



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

April 5, 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. Edgenuity Purchase
 - B. Elementary Social Studies Acquisition
 - C. Start College Now (SCN) and Early College Credit Program (ECCP) Applications
 - D. Mystery Science 3 Year Purchase
 - E. Wisconsin Rapids Public Schools and Wood County Head Start Agreement
 - F. Additional Staff Proposal Using CARES Dollars
- IV. Updates
 - A. Benchmark Books Data from Second Trimester
 - B. Summary of ESSER/CARES Act Dollars Spent to Date
 - C. Virtual Student Enrollment Updates
 - D. Student Travel
 - E. Four Day a Week Transition
- 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.



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BACKGROUND

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- I. Call to Order
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A. Edgenuity Purchase

Lincoln High School has been researching various online curriculum programs to address the needs of Wisconsin Rapids Public Schools (WRPS) summer school students at the secondary level. Lincoln High School Associate Principal, Steve Thayer, will be present to answer questions about Edgenuity. Edgenuity offers standards-aligned video-based curriculum for middle and high school blended learning environments. The program addresses Credit Recovery as well as Core Curriculum. Attachment A outlines the proposed cost of purchasing Edgenuity for the 2021-2022 school year, which includes professional development for staff as well as an integration with Canvas for a single sign on opportunity for students.

The administration recommends approval of the purchase of Edgenuity for the 2021-2022 school year with the total cost to be paid from Elementary and Secondary School Education Relief Fund (ESSER II).

B. Elementary Social Studies Acquisition

Jacob Bertagnoli, District Social Studies Department Chairperson, will share the K-5 Social Studies materials acquisition proposal.

The proposed acquisition will support the elementary social studies curriculum that was previously approved by the Board of Education. The Social Studies Curriculum subcommittee spent a year examining materials and piloting several different resources before deciding on the materials they are bringing forth for approval. The District CII unanimously approved of the materials at their meeting in February 2021. Parents were invited to come in and examine the materials on March 5, 2021. Mr. Bertagnoli will provide the committee with the process the subcommittee

used to arrive at this recommendation. Attachment B sets out the recommendation for the social studies elementary materials acquisition request.

The administration recommends approval of the proposed K-5 social studies acquisition not to exceed \$98,000.00, to be purchased with WRPS ESSER II funds.

C. Start College Now (SCN) and Early College Credit Program (ECCP) Applications

There are three students applying to take 11 courses through the SCN program at Mid-State Technical College during the fall of 2021. The chart below sets out the information about this request.

Number of Students	Grade Level	Name of Course
1	12	Adobe Visual Design
1	12	Internet and Mobile
1	12	Social Media Marketing
1	12	Services Practices in Diesel Industry
1	12	Intro to Electricity for Diesel Industry
1	12	Fabrication Fundamentals I
2	12	Fabrication Fundamentals II
1	12	Nursing Assistant
1	12	Welding Fundamentals I
1	12	Welding Fundamentals II
1	12	English Composition I

There is one student applying to take one course through ECCP during the fall of 2021. The chart below sets out information about this request.

Number of Students	Grade Level	Name of Course
1	12	Business Statistics

The administration recommends approval of the three applications to participate in the 11 requested courses at Mid-State Technical College through the Start College Now (SCN) program in the fall of the 2021-2022 school year.

The administration recommends approval of the one application to participate in the one requested course at UW-Independent Learning through the early College Credit Program (ECCP) in the fall of the 2021-2022 school year.

D. Mystery Science

Mystery Science offers online science lessons that are super easy to use and have outstanding content. Lessons on specific topics are designed for students in kindergarten through fifth grade with the goal of developing a positive attitude toward science in the formative years that will (hopefully) last a lifetime. Lesson material is aligned with the Next Generation Science Standards.

Many WRPS elementary teachers consistently used Mystery Science while teaching virtually during this past school year and have found the materials to be excellent and that they accurately align with the standards adopted by WRPS. Attachment C provides a quote for a three-year online subscription to Mystery Science for all of our elementary teachers. There is an approximate 46 percent savings over three years rather than purchasing the subscription on a yearly basis.

The administration recommends the approval of a three-year program purchase of Mystery Science for a total cost of \$22,729.00, to be paid from the Elementary and Secondary School Education Relief Fund (ESSER II).

E. Wisconsin Rapids Public Schools and Wood County Head Start Agreement

The Elementary and Secondary Education Act (ESEA) requires local educational agencies (LEAs) receiving Title I funds to develop agreements with Head Start and other early childhood providers to increase coordination. This new federal requirement represents an important opportunity for better coordination between school districts and Head Start and other community-based early childhood education programs to provide higher-quality learning experiences and a more seamless transition to kindergarten.

Attachment D is a copy of the Memorandum of Understanding between WRPS and Wood County Head Start.

The administration recommends approval of the proposed Memorandum of Understanding between WRPS and Wood County Head Start as presented in Attachment D.

F. Additional Staff Positions to Address Learning Loss

District screeners that have been completed throughout the year have shown that there is definite evidence of learning loss for our students in varying degrees at all levels. Ms. Filtz is requesting the following increase in staff in order to address some of the learning loss. She will be present to explain the rationale for this increased staffing proposal, some of which would be funded through the federal stimulus dollars provided to Local Education Associations from the federal government: Moving seven Reading Interventionist positions from 182 day contracts to standard 190 day teaching contracts, 1.0 Elementary Reading Intervention, 1.0 Elementary Math Intervention, 1.0 Secondary Math Teacher, 1.0 Secondary English/Language Arts position and a full time educational aide at the secondary level to work with the Lincoln High School (LHS) Reading Interventionists. Attachment E summarizes the proposed additions, rationale and cost.

The administration recommends approval of the proposed increase in staffing to address learning loss.

IV. Updates

A. Benchmark Books Data from Second Trimester

Attachment F provides the data from End of Trimester II Benchmark Books. In previous school years the District has not presented this data to the Board as it is only required for mid and end of year Department of Public Instruction reports. However, because of the unprecedented time for teaching and learning, Ms. Filtz will share the progress of our students at the end of Trimester II with the Board, knowing it will give a more accurate picture of where our students are performing in reading levels.

B. Use of ESSER II and American Rescue Plan Act Dollars

The district has allocated and spent nearly all of the funds received from the first installment of the Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act. Local Education Agencies (LEAs) have through September 30, 2024 to use the latest round of educational stimulus dollars. Ms. Filtz will share an outline of the District's plan for using Elementary and Secondary School Emergency Relief Fund (ESSER II) dollars as well as present a view of how the district intends to spend the most recent American Rescue Plan Act (ARPA) dollars.

C. Virtual Student Enrollment Updates

Ms. Filtz will provide an enrollment update of the off-campus/virtual programs. Attachment G provides the number of students enrolled as of March 26, 2021.

D. Student Travel

The Nashville Orchestra trip has been rescheduled for July 8 to July 11. The itinerary will change slightly but Ginger Marten is working closely with the travel agent to ensure our students get the best experience possible. LHS students will still perform. The cost will stay at the original cost of \$892. There will be no additional cost to families. One night at the hotel has been removed in order to cut down the cost that went up after the group size went down. The previous cost was based on 55 passengers; the group is now at 40.

E. Four Day a Week Transition

Ms. Filtz and Craig Broeren, Superintendent, will provide an update of the district's move to four days a week in person education at the 6-12 level.

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:

- Code of Conduct Updates (May)
- Agenda Planners (May)
- Elementary Math Acquisition (May)
- Peer Review and Mentor Grant (May)
- New Colleague/Mentor Handbook (May)
- 2021-22 District Professional Development Plan (May)
- Gaggle Therapy (May)



Attachment A

Edgenuity Inc.
8860 E. Chaparral Road
Suite 100
Scottsdale AZ 85250
877-725-4257

Price Quote for Services
Wisconsin Rapids Public School District
Wisconsin Rapids WI
Account Number 47325
Quote Number 193727
Total \$25,500.00
Date 3/11/2021

Table with 3 columns: Payment Schedule, Contract Start (8/1/2021), Contract End (7/31/2022)

Main table with 7 columns: Site, Description, Comment, End Date, Per Unit Cost, Qty, Cost. Includes items like Digital Libraries 9-12 Comprehensive Site License.

1. LINCOLN HIGH SCHOOL

Summary table with 2 columns: Subtotal (\$25,500.00), Total (\$25,500.00)

Edgenuity will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Edgenuity will invoice the customer for the additional usage.

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf...

Wisconsin Rapids Public School District

Edgenuity Inc. Representative

Signature: _____
Print Name: _____
Title: _____
Date: _____

Aimee Burley
Account Executive - WI
TEL 218-821-0199
EMAIL aimee.burley@edgenuity.com

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. All order documentation can be submitted electronically at https://edgenuity.formstack.com/forms/ar...



Mr. Jacob Bertagnoli
 U S History Teacher
 Wisconsin Rapids School Dist
 510 Peach St
 Wisc Rapids, WI 54494-4663
 United States

Quote Number: 107880-7
 Quote Creation Date: 01-19-2021
 Quote Expiration Date: 09-30-2021
 Quote Release: 7

Wisconsin Rapids_MyWorld Interactive_K-5

Price Quote Summary

Solution	Base Amount	Free Amount	Total
myWorld Interactive K-5	\$ 33,588.00	\$ 33,024.84	\$ 33,588.00
Solution Subtotal	\$ 33,588.00	\$ 33,024.84	\$ 33,588.00
		Shipping & Handling	\$ 3,022.92
		Total	\$ 36,610.92

Price Quote Detail

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
myWorld Interactive K-5						
myWorld Interactive Social Studies K-5 ©2019 - Grade 5A						
9780328979455	ELEMENTARY SOCIAL STUDIES 2019 STUDENT EDITION PLUS DIGITAL COURSEWARE 6YEAR LICENSE GRADE 5A	\$83.97	0	350	\$0.00	\$29,389.50
9780328973064	ELEMENTARY SOCIAL STUDIES 2019 TEACHER GUIDE GRADE 5A VOLUME 1	\$188.47	12	0	\$2,261.64	\$0.00
9780328973187	ELEMENTARY SOCIAL STUDIES 2019 TEACHER ACTIVITY GUIDE GRADE 5A	\$70.47	12	0	\$845.64	\$0.00
9780328991327	ELEMENTARY SOCIAL STUDIES 2019 STUDENT ACTIVITY MATS CLASS SET GRADE 3/5	\$126.47	12	0	\$1,517.64	\$0.00
myWorld Interactive Social Studies K-5 ©2019 - Grade 5A Subtotal					\$ 4,624.92	\$ 29,389.50
myWorld Interactive Social Studies K-5 ©2019 - Grade 5B						

Wisconsin Rapids School Dist

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780328987627	ELEMENTARY SOCIAL STUDIES 2019 STUDENT EDITION + DIGITAL COURSEWARE 6- YEAR LICENSE GRADE 5B	\$83.97	300	50	\$25,191.00	\$4,198.50
9780328987245	ELEMENTARY SOCIAL STUDIES 2019 TEACHER ACTIVITY GUIDE GRADE 5B	\$70.47	12	0	\$845.64	\$0.00
9780328987245	ELEMENTARY SOCIAL STUDIES 2019 TEACHER ACTIVITY GUIDE GRADE 5B	\$70.47	12	0	\$845.64	\$0.00
9780328991327	ELEMENTARY SOCIAL STUDIES 2019 STUDENT ACTIVITY MATS CLASS SET GRADE 3/5	\$126.47	12	0	\$1,517.64	\$0.00
myWorld Interactive Social Studies K-5 @2019 - Grade 5B Subtotal					\$ 28,399.92	\$ 4,198.50
myWorld Interactive K-5 Subtotal					\$ 33,024.84	\$ 33,588.00
Solution Subtotal					\$ 33,024.84	\$ 33,588.00
Shipping and Handling						\$ 3,022.92
					Total	\$ 36,610.92

Optional Section

ISBN	Solution	UOM	Term	List Price	Quantity	Base Amount	Total
1							
9780328984879	SOCIAL STUDIES 2019 LEVELED READER SUPER KIT GRADE 5A	EA	1	\$1,372.97	6	\$8,237.82	\$8,237.82
2							
9780328987856	SOCIAL STUDIES 2019 LEVELED READER SUPER KIT GRADE 5B	EA	1	\$1,372.97	6	\$8,237.82	\$8,237.82

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form or by mail. Please submit your PO and price via one of the following methods:

e-Form: <http://support.savvas.com/support/s/contactsupport>

Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.

For questions regarding your order please call Customer Service: 1-800-848-9500 .

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format. The breakdown of the fees set forth in this quotation is considered Savvas proprietary information and not subject to disclosure by the customer.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will show up on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Return Policy: If you are not entirely satisfied with any of our products, then you may, within six months from the date of purchase, return all materials still in new, unused, salable condition for a full refund, credit, or replacement. All returned materials must be shipped back to Savvas within 30 days of receiving the Return Materials Authorization. All materials sold in a set or a package must be returned complete as originally sold. Materials that were provided gratis must be returned proportionate to the purchased items being returned for refund or credit.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the order date of the original order for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to the original order date. Changes should be made using the e-form: <https://k12.savvas.com/worktext-subscription>.

Annual subscriptions for iLit and Successmaker: Products automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by completing the customer service request form which you can access here: <https://support.savvas.com/support/s/customer-service-support-form>.

Technical support services are included with purchase of Savvas digital products eform: <https://support.savvas.com/support/s/k12-curriculum-support-form> phone: 1-800-848-9500

MySavvas Training which provides online access to on-demand tutorials and interactive webinar sessions is included with purchase of products. <https://mysavvastraining.com>

Quote Created For

JACOB BERTAGNOLI
 WISCONSIN RAPIDS SCHOOL DIST
 510 PEACH ST
 WISC RAPIDS, WI 54494
 jacob.bertagnoli@wrps.net
 (715)424-6705

School Start Date: 08/30
Regional Manager

Customer Service

866-311-8734

Account Manager

Adam McCurdy
 adam.mccurdy@studiesweekly.com
 801-362-4726

1140 N 1430 W Orem, UT 84057
 Phone: 866-311-8734 | Fax: 866-531-5589
 Email: orders@studiesweekly.com

Quote information

Quote Date: March 16, 2021
 Quote Term: 5 yr subscription
 Expiration: 03/31/2021
 School Year: 2021-2022
 Referral: Sales Rep

Grade	SKU	Title	Class	Unit Price	Qty	Cost
1	SW1	The World Around Me Studies Weekly - Yesterday and Today	14	\$34.75	350	\$12,162.50
2	SW2	Connecting Communities Studies Weekly - Expansive Horizons	14	\$34.75	350	\$12,162.50
3	SW3	Our Community Studies Weekly - People and Places	14	\$34.75	350	\$12,162.50

Sub Total: \$36,487.50
 Tax: \$0.00
 Shipping: \$0.00
Total: \$36,487.50

Customer Note:

This quote expires March 31, 2021.

Thank you for your interest in Studies Weekly. If you are ready to purchase, please provide the information below and submit your order:

Order Information

Billing Contact, if different than listed above (Name, Phone, Email)

PO #

Shipping Information

Shipping Contact (Name, Phone, Email)

Shipping Address, if different from listed above

*Earliest Month you can receive materials?

*Shipping Instructions/Restrictions

Authorized Signature

Date

*Orders cannot be shipped until purchase order is received. Studies Weekly begins shipping materials in May for the applicable school year. Someone must be present to sign for the delivery.
 Please provide any shipping restrictions that would cause these materials not to be delivered. Returned shipments are subject to additional fees.



Estimate

Estimate #: 198173



Steps To Literacy
 PO Box 6737
 Bridgewater, NJ 08807
 Tel: 800.895.2804
 M-F 8am-5pm EST

Bill To:

Wisconsin Rapids Public School District
 Attn: Accounts Payable
 510 Peach Street
 Wisconsin Rapids, WI 54494

Ship To:

Wisconsin Rapids PSD - Central Storage
 Attn: Receiver
 2510 Industrial Street
 Wisconsin Rapids, WI 54495

Item #	Number / Description	Unit Price	Qty Ordered	Total Price
1	T2-EKAEG21721 - Kindergarten Classroom Library	\$ 2,954.00	1	\$ 2,954.00
2	T2-E1AEG21721 - Grade 1 Classroom Library	\$ 4,360.00	1	\$ 4,360.00
3	T2-E2AEG21721 - Grade 2 Classroom Library	\$ 1,716.60	1	\$ 1,716.60
4	9780439557160 - The Class Election From The Black Lagoon Grade 3	\$ 4.99	20	\$ 99.80
5	9780064403665 - Year of the Panda Grade 3	\$ 6.99	20	\$ 139.80
6	T2-E4AEG21721 - Grade 4 Classroom library	\$ 10,077.20	1	\$ 10,077.20
7	Subtotal	\$ 19,347.40	1	\$ 19,347.40
8	25% Complimentary Discount - 25% Complimentary Discount	-\$ 4,836.85	1	-\$ 4,836.85
9	Free SH - Free Shipping & Handling	\$ 0.00	1	\$ 0.00

Terms: NET 30
 Date: March 16, 2021

SubTotal: \$ 14,510.55
 Sales Tax: \$ 0.00
 Paid: \$ 0.00
 Balance: \$ 14,510.55

1. Pricing Is Valid For 60 Days
2. Please Reference Quote # 198173
3. Item Availability Is Subject to Change
4. Custom collections are non-returnable

Email Orders To: sales@stepstoliteracy.com
 Fax Orders To: 1-866-560-8699

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Hello, Sign in Account Returns & Orders 80

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Current Total: \$727.20
Savings: - \$50.00 [Apply now](#)
Cost After Savings: \$677.20

Your order qualifies for FREE Shipping. Choose this option at checkout. See details

Subtotal (80 items): **\$727.20**

This order contains a gift

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by Sheila Bair

Paperback

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Price

\$7.99



Who's Buying? Who's Selling?: Understanding Consumers and

by Jennifer S. Larson

Paperback

In Stock

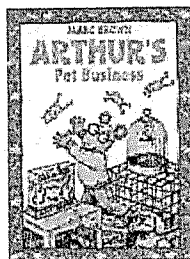
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by Marc Brown

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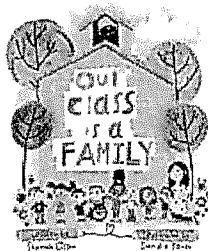
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Our Class is a Family

by Shannon Olsen

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The Big Book of Silly...

> Carole P. Roman 12,298

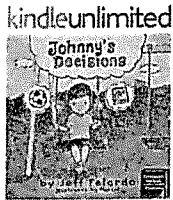
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Subtotal (80 items): \$727.20

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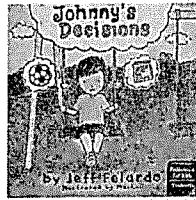


Johnny's Decisions:...
> Jeff Felardo

20

Kindle Edition
\$1.99

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Johnny's Decisions:...
> Jeff Felardo

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Paperback
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> Elissa Haden Guest

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6pm
Score deals on fashion brands

AbeBooks
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Sell on Amazon
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Amazon Business
Everything For Your Business

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Ship Orders Internationally

Home Services
Experienced Pros Happiness Guarantee

Amazon Ignite
Sell your original Digital Educational Resources

Amazon Web Services
Scalable Cloud Computing Services

Audible
Listen to Books & Original Audio Performances

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Books With Free Delivery Worldwide

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Find Movie Box Office Data

ComiXology
Thousands of Digital Comics

DPRReview
Digital Photography

East Dane
Designer Men's Fashion

Fabric
Sewing, Quilting & Knitting

Goodreads
Book reviews & recommendations

IMDb
Movies, TV & Celebrities

IMDbPro
Get Info Entertainment Professionals Need

Kindle Direct Publishing
Indie Digital & Print Publishing Made Easy

Amazon Photos
Unlimited Photo Storage Free With Prime

Prime Video Direct
Video Distribution Made Easy

Shopbop
Designer Fashion Brands

Amazon Warehouse
Great Deals on Quality Used Products

Whole Foods Market
America's Healthiest Grocery Store

Woot!
Deals and Shenanigans

Zappos
Shoes & Clothing

Ring
Smart Home Security Systems

eero WiFi
Stream 4K Video in Every Room

Blink
Smart Security for Every Home

Neighbors App
Real-Time Crime & Safety Alerts

Amazon Subscription Boxes
Top subscription boxes – right to your door

PillPack
Pharmacy Simplified

Amazon Renewed
Like-new products you can trust

Amazon Second Chance
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Membership period: July 1, 2021 - June 30, 2022

\$1,999 x 7 priced schools	\$13,993
\$750 Discount x 7 priced schools	- \$5,250
Total (USD)	\$8,743

District Membership 2022-2023

Membership period: July 1, 2022 - June 30, 2023

\$1,999 x 7 priced schools	\$13,993
\$1,000 Multi Year Discount x 7 priced schools	- \$7,000
Total (USD)	\$6,993

District Membership 2023-2024

Membership period: July 1, 2023 - June 30, 2024

\$1,999 x 7 priced schools	\$13,993
\$1,000 Multi Year Discount x 7 priced schools	- \$7,000
Total (USD)	\$6,993

Grand total (USD)

\$22,729

Total Discount of \$19,250

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**AGREEMENT BETWEEN
WISCONSIN RAPIDS PUBLIC SCHOOLS
AND
WOOD COUNTY HEAD START**

PURPOSE

The purpose of this agreement is to describe the responsibilities of each agency and to provide guidance for coordination and cooperation between local education agencies and Head Start in order to:

1. Assure that children in need of special education or special education and related services receive appropriate services for which they are eligible; and
2. Assure quality programs and reasonable and appropriate services through the joint utilization of resources.

RESPONSIBILITIES

The Wisconsin Rapids Public Schools are required to:

1. Locate, identify and evaluate all children birth to twenty-one residing within their boundaries who may have a disability.
2. Provide a multidisciplinary evaluation.
3. Provide special education services and related services to all eligible children, as determined by the local placement committee and as described on their Individualized Education Program (IEP) or Individual Family Service Plan (IFSP).
4. Assure that whenever appropriate the IEP/IFSP will include instruction for parent(s)/guardian(s) to assist in accomplishing the goals and objectives of the IEP/IFSP.
5. Assure that procedural safeguards and confidentiality of information are provided to eligible children and their parents.
6. Facilitate the transition of eligible children between their preschool program and the K-12 system.

Head Start is required to:

1. Recruit, enroll and serve eligible children. Ten percent of Head Start enrollees must be children with an identified disability. **Provide to the LEA by December 1, annually the number of children receiving services under IEPs.**
2. Refer children suspected of having a disability to the child's School District for evaluation.
3. Insure completion of health screening/assessment (medical, dental, nutritional, and developmental) not performed by the local education agency, as part of the evaluation for determining if a disability is present.
4. Collaborate with the local education agency in the multidisciplinary evaluation, IEP development, and the implementation of the portions of the IEP/IFSP identified for the Head Start Program, the IEP/IFSP annual review, and the transition process.
5. Ensure that procedural safeguards, including confidentiality of records and provided by all children with disabilities and their parents.
6. Offer a support system for families of children with disabilities through training, information and social support to enable parents to advocate for their child.

AREAS OF COORDINATION AND COOPERATION

1. Information on children enrolled in Head Start and/or jointly enrolled children will be shared with written consent of the parent/guardian. This information would include the Head Start Diagnostic Reporting Form, evaluations, developmental screenings, IEP/IFSP, etc. in accordance with the Head Start Performance Standards.
2. A copy of a Head Start Referral and Assessment Documentation will be sent to Wisconsin Rapids Public Schools when referring a child for further evaluation. Upon completion of the evaluation, the school will complete and return Head Start referral form with notification if special services are necessary.
3. Wisconsin Rapids Public Schools may refer eligible children to the Head Start program either orally or in writing at any time throughout the year.
4. Wisconsin Rapids Public Schools may request a Head Start representative to attend the IEP/IFSP meeting of a child being considered for Head Start enrollment to explain Head Start services. All information shared will remain confidential.
5. Wisconsin Rapids Public Schools will notify Head Start either in writing, electronically or by phone of Placement Committee Meetings, IEP/IFSP Meetings or IEP/IFSP Review Meetings for any child receiving joint services.
6. An IEP/IFSP will be collaboratively developed for each jointly placed child identified with a disability at a staffing which includes the child's parent or legal guardian, public school staff, Head Start staff and other appropriate service providers.
7. Services for jointly placed children with disabilities including the purchase of necessary equipment may be cooperatively shared as agreed upon at joint IEP meetings.
8. Staff working with jointly placed children with disabilities will meet on a regular basis.
9. Planning for the transition of each child with disabilities will be discussed during the IEP/IFSP review.
10. Wisconsin Rapids Public Schools staff may be used on a consultation basis for children served in Head Start inclusive of preschool psychological screening, assessments and observations. Written recommendations provided by Wisconsin Rapids Public Schools staff would be used by the teaching staff to meet the individual needs of the child/children. All information will remain confidential.
11. The development and implementation of an annual screening process for three and four year olds utilizing Wisconsin Rapids Public School staff and Head Start staff will be cooperatively arranged each year.
Suggestions for collaboration:
Wisconsin Rapids Public Schools and the Head Start Program will coordinate screening efforts by:
 - a. Sharing staff and facilities for joint screenings.
 - b. Discussing the instruments and procedures to be used.
 - c. Informing and including parents in the screening process.
12. Wisconsin Rapids Public Schools and Head Start agree to share information on training and in-services to facilitate joint training whenever appropriate.
13. This agreement will be reviewed annually or as necessary. We the undersigned agree to follow this agreement for coordination and cooperation.

Superintendent of Wisconsin Rapids Public Schools

Date

Director of Wood County Head Start

Date

Additional Staff to Address Student Learning Loss

Proposal

Shift in Instructional Coaching Duties:

The Instructional Coaches, having both content and instructional expertise, work as colleagues with our classroom teachers to support student learning and teacher practice. The coaches engage in coaching and modeling instructional and assessment strategies, and provide feedback that ensures effective instruction and student learning. WRPS currently employs 5 individuals who fill 2.5 FTE coaching positions in the district. All 5 coaches split their position with another portion of an FTE.

The following proposal is an effort to make our instructional coaches' time more flexible in order to allow them to push into classrooms more often and work directly with students and teachers at various times during the day. Currently 2 of our coaches are tied to a building teaching schedule as they are .5 interventionists. Instructional modeling becomes difficult when teachers may need more support during a time when the coach is tied to a teaching schedule. The table below outlines our current plan along with what the proposed plan could look like:

Coach	Current Assignment	Proposed Assignment
Teri Thomas	.5 Math Interventionist .5 Instructional Coach	1.0 Instructional Coach
Nikki Calteux	.5 Instructional Coach .5 Reading Interventionist	.5 Instructional Coach .5 4K Coordinator **Link will take you to DRAFT of Coordinator Job Description Printed copy at end of this packet
Kim Akey	.5 Instructional Coach .5 Math Coordinator	Remain the same as the coordinator position is flexible throughout the day
Amber Applebee	.5 Instructional Coach .5 Elementary GATES Coordinator	Remain the same as the coordinator position is flexible throughout the day
Melanie Kozlowski	.5 Instructional Coach .5 ELA classroom teacher @ LHS	Remain the same as Melanie works mainly at LHS and could be flexible if needed within the building.

Rationale:

As a result of the pandemic, our screener scores have shown definitive learning loss for our children at all grade levels. Providing flexibility to our coaches' daily schedules will allow them to work collaboratively with more classrooms, sharing in the responsibility for student learning and appropriate collaboration and attention to each student's readiness to learn. As we continue to perfect our implementation of Professional Learning Communities the instructional coach's role becomes even more important as she collaborates with and coaches assigned classroom teachers in planning for specific student learning outcomes based on assessed needs of individual students. Together the classroom teacher and the coach will incorporate the use of data and information to determine each student's current knowledge and skill level, support student learning goals, and assess student progress. These actions support our District goal of meeting our students where they are at academically, socially and emotionally. Because there is limited flexibility in their schedules, it becomes very difficult for our coaches to equitably meet the needs of all of our classroom teachers, and subsequently, some of our students may be left out of the benefits of the teacher/coach collaboration.

Cost:

Making this move will create a .5 opening in Reading Intervention and a .5 opening in Math Intervention

Funded:

The federal government has required that 20% of our latest round of American Rescue Plan Act (ARPA) dollars be used to address learning loss. We will be required to report to the Department of Public Instruction what we did to address that loss and the solutions we developed to help all students move forward in their academic progress. Therefore, the addition of a .5 Reading Interventionist and a .5 Math Interventionist would be covered through CARES Act dollars. In addition, this plan is a 2-3 year plan, with an evaluation of the plan after each year to determine if it is effective in addressing the learning losses of our students. There will be total transparency to all parties involved in this plan that it is a 2-3 year plan from the start.

Reading Intervention Total Increase of 1.0 FTE

Rationale:

If we create the shift in instructional coaching duties as outlined above, then it makes sense at this point in time to also increase our Reading Intervention FTE to 1.0 versus a .5 increase. This 1.0 FTE would cover the .5 FTE that would be given up by removing the .5 Reading Intervention piece from Nikki Calteux's position and creating a .5 increase in Reading Intervention for two of our buildings who have an immediate need.

We would like to increase the Reading Intervention at Grant Elementary to a full 1.0 FTE. Grant Elementary is the only one of our elementary schools without a full 1.0 FTE Reading Intervention. In addition, the enrollment at Grant has been steadily increasing. We propose to move Grant Elementary Reading Intervention time from .75 to a full 1.0 (this will use up .25 of our new hires FTE).

Grove Elementary is a Title I building in our district with increasing reading needs. We propose to use the remaining .25 FTE from the new position to move Grove from a 1.75 Reading Intervention FTE to a full 2.0 Reading Intervention. Absorbing the .5 of Calteux's position and adding .25 to Grant Elementary and .25 to Grove Elementary will create that 1.0 Reading Interventionist position.

Cost and Funded:

This would be a 2-3 year position that would be evaluated each year and would be funded through the CARES Act dollars as explained above.

190 Day contract @ \$45,000 with full benefits

\$80,000 per year - Total of \$240,000 over 3 years

Math Intervention Total Increase of 1.0 FTE

Rationale

If we create the shift in instructional coaching duties as outlined above, then it makes sense at this point in time to also increase our Math Intervention FTE to 1.0 versus a .5 increase. This 1.0 FTE would cover the .5 FTE that would be given up by removing the .5 Reading Intervention piece from Teri Thomas's position and creating a .5 increase in Math Intervention for two of our buildings who have an immediate need.

We would like to increase the Math Intervention at THINK Academy to a .5 FTE. Currently, THINK Academy has a .2 math Intervention allocation which equates to about 42 minutes a day. This is only enough time to meet the needs of 1-2 TIER 3 students receiving Math Intervention. Increasing to a .5 FTE will help address the needs of more of our struggling math students at THINK Academy.

Then, we propose adding the .2 FTE back to Woodside Elementary that we had to take at the beginning of this school year in order to staff our virtual program. This would bring Woodside Elementary's Math Intervention to a full 1.0 FTE which is needed at one of our largest elementary schools in the district.

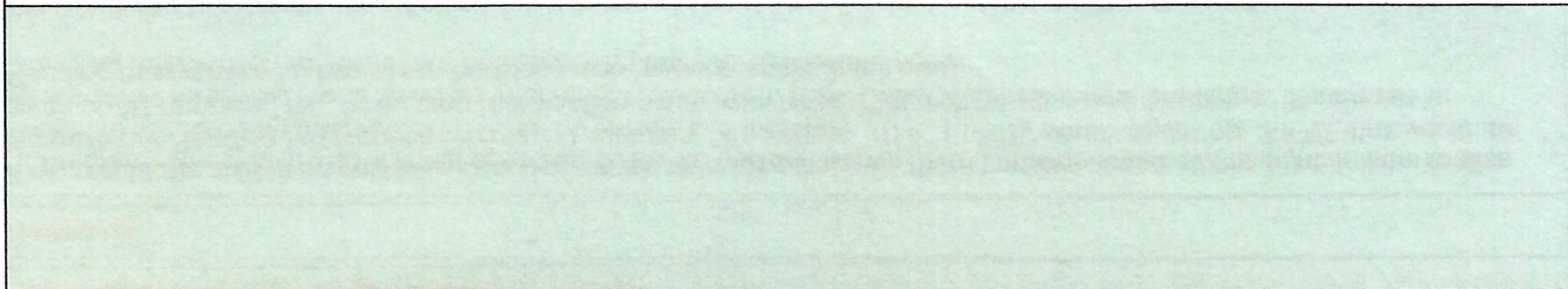
Absorbing the .5 of Thomas's position and adding .3 to THINK Academy and .20 to Woodside Elementary will create that 1.0 Math Interventionist position.

Cost and Funded:

This would be a 2-3 year position that would be evaluated each year and would be funded through the CARES Act dollars as explained above.

190 Day contract @ \$45,000 with full benefits

\$80,000 per year - Total of \$240,000



Moving Elementary Reading Interventionists from 182 day contracts to 190 day contracts
Rationale:

Currently elementary level Reading Interventionists who are not lead interventionists in their buildings work a 182 day contract versus the regular teaching contract of 190 days. Historically, the positions were designed to be a shorter contract prior to the implementation of Rtl. However, the time has come to evaluate the shortened contract for our elementary Reading Interventionists.

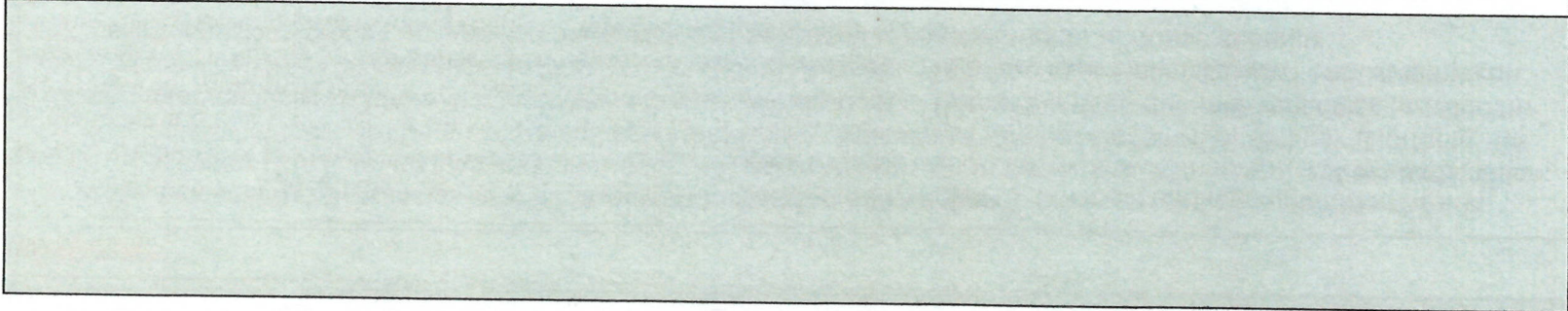
Having these positions as 190 day contracts will allow interventionists to continue working with students through the last days of school. Interventionists will be able to gather more relevant data about student practice when they can work through the end of the year instead of ending interventions in mid May in order to wrap up the paperwork that goes with providing Tier 2 and 3 interventions. The end of the year is a crucial time to set the stage for summer reading and learning.

In addition, increasing the contract allows the interventionists to work within the building the entire year. If interventionists are members of building committees, or have extra duties assigned to them, they are missing almost 2 weeks of time in those roles.

Funded:

We propose that this becomes a permanent change that would impact the overall district budget each year going forward as it would be paid from Fund 10. Those Reading Interventionists who are in Title I buildings may be able to have the salary compensated through Title dollars as well, depending on allocations by the state each year so the impact on the General Budget could change each year.

Approximately a total increase to budget of \$25,000.00 including retirement



Secondary Reading Intervention

Rationale:

Currently, Lincoln High School has .83 FTE assigned to Reading Intervention to provide Reading support for 4 grade levels. Because of the learning loss and the reading struggles brought about due to lack of in person school participation, it is anticipated that there will be an increased need for Reading Intervention time at Lincoln High School. Currently, the Reading Interventionists have a 70 minute block to work with students. During that time, the Interventionists provide the intervention with fidelity for our students for approximately 30 minutes. Then the interventionists work with students on study skills, checking grades, completing homework and serving as a teacher mentor to these students.

We propose hiring a full time instructional aide who would take on the Study Skills role of the Reading Interventionists. During that 70 minute block of time, Reading Interventionists could work with one group of students by providing the intervention and working on reading skills in order to close learning gaps. Then half way through the class block, a second set of students could come to the Reading Interventionist for the same procedure. When the students who are scheduled in this Reading Intervention Block are not working directly with the Reading Interventionist for 30 minutes, they would work with an instructional aid who would go over grades, help with homework, identify missing assignments and provide the educational support that would have previously been provided by the Reading Interventionist.

With this model, the Reading Interventionists at Lincoln High School could see double the amount of students they currently can work with in the 70 minute block.

Cost and Funding:

An Instructional Aide would need to be hired for this proposal to work. This position would be a 2-3 year position that would be evaluated each year and would be funded through the CARES Act dollars as explained above. If this model is working well, and it is determined that the Reading Interventionists can meet more needs, then we may look at making the Instructional Aide position permanent.

7 hours a day - 181 days w/ full benefits ---- \$48,000.00 per year for a 3 year total of \$144,000.00

**Addressing ELA Class Sizes at Lincoln High School and Failure Rates for ELA Overall
Adding a 1.0 FTE to Lincoln High School ELA**

Rationale:

Historically, English Language Arts class sizes have averaged 27 - 29 students at Lincoln High School in required classes like English I, II and III. Additionally, the district has moved Lincoln ELA teacher Miranda Moody to an approximately .2 Secondary ELA Coordinator position. In her coordinator position Miranda has worked closely with WRAMS teachers in developing ELA PLCs at both LHS and WRAMS and has led the charge in creating common assessments on which classroom instruction is developed.

In order to address the LHS large class sizes, student learning loss due to the pandemic and the development of effective PLCs in ELA and to give Miranda more time to work in classrooms and guide Best Practice strategies to help move all students forward and to strengthen our writing and ELA program, the following proposal is being presented.

If we move Miranda to an approximate .5 coach/coordinator/intervention position that currently encompasses the work she is doing as coordinator and adds in more time for pushing into classrooms at WRAMS and the English I, II, and III classrooms at LHS. We would add an additional 1.0 Secondary ELA teacher for Lincoln which would alleviate some of the high class sizes for the English I, II and III classes at Lincoln. This new position would cover the classes that Miranda would give up as she moves into a .5 coach/coordinator/intervention as well as create additional sections of English I, II and III in order to alleviate the high numbers in those classes. This action would move the average class size from 29 students to 25 students on average. Closing the achievement gap in ELA will be a direct result of this move.

Cost:

We would be hiring a 1.0 FTE English Language Arts Teacher at Lincoln High School.

Funded:

This position would be evaluated each year as all FTE positions are evaluated when scheduling. The first 2-3 years of this position could be funded with ESSER dollars as explained above.

190 Day contract @ \$45,000 with full benefits

\$80,000 per year

Addressing Math 7 and Math 8 Class Sizes at Wisconsin Rapids Area Middle School and meeting the needs of both accelerated learners and those in need of intervention

Adding a 1.0 FTE to WRAMS' math department

Rationale:

There are significantly fewer students registered for the accelerated math classes offered in grades 7 and 8 (math 7-8 and Algebra) for the 2021-22 school year. Both courses normally average 60 registrations; currently there are 37 and 29 respectively. As of mid-March the class size projections for middle school math are:

Course	Sect.	Enroll	Ave.
6th Grade	12	313	26.0833
7th Grade	10	297	29.7000
7/8 Grade	2	37	18.5000
8th Grade	11	310	28.1818
Algebra	1	29	29.0000
Total	36	986	27.3889

In order to address the large class size numbers in math 7 and math 8, an additional 1.0 FTE middle school math FTE is requested. The staff member assigned to the position will teach all of the accelerated sections: 2 sections of math 7-8 (.67), 1 section of Algebra (.17) and 1 section of Geometry (.17). This will lower class averages to 24.7 in math 7 and 25.8 for math 8. In addition to lowering class sizes, this will free the math interventionist from enrichment responsibilities thus making her available for more push-in intervention.

This proposal will help meet the needs of all math students in Grades 7 and 8: accelerated students have one individual to provide appropriate challenge, it alleviates higher numbers in the grade-level courses, and it provides flexibility for the math interventionist to focus on students with learning gaps.

Cost:

A 1.0 FTE math 7 teacher at Wisconsin Rapids Area Middle School. This would be a 1 year addition.

Funded: 1.0 FTE to be funded through the ESSER dollars..

190 Day contract @ \$45,000 with full benefits

\$80,000 per year

Summary of Costs Related to Proposal

Position	Description	Year 1 Cost	Paid Through
1.0 Reading Interventionist	190 Day contract @ \$45,000 with full benefits	\$80,000	ESSER Dollars 1-3 years
1.0 Math Interventionist	190 Day contract @ \$45,000 with full benefits	\$80,000	ESSER Dollars 1-3
Move Reading Interventionists to 190 day contracts	Increase 7 Reading Interventionist contracts from 182 days to 190 days	Total for ALL 7 positions affected \$25,000	Fund 10 Permanent
Secondary Reading Intervention Instructional Aide Position	7 hours a day - 181 days w/ full benefits	\$48,000	ESSER Dollars 1-3 years
1.0 FTE ELA Teacher at Lincoln High School.	190 Day contract @ \$45,000 with full benefits	\$80,000	Could be funded through ESSER for years 1-3
1.0 FTE math 7 teacher at WRAMSI. This would be only a 1 year addition.	190 Day contract @ \$45,000 with full benefits	\$80,000	ESSER Dollars
	TOTAL	\$393,000	
	From ESSER for 2-3 years	\$368,000	
	From Fund 10	\$25,000	

4K Program Coordinator Job Description

1. Work closely with 4K teachers and EC teachers to ensure for a smooth transition to Pitsch Early Learning Center
2. Provide professional development to all 4K teachers on applicable topics
3. Communicate regularly with 4K administrator regarding staffing, student, and family needs
4. Attend and LEA IEP meetings as determined by 4K administrator/school psychologist
5. Work closely with the 4K secretary, school psychologist, and other building staff to ensure for a smooth transition
6. Research grant opportunities and work with the 4K administrator and Director of Pupil Services to create a Pitsch Early Learning Center Playground
7. Support ongoing quality improvement at every 4K site
8. Visit and communicate regularly with 4K community teachers and site directors
9. Collaboratively problem-solves issues and concerns that arise during the year with community partners and district administration
10. Facilitate and support a 4K/EC professional learning community
11. Assist 4K secretary with enrollment tasks in the spring of each year
12. Plan an Open House in the fall and provide tours as requested
13. Coordinate and Troubleshoot 4K Transportation with the assistance of the 4K secretary
14. Obtain CPI certification

READING

Percent of students **NOT** passing the Benchmark Level for their grade level at Mid Year.

First Grade (Level G)					Second Grade			
School	Dec. 19/20	Dec. 20/21 Level E	March 20-21 Level G		School	Dec 19/20	Dec. 20/21 Level J	March 20-21 Level L
Grant	17%	39%	39%		Grant	30%	22%	27%
Grove	35%	60%	12%		Grove	16%	44%	31%
Howe	31%	65%	67%		Howe	30%	30%	47%
Mead	35%	79%	68%		Mead	39%	53%	49%
THINK	26%	82%	77%		THINK	32%	53%	40%
Washington	54%	47%	42%		Washington	22%	47%	42%
Woodside	36%	47%	45%		Woodside	27%	33%	36%
Virtual		77%	82%		Virtual		82%	60%

Third Grade					Fourth Grade			
School	Dec 19/20	Dec. 20/21 Level N	March 20-21 Level O		School			March 20-21 Level R
Grant	15%	51%	39%		Grant			51%
Grove	39%	63%	55%		Grove			46%
Howe	37%	31%	20%		Howe			53%
Mead	42%	44%	44%		Mead			50%
THINK	12%	28%	28%		THINK			9%
Washington	33%	32%	29%		Washington			32%
Woodside	45%	29%	41%		Woodside			59%
Virtual		86%	10%		Virtual			33%

End of Trimester 2 Reading Benchmark Results K-5

Percent of students NOT passing the Benchmark Level for their grade level at Mid Year.

Fifth Grade				District				
School			March 20-21 Level U		Grade level		December 20/21	March 20-21
Grant			41%		1st Grade		60%	55%
Grove			14%		2nd Grade		45%	41%
Howe			45%		3rd Grade		45%	36%
Mead			54%		4th Grade			45%
THINK			17%		5th Grade			45%
Washington			57%					
Woodside			50%					
Virtual			54%					

Percent of students NOT passing the Reading Benchmark Level for their grade level at Various times.

Virtual Students - Reading					
Grade level	District 19/20	Virtual December 20/21r	District December 20/21	Virtual March 20/21	District March 20/21
1st Grade		77%	60%	82%	55%
2nd Grade	36%	82%	45%	60%	41%
3rd Grade	24%	86%	45%	10%	36%
4th Grade				33%	45%
5th Grade				54%	45%

End of Trimester 2 Reading Benchmark Results K-5

Brick and Mortar Class Size Average Information - Prior to Trimester 3

	Grant		Grove		Howe		Mead		THINK		Wash		Wood	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
1st Grade	14	14.3	21	8.5	17.7	12.7	17.5	15	20.5	22	18.7	9.7	18.3	17
2nd Grade	17.7	13.3	16	16.5	15.7	12.7	17.7	12	16.7	16	16.3	16.3	21	16.3
3rd Grade	20.5	13.3	14.7	13	20.7	12.3	18	13.3	23	18	20	13.7	16.5	19.3

Historical Data

Class of 2030 - Current 3rd Grade

Reading

Mid-Year 20-21 (December)	Mid-Year 19-20 (December)	Mid-Year 18-19 December
45% Not Meeting Benchmark	26% Not Meeting Benchmark <i>As second grade students</i>	41% Not Meeting Benchmark <i>As first grade students</i>

Class of 2031 - Current 2nd Grade

Reading

Mid-Year 20-21 (December)	Mid-Year 19-20 (December)
45% Not Meeting Benchmark	37% Not Meeting Benchmark <i>As first grade students</i>

Can't compare STAR data as the STAR test is not administered in 1st grade.

**Off-Campus Enrollment Numbers as of 3/15/21
(Not Including Central Oaks)**

	4K	K	1	2	3	4	5	3/15/21	2/19/21	1/22/21	11/30/20	11/25/20	10/26/20	9/30/20	9/9/20
Grant		0	1	4	0	0	3	8	9	9	10	12	10	10	14
Grove		1	5	6	3	2	3	20	28	26	27	25	21	25	52
Howe		5	3	1	5	5	3	22	26	30	31	33	35	49	59
Mead		3	12	9	5	8	6	43	51	53	54	53	55	45	57
THINK		3	2	4	4	2	3	18	20	19	19	19	19	19	18
Washington		3	6	2	1	3	7	22	36	40	41	37	43	39	52
Woodside		6	1	2	5	2	5	21	27	30	32	38	32	30	43
DISTRICT	20							20	23	23	28	28	29	26	
Total by Grade	20	21	30	28	23	22	30	174	220	230	242	245	244	243	295

Central Oaks Enrollment by Grade Level

	3/15/21	2/19/21	1/22/21	11/30/20	11/25/20	10/26/20	9/30/20	9/9/20
4K	40	41	43	45	45	45	45	49
Kindergarten	45	47	48	52	52	51	52	57
1st Grade	43	44	47	52	52	54	54	54
2nd Grade	36	37	37	43	43	41	40	52
3rd Grade	42	43	43	45	45	45	50	54
4th Grade	39	40	40	40	40	38	41	44
5th Grade	36	36	36	37	37	37	40	41
6th Grade	76	77	78	79	76	73	71	64
7th Grade	71	78	77	79	77	66	65	65
8th Grade	72	75	76	72	71	67	58	55
Total Students	500	518	525	544	538	517	516	535

Lincoln Virtual School Enrollment

	3/15/20	2/19/21	1/22/21	11/30/20	10/26/20	9/30/20	9/9/20
Total Students	206	264	265	260	183	171	159

*14 new virtual applications have been received for Term 3

**24 of the 264 virtual students have received letters stating the need for them to return to "in-person" for Term 3 due to failing grades.