



Wisconsin Rapids Board of Education
Educational Services Committee

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

AGENDA

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

November 5, 2018

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

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

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Curriculum Proposals: New Courses and Curriculum Modifications
 - B. Start College Now Applications
 - C. Calendar Modification: 2019-20
- IV. Updates
 - A. School and District Report Cards
 - B. Policy 411.5 – Bullying
 - C. School Based Mental Health Services Grant
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

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

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

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



BACKGROUND

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

November 5, 2018

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

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

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Curriculum Proposals: New Courses and Curriculum Modifications

At the October 2018 Educational Services Committee meeting, nine new course or curriculum modification proposals were presented to the Committee to be considered and voted on in November. A summary of each proposal was shared, with time for questions and discussion. Each course proposal can be found in the October Educational Services Committee Background in Attachments I through Q.

In addition, each proposal was presented to and discussed by the Council for Instructional Improvement (CII). The Council then voted on each proposal. A summary of the CII's individual comments and vote is included in Attachment A. Following the CII discussion and vote, the Central Office Administrative team discussed each proposal. Based on these discussions and input gathered, the administration makes the following recommendations:

- 1. English
 - a. Acting and Production

This course would add an intermediate drama course for students to be taken after the introductory course and before the advanced course that are currently offered.

The CII supported this course proposal by a vote of 24 yes, 0 no, 1 unsure.

The administration recommends that Acting and Production be added as a course in the English/Language Arts Department, available for students in grades ten through twelve for one-half English credit at Lincoln High School (LHS) beginning in the 2019-20 school year.

b. British Literature and Composition

This course is currently offered as a one credit English course for seniors only. The proposal is to expand this offering to make the course available to juniors.

The CII supported this curriculum modification proposal by a vote of 25 yes, 0 no, 0 unsure.

The administration recommends making British Literature and Composition available to eleventh and twelfth grade students for one English credit at LHS beginning in the 2019-20 school year.

c. Speech

This course is currently offered as a one-half credit English course for ninth through twelfth grade students. The proposal is to limit the offering to only tenth through twelfth grade students.

The CII supported this curriculum modification proposal by a vote of 25 yes, 0 no, 0 unsure.

The administration recommends making Speech available to tenth through twelfth grade students for one-half English credit at LHS beginning in the 2019-20 school year.

d. American Dream

This course is an integrated three trimester class blending American history with American literature for eleventh grade students. Students receive one English Credit and one social studies credit for participation in American Dream. Currently there is a pre-requisite of an A or B, or a C with instructor consent in English II, in order to participate in American Dream. The proposal is to no longer allow students into the course that receive a C with instructor consent.

The CII supported this curriculum modification proposal by a vote of 17 yes, 3 no, 5 unsure.

The administration recommends allowing only students that receive an A or B in English II into American Dream beginning in the 2019-20 school year.

2. Math

a. Accelerated Geometry

This course would add Accelerated Geometry as an option for students that want to move at a faster pace and go more in depth in the content. This would give students a choice between the regular geometry course and a more accelerated option. The curriculum for this course is currently being written by the Advanced Placement (AP) Board, and will be recommended by them as an option for students interested in reaching Calculus as seniors. It was agreed that enrollment in this course would be tracked to monitor equitable participation.

The CII supported this curriculum modification proposal by a vote of 21 yes, 0 no, 1 unsure and 3 not voting.

The administration recommends the addition of Accelerated Geometry as a course for high school students for one math credit at LHS beginning in the 2019-20 school year.

b. Accelerated Algebra II

This course would add Accelerated Algebra II as an option for students that want to move at a faster pace and go more in depth in the content. This would give students a choice between the regular Algebra II course and a more accelerated option. The curriculum for this course is currently being written by the Advanced Placement (AP) Board, and will be recommended by them as an option for students interested in reaching Calculus as seniors. It was agreed that enrollment in this course would be tracked to monitor equitable participation.

The CII supported this curriculum modification proposal by a vote of 23 yes, 0 no, 1 unsure and 1 not voting.

The administration recommends the addition of Accelerated Pre-Algebra II as a course for high school students for one math credit at LHS beginning in the 2019-20 school year.

c. Accelerated Pre-Calculus

This course would add Accelerated Pre-Calculus as an option for students that want to move at a faster pace and go more in depth in the content. This would give students a choice between the regular pre-calculus course and a more accelerated option. The curriculum for this course is currently being written by the Advanced Placement (AP) Board, and will be recommended by them as an option for students interested in reaching Calculus as seniors. It was agreed that enrollment in this course would be tracked to monitor equitable participation.

The CII supported this curriculum modification proposal by a vote of 23 yes, 0 no, 1 unsure and 1 not voting.

The administration recommends the addition of Accelerated Pre-Calculus as a course for high school students for one math credit at LHS beginning in the 2019-20 school year.

3. Career & Technical Education

a. Assistant Child Care Teacher

This course is currently offered as a one half credit Family/Consumer Economics course for juniors and seniors only. The proposal is to expand this offering and make the course available to sophomores.

The CII supported this curriculum modification proposal by a vote of 25 yes, 0 no, 0 unsure.

The administration recommends making Assistant Child Care Teacher available to tenth grade students for one half elective credit at LHS beginning in the 2019-20 school year.

4. Social Studies

a. AP Microeconomics

This course would add a social studies option for students that want to learn more about economics beyond the AP Macroeconomics course that is currently offered.

The CII supported this course proposal by a vote of 25 yes, 0 no, 0 unsure. The administration recommends the addition of AP Microeconomics as a one-half credit social studies course available to juniors and seniors to be offered every other year in rotation with AP Macroeconomics at LHS beginning in the 2019-20 school year.

B. Start College Now (SCN) Applications

There are no Early College Credit Program (ECCP) requests for the spring of the 2018-19 school year.

There are 22 students applying to take five courses through the SCN program at Mid-State Technical College during the spring of 2018-19. The chart below sets out information about these requests.

Number of Students	Grade Level	Name of Course
20	11 & 12	Nursing Assistant
1	11	EMT Foundations
1	12	Word-Intermediate, Document Formatting, Access-Intermediate

The administration recommends approval of the 22 applications to participate in the five requested courses at Mid-State Technical College through the Start College Now (SCN) program in the spring of the 2018-19 school year.

C. Calendar Revision: 2019-20

Currently the first Professional Day of the 2019-20 school year is scheduled on Monday, September 30, 2019. Because that will be the first day of Homecoming Week, it would be advantageous to move the Professional Day from Monday, September 30 to Monday, October 7, 2019. Attachment B sets out the proposed calendar revision.

The administration recommends revising the 2019-20 WRPS calendar by changing the Professional Day on September 30, 2019 to October 7, 2019.

IV. Updates

A. School and District Report Cards

School and District Report Cards have been released for initial review by School Districts. However, these will be embargoed from release to the public until Monday, November 26, 2018. A report will be made to the Educational Services Committee on WRPS School and District Report Cards in December of 2018.

B. Policy 411.5 - Bullying

For your review, Board Policy 411.5 – Bullying is set out as Attachment C. This policy is being reviewed by the administration. If revisions are deemed necessary, they will be brought for first reading to a future Educational Services Committee meeting.

C. School Based Mental Health Services Grant

In May of 2018, the Board of Education supported the application for DPI's School Based Mental Health Services Grant in the amount of \$75,000. WRPS received the grant and has begun implementing its contents. Kathi Stebbins-Hintz, Director of Curriculum and Instruction, will be present to provide the committee an update about the grant including information about a shared position with Aspirus Riverview Clinic of a Behavioral Health School Liaison (Formerly Mental Health Navigator).

V. Consent Agenda Items

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

VI. Future Agenda Items/Information Requests

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

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

- Mead Elementary Charter School Report (December)
- Teacher Supply Purchases (December)
- Board Policy 423-Open Enrollment (December)
- Board Policy 423 Rule-Procedures for Open Enrollment (December)
- Board Policy 425-Part-time Open Enrollment (NEW) (December)
- WRPS School and District Report Cards (December)
- Class Size Limits (January)
- AGR Updates (January)
- Strategic Plan (February)
- Marketing, Business, Health Science Curricula (March)
- Elementary Social Studies Curriculum (March)
- District Professional Development Plan (April)
- ECCP/SCN Applications (April)
- F/CE, Agriculture, Technology & Engineering Curricula (May)
- Elementary Social Studies Acquisition (May)
- Agenda Planners (May)
- CTE Acquisition (May)

Council for Instructional Improvement Ballot October 29, 2018

1. AP Microeconomics

25 Yes 0 No 0 Unsure

Comments:

- Offer both every year???
- There needs to be clear enrollment caps added for the courses to run.
- A little concerned with FTE increase and effects on other classes. I do appreciate offering choice for those interested in the topic.
- Many positives here. Another way to meet the fin. lit. req., offering without pre-requisite for either and extended economics offerings.
- Gives students with interest in macro more options.
- What term? Is it possible to run both micro and macro in the same year? Response was that we do not think both would run.

<i>Positives</i>	<i>Concerns</i>
<ul style="list-style-type: none"> • Fin. Lit. requirement • Another AP option • Macro and micro - makes sense to have both • Elective • No prerequisite 	<ul style="list-style-type: none"> • Rotating macro and micro? • Junior and senior course? (yes)

COMMENTS FOR ALL MATH CLASSES:

- Can Math CII track the enrollment in these courses to ensure that our minority populations are accessing these opportunities? Perhaps a report to CII and Educational Services in 2-3 years?
- With caution – are all students taking these? Are we reaching our low SES students? Are we ensuring all our courses are providing engaging instruction?

FOR ALL MATH CLASSES:

<i>Positives</i>	<i>Concerns</i>
<ul style="list-style-type: none"> • Better grouping of kids • Better prepare them for AP • Align with other schools • Move students along in their math • Will run parallel to other courses • Choice • “Average” students will come out of their shell and experience increased engagement 	<ul style="list-style-type: none"> • FTE (Shouldn’t increase but could. Where is that cut off?) • What about 8th graders? • Is <u>every</u> student getting geometry? • Moving back to tracking • Is this equitable? • What about lower level/middle level kids? • 9th and 12th grade students are potentially in the class together

2. Accelerated Geometry

21 Yes 0 No 1 Unsure 3 Didn’t Vote

Comments:

- The developmental nature of student math skills make this ideal for students who discover their math abilities a little later in their academic career (as opposed to the 7/8 grade decision that sets their course for math through high school).
- Gives opportunity for moderate level to thrive by pulling advanced out of their classroom.
- Are we “scraping another layer” off the top? Are we removing the more advanced students by doing this?

- Concerned about tracking students in courses all kids are expected to pass.

3. Accelerated Algebra II

23 Yes 0 No 1 Unsure 1 Didn't Vote

4. Accelerated Pre-Calculus

23 Yes 0 No 1 Unsure 1 Didn't Vote

5. Acting & Production

24 Yes 0 No 1 Unsure

Comments:

- I worry this will draw students from other electives in related areas and have a negative impact on them.
- Sounds like it is filling a current missing item.

<i>Positives</i>	<i>Concerns</i>
<ul style="list-style-type: none"> • It's a middle step between intro and advanced • Could strengthen other performance based courses/program in theater • Students who could not otherwise participate outside the school day are able to be involved in acting and production • Positive changes since last year 	<ul style="list-style-type: none"> • Number of electives (will other programs suffer?) • Would it add FTE's? •

6. British Literature

25 Yes 0 No 0 Unsure

Comments:

- No concerns

<i>Positives</i>	<i>Concerns</i>
<ul style="list-style-type: none"> • Numbers and scheduling • More options and choices • Aligns with 11-12 phil. • Global Scholar 	<ul style="list-style-type: none"> • None – this makes sense

7. Speech

25 Yes 0 No 0 Unsure

Comments:

- How many will be impacted? Probably only a few. Makes sense.
- Allows kids with potential to still get in.
- Makes sense; still have option through GT to take as a 9th grader if the need presents itself.

<i>Positives</i>	<i>Concerns</i>
<ul style="list-style-type: none"> • Freshmen aren't mature enough • Not much room in schedule • Not a graduation requirement • Oral language in English 1 and 2 • Students with differentiated plans can take it 	<ul style="list-style-type: none"> • How many students would it impact? • Upper classmen make freshmen nervous

8. American Dream

17 Yes 3 No 5 Unsure

Comments:

- Concern – Are all teachers who teach English I and II grading alike? Is it possible a student wouldn't be able to take this due to having "that one teacher?" Since all students are experiencing the exact same rubric and are offered additional support to reach the A/B level. This requires maturity. Lack of motivation does not equal lack of skill. Is this acquisition of skill or will?
- This limits students who are passionate about social studies, but average in English. Could students be allowed to "petition" the instructors for permission to take the course? Would also like to see a demographic study of which students are accessing this class. Is it being accessed by minority populations?
- This seems more English centered and may really slight a strong history student.
- Maybe you should offer an "interview" option where students who REALLY want to get in have to interview to prove they could get in...for the student who is motivated by history. Interview option rather than signature...a little harder, but STILL gives C students an option.
- Get rid of CW/instructor approval
- A unique opportunity that all kids should experience. Writing instruction can easily be differentiated so that all kids can be challenged and grow as writers.
- Would students qualify if they only got a B in one of the two trimesters in English II?
- C students allowed but with clear cut, objective rubric signed off by all English AND history instructors.
- Not sure how I feel about this. Especially in that it is not two separate grades – one in social studies and one in English. It is only one grade with 2 credits. This concerns me. And a student who earns a C doesn't have the skills??
- Eliminates instructor bias with the C with instructor consent.
- There should not be instructor approval – too subjective.
- I would recommend reviewing after a couple years to make sure this still is the best route.
- Still would be nice to see social studies having a recommendation as well so ELA doesn't look like the "bad guys."
- Should you get rid of the instructor approval with a C?
- We need a stricter pre-requisite to help with student success, ensure they have the skills needed. How/why students get instructor approval may currently vary and this would eliminate this.
- If not passed, there must be specific requirements filled to get teacher approval.
- Yes – remove the instructor approval. Students must have an A or B in English II.
- English II (A or B) would be ok if social studies would like to add pre-requisite!

<i>Positives</i>	<i>Concerns</i>
<ul style="list-style-type: none"> • Structural bar instead of being subjective. • Students have good foundation in English by earning an A or B in English II. • Offers a unique experience 	<ul style="list-style-type: none"> • Retake English II for higher grade? • What about students that move in? • 504 or IEP? • Students strong in Social Studies but not English

9. Assistant Childcare teacher

25 Yes 0 No 0 Unsure

Comments:

- Great job/certification opportunities.
- Few concerns – looks good.
- Good to offer options to students pursuing this type of career path.

<i>Positives</i>	<i>Concerns</i>
<ul style="list-style-type: none"> • Pre-requisite to Infant and Toddler (earn DPI certificate) • Dual credit with MSTC • Part of new college and career ready report cards 	<ul style="list-style-type: none"> • Competes with other electives • Sophomore year – too early for dual credit

- | | |
|---|--|
| <ul style="list-style-type: none">• Gives job opportunities | |
|---|--|



**WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR
2019-20**

Attachment B

*** Moving Prof. Dev. Day FROM 9/30 to 10/7 due to homecoming.

AUGUST 2019					SEPTEMBER 2019					OCTOBER 2019				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
			1	2	LD 2	(3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	PD 7	8	9	10	11
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
26	27	28	29	30	30					28	29	30	31	
NOVEMBER 2019					DECEMBER 2019					JANUARY 2020				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
				PD 1	PD/RK 2	(3	4	5	6			WB 1	2	3
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
18	19	20	21	22	WB 23	WB 24	WB 25	WB 26	WB 27	20	21	22	23	24
25	26	PD* 27	TG 28	TG 29	WB 30	WB 31				PD 27	28	29	30	31
FEBRUARY 2020					MARCH 2020					APRIL 2020				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
3	4	5	6	7	2	3	4	5	PD/RK 6			1	2	3
10	11	12	13	14	(9	10	11	12	13	6	7	8	9	PD* 10
17	18	19	20	21	16	17	18	19	20	13	14	15	16	17
24	25	26	27	28	SB 23	SB 24	SB 25	SB 26	SB 27	20	21	22	23	24
					30	31				27	28	29	30	
MAY 2020					JUNE 2020					JULY 2020				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
				1	1	2	3	4	5			1	2	ID 3
4	5	6	7	8	RK 8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
MD 25	26	27	28	29	29	30				27	28	29	30	31



Teachers Return



Student Attendance Days (Shaded)

() = **TRI begins/ends

8/26-29 - Teachers Return (3 days)

9/2 - (LD) Labor Day ** No School

9/3 - First Day for Students

9/30 10/7 & 11/1 - (PD) Prof Dev Day ** No School

11/27-(PD*) Prof Dev 1/2 day a.m. **No School/Stdts All Day

11/28-29 (TG) - Thanksgiving ** No School

12/2 - (PD/RK) Prof Dev/Rkpg Day ** No School

12/23 - 1/1/20 - (WB) Winter Break ** No School

1/27 & 3/6 - (PD) Prof Dev Day ** No School

3/23 - 3/27 - (SB) Spring Break ** No School

4/10 - (PD*) Prof Dev 1/2 day a.m. ** No School/Stdts All Day

5/25 - (MD) Memorial Day ** No School

6/5 - Last Day for Students (1/2 day)

6/8 - (RK) Recordkeeping

Trimester Schedule:

1st Trimester: 9/3/19 - 11/26/19

2nd Trimester: 12/3/19 - 3/5/20

3rd Trimester: 3/9/20 - 6/5/20

Tri 1 = 59 days
Tri 2 = 59 days
Tri 3 = 58 days

411.5 BULLYING

The School District of Wisconsin Rapids strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The District consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may or may not be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; transgender status; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet)
 - a. Cyber bullying is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. Any communication of this form which disrupts or prevents a safe and positive educational environment may be considered cyber bullying. Cyber bullying is unacceptable and a violation of the District's technology acceptable use policy and procedures.

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the District. This includes public transportation regularly used by students to go to and from school. Educational environments include every activity under school supervision.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal.

Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual is encouraged to report the conduct to the building principal.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

The school official receiving a report of bullying shall immediately notify the building principal. If the building principal is unavailable, or if there is a perceived conflict of interest involving the building

principal, or if reporting to the building principal would not be appropriate under the circumstances, the school official should contact the Superintendent or his/her designee.

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

The person assigned by the District to conduct an investigation of the bullying report shall, without undue delay, interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

If the investigation reveals that the reported conduct may have created an intimidating, hostile or offensive school environment, and was based on a characteristic protected by State or Federal civil rights law, the report will be forwarded for investigation under the District's student non-discrimination and anti-harassment policy.

If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, District administration and/or the school board may take immediate disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Pupil services staff will provide support for the identified victim(s).

This policy will be distributed annually to all students enrolled in the District, and their parents and/or guardians. The District will also provide a copy of the policy to any person who requests it.

LEGAL REF.: Wis. Stat. § 118.46

CROSS REF.: 411 – Student Non-Discrimination and Anti-Harassment Policy
411 Exhibit 1 – Complaint Form

APPROVED: February 11, 2008
August 9, 2010
August 10, 2015