or her intention to participate in the Early College Credit Program under Wisconsin law and prior to the student’s graduation.
 - b. The high school course is available for enrollment.
 - c. The high school course content, as determined by curriculum guides, expectations, goals, scope and sequence, is equivalent to the content of the postsecondary course as determined by the postsecondary course syllabus, if available, and course description.
- B. Credit. A unit of measure given for the successful completion of a course of study as defined in Board of Education policy.
- C. Early College Credit Program. A program under Wisconsin law that allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit.
- D. Institution of Higher Education (IHE). Institution of higher education shall refer to an institution within the University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution of higher education located in Wisconsin.
- E. Successfully Completed or Successful Completion. For purposes of this policy, successfully completed or successful completion shall mean a student has completed the course with a passing grade.
- F. Term. For purposes of this policy, term shall mean either a semester or a trimester, as applicable.

IMPLEMENTATION

- A. The Superintendent of Schools or his/her designee shall establish administrative procedures for the administration of the Early College Credit Program, which shall include, but not be limited to:
 - a. Student eligibility for the program;
 - b. Guidelines for determining a student’s good academic standing; and
 - c. To the extent not adequately addressed by state statutes or regulations, guidelines for determining whether a course that a student wishes to take through the ECCP is eligible for high school credit and/or is comparable to a course offered by the District.
 - d. Ensure that the District appropriately processes requests/applications related to the ECCP; and
 - e. Determines whether the District will approve individual applications and pay for specific courses based upon the criteria established in state law, any applicable state regulations and applicable District policies and procedures.
- B. Limitations on the District’s responsibility for payment include the following:
 - a. If a student takes a course at an IHE that is comparable to a course offered in the District, the District will make no payment for the course. Instead, the student taking the

comparable course, or the student's parent or guardian, is responsible for paying the tuition and fees for the course.

- b. The District shall pay only such tuition, fees and course materials costs as are required by law. If the District is required to pay the IHE for the cost of a book or similar resource that is not a one-time use item, the student may be required to return the resource(s) to the District upon completion of the course.
- c. Dual enrollment postsecondary program offerings by the District are exempt from counting towards the ECCP credit limit.
- d. The District shall pay for no more than the equivalent of a combined total of 18 postsecondary semester credits per student for any courses that are taken through the Technical College Course Program ("Start College Now") or the Early College Credit Program. Courses that the District paid for under the former Youth Options Program and/or Course Options Program count toward this credit limit. However, the limitation on total paid credits does not prohibit a student from:
 - i. Taking other courses through a postsecondary institution where the District has authorized the coursework under a separate program or separate source of authority; or
 - ii. Taking other District-approved high school courses, outside of the specific state programs, that may result in eligibility for postsecondary credit(s).
- e. The District shall only pay for courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student's parent or guardian or the student, if over the age of 18, is responsible for reimbursing the District for the costs paid by the District. If this reimbursement is not made upon request, the student shall be ineligible for any further participation in the Start College Now Program and the Early College Credit Program.

C. Recovery of Tuition Paid by District for Courses Taken at IHE for Postsecondary Credit Only. If a student takes a course at an IHE for postsecondary credit only, and the course is not comparable to a course offered in the District, the student or the student's parent or guardian shall pay to the District 25% of the tuition amount that the District is required to pay to the IHE, unless such 25% payment is determined to pose an undue financial burden on the student's family under standards and procedures set by the Department of Public Instruction. If applicable to a course and not waived pursuant to state law, the following provisions further govern the timing and method for making the 25% payment to the District:

- a. The student or his/her parent or guardian may make payment for such courses online through the parent portal of the District's student information system. A small convenience fee is applied for each transaction.
- b. In addition to making payments online, payments can be made via cash, check or money order. Payments can be received during normal school hours in the main office of the building where the student attends school in the District.
- c. The District charges a fee for each check that is returned or denied payment by a financial institution. After a check is returned or denied payment, the District may refuse to accept payment by personal check in the future.
- d. Unless the District's Business accounting office has agreed in writing to a different plan of scheduled payments, payment is due in full within 30 days of the date on which the District provides the student (or student's parent or guardian) with notification of the specific amount due. If a family wishes to arrange a payment plan, the family shall submit a request to the School office before the start of the course(s). If the District receives any payment from the student or the student's parent or guardian as a share of tuition, and it is later determined that the District is not responsible for paying tuition for the course, or if the amount received as payment exceeds the amount of the student's

actual payment obligation, the District shall refund the appropriate amount to the student or his/her parent or guardian.

- D. In order for a student to avoid a payment obligation (where applicable) for a course taken through the ECCP, it is the sole responsibility of the student and his/her parent or guardian to ensure that the student withdraws from the course prior to the applicable IHE's withdrawal deadline so that the IHE will not charge the District any tuition for the course.
- E. If students withdraw from the postsecondary course within one week of the start of the course, they will be rescheduled for the appropriate high school courses, and no record of the postsecondary course will appear on the high school transcript. From the second week through the sixth week of the course, students may withdraw with no record of the postsecondary course on a high school transcript, but may not be able to reschedule a high school class to take its place. If students withdraw from the postsecondary course after the sixth week, the course will appear on the high school transcript and will show a grade of Withdraw/Failing.
- F. Unless otherwise required by law, the District is not responsible for providing transportation to IHE courses taken under this policy or paying for transportation-related costs.

NOTICE

- A. Information about the Early College Credit Program shall be provided to high school students annually by October 1. Early College Credit Program information shall also be included in the high school course description book and student expectations handbook.
- B. The District shall not discriminate in admission to any school, class, program or activity on the basis of sex, age, race, religion, color, national origin, ancestry, creed, pregnancy, marital status, parental status, homelessness, sexual orientation, gender identity, gender expression, physical, mental, emotional or learning disability/handicap, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established complaint procedures.

LEGAL REF: Sections 38.12(14) Wisconsin Statutes
115.385(4)
118.15(1)(b)
118.15(1)(d)
118.153(1)(a)
118.33
118.55
118.57
120.12(17)
PI 40, Wisconsin Administrative Code

CROSS REF.: 343.45 – Start College Now Program
343.45 Rule – Start College Now Program Procedures
343.46 Rule – Early College Credit Program Procedures
345.5 – Graduation Requirements

APPROVED: **TBD**

343.46 RULE EARLY COLLEGE CREDIT PROGRAM PROCEDURES**ELIGIBILITY TO ATTEND INDIVIDUAL COURSES AT INSTITUTIONS OF HIGHER EDUCATION (IHE)**

- A. In addition to meeting any other applicable eligibility requirements, a student who wishes to enroll in a course through an IHE under the Early College Credit Program (ECCP) must:
 - a. Submit all required notices, parent permissions (if student is under 18) and college applications on a timely basis; and
 - b. Be enrolled as a high school student.
- B. An IHE may deny a high school student admission to the IHE or registration in a specific course at the IHE for any of the reasons provided by law.
- C. A student participating in the Early College Credit Program may attend only one IHE in any postsecondary semester.
- D. A student who is participating in the Early College Credit Program in any postsecondary semester may not simultaneously participate in the Start College Now Program.

COURSE APPLICATION PROCESS

- A. Any District student interested in attending individual courses at an IHE under the Early College Credit Program must complete all of the following to start the application process:
 - a. A student must notify their high school counselor of the student's intention to participate in the Early College Credit Program by completing the appropriate form.
 - i. This notification shall subsequently be submitted to the Director of Curriculum & Instruction for final approval.
 - ii. In addition to any other required information, the initial notice must indicate whether the student intends to take the course(s) for high school credit, postsecondary credit or both.
 - iii. A separate notification form must be completed and processed for each postsecondary semester that a student applies to participate in the Early College Credit Program.
 - iv. This notification must be made by March 1 for summer and fall postsecondary semester courses and by October 1 for spring postsecondary semester courses.
 - b. Students must apply to an IHE during the school term prior to enrollment in the IHE.
 - c. If the student who intends to take an IHE course is under the age of 18, student's parent or guardian must provide signed permission for the student to participate in the ECCP.
- B. As soon as such information is available, the student shall further notify their high school counselor if the student has been:
 - a. Admitted to the IHE to which the student applied;
 - b. Successfully enrolled in and registered to attend individual courses; and
 - c. If any of the course information provided on the initial notification has changed.
- C. Students are required to cooperate with the District in providing any information that may be necessary to determine their eligibility for the ECCP and process individual course requests.
- D. Upon receiving a student's written notification of intent to participate in the ECCP, the high school counselor shall process the student's request, including determining the following:
 - a. Whether a student meets the minimum eligibility criteria for participation in the Program;
 - b. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course and, if so, how much high school credit;
 - c. Whether a proposed course is comparable to a course already offered in the District; and
 - d. Whether the proposed course and any resulting credit meets any of the District's high school graduation requirements.

- E. The District shall notify the student's parent or guardian, or the student if age 18 or older, of the District's determination regarding approval/credit status of postsecondary coursework and the right to appeal a negative determination made by the District to the State Superintendent of Public Instruction.
 - a. Provided that none of the course information submitted on the student's initial notice of intent has changed, such notice shall normally be issued by May 15 for initial notices that were received by March 1 for summer and fall courses, and by November 15 for initial notices that were received by October 1 for spring courses.
 - b. If the District determines that it is impractical to provide notice of the District's course-related determinations in the regular timeframe identified immediately above, such notice shall, at a minimum, be issued at least 30 days before the beginning of the IHE semester in which the student will be enrolled for the course(s).

SATISFACTION OF GRADUATION REQUIREMENTS AND AWARDING HIGH SCHOOL CREDIT FOR IHE COURSES

- A. The determination of whether a course satisfies a high school graduation requirement shall be made with reference to District policies that set forth such requirements and by applying the standards and guidelines that the District applies to its own course offerings and to courses that are submitted for a similar assessment by students who are transferring into the District.
- B. Pending the development of any new state regulations applicable to the Early College Credit Program that address the granting of high school credit for a course taken at an IHE under this policy, or the adoption of other specific local standards for such credit determinations, the District shall apply the mandatory and discretionary standards for granting credit that are found in PI 40.07(1) of the Wisconsin Administrative Code, as such standards were in effect as of December 31, 2017.
 - a. The District may deny high school credit for an IHE course if any of the following apply:
 - i. The District offers a comparable course. Although a student may still elect to take an IHE course that the District has determined is comparable to a District course, the District is not responsible for paying any portions of the costs related to such a course.
 - ii. The course repeats the course content for which a student has already received a passing grade and high school credit.
 - iii. The course repeats the content of a postsecondary course that the student has already taken and failed.
 - b. If credit is not denied for any of the reasons identified above, the District will grant high school credit for an IHE course if the course meets any of the District's high school graduation requirements, as identified in District policies, and if any of the following conditions apply:
 - i. The course is complementary to, consistent with or expands on a course of study or sequence of courses offered by the District.
 - ii. The course expands an opportunity for the student to move to another level of an academic or vocational course of study.
 - iii. The course curriculum meets or exceeds the same standards for rigor and content as other courses approved by, but not offered by, the District for credit toward graduation.
 - iv. The postsecondary course supports rather than prevents a student from completing high school graduation requirements.
- C. In order for a student to receive high school credit for a course taken at an IHE under the Early College Credit Program, the student must complete the course and receive a passing grade, as determined by the IHE. It is the responsibility of the parent or guardian of a student, or the

student if age 18 or older, to notify the District if they do not enroll and attend an ECCP course for which they were approved to participate in. Additionally, it is the responsibility of the student to provide an official transcript of the grade received for the course, or to confirm with the high school registrar that the school has received grading information directly from the IHE.

- D. To the extent required by state regulations, or to the extent the District does not adopt a different rule for any course-credit conversions that are not addressed by state regulations, a student shall be granted $\frac{1}{4}$ high school credit per 1 postsecondary semester of conversion-eligible postsecondary credit for a course taken under the ECCP.

APPEALS OF DISTRICT DECISIONS

If a parent or guardian of a student, or the student if age 18 or older, who has submitted an application under the Early College Credit Program disagrees with the decision of the high school counselor regarding comparability of courses, satisfaction of high school graduation requirements, or the number of high school credits to be awarded, the determination letter will inform the party of their right to appeal a negative determination made by the District to the State Superintendent of Public Instruction. In order to work collaboratively with the parent/guardian to seek a timely and amicable resolution, the District requests an appeal first to the Superintendent of Schools prior to submitting an appeal to the State Superintendent of Public Instruction.

LEGAL REF: Sections 38.12(14) Wisconsin Statutes
115.385(4)
118.15(1)(b)
118.15(1)(d)
118.153(1)(a)
118.33
118.55
118.57
120.12(17)
PI 40, Wisconsin Administrative Code

CROSS REF.: 343.45 – Start College Now Program
343.45 Rule – Start College Now Program Procedures
343.46 – Early College Credit Program
345.5 – Graduation Requirements

APPROVED: **TBD**

424 PARTICIPATION OF NON-PUBLIC SCHOOL STUDENTS IN DISTRICT PROGRAMS AND DISTRICT SERVICES ACTIVITIES

Resident private high school students and resident or non-resident K-12 home-schooled students wishing to take up to two courses in one semester in the District shall apply, in writing, to the principal of the public school they desire to attend. The application form (to be obtained from the principal) shall include the name of the course(s) requested, and be submitted ~~at least six weeks prior to the beginning of the course to be processed at the same time as other course requests~~ **no earlier than six weeks before the date the course is scheduled to start, and no later than one week before the date the course is scheduled to start.**

Approval of the students' requests shall be based upon the following criteria:

1. A private school student may participate in all courses or programs that are specifically mandated by federal law (examples include Title I and special education services as defined by IDEA **and ESSA** for services offered to private schools). **Non-public school students who are residents of the District may participate in other programs or services as required by law; for example, summer school programs or certain services for students with disabilities.**
2. The public school class and/or program requested is not at the maximum number of students for that grade level, and/or space is available without overcrowding the existing class and/or program as determined by the principal and/or program director.
3. The student must be academically qualified and meet the course requirements. A number of factors may be considered to determine whether a student is academically qualified and able to meet course requirements, including but not limited to: age of student, developmental readiness, prior retentions and academic performance, social/emotional development, maturity level, and attendance. A testing requirement may also be included as a component to determine eligibility for participation. **In evaluating a student's eligibility to take a course under these procedures, the District may ask the parent/guardian to provide relevant records or other additional information regarding the student, particularly in the case of a home-schooled student for whom the parent/guardian may be the only person who has access to such information.**
4. **Non-public school students will not be permitted to take a course in the District during the term of his/her expulsion from the District or from another school to the same extent that the District would deny the student's request to enroll and take courses as a full-time resident student during the term of his/her expulsion. Other conduct-related criteria that the District would apply to determine the course eligibility of a full-time resident student shall also be applied to applicants under these procedures.**
4. The student and/or parent/guardian ~~agrees to~~ **will** abide by public school rules and regulations, and pay all applicable fees. A student who is repeatedly absent, truant, or continually breaking school rules will have their enrollment in the course(s) revoked. The student is only to be on the public school premises during the time that the class is in session, unless the building principal gives permission in certain instances.
5. ~~Participation will not be allowed in co-curricular activities, dual credit offerings, or the youth apprenticeship programs.~~ **A home-schooled student who is a resident of the District may participate in District interscholastic athletics and co-curricular activities on the same basis and to the same**

extent that it permits pupils enrolled in the school district to participate. Participation in athletics will be in accordance with Wisconsin Interscholastic Athletic Association (WIAA) rules and regulations. The home-based educational program in which the pupil is enrolled will provide the school board with a written statement that the pupil meets the school board's requirements for participation in interscholastic athletics based on age and academic and disciplinary records. No person shall provide a false statement under this paragraph.

6. Transportation of the non-public school student shall not be the responsibility of the District.

As to any course where there are more otherwise eligible students interested in taking the course than there are spaces available, students will be placed according to the following priority:

- First Priority: Students whose primary school enrollment and attendance is within the District's public schools, including full-time students of the District and nonresident students who are attending schools in the District under full-time open enrollment.
- Second Priority: Students whose primary school enrollment and attendance is not within the District's public schools, but who reside in the District and are otherwise entitled to apply to take the course under state law or under any applicable Board policy.
- Third Priority: Student whose primary school enrollment and attendance is not within the District's public schools and who do not reside in the District, but who are otherwise entitled to apply to take a course under state law or under any applicable Board policy.

Within the "Second Priority" and "Third Priority" identified above, a random process will be applied to determine the order of acceptance into the course, except as otherwise approved by the Board.

No later than one week prior to the date the course is scheduled to begin, the District shall notify the applicant's parent/guardian whether the application has been approved or denied. For applications submitted one week prior to the date the course is scheduled to begin, notice will be given as soon as practicable. When applications have been approved, parents/guardians must provide timely written notice to the District confirming the student's intent to attend the approved course(s). If confirming notice is not received by the District prior to the date the course is scheduled to begin and the student is not in attendance at the course(s) on the first day of the course(s), the applicant will be deemed to have rejected the District's notice of approval and the applicant will not be permitted to attend the course(s).

Testing

Resident home-schooled students may, upon written request to the Director of Instruction, participate in the District's and/or State achievement testing. A fee will be charged for each test administered. Testing is to occur at school at the same time as the student's peer group is being tested.

The School District of Wisconsin Rapids does not discriminate in the participation of any school or class, program or activity or in facilities usage on the basis of gender, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, physical, mental, emotional, or learning disability or handicap. Discrimination complaints should be placed in writing and directed to the building principal.

LEGAL REF.: Sections 118.04 Wisconsin Statutes
118.13

118.133
118.145(1)(4)
118.165(1)(d)
118.53
~~2013 Wisconsin Act 20, Section 1828~~

CROSS REF.: 411 - Discrimination, Harassment & Bullying Prevention *Student Non-Discrimination and Anti-Harassment*
422 – Admission of Nonresident Pupils
423 – Public School Open Enrollment
423 Rule – Procedures for Processing Public School Open Enrollment Applications
425 – Part-Time Open Enrollment

ADOPTED: October 12, 1977

REVISED: December, 1980
August, 1987
September, 1989
January 8, 1990
June 3, 1999
August 13, 2001
June 17, 2002
January 12, 2015
TBD

Modified/New Course Proposal

Acting & Production

Acting & Production will be offered to students to enhance their acting abilities and strengthen their technical theatre and production skills.

Requested by:

LHS Language Arts Department, Sara Danke Lukaszewicz, Instructor.

Explanations and Rationale:

Students interested in acting and theatre technology will direct, build sets, develop characters, rehearse, gather costumes, create sound and lighting design, and perform with selected plays.

Using the skills learned in previous theatre classes or co-curricular productions, the students will work on all aspects of theatre including; publicity, set design/construction, costume design/construction, lighting, sound, makeup, and properties as well as stage management and direction. The skills also extend into using 21st century skills such as collaboration, communication, critical thinking and creativity.

Communication/Timeline

Stakeholders: 10th through 12th grade students in the LHS Language Arts Dept

February 2018: Proposal of modified version of course to LHS Language Arts dept

March 2018: Proposal of modified version of course to LHS Lang Arts CII committee.

October 2018: Proposal shared with CII committee.

2019-2020 academic year: Course implemented in one of the trimesters.

Curriculum

Acting & Production will follow the Wisconsin Theatre Standards, as well as the National Theatre Arts Standards. It will have a strong emphasis on writing, reading, verbal and nonverbal communication, design, and critical analysis.

Overall, the students, in groups, will produce selected short plays by the end of the term. This will have students participating in acting, costume design, analysis of script, historical research, publicity, directing, constructive criticism, lighting and sound design, crew, properties and stage managing. There will be graded written assignments, deadlines, projects and performances of each student's task.

These intermediate skills will strengthen a student in the all areas of the theatre. Furthermore, it will strengthen the 21st century skills of collaboration, creativity, communication and critical thinking.

Resources

STAFFING: An LHS staff member who is certified to teach theatre with no additional FTE's required. The PAC manager may be needed to help with the set and tech aspects but no FTE's are required for PAC manager. Course would be for one trimester.

SPACE, EQUIPMENT, FURNITURE: This class size should be no more than 35 students and is available for 10-12 grade students. The flexibility of group plays is that it can involve any number of students. Ideally, it would be nice to have no more than 30 in one class. The PAC and Green Room will be needed for this class. All equipment will be the PAC equipment.

PROFESSIONAL DEVELOPMENT: The instructor will be developing the curriculum based on standards as well as attending theatre conferences and contacting other theatre teachers around the state and nation. Teachers from Neenah, Waupaca and Homestead have already been contacted and curriculum development is based on their curriculums. Also for further research and inquiries, Adam Jacobi, Executive Director of WHSFA, and retired teacher, Ted Moskonas, have been in communication.

INSTRUCTIONAL MATERIALS: Set materials will be paid from the school's Drama account that is currently in place. Any other props, costumes, makeup, lighting and sound equipment will be provided by the PAC. Scripts will be paid for by the Drama account. No need for royalties since it is an educational class and for only that purpose.

Evaluation

Student success in this course will be evaluated throughout the trimester as well as with a strong emphasis on the completion of selected group plays.

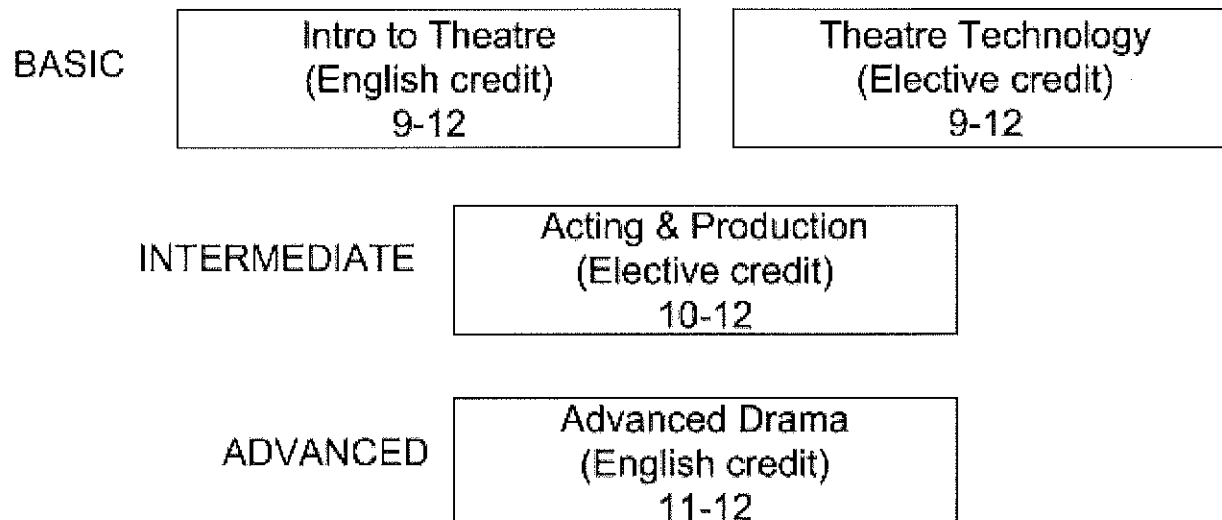
Student/teacher/parent satisfaction with the course will be evaluated at performance toward the end of the trimester.

Evaluation will be conducted by the Instructor.

Summary/Statement of Impact

Having this type of course will give our students skills to succeed in the 21st century. This course essentially is the old "Drama" course from East Junior High, although it's modified to fit intermediate skills. This class will remain basically the same in curriculum and maintaining the performance standards, however, it will only be for grades 10-12. The main change in this course will be to make it the intermediate course level in the Theatre scope and sequence. Students who take this course will elevate their basic knowledge to the next level in producing a play in learning every theatrical aspect. Students will receive an elective credit

for this course, not English credit. The following is how the new scope and sequence will be for theatre:



The purpose of the student showcase is essentially in the name. We want to showcase what students can do in our theatre classes.

Rationale for British Literature Course Change

Juniors should be allowed to take British Literature because they (along with advanced sophomores) have the option of taking American Literature, Advanced Placement English Literature and Composition, or College English 101/102. More importantly, it opens opportunities for students to take different classes their senior year, rather than lock them into a one-year only class. We should open doors for students, not close them.

Rationale for American Dream Course Change

The current grade requirement from English II to enroll in American Dream is an A, B, or C with consent of the instructor. This criteria needs to change because the students who receive C's in English II are not as successful in Dream. Because of the trimester schedule and when students are required to register, some students are registering for this class with only 6 weeks worth of an English II grade which is not an accurate reflection of their grade. Due to the trimester, students are also moving teachers between their English IIA and IIB terms which results in some teachers being more likely to give consent to students than others. By clarifying the requirements and setting them at an A or B, it eliminates bias amongst teachers and allows for students to have clear guidelines to register for the class.

Rationale for Speech Course Change

Speech I should be a course offered only to grade levels 10, 11, 12 due to the fact that most freshman hold less confidence in presenting in front of a large group, therefore, students find less success in class. This course is challenging even for grade level 10; however, some overcome these challenges. Overall, the grade levels should be altered to reflect this rationale.

Math Department Course Proposal: Pre AP Geometry

A. Request proposed by Karen Scarseth (secondary mathematics teacher)

B. Rationale

- Previously, students that were on pace to take AP Calculus were taking Geometry at East Junior High in a class with only other accelerated 9th graders. As such they were able to cover more material and do more difficult problems than the students who took Geometry as 10th graders at Lincoln High School. Now that the 9th graders are at Lincoln, we would like to offer the option of a faster paced, more challenging Geometry class to the 9th graders as well as any 10th graders who also wish to do so.
- Offering both regular sections of Geometry and Pre AP sections would allow students with more math abilities a more rigorous option for Geometry and would better prepare them to take AP Calculus whether it be at Lincoln High School (if the student is accelerated) or at the college level (if they are not accelerated)
- Offering both a non accelerated Geometry class and an accelerated Geometry class would also put us in line with what is being offered in like sized districts. Wausau, SPASH, DCE, Marshfield, Homestead, Madison, Eau Claire, Green Bay and LaCrosse all offer two versions of Geometry.
- The College Board is moving to developing curriculum for classes that carry the Pre AP level. Naming the class Pre AP as opposed to accelerated would allow us to work with the College board as far as obtaining resources and professional development. It would also remove the stigma that calling a class "accelerated" sometimes has as far as some people believing that we are tracking. Enrollment in the Pre AP section would be voluntary and students would be able to move back and forth from Pre AP to non Pre AP as they wish. For example, if a student took Algebra 1 as a ninth grader, he could enroll in either Geometry or Pre AP Geometry as a 10th grader.

C. Communication

At WRPS students and their parents choose to enter the path towards Calculus after their 6th grade year. As a department, we have heard from students once they get to LHS that, although they were perhaps not ready to accelerate at the end of 6th grade, they are now open to taking more challenging and rigorous options. Offering 2 options at the Geometry level will allow the accelerated 9th graders, as well 10th graders on grade level, to have options.

D. Curriculum

The curriculum will be the same as the class that has been offered to our 9th graders for the past 20 years. All of the material covered in our current Geometry class will be covered but problems and activities will be covered in a much more formal and analytic approach than our regular Geometry class.

The course curriculum is essentially already in place based on what was taught in Geometry classes at East Junior High in the past and will be further developed by the LHS Math Department during the 2018-19 school year using professional development time, collaboration time, and PLC time.

E. Resources

Curriculum Development Time:

- Professional Development collaboration time
- Secondary Math Department PD meeting time
- PLC meeting time

Staff Development Time

- None anticipated

Instructional Materials:

- No extraordinary new instructional resources are anticipated. Existing Geometry resources will be used as primary resources.

Staffing:

- No additional staff would be needed. No other department should be affected. There would be the same number of students taking Geometry, we would just designate some sections as Pre AP.

Space, Equipment, Furniture:

- No additional space or equipment needed.

F. Statement of Impact

The proposed Pre AP Geometry course would be a two-term, one credit math course that will allow those students taking Geometry to choose what level of instruction that they would like to pursue. It would allow those students that have chosen to accelerate the opportunity to receive a more challenging course that will better prepare them for Calculus. It will also allow those students who do not choose to accelerate in 7th grade, whose mathematical talents may not have surfaced yet, have the option and opportunity to have a challenging on-grade-level class and to be better prepared for postsecondary coursework anyway. It will provide both the accelerated student and the stronger grade-level student a more appropriate option than the current grade-level Geometry course, which focuses on basic Geometry concepts. Implementation of this course should have no effect on the number of students registering for math in Geometry or the number of Geometry sections offered.

Math Department Course Proposal: Pre AP Algebra 2

A. **Request** proposed by Karen Scarseth (secondary mathematics teacher)

B. **Rationale**

- Previously, students that were on pace to take AP Calculus were taking Geometry at East Junior High in a class with only other accelerated 9th graders. As such they were able to cover more material and do more difficult problems than the students who took Geometry as 10th graders at Lincoln High School. When those students came to Lincoln as Sophomores, they were placed into a mixed class of Algebra 2 along with grade-level 11th graders. As such, they often were not given the same level of challenging problems and rigorous expectations that they had come to expect as accelerated students.
- Offering both regular sections of Algebra 2 and Pre AP sections of Algebra 2 would allow students with higher math abilities a more rigorous option for Algebra 2 and would better prepare them to take AP Calculus whether it be at Lincoln High School (if the student is accelerated) or at the college level (if they are not accelerated)
- Offering both a non accelerated Algebra 2 class and an accelerated Algebra 2 class would also put us in line with what is being offered in like sized districts. Wausau, SPASH, DCE, Marshfield, Homestead, Madison, Eau Claire, Green Bay and LaCrosse all offer two versions of Algebra 2.
- The College Board is moving to developing curriculum for classes that carry the Pre AP level. Naming the class Pre AP as opposed to accelerated would allow us to work with the College Board as far as obtaining resources and professional development. It would also remove the stigma that calling a class "accelerated" sometimes has as far as some people believing that we are tracking. Enrollment in the Pre AP section would be voluntary and students would be able to move back and forth from Pre AP to non Pre AP as they wish. For example, if a student took Geometry as a 10th grader, he could enroll in either Algebra 2 or Pre AP Algebra 2 as an 11th grader. Lincoln Math teachers would, as they do now, meet with each student during registration and if they found that a student was transitioning from a regular class to a Pre AP class, they would make the student aware of the increased expectations and rigor.

C. **Communication**

At WRPS students and their parents choose to enter the path towards Calculus after their 6th grade year. As a department, we have heard from students once they get to LHS that, although they were perhaps not ready to accelerate at the end of 6th grade, they are now open to taking more challenging and rigorous options. Offering 2 options at the Algebra 2 level will allow the accelerated 10th graders, as well 11th graders on grade level, to have options.

D. **Curriculum**

All of the material covered in our current Algebra 2 class will be covered but problems and activities will be covered in a much more formal and analytic approach than our regular Algebra 2 class.

The course curriculum is essentially already in place based on what was taught in Algebra 2 classes at Lincoln High School in the past. More rigorous, in-depth, and extensive problems, activities and projects will be further developed by the LHS Math Department during the 2018-19 school year using professional development time, collaboration time, and PLC time.

E. Resources

Curriculum Development Time:

- Professional Development collaboration time
- Secondary Math Department PD meeting time
- PLC meeting time

Staff Development Time

- None anticipated

Instructional Materials:

- No extraordinary new instructional resources are anticipated. Existing Algebra 2 resources will be used as primary resources.

Staffing:

- No additional staff would be needed. No other department should be affected. There would be the same number of students taking Geometry, we would just designate some sections as Pre AP.

Space, Equipment, Furniture:

- No additional space or equipment needed.

F. Statement of Impact

The proposed Pre AP Algebra 2 course would be a two-term, one credit math course that will allow those students taking Algebra 2 to choose what level of instruction that they would like to pursue. It would allow those students that have chosen to accelerate the opportunity to receive a more challenging course that will better prepare them for Calculus. It will also allow those students who do not choose to accelerate in 7th grade, whose mathematical talents may not have surfaced yet, the option and opportunity to have a challenging on-grade-level class and to be better prepared for postsecondary coursework anyway. It will provide both the accelerated student and the stronger grade-level student a more appropriate option than the current grade-level Algebra 2 course. Both levels of Algebra 2 will continue to cover all topics needed for success in the ACT. Implementation of this course should have no effect on the number of students registering for math in Algebra 2 or the number of Algebra 2 sections offered.

Math Department Course Proposal: Pre AP Pre Calculus

A. **Request** proposed by Karen Scarseth (secondary mathematics teacher)

B. **Rationale**

- Previously, students that were on pace to take AP Calculus were taking Geometry at East Junior High in a class with only other accelerated 9th graders. As such they were able to cover more material and do more difficult problems than the students who took Geometry as 10th graders at Lincoln High School. When those students came to Lincoln as Sophomores, they were placed into a mixed class of Algebra 2 along with grade level 11th graders. And as 11th graders in Pre Calculus they were mixed with grade level 12th graders. As such, they often were not given the same level of challenging problems and rigorous expectations that they had come to expect as accelerated students and that would benefit them as they proceed onto Calculus.
- Offering both regular sections of Pre Calculus and Pre AP sections of Pre Calculus would allow students with more math abilities a more rigorous option for Pre Calculus and would better prepare them to take AP Calculus whether it be at Lincoln High School (if the student is accelerated) or at the college level (if they are not accelerated), while still allowing those students who are not wishing to take Calculus a solid preparation for post secondary math classes.
- Offering both a non accelerated Pre Calculus class and an accelerated Pre Calculus class would also put us in line with what is being offered in like sized districts. Wausau, SPASH, DCE, Marshfield, Homestead, Madison, Eau Claire, Green Bay and LaCrosse all offer two versions of Algebra 2.
- The College Board is moving to developing curriculum for classes that carry the Pre AP level. Naming the class Pre AP as opposed to accelerated would allow us to work with the College Board as far as obtaining resources and professional development. It would also remove the stigma that calling a class "accelerated" sometimes has as far as some people believing that we are tracking. Enrollment in the Pre AP section would be voluntary and students would be able to move back and forth from Pre AP to non Pre AP as they wish. For example, if a student took Algebra 2 as an 11th grader, he could enroll in either Pre Calculus or Pre AP Calculus as a 12th grader. Lincoln Math teachers would, as they do now, meet with each student during registration and if they found that a student was transitioning from a regular class to a Pre AP class, they would make the student aware of the increased expectation and rigor.

C. **Communication**

At WRPS students and their parents choose to enter the path towards Calculus after their 6th grade year. As a department, we have heard from students once they get to LHS that, although they were perhaps not ready to accelerate at the end of 6th grade, they are now open to taking more challenging and rigorous options. Offering 2 options at the Algebra 2 level will allow the accelerated 10th graders, as well 11th graders on grade level, to have options.

D. **Curriculum**

All of the material covered in our current Pre Calculus class will be covered but problems and activities will be covered in a much more formal and analytic approach than our regular Pre Calculus class. In addition, some of the beginning curriculum in our Calculus classes could be transferred to Pre

AP Pre Calculus, allowing the students who are taking Calculus at LHS, particularly those students taking Calculus AB, more time to master the Calculus material.

The course curriculum is essentially already in place based on what was taught in Pre Calculus classes at Lincoln High School in the past. More rigorous, and extensive problems, activities and projects will be further developed by the LHS Math Department during the 2018-19 school year using professional development time, collaboration time, and PLC time.

E. Resources

Curriculum Development Time:

- Professional Development collaboration time
- Secondary Math Department PD meeting time
- PLC meeting time

Staff Development Time

- None anticipated

Instructional Materials:

- No extraordinary new instructional resources are anticipated. Existing Pre Calculus resources will be used as primary resources.

Staffing:

- No additional staff would be needed. No other department should be affected. There would be the same number of students taking Pre-Calculus, we would just designate some sections as Pre AP.

Space, Equipment, Furniture:

- No additional space or equipment needed.

F. Statement of Impact

The proposed Pre AP Pre Calculus course would be a two-term, one credit math course that will allow those students taking Pre Calculus to choose what level of instruction that they would like to pursue. It would allow those students that have chosen to accelerate the opportunity to receive a more challenging course that will better prepare them for Calculus. It will also allow those students who do not choose to accelerate in 7th grade, whose mathematical talents may not have surfaced yet, the option and opportunity to have a challenging on-grade-level class and to be better prepared for postsecondary coursework anyway. It will provide both the accelerated student and the stronger grade-level student a more appropriate option than the current grade-level Pre Calculus course. Both levels of Pre Calculus will continue to cover all topics needed for success in postsecondary mathematics. Implementation of this course should have no effect on the number of students registering for math in Pre Calculus or the number of PreCalculus sections offered.

Assistant Child Care Teacher (11-12) # 937:

Requesting the addition of 10th grade students to make it a 10-12 course. DPI requires Assistant Child Care hours and certification before students are eligible to earn their DPI Infant & Toddler certification. By giving students one more year to earn hours we it will allow more students to pursue both DPI certifications. Both of these DPI certifications will be part of the new College and Career Ready School Report Card. In addition Assistant Child Care Teacher is a Dual Credit course with Mid-State Technical College and 10-12 grade students are eligible for Dual Credit.

New Course Proposal

AP Microeconomics

AP Microeconomics will be offered as a 0.5 social studies credit and will fulfill a student's financial literacy requirement as well.

Requested by: Social Studies Department

Explanations and Rationale:

Looking at data from the past 2 years, nearly 40% of the students enrolled in AP Macroeconomics are juniors. Those juniors have been asking for a course to take their senior year to continue their economics education. (For example, in 2018, there were 20 juniors enrolled in AP Macro and 15 indicated they would have continued with economics their senior year). Currently, no such course exists. By offering AP Microeconomics on a rotating basis with AP Macroeconomics, those students will have an economics option their senior year. AP Microeconomics will be a one term, .5 credit course. It will be every other year beginning in 2019-20. The course offering will rotate with AP Macroeconomics which would then be offered again in 2020-21. Course objectives will match those drafted by the College Board for AP Microeconomics.

Communication/Timeline:

September 2018 - New Course explained to and approved by Social Studies CII
September 2018 - New Course explained to and approved by LHS cabinet
October 2018 - New course proposed to District CII

Curriculum:

Unit 1: Basic Economic Concepts
Unit 2: Product Markets
Unit 3: Market Structures
Unit 4: Resource (Factor) Markets
Unit 5: Externalities and Government Intervention
Unit 6: Financial Literacy

Resources:

STAFFING: No additional.

SPACE, EQUIPMENT, FURNITURE: no additional needed

PROFESSIONAL DEVELOPMENT: Teacher will need time to build the curriculum and will attend an AP institute.

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 CIL.

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. This course will be offered every other year on a rotating basis with AP Macroeconomics.

Advocacy and Government Relations Services

2018 WASB Legislative Agenda

The WASB will advocate for:

1. Preserving Governance of Publicly Funded Schools by Locally-Elected Boards, by

- Advocating local control of school district referenda. (Resolution 1.25)
- Opposing unfunded state mandates. (Resolution 3.20)
- Opposing attempts to expand private school vouchers/independent charters at the expense of public education or take over public schools or school districts. (Resolutions 1.01(b), 2.70, 2.705, 3.21)

2. Providing Necessary Resources for Public Schools, including by:

- Increasing sparsity aid payments to eligible districts and expanding sparsity aid eligibility to districts with sparse pupil populations and membership between 746 and 1,000. (Resolutions 2.16, 2.16(a) and 2.17)
- Increasing the low-revenue ceiling to allow the state's lowest revenue (lowest spending) districts an opportunity to catch up with higher revenue districts. (Resolutions 2.43, 2.425)
- Linking annual adjustments to per pupil revenue limits, per pupil aid and the low-revenue ceiling to inflation (if positive) in future years. (Resolutions 2.19, 2.43)
- Changing the distribution schedule for state general aids so districts receive more of their aid earlier in the school year and/or via more than four aid payments. (Resolution 2.20(d))
- Restoring the revenue limit exemption for energy efficiency projects, and, if necessary, with guidelines to tighten up the program to prevent abuse or misuse. (Resolution 2.41(r))

3. And Help Lead A State Effort in Response to the "No Time to Lose" Report Issued by the National Conference of State Legislatures (NCSL). (Resolutions 3.24, 4.60)

4. Implementing Strategies to Achieve the State's Goals Underneath the Every Student Succeeds Act (ESSA). (Resolutions 3.01, 3.17 and 3.24)

Related Links

Advocacy & Government Relations

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School Administrators Alliance

Representing the Interests of Wisconsin School Children

2017–19 Legislative Agenda

The SAA believes that comprehensive education reforms in Wisconsin should emulate the evidence-based best practices of the states and nations that have significantly raised academic performance and closed achievement gaps. In pursuit of this objective, the SAA offers the following legislative priorities:

School Revenue Limits

Increase the annual per pupil adjustment under revenue limits by \$200 per pupil in each year of the 2017-19 biennium, and by the annual percentage increase in inflation thereafter. Couple the revenue limit increases with corresponding increases in general school aid.

Low Revenue Ceiling

Increase the low revenue ceiling from the current \$9,100 per pupil to \$9,500 in 2017-18, and \$9,900 in 2018-19.

School Mental Health

Too many Wisconsin school children have unmet mental health needs leading to negative consequences for those children, their families, their schools and their communities. To help address the systemic shortcomings in how we provide mental health services to our children, the SAA supports:

- Creation of a School-Linked Mental Health Grant Program, modeled after a successful Minnesota initiative, to provide funding for start-up, services for uninsured kids, and coordination between schools, counties and mental health providers.
- Increase Medicaid payment rates for individual and group therapy.
- Increase financial support for staff training in mental health.
- Create a new categorical aid program to provide incentives for school districts to expand services provided by school social workers.

Expanded Summer Learning

Research shows that high-quality summer learning programs boost student achievement and can end the summer slide, while helping to close achievement gaps. With targeted increases in funding and more local control to innovate, Wisconsin should see more positive results. To this end, the SAA supports:

- Allowing school districts to count summer school students at 1.0 full-time equivalent (FTE) for revenue limit and state aid purposes.
- Increase funding for summer school transportation.

Special Education Categorical Appropriation

The SAA supports increasing the current level of state categorical aid funding for special education to reimburse at least 30% of aidable costs.

High Cost Special Education

The SAA supports increasing the current level of state categorical aid funding for high cost special education to fully reimburse districts for costs exceeding \$30,000 for any individual student.

Transportation Aid

The SAA supports increasing the current level of state categorical aid funding for school transportation by 10% in each year of the biennium. The SAA also supports providing districts which transport students the greatest distance proportionally greater aid, using the current method of distribution.

High Cost Transportation Aid

The SAA supports increasing the current level of state categorical aid funding for high cost transportation to fully fund the prior year's eligible claims under the program. Also, create a second tier of support for districts with per-pupil transportation costs between 125 percent and 150 percent of the state average.

Sparsity Aid

The SAA supports increasing the current level of state categorical aid funding to fully fund the eligible claims under the program.

Educator Preparation, Recruitment & Retention

The SAA supports the work of the commission created by the State Superintendent to focus on recruitment/retention of quality teacher and administrator candidates and to conduct a review of educator preparation programs and make recommendations for how best to prepare and support educators. The SAA also supports the following recommendations to tackle troubling educator shortages in the short-term:

- Allow districts significant flexibility in hiring retired educators to fill key positions.
- Maximize district flexibility in utilizing the current pool of licensed educators.
- Encourage greater use of paid "interns".
- Streamline the license reciprocity process.

School Start Date

Repeal the school start date law.