



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

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

February 1, 2021

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

TIME: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. 2021-2022 District Strategic Plan
 - B. Board Policy 672 – Purchasing Procedures/Competitive Pricing for First Reading
- IV. Updates
 - A. AGR Mid-Year Report
 - B. ESSER II
 - C. State Testing Updates
 - D. Gifted and Talented Educational Services Plan (GATES)
 - E. Seclusion and Restraint State Data Report
 - F. Virtual Student Enrollment Numbers
 - G. Secondary Cohort Schedule
- 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

Mary Rayome, Chairperson
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TIME: 6:00 p.m.

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

A. 2021-2022 District Strategic Plan

Craig Broeren, Superintendent, and members of the Strategic Plan Committee, will be present to update the Educational Services Committee on the Wisconsin Rapids Public Schools' (WRPS) Strategic Plan. Progress toward goals, as well as next steps will be shared. Attachment A sets out proposed changes to the plan for the 2021-2022 school year.

The administration recommends approval of the 2021-2022 Wisconsin Rapids Public Schools' Strategic Plan.

B. Board Policy 672 – Purchasing Procedures/Competitive Pricing for First Reading

Board Policy 672 – Purchasing Procedures/Competitive Pricing establishes the procedures and guidelines to move through the procurement process. The intent is to bring about fiscally sound judgment and responsibility when purchasing for the district. Attachment B sets out proposed changes to the policy.

The administration recommends approval of Board Policy 672 – Purchasing Procedures/Competitive Pricing for first reading.

IV. Updates

A. AGR Mid-Year Report

Per Wis. State sec. 118.44(4)(d), school districts that have an approved Achievement Gap Reduction (AGR) contract must present mid-year and end-of-year information to the Board of Education. The report must contain information on the

schools' implementation of the AGR contract requirements, performance objectives, and success in attaining the objectives. The Mid-Year Report is provided as Attachment C. Roxanne Filtz, Director of Curriculum and Instruction, will share this information with the Committee.

B. ESSER II

The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), was signed into law on December 27, 2020 and provides an additional \$54.3 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund). ESSER II is a formula grant and will be awarded in the same proportion as each state received funds under Part A of Title I of the Elementary and Secondary Education Act. Ms. Filtz will provide an update of grant.

C. State Testing Updates

Per the latest release from the Wisconsin Department of Public Instruction, requirements for the 2020-2021 administration of statewide assessments remain unchanged under state and federal law. Therefore, the district has begun planning for in-person testing in order to meet these state and federal requirements. This includes planning to assess students who are receiving instruction remotely (virtually). Virtual testing options are not available for the Forward Exam. Ms. Filtz will provide a summary of the testing plans.

D. Gifted and Talented Educational Services Plan (GATES)

The Gifted and Talented Educational Services Plan (GATES) needed some revisions in names and contact information due to changes in personnel. Those changes have been made and the updated document can be found on the District webpage.

E. Seclusion and Restraint State Data Report

In December of 2020, districts across the state were required to report seclusion and restraint data to DPI for the first time. Seclusion and/or restraint are viable response options when a student is in immediate danger of hurting themselves or others. Utilization of seclusion and/or restraint is always staff's last resort and the techniques are only used by staff trained in nonviolent crisis intervention. Attachment D provides a Wisconsin Valley Conference comparison for 2019-20. Please note the data may be artificially low due to the school closures in March. Dr. Dani Scott, Director of Pupil Services, and member(s) of our CPI trainers will be present to answer any questions the Committee might have.

F. Virtual Student Enrollment Numbers

Roxanne Filtz, Director of Curriculum and Instruction, will provide an enrollment update of the off-campus/virtual programs. Attachment E provides the number of students enrolled as of January 22, 2021.

G. Cohort Schedule at Lincoln High School and WR Area Middle School

The Administration has been exploring the possibility of moving from the current A/B cohort schedule at the secondary level to a phased-in return to four-day in person instruction with a goal of potentially being back to five-day in person instruction by the end of the school year. Superintendent Broeren will be present to explain what changes might be implemented to make this model functional and successful under the circumstances of the on-going pandemic.

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:

- Central Oaks Charter Status (March)
- Counselor Curriculum Maps (March)
- Early College Credit Program/Start College Now (April)
- Code of Conduct Updates (April)
- Agenda Planners (May)
- Elementary Social Studies Acquisition (May)
- Elementary math Acquisition (May)



DRAFT

WISCONSIN RAPIDS PUBLIC SCHOOLS

◆ District Strategic Plan ◆

Updated and Approved by the Board of Education on February ~~10, 2020~~ 11, 2021



Mission Statement

Working together with home and community, we are dedicated to providing the best education for every student, enabling each to be a thoughtful, responsible contributor to a changing world.

Beliefs

We Believe...*each student is the first consideration of the educational process.*

We Believe...*all students can learn.*

We Believe...*learning is a life-long process.*

We Believe...*in a safe, caring, and respectful learning environment.*

We Believe...*all students should become effective citizens of the community, state, nation, and the world.*

We Believe...*meaningful home, school, and community involvement is vital to continuous improvement.*

A Message To Interested Stakeholders

The WRPS Board of Education approved the *District Strategic Plan* on December 11, 2011. The plan was developed and designed with an understanding that the educational environment is rapidly changing. In order to continue meeting the needs of our diverse learners and prepare them to compete and reach their full potential in an evolving, global economy, the District's strategic planning document will be a "living, working document." The Strategic Plan was updated and approved by the Board on February ~~10, 2020~~ **11, 2021**.

The Board of Education reviews the Strategic Plan annually in order to analyze progress made, and make changes that will help our district continue to make forward progress for student success.

Thank you for your time and interest in learning more about how we intend to continue moving WRPS forward as a progressive district that meets the needs of our students, preparing them for their future!

OBJECTIVE 1: Bring content, technology, and pedagogy together to build global learners	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Develop new technology replacement/IT infrastructure plan which sets out timelines and financial funding options	2019	2019-20 <u>On-going</u>		Phillip Bickelhaupt, ITC, Administration	Formal document <i>finalized</i> <u>updated/revised continually</u> and shared
Finalize and implement a district K-12 technology integration scope and sequence (curriculum mapping)	2013	2021-22		Phillip Bickelhaupt, ITC, Administration	Formal document <i>finalized and shared</i>
Further refine and create efficiencies in the 1:1 program at Lincoln and WRAMS including exploration of the expansion of Learning Management Systems (LMS) at WRAMS and the elementary schools; consider options for sustainability	2020-21	On-going		Phillip Bickelhaupt, ITC, Administration	Formal report to Board
<u>Expand partnerships with community broadband internet providers to provide affordable connectivity solutions that will help close the digital equity gap among WRPS families</u>	<u>2021</u>	<u>2022</u>		<u>Phillip Bickelhaupt, ITC</u>	<u>Connections with providers and agreements in place</u>
<u>Develop and implement a comprehensive cybersecurity incident response plan</u>	<u>2021</u>	<u>2022</u>		<u>Phillip Bickelhaupt, Technology Support Dept., Administration</u>	<u>Formal document finalized and shared</u>

Numerous technology initiatives were catapulted into action due to the challenges presented by the pandemic. Consequently, several technology gaps were also identified as we navigated these challenges. As WRPS prepared our staff and students to teach and learn in various environments, the Technology and Curriculum departments had to find solutions to the numerous challenges created by COVID19.

Seesaw, a tool that is used by families, teachers, and students to connect and collaborate, was implemented at the elementary level. By implementing Seesaw the District was able to provide a single platform for families and staff to connect and a place for students to showcase their learning. Having a central online platform solved a variety of issues that teachers, parents, and students struggled through during the early stages of the pandemic. Additionally, the District expanded its use of the Canvas Learning Management System (LMS) in grades nine through twelve to make nearly all classroom curriculum and content available online for students. As we continue to expand the use of Canvas at the high school level, the District will start exploring the benefits of expanding the use of Canvas at the middle school while continuing to use Google Classroom. The District also accelerated its move to a 1:1 take home model at the middle school to provide equitable access to devices for our students in order to accommodate the hybrid approach.

Furthermore, the pandemic has exposed several areas of concern that will need to be addressed. As WRPS has been working with our families to provide virtual instruction, we identified a significant gap in digital equity among our families. The District has identified a gap in reliable high speed internet access for many of our families. Numerous barriers exist in getting access to these homes including cost and availability. The District’s “Stay Connected Program” has addressed some of these challenges temporarily, but further exploration will be necessary in order to keep our students connected post-pandemic. WRPS has also identified a large gap in access to reliable computing devices, specifically at the elementary level. The District will need to continue identifying these equity gaps and develop solutions to keep our families connected.

Many of the technology tools that were identified and used to overcome challenges presented by the pandemic not only changed the way our teachers deliver instruction, and the way students learn, but they have also enhanced the overall instructional approach and will forever be part of the educational toolbox moving forward.

OBJECTIVE 2: Develop an equitable strand within the District's RtI framework for student mental health and behavior which includes systemic screeners, universal social and emotional learning competencies, and prevention and intervention strategies	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Examine, pilot and implement social and emotional learning competencies and behavioral interventions	Fall, 2014	June, 2021		Behavior & Mental Wellness Committee	<i>Behavior interventions implemented</i>
Create an awareness of and identify issues associated with social, emotional, and behavioral well-being	Fall, 2016	On-going		Curriculum, Pupil Services, Behavior & Mental Wellness Committee	<i>Reduced behavioral referrals and/or suspensions</i>
Create a uniform and cohesive district-wide system to track student behavior	January, 2018	June, 2020 2021-22		Curriculum, Pupil Services, Behavior & Mental Wellness Committee	<i>Data collection system</i>
Expand/establish connections with community agencies to provide mental health service options for students within schools	Fall, 2018	2020-21 On-going		Curriculum, Pupil Services, Behavior & Mental Wellness Committee	<i>Connections with providers enhanced and signed MOU's on file with a variety of community agencies</i>
Enhance collaboration with Wood County Health and Human Services agencies to enhance or improve services for students	Fall, 2019	2020-21 On-going		Administration, Curriculum, Pupil Services	<i>Connections with agencies enhanced and collaborative projects identified</i>
With involvement from community mental health providers, develop a system to address the issue of suicide among students and provide professional development for WRPS staff related to suicide prevention	Spring, 2020	2020-21 On-going		Pupil Services, Curriculum, Behavior & Mental Wellness Committee	<i>Report progress to Board</i>

Even before the coronavirus hit, mental health issues such as depression and anxiety were on the rise in children ages 6 to 17, according to the Centers for Disease Control and Prevention. The COVID-19 global pandemic and resulting isolation and stressors have taken their toll on our children and their families. A critical strand within WRPS's Response to Intervention (RtI) framework has been to ensure the social, emotional, and behavioral well-being of our students. All Action Steps under Objective 2 address this important goal, and we have deliberately added a note to this Objective to ensure our work is continually performed and evaluated through a lens of equity. The District has taken important steps to ensure that student mental health and well-being continues to be addressed through on-going and expanded partnerships with local mental health providers to make arrangements for students to receive necessary counseling and support services at school without missing important instructional minutes. WRPS is in its second year of systematically screening students at the secondary level for signs and symptoms which could lead to suicide. We continue to educate staff on potential suicidal warning signs so that we may intervene in a timely manner. The collaborative relationship with our Wood County Health and Human Services agencies continues to grow through our proactive promotion of transparent communication and collective professional development. In the spring of 2021, the Behavior and Mental Wellness Committee will unveil the District's newly formed social and emotional learning competencies to all staff. These competencies will serve as the foundation for all future work. The District continues to create an awareness of and identify issues associated with social, emotional, and behavior well-being through on-going professional development and skill enhancement of our pupil services and teaching staff. The District is looking to implement a universal system to track student behavior in the near future. WRPS strongly understands that collectively when we support the social and emotional competencies of our students, we increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship.

OBJECTIVE 3: Continue to develop and refine implementation of Professional Learning Communities (PLCs) to analyze and investigate student achievement data specifically around the marginalized populations we serve; and to identify, implement, and engage in best instructional practices which benefit our diverse student population	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Further refine PLC development in all buildings and articulate the process for creating learning outcomes and common assessments	2020-21	2021-22		Curriculum and Pupil Services Departments, Building Principals	<i>Building & District professional development plans</i>
Identify and analyze achievement gaps in order to establish effective Professional Learning Communities and implement strategies to address issues of bias, equity, disproportionality, and achievement gaps	2016	On-going		Curriculum and Pupil Services Departments	<i>Building & District professional development plans for 2019-20 and beyond</i>
Identify, implement, and engage in best instructional practices which directly benefit a diverse school population including the 4 C's, student engagement, trauma sensitive strategies, Depth of Knowledge (DOK), effective technology integration, and the workshop model	2018	On-going		Curriculum and Pupil Services Departments	<i>Building & District professional development plans for 2019-20 and beyond</i>
Utilize the Wisconsin Digital Learning Plan to assess integration of technology into instruction	2018	On-going		Curriculum Dept., Technology Dept.	<i>Development of WRPS Library & Technology Plan</i>
Develop methods to evaluate RtI / PLC integration	Spring, 2020	2020-21 <u>2021-22</u>		Curriculum Dept., Pupil Services, Technology	<i>Evaluation methods identified</i>

A number of tasks and action steps around RtI and the Digital Learning Plan have been evolving and changing in light of the COVID 19 global pandemic. Additional time is needed to evaluate where we are and develop a plan moving forward. The pandemic has exacerbated the circumstances that lead to learning loss and achievement gaps among our students. Research has shown that students, on average, could lose five to nine months of learning by the end of June 2021. Marginalized students could be six to twelve months behind. The main focus of WRPS Professional Learning Community (PLC) work as well as that of the Curriculum and Pupil Services departments is to examine the heavy toll the COVID-19 pandemic has taken on our students and to develop strategies that will help us move forward. All Action Steps under Objective 3 address the challenge of having the tools and resources needed to thrive academically in both a remote learning environment and during the transition back to in-person learning. WRPS understands that besides having access to high quality instruction using a variety of methods and formats for delivery, students must also be in a physical and emotional state that enables them to learn. This belief will guide our work as we strive to make a meaningful impact on closing existing achievement gaps. We will use this opportunity to reflect on challenges experienced during the pandemic and attempt to identify barriers to student success.

In addition, we recognize the progress we have made in changing our teaching practices to become more blended in our instruction. We need to build on the solid curriculum we have in place and make a commitment to bring each student to grade level through identifying those students who need extra help and providing intense one-on-one and/or small group work and guidance. Lastly, our goal is to build upon what we have learned about engaging students remotely and use that knowledge to positively impact teaching and learning when we fully return to in-person instruction in our school buildings.

OBJECTIVE 4: Maintain buildings and properties within WRPS to continue support for evolving student programs and activities	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Analyze the condition of each facility; identify upkeep and what maintenance is necessary to maintain the buildings and grounds	November, 2011	June (annually)	On-going	Ed Allison, Building Principal, Maintenance & Custodial Personnel, Technology Dept.	<i>Completed document</i>
Maintain a maintenance replacement/upkeep/budget cycle to address the ongoing facility needs identified	November, 2011	January June (annually)	On-going	Buildings & Grounds	<i>Completed document</i>
Continue to invest in new energy savings technology and benchmark progress	2020-21	On-going	Annually in October	Buildings & Grounds	<i>Report to Board</i>
<u>Continue to explore creative ways to utilize vacant facilities</u> Develop and implement a building use plan for vacant and/or underutilized facilities	2016-17	2020-21 <u>On-going</u>	<u>On-going</u>	Administration	<i>Restructuring completed; proposal to Board concerning future facility use plan</i> <u>Plans are in place and/or buildings are being used</u>
Continue to plan and explore financial options for athletic facility upgrades	2015-16	2021-22	<u>On-going</u>	Administration	<i>Proposal to Board</i>

We have developed plans for the extensive use of Pitsch Elementary by transitioning to an “Early Childhood Center” beginning in the 21-22 school year. Work will continue at Pitsch to ensure it is ready for students in September of 2021. We have leased a portion of the Vesper Elementary School for use by CESA 5 for the Alternative School. Currently, our only truly vacant school is East Junior High; however, we are utilizing many aspects of East as a result of the pandemic. We will pursue some interest shown in the older (1931) portion of East for renovation into apartments once the pandemic has subsided and the space becomes a bit more available.

Almost all operational facilities have received relevant updates to lighting, HVAC, etc. for significant energy efficiency savings.

We are in the process of working with the Legacy Foundation, the City of Wisconsin Rapids, and the community on the construction of the baseball/ softball quadplex as well as updates to the track and football field on LHS property.

Our 10-year facilities plan is referred to and updated throughout the school year and summer to ensure we accomplish relevant goals and address areas of significant need.



OBJECTIVE 5: Ensure the safety and security of all students, personnel, and members of the public on the Wisc. Rapids Public Schools' campuses/premises	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Review and revise current building and network security measures	On-going	Annually	On-going ✓	Administration, Law Enforcement, Emergency Management, Fire Personnel	Completed a Review and Revision of District Crisis Plan & Network Infrastructure
Review and revise current safety plans	On-going	Annually	On-going ✓	Administration, Law Enforcement, Emergency Management, Fire Personnel	Completed a Review and Revision of District Crisis Plan
Develop comprehensive plans for student reunification and District response for crisis situations at events	2019	2020-21 2021-22		Administration, Law Enforcement, Emergency Management, Fire Personnel	Crisis Plan Includes Additional Reunification Processes/Protocols
Evaluate threat assessment team protocol and processes to strive for enhancements and/or improvement	2020-21	2020-21 On-going	On-going ✓	Administration, Specific WRPS Personnel, Law Enforcement/SROs	Process Improvements Identified and Implemented
Continue to educate staff and students about safety plans and procedures, including ALICE	On-going	On-going	On-going	Administration	Completed a Review and Revision of District Crisis Plan
Investigate and implement new technologies to improve current security measures	On-going	2019-20 On-going	On-going	Ed Allison, Phillip Bickelhaupt, Building Principals, Police Liaison Officers	Installed Security Hardware & Technology

Many updates to building safety and security have been accomplished through the Department of Justice (DOJ) Office of School Safety (OSS) grants the District applied for and received. All relevant training of staff has been completed. If we are successful with the passage of the bond issue referendum, we will have largely completed all aspects of building safety and security when the entrances are addressed. Safety plans and protocols are reviewed and updated annually. We have not completed the reunification planning as a result of the pandemic; this remains a focus and will be completed as time permits.



OBJECTIVE 6: Create a District environment that promotes healthy lifestyles for students and staff	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Administrators and other school leaders across the District will promote a supportive wellness culture and District environment that encourages and motivates health and wellness	2018	On-going	On-going	Administration	
Add new wellness programs and services to more effectively address whole person wellness, primarily through physical well-being and mental well-being at individual, targeted groups and District-wide levels	2017	On-going	On-going	Student Wellness Committee, Staff Wellness Committee	
Explicitly investigate the possibility of implementing Implement Compassion Resilience training for staff	2020 <u>Pilot Beginning January, 2021</u>	2020-21 <u>2023-24</u>		Administration	<i>Professional Development opportunities for staff; training accomplished</i>

What it means to create a healthy school environment shifted greatly during this past school year due to the COVID pandemic. A comprehensive reopening plan was developed during the summer of 2020 to return students safely to classrooms in September of the 2020-21 academic year. All staff have been doing their part to ensure that students are safe when in the school buildings by having enough masks, sanitizers, and creating spaces where students can physically distance. Cohorting groups were developed to help mitigate spread. Student and staff health has been closely monitored and individuals have been sent home to isolate and/or quarantine in accordance with established health protocols. Students have continued to have access to free, healthy breakfast and lunch meals whether they are in the school building or learning from home.

The focus for staff wellness this year has been on mental well-being. We have investigated and are now implementing the Compassion Resilience training for all staff. The Compassion Resilience Toolkit that will be utilized can be viewed at this website: <https://compassionresiliencetoolkit.org/schools/>

According to the website, compassion resilience for those in the education field is:

1. The ability to maintain our physical, emotional, and mental well-being (using energy productively) while compassionately identifying and addressing the stressors that are barriers to learning for students,
2. Identifying and addressing the barriers to caregivers/ parents and colleagues being able to effectively partner on behalf of children, and
3. Identifying, preventing, and minimizing compassion fatigue within ourselves.

While a pilot is beginning in January 2021, the plan is to provide Compassion Resilience training for all staff members by 2023-24.

The administration continues to explore ways in which a return to 5-day in person instruction might be feasible or possible under the continually changing circumstances of the pandemic.



<u>OBJECTIVE 7:</u> Explore the possibility of asking voters to approve of exceeding state imposed revenue limits to meet identified expenses	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Identify and prioritize needs in the areas of curriculum, technology, safety/security enhancements, and facility infrastructure that fall outside of anticipated available revenue	2020-21	2020-21	✓	Administration/Board	<i>Document developed with identified needs</i>
Develop timelines to hold a referendum based upon statutory requirements	2020-21	2020-21	✓	Administration/Board	<i>Timeline document developed</i> Referendum scheduled for April, 2021

Recent action has been taken by the Board to approve resolutions to ask voters to approve two referenda in April 2021 – a \$2 million per year for 5-year levy override to continue to update curriculum and technology as well as a \$34 million bond issue to address school entrance security at all buildings, renovate the LHS science labs and relocate and update the current LHS media center to develop it into a student resource center, and add a gym at THINK Academy.



OBJECTIVE 8: Create a District environment that promotes educational innovation and creativity	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Continue and expand the Innovation Grant program	2020-21	On-going		Administration, QEC Committee	<i>Report to Board on types of grants submitted and awarded</i>
Develop and implement Professional Development (PD) around facilitating creativity and innovation	2020-21	On-going		Administration, Curriculum	<i>Innovation incorporated into PD offerings</i>
Solicit and/or recruit staff who show an interest in pursuing innovative/creative teaching approaches; cultivate a climate where staff need not fear failure when attempting new approaches	2020-21	On-going		Administration, Curriculum	<i>Staff members identified and new and innovative approaches are piloted in classrooms</i>
<u>Identify ways in which we can maintain and enhance innovative instructional approaches that were utilized throughout the pandemic to create engaging classrooms, including the use of technology tools in these approaches</u>	<u>2021</u>	<u>2022-23</u>		<u>Administration, Curriculum, Technology, Pupil Services</u>	<u>Report to Board on specific innovative instructional approaches and/or uses of technology identified which will be continued or built upon</u>

The challenges of the COVID-19 pandemic which pushed schools into using and adapting to the use of an off-campus learning format spurred innovation that will likely transform and improve education in the future. Adapting instruction and integrating technology into curricula allowed student learning to continue under the restrictions of the pandemic and strengthen communication among stakeholders. It will be important to evaluate and capitalize on any new ideas and technology uses that were implemented, as well as look for ways to share and continue or enhance what we have learned so that all students can benefit. A proactive approach by the District to remain prepared for the potential need to pivot instruction quickly in the future will also be important.



672 PURCHASING PROCEDURES/COMPETITIVE PRICING

The Board desires that purchases be made locally whenever possible. Therefore, local vendors will be given preference if service, quality, delivery time, and price are comparable with other vendors.

Insofar as is practical, and in the best interest of the District, materials and services are to be ordered from local merchants whenever possible. However, it must be understood that such materials and services must be equal to or exceed the requirements (award criteria) for price and quality as imposed upon other vendors. This policy shall in no way be interpreted to bind the District to the purchasing of goods and services totally from local vendors. However, it shall be interpreted as a meaningful directive to those with the authority to make purchases to give full and complete consideration to local merchants.

The School Board reserves the right to reject any or all bids (or proposals), to waive technicalities, to modify selection procedures, to make adjustments in specifications or quantities, and to make selections based on the best judgment or deemed to be most advantageous to the district, and said decisions and determinations shall be final.

All purchasing should be done through the Business Office in accordance with State Statutes, accepted purchasing procedures, and ethical business practices. Selection of a product for reasons other than price must be justified in writing and attached to the purchase order copy.

The official budget document approved by the Board of Education shall be considered as the authority for all expenditures made during the fiscal year. Expenditures shall not exceed the budgeted amount for any fund without School Board approval. The administrative staff shall be authorized to order items approved in the School District budget with prior approval of the Superintendent or his/her designee.

Individual items exceeding \$10,000 shall be based, when possible, on competitive pricing, and must first be approved by the Board of Education. All items costing less than \$10,000 shall be administratively reviewed and approved by the Superintendent or designee. When multiples of the same item are purchased from an individual vendor on the same day and total more than \$10,000, those items must be approved by the Superintendent or his/her designee and shall be included in the Business Services update to the Board.

All quotation awards shall be based on the lowest priced responsible qualified supplier, consideration being given to the qualities of the articles to be supplied, their conformity with the specifications, their suitability to the requirement of the educational system, the delivery terms, and the past performance of vendors.

Interested local suppliers will be given serious consideration and the opportunity to provide competitive pricing. Vendors shall be invited to request that their names be placed on mailing lists to receive quotation requests. Annually, the District will publish an advertisement in the local newspaper soliciting local vendors interested in being added to the vendor list for bids/quotes/purchases. It shall not be the responsibility of the District or its agents to contact said local suppliers in each instance. Rather, it shall be the responsibility of the vendor to be sure his/her name is on record as being a purveyor of specific goods and/or services. When quotation requests are prepared, they will be mailed to all local vendors who express an interest in quoting, as well as other vendors as deemed appropriate. Requests for quotes shall be sent to at least three (3) vendors whenever possible.

The Board's intent is to give all vendors/businesses a fair and equal chance to supply goods and services to the School District.

All purchasing and recommendations for purchasing will be made through the administrative staff. Board members may question any recommendations made to assure that the best possible quality items are purchased at the lowest cost, best service, and with the best warranty.

Emergency Situations

The Superintendent or his/her designee has the authority to approve individual purchases that exceed \$10,000 in special circumstances or emergency situations.

Special circumstances may include those in which the use of the bidding or quotation procedure would not be in the best interests of the School District. Examples may include instances where the School District would recognize significant cost savings by the immediate purchase, or selection of a provider or when the circumstances require immediate action to correct a deficiency or problem in the operations of the School District where a failure to act would immediately cause appreciable damage to physical facilities, interrupt the educational program, or endanger the life or health of students, staff or community.

The Superintendent of Schools shall, as soon as possible following the onset of the emergency, call the President of the Board to describe the situation and the necessity for the purchase. The President will determine whether a specific meeting of the Board is required or whether the situation can be reported at the next regular meeting to request Board confirmation.

Formal Bids

Bidding is defined as a formal process where sealed written prices are received based upon written specification and is normally used for construction, additions, remodeling or renovation projects.

When utilizing formal bid procedures, the Board shall request bids be published in the appropriate publications to obtain the best number of bidders for the School District. Administration will determine if Bid Bonds and Performance Bonds are required. Requests for such bids may also be sent directly to local vendors and/or prospective bidders known to the School District.

All bids must be submitted in sealed envelopes, and plainly marked with the name of the bid and bid opening date. All bids shall specify that they are to be received by a specified date and time and, if applicable, at a specific location/address. Bids shall be opened in public at the time and location listed in the specifications. Final acceptance of the bid shall be approved by the School Board. Bids received after the date and time indicated in the specifications shall be returned to the bidder unopened. The Business Services Committee Chair or designee shall open bids with the Director of Business Services and appropriate department head.

Low bids can be rejected if, in the opinion of the Board/Superintendent or his/her designee, the following circumstances occur:

1. Quality of goods or services does not meet bid specifications.
2. On the basis of previous experience or knowledge, the goods or services provided were not satisfactory in quality.
3. Vendor has demonstrated a history of providing inferior service.

Bids are not required for:

1. Instructional media and related materials (textbooks, software, books, tapes, films, workbooks, periodicals, and educational materials directly related to a specific district curriculum).
2. Replacement parts for existing equipment.
3. C.E.S.A. contracts.
4. Cooperative agreements with other school districts.
5. Maintenance contracts where the maintenance is to be performed on a routine or as-needed basis on specific equipment (i.e., boilers or manufacturer-specific equipment).
6. Services renewed annually (such as proprietary equipment like the fire alarm system, energy management computer system, etc.) unless requested by Board action or recommendation of the Superintendent or his/her designee.
7. Emergency purchases.

Competitive Pricing/Quotations

A quotation is defined as an inquiry of vendor price via phone, fax, e-mail, or written communication.

1. On purchases with an estimated total less than \$1,000, competitive pricing is encouraged, but not required.
2. Requirements for purchases with an estimated total between \$1,000 and \$10,000 are as follows:
 - a) A minimum of three informal solicitations (such as telephone quotations, fax quotes, catalog prices, etc.) shall be obtained.
 - b) A notation should be made if three solicitations cannot be obtained.
 - c) Each department is responsible for obtaining the solicitations and retaining the corresponding records.
 - d) The department shall retain all supporting solicitation documentation attached to their signed office copy of the purchase requisition.
 - e) This documentation shall be kept for the current fiscal year and three subsequent fiscal years.
3. Purchases with an estimated total of \$10,000 or more shall be performed by the Business Services Office with the exception of purchases made by the following departments:
 - a) Buildings & Grounds Department
 - b) Curriculum Department
 - c) Technology Department
 - d) Food Service Department

Quotations may require a specific due date. Quotations will be opened at the designated time and location. No evaluation or vendor access shall be allowed until after the due date. Quotations received from a vendor shall not be disclosed to other parties until a decision to purchase has been made or until a purchase order has been issued. Quotations shall not be considered when received after the date specified by the District for receipt of quotations.

The Board of Education reserves the right to reject any and all bids/quotations or parts thereof, or to select any combination which may be deemed most advantageous to the School District. Where quality and service are relatively equal, price will be the determining factor.

In awarding purchases or contracts for services, approval will be based upon:

- Price
- Quality of the product, service and warranty
- Service, delivery, and maintenance of product
- Suitability of the product or service
- Conformance to specifications
- Past performance to the District
- Vendor reliability
- Payment terms

Professional Services

Contracts for professional services shall be reviewed and reconsidered by the School Board on a regular basis, normally every three (3) years. Contracts awarded by the School Board and requests for proposals shall be maintained for a period of six (6) years after closing and final approval of the work contracted.

Prohibitions Related to Purchases

No Board member, officer, or employee of this district, or their families shall be interested financially in any contract entered into or purchase made by the Board.

- Personal Purchases – No personal purchases may be made using the School District’s name.
- Purchase of Items for Sale to Employees – No purchase of items shall be made for the sale to employees whatsoever except meals, public services and such specialized appliances as may be required for the safety or health of the employees.
- Private Interest in Public Contracts – State law prohibits any public officer or employee to negotiate, bid for or enter into a contract in which he/she has a private pecuniary interest, direct or indirect, if at the same time he/she is authorized or required by law to participate in his/her official capacity in the making of that contract or to perform in exercise of discretion on his/her part.
- Acceptance of Gifts or Other Items of Value – Under state law, no public official or employee may use his/her public position or office to obtain financial gain or anything of substantial value for the private benefit of him/herself or his/her immediate family, or for any organization with which he/she is associated.

LEGAL REF.: Sections 66.949 Wisconsin Statutes

118.12
120.12(24)
120.13
120.44
946.12

946.13

CROSS REF.: 672 Rules (1) Performance Guarantees
672 Rule (2) Purchasing Procedures
672.1, Bidding Requirements
WREA Agreement

APPROVED: November 11, 1974

REVISED: November 14, 1988

January 8, 1990

March 11, 1996

January 14, 2002

March 12, 2007

672 PURCHASING PROCEDURES/COMPETITIVE PRICING

The following requirements and associated procedures and guidelines are established to help all employees through the procurement process. It is the intent that a sense of ownership within our schools will bring about fiscally sound judgment and responsibility.

The Board desires that purchases be made locally whenever possible. Therefore, local vendors will be given preference if service, quality, delivery time, and price are comparable with other vendors.

The official budget document approved by the Board of Education shall be considered as the authority for all expenditures made during the fiscal year. Expenditures shall not exceed the budgeted amount for any fund without School Board approval.

Purchasing requirements for purchases of more than \$5,000:

1. The Superintendent, or his/her designee, is authorized to purchase any item or group of items in a single transaction, costing more than \$5,000 but less than \$25,000, upon the receipt of at least three written quotations, or bids where possible. The Superintendent, or his/her designee, shall use discretion in deciding whether such purchases are made on the basis of requested quotations or through advertised bids.
2. No purchase shall be made for supplies, services or equipment costing \$25,000 or more unless three written quotations are received or the formal bid notification procedures are followed and the purchase is approved by the Board of Education.
3. Purchases with an estimated total of \$25,000 or more shall be performed by the Business Services Office with the exception of purchases made by the following departments.
 - a. Buildings & Grounds Department
 - b. Curriculum Department
 - c. Technology Department
 - d. Food Service Department
4. Bids are not necessarily required for:
 - a. Instructional textbooks, books, media, workbooks, educational kits, periodicals, digital media, online subscriptions and computer hardware, peripherals, and other software.
 - b. Administrative software renewals. (i.e. Student Information Systems, HR/Finance software, HVAC software, etc.)
 - c. Replacement parts for existing equipment.
 - d. Cooperative Educational Service Agency (CESA) and other intergovernmental contracts.
 - e. Used equipment (including demonstrators) where a definite cost advantage can be demonstrated.

- f. Maintenance contracts where the maintenance is to be performed on a routine or as-needed basis on specific equipment (i.e., boilers or manufacturer-specific equipment).
 - g. Services renewed annually (such as proprietary equipment like the fire alarm system, energy management computer system, etc.) unless requested by Board action or recommendation of the Superintendent or his/her designee.
 - h. Specific computer equipment only after the Technology Department has demonstrated its unique need.
 - i. Material that can be purchased from only one vendor.
 - j. Emergency purchases.
5. Bids are not required for architectural services, attorney services, and personal service contracts.
 6. Bids are not required when a purchase is made using a current state of Wisconsin competitive bid price for items including, but not limited to: computers, copiers and vehicles.

Requirements for purchases less than \$5,000:

The following guidelines pertain to purchases of less than \$5,000. These guidelines should be used by all employees to help attain the most efficient use of the budgeted dollars available.

1. Only individuals who are responsible for specific budgets shall approve purchases, purchase orders, contracts, and other forms of financial obligation for expenditures from that budget. The Superintendent or his/her designee shall appoint primary and secondary designees for each assigned budget. (Ex.: Directors, Principal, Associate Principal, Etc.)
2. The Superintendent or his/her designee is authorized to purchase any item, group of items and/or services in a single transaction as follows:
 - a. All purchases of less than \$5,000 may be made in the open market but should be based on competitive quotations or prices if available.
 - b. Emergency maintenance needs as required.
3. In reviewing all purchases, cost should be of primary concern. In attempting to maintain high quality and durable goods however, consideration should also be made in relation to the products compatibility with existing materials, warranty, service capability and expected life cycle. Products and/or services which have previously failed to meet expectations may be rejected.
4. Sound accounting procedures shall be followed to insure proper handling and accounting of district funds. The Director of Business Services shall verify such procedures and shall provide the Board with regular reports on expenditures and budget status.
5. Under no circumstances shall gratuities be accepted from vendors which might appear to obligate the district to a particular vendor.

Bidding Procedures

Bidding is defined as a formal process where sealed written prices are received based upon written specification and is normally used for construction, additions, remodeling or renovation projects.

When utilizing formal bidding procedures, the Board or their designee shall request bids be published in the appropriate publications to obtain the best number of bidders for the School District. Administration will determine if Bid Bonds and Performance Bonds are required. Requests for such bids may also be sent directly to local vendors and/or prospective bidders known to the School District.

Bids should be submitted to the Superintendent or his/her designee and marked with the name of the bid. The Superintendent or his/her designee shall review bids. In certain situations, bids may be reviewed in conjunction with a construction management or construction administration firm. Bids will be evaluated on the criteria listed below. The recommended bid will be submitted to the School Board for approval. All submitted bids shall be made available to the School Board for review.

Low bids can be rejected if, in the opinion of the Board/Superintendent or his/her designee, the following circumstances occur:

1. Quality of goods or services does not meet bid specifications.
2. On the basis of previous experience or knowledge, the goods or services provided were not satisfactory in quality.
3. Vendor has demonstrated a history of providing inferior service.

The Board of Education reserves the right to reject any and all bids/quotations or parts thereof, or to select any combination which may be deemed most advantageous to the School District. Where quality and service are relatively equal, price will be the determining factor. Deference will be paid to local vendors and/or contractors where applicable; however, the Board, Superintendent, and/or his/her designee will make their selections based on all available and relevant information and are not necessarily tied to local vendors/ contractors.

In awarding purchases or contracts for services, approval will be based upon:

- Price
- Location of the vendor/ contractor
- Quality of the product, service and warranty
- Service, delivery, and maintenance of product
- Suitability of the product or service
- Conformance to specifications
- Past performance to the District
- Vendor reliability
- Payment terms

Emergency Situations

The Superintendent or his/her designee has the authority to approve individual purchases that exceed \$25,000 in special circumstances or emergency situations.

Special circumstances may include those in which the use of the bidding or quotation procedure would not be in the best interests of the School District. Examples may include instances where the School District would recognize significant cost savings by the immediate purchase or selection of a provider; or when the circumstances require immediate action to correct a deficiency or problem in the operations of the School District where a failure to act would immediately cause appreciable damage to physical facilities, interrupt the educational program, or endanger the life or health of students, staff or community.

The Superintendent or his/her designee, as soon as possible following the onset of the emergency, shall report an update on the purchase to the school board at the next regular meeting.

LEGAL REF.: Sections 66.949 Wisconsin Statutes

118.12
120.12(24)
120.13
120.44
946.12
946.13

CROSS REF.: 672 Rules (1) Performance Guarantees

672 Rule (2) Purchasing Procedures
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March xx, 2021

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2020-21
Mid-Year**

KINDERGARTEN

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% Year End District Goal	% of Pupils Achieving Benchmarks							
					Grant	Grove*	Howe*	Mead*	THINK*	Wash*	Wood*	% District
Reading	Meets expectations on PALS screener**	Complete the PALS Assessment	Instructional coaching/one-to-one tutoring	80	67	55	59	61	87	59	82	65
Reading	Read aloud with appropriate accuracy and comprehension	Pass the Level C Benchmark Book	Instructional coaching/one-to-one tutoring	80	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	Write numbers 0-20	Write the numbers 0-20 with some reversals permitted, with 15/21 correct	Instructional coaching/one-to-one tutoring	80	72	53	75	82	94	90	86	79
Math	Recognize numbers 0-30	Recognize and name numbers 0-30 in random order, with 21/30 correct	Instructional coaching/one-to-one tutoring	80	83	74	82	74	82	86	86	81

* Meets class size reduction

** Reflects fall numbers

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2020-21
Mid-Year Report**

FIRST GRADE

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% Year End District Goal	% of Pupils Achieving Benchmarks							
					Grant*	Grove*	Howe*	Mead*	THINK	Wash*	Wood*	% District
Reading	Meet expectations on PALS screener**	Complete the PALS Assessment	Class size reduction/ instructional coaching/ one-to-one tutoring	80	74	68	55	53	55	66	59	61
Reading	Read with appropriate accuracy, fluency and comprehension	Pass the Level E Benchmark Book	Class size reduction/ instructional coaching/ one-to-one tutoring	80	61	40	35	21	18	53	53	40
Math	Addition Within 20	Complete the WRPS Math Screener	Class size reduction/ instructional coaching/ one-to-one tutoring	80	88	100	75	84	78	71	81	82
Math	Subtraction Within 20	Complete the WRPS Math Screener		80	83	89	58	74	70	61	77	73

* Meets class size reduction

** Reflects fall numbers

**Achievement Gap Reduction Report
2020-21
Mid-Year**

SECOND GRADE

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% Year End District Goal	% of Pupils Achieving Goal Benchmarks							
					Grant*	Grove*	Howe*	Mead*	THINK*	Wash*	Wood*	% District
Reading	Meet expectations on PALS screener**	Complete the PALS Assessment	Instructional coaching/ one-to-one tutoring	80	61	55	63	47	48	50	71	57
Reading	Read with appropriate fluency, accuracy, and comprehension	Pass the Level J Benchmark Book	Instructional coaching/ one-to-one tutoring	80	78	56	70	47	47	53	67	55
Math	Meet or exceed the STAR Math benchmark score	Complete the STAR Math Assessment	Instructional coaching/ one-to-one tutoring	80	86	58	85	68	83	85	85	79

* Meets class size reduction

** Reflects fall numbers

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2020-21
Mid-Year**

THIRD GRADE

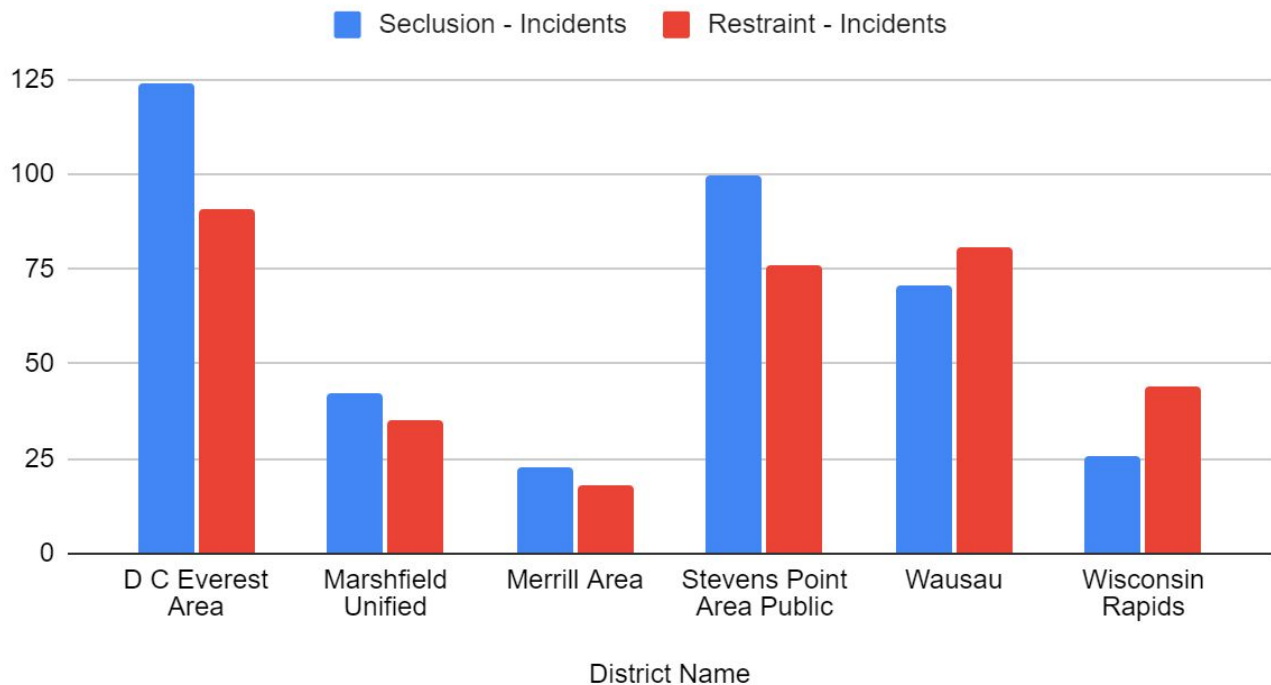
Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% Year End District Goal	% of Pupils Achieving Benchmarks							
					Grant*	Grove*	Howe*	Mead*	THINK*	Wash*	Wood	District
Reading	Meet or exceed the STAR Reading benchmark score	Complete the STAR Reading Assessment	Instructional coaching/ one-to-one tutoring	80	76	57	72	61	82	79	76	72
Reading	Read with appropriate fluency, accuracy, and comprehension	Pass the Level N Benchmark Book	Instructional coaching/ one-to-one tutoring	80	*49	37	69	56	72	68	71	55
Math	Meet or exceed the STAR Math benchmark score	Complete the STAR Math Assessment	Class size reduction/ instructional coaching/ one-to-one tutoring	80	93	71	81	72	100	93	92	86

* Meets class size reduction

** Reflects fall numbers

2019-20 Seclusion & Restraint Data

2019 Seclusion & Restraint Data



Note: Data may be artificially low since schools closed for in-person services in March

District Name	Seclusion - Incidents	Seclusion - # Students	Seclusion - # Students with Disabilities	Restraint - Incidents	Restraint - # Students	Restraint - # Students w/ Disabilities	Enrollment	SwD Enrollment
D C Everest Area	124	24	24	91	18	18	6017	696
Marshfield Unified	42	22	17	35	17	13	3983	470
Merrill Area	23	23	5	18	18	7	3233	556
Stevens Point Area Public	100	19	19	76	26	24	6737	910
Wausau	71	30	31	81	35	34	8149	1195
Wisconsin Rapids	26	11	9	44	25	18	5112	814

To date WRPS has had 26 incidents of restraint and 15 incidents of seclusion

Website for statewide seclusion & restraint data: <https://dpi.wi.gov/sped/topics/seclusion-restraint>

**Off-Campus Enrollment Numbers as of 1/22/21
(Not Including Central Oaks)**

	4K	K	1	2	3	4	5	1/22/21	11/30/20	11/25/20	10/26/20	9/30/20	9/9/20
Grant		0	2	4	0	0	3	9	10	12	10	10	14
Grove		3	6	6	3	4	4	26	27	25	21	25	52
Howe		6	3	4	7	6	4	30	31	33	35	49	59
Mead		5	10	12	7	9	10	53	54	53	55	45	57
THINK		3	1	4	4	3	4	19	19	19	19	19	18
Washington		6	11	6	4	6	7	40	41	37	43	39	52
Woodside		6	2	2	8	4	8	30	32	38	32	30	43
DISTRICT	23							23	28	28	29	26	
Total by Grade	23	29	35	38	33	32	40	230	242	245	244	243	295

Central Oaks Enrollment by Grade Level

	1/22/21	11/30/20	11/25/20	10/26/20	9/30/20	9/9/20
4K	43	45	45	45	45	49
Kindergarten	48	52	52	51	52	57
1st Grade	47	52	52	54	54	54
2nd Grade	37	43	43	41	40	52
3rd Grade	43	45	45	45	50	54
4th Grade	40	40	40	38	41	44
5th Grade	36	37	37	37	40	41
6th Grade	78	79	76	73	71	64
7th Grade	77	79	77	66	65	65
8th Grade	76	72	71	67	58	55
Total Students	525	544	538	517	516	535

Lincoln Virtual School Enrollment

	1/22/21	11/30/20	10/26/20	9/30/20	9/9/20
Total Students	265	260	183	171	159