



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 7, 2022

LOCATION: Wisconsin Rapids Area Middle School Auditorium
1921 27th Avenue South, Wisc. Rapids, WI

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment
Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.
- IV. Actionable Items
 - A. Board Policy 380.1- Therapy Dogs in School and Policy 380 - Animals in the School for First Reading
 - B. 2022-2023 Strategic Plan
 - C. ESSER III Local Education Agency (LEA) Plan
- IV. Updates
 - A. AGR Mid-Year Report Postponed to March
 - B. Student Summer Travel
- 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 however, no deliberation or action will be taken by other Committees or the full Board of Education.



BACKGROUND

Mary Rayome, Chairperson
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 - A. Board Policy 380.1 - Therapy Dogs in Schools and Board Policy 380 - Animals in the School for First Reading

Throughout the years, the District has had therapy dogs brought into classrooms under strict parameters. As the need to provide social and emotional support for students in our classrooms grows, the benefits of allowing therapy dogs into the learning environment makes sense. After reviewing a number of policies put into place by other school districts, a new formal policy to address the use of therapy dogs in schools at WRPS is being introduced.

In addition, Policy 380 - Animals in the School, should undergo a slight revision to cross reference the new policy 380.1, if it is adopted.

The policies are set out as Attachments A and B

The administration recommends approval of Policy 380.1 - Therapy Dogs in Schools and Policy 380 - Animals in the School for first reading.

- B. 2022-2023 District Strategic Plan

Roxanne Filtz, Director of Curriculum and Instruction, along with Craig Broeren, Superintendent, 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 C sets out the Strategic Plan that will be discussed.

The administration recommends approval of the 2022-2023 Wisconsin Rapids Public School's Strategic Plan.

C. ESSER III Local Education Agency (LEA) Plan

ESSER III, the Elementary and Secondary School Emergency Relief Fund grant program authorized under American Rescue Plan (ARP) Act, provides additional money for local educational agencies (LEAs) to prevent, prepare for, and respond to COVID-19. The ESSER III application includes the Safe Return to In-Person Instruction and Continuity of Services Plan, the ESSER III LEA Plan, Evidence Based Intervention Strategies (EBIS) selection, and the ESSER III budget with at least 20 percent of funds reserved for EBIS. ESSER III initial application and budget submissions are due to DPI by March 11, 2022.

Ms. Filtz will present the District's ESSER III Plan that was created, in part, with input from the districtwide ESSER III Planning Committee. The plan will be posted to the District webpage for stakeholder comment before being submitted to the DPI for approval before March 11, 2022. The ESSER III LEA Plan is set out as Attachment D.

The administration recommends approval of the LEA ESSER III Grant Funding Plan.

V. Updates

A. AGR Mid-Year Report Postponed to March

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. This report typically comes to the Board in February.

Many schools have not yet been able to complete the necessary screening for the AGR Mid-Year Report due to high student and teacher absences. Therefore, Ms. Filtz will present the completed Mid-year AGR Report to the Board in March instead of providing incomplete information at this point.

B. Student Summer Travel

Two student trips abroad, one to Ecuador and one to France, that are scheduled for Summer 2022 are being postponed. The decision to postpone the trips was made before January 31, 2022, in order to minimize the amount of financial loss students and families would experience. The trips are being rescheduled for Summer 2023.

VI. 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.

VII. 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:

- RaiderAid Update (March)
- AGR Mid-Year Report (March)
- Early College Credit Program/Start College Now (April)
- Agenda Planners (May)
- K-5 Physical Education Curriculum Maps/Acquisition Update (May)

380.1 THERAPY DOGS IN SCHOOLS

The Board of Education supports the use of therapy dogs by school personnel or other qualified individuals (hereinafter referred to as “handler”) for the benefit of its students, subject to the conditions of this policy.

A “therapy dog,” as defined by this policy, is a dog that has been individually trained and certified to work with its handler to provide emotional support, well-being, or comfort to school district students. Therapy dogs are the personal property of the handler and are not owned by the District. Therapy dogs are not “service animals” as defined within the Americans with Disabilities Act. The use of service animals in the schools is governed by District Policy. Therapy dogs are meant to help all students and are not specifically identified as support for those students with documented disabilities.

Therapy Dog Standards and Requirements

The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school grounds:

1. **Submission of Written Request.** A handler wishing to bring a therapy dog to school must submit their written request to a principal or designated building administrator. Prior approval must be secured before the animal may be presented. The request must be renewed each school year, or whenever a different therapy dog will be used.
2. **Training, Registration and Identification.** The therapy dog must be at least one year old, registered as a therapy dog pursuant to the list below, and wear appropriate identification signifying it as a therapy dog at all times.

Only therapy dogs that hold the current title of American Kennel Club Therapy Dog or that are registered/certified by one of the following national therapy dog organizations will be approved:

- a. Alliance of Therapy Dogs - Nationwide Therapy Dog Association
- b. Therapy Dogs International
- c. Pet Partners
- d. Bright and Beautiful Therapy Dogs
- e. Love on a Leash

All certificates of registration must be submitted at the time of the request to bring a therapy dog to school. The certifications must remain current at all times.

3. **Pet License.** The therapy dog must be properly licensed in the county in which they are kept. They must wear their license identification tag at all times. The handler must submit proof of current licensure from the local licensing authority at the time of the request to bring a therapy dog to school.
4. **Health and Safety.** The therapy dog must be clean, well groomed, in good health, housebroken, and immunized against diseases common to dogs. Proof of the therapy dog’s current vaccinations and immunizations from a licensed veterinarian must be submitted at the time of the request to bring a therapy dog to school.

The therapy dog must not pose a health or safety risk to any student, employee, or other person at school. Health risks include allergies. If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the handler of the animal will be required to remove the animal to an alternative location designated by an administrator if such location is available.

5. **Proof of Insurance and Liability.** The handler of a therapy dog is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy dog. The handler must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property.
6. **Behavior Expectations and Control.** Therapy dogs must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. The therapy dog should not display any behavior infringing on the rights of others or disrupting the educational process, including sniffing, begging, whining, growling, barking, wandering, jumping or any other undesirable behavior. When there is a difference between their governing therapy organization or the school system policy/procedure, the handler must abide by the more stringent rules.

A therapy dog must be under the control of the handler through the use of a 4-foot leash or other tether. The handler shall only allow the therapy dog to be in areas in school buildings or on school property that are authorized by school administrators.

7. **Supervision and Care of Therapy Dogs.** The handler is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy dog.

Even if the above requirements are met, the District reserves the right to deny the use of a therapy dog in the schools.

Exclusion or Removal of a Therapy Dog from School Property

The goal of the presence of a therapy dog is to positively enrich the learning environment. Any deviation from this will result in removal of the therapy dog from school property. A therapy dog may be excluded from school property and buildings if a school administrator determines that:

- a. A handler does not have control of the therapy dog;
- b. The therapy dog is not housebroken;
- c. The therapy dog presents a direct and immediate threat to others in the school; or
- d. The dog's presence otherwise interferes with the educational process.

CROSS REF: 380 – Animals in the School

APPROVED: **TBD**

380 ANIMALS IN THE SCHOOL

The Board recognizes that animals have educational value in the school setting, but only under conditions that insure the safety and well-being of the students, staff, and the animal. Live animals in the classroom provide opportunities to learn about diversity, habitat, humane care, animal growth and development, reproduction and behavior. A teacher must have a clear understanding of and a strong commitment to the responsible care of living animals before making any decision to use live animals for educational study. Preparation for the use of live animals should include acquisition of knowledge on care appropriate to the species being used including housing, food, exercise, and the appropriate placement of the animals at the conclusion of the study. Reputable pet stores in the community are excellent resources to help a teacher answer these questions.

Prior approval must be received from the building administrator before any animals are brought into the school (appendix *Exhibit A*). Animals in schools shall be planned and approved in accordance with established procedures.

Purpose of Animals in the Schools Policy

A written, Board-approved Animals in the Schools policy will:

- Ensure a safe learning environment for both people and animals
- Maximize the beneficial impacts of animals in the school setting
- Establish guidelines for the integration of an animal into the classroom setting
- Help teachers with the decision-making process with regards to whether or not to include an animal into the classroom setting
- Provide guidelines for animal visitations to the classroom

Resident Animals in Schools

Consideration of a Resident Animal

Live animals in the classroom provide opportunities to learn about diversity, habitat, humane care, animal growth and development, reproduction and behavior.

A teacher must have a clear understanding of and a strong commitment to the responsible care of living animals before making any decision to use live animals for educational study. Preparation for the use of live animals should include acquisition of knowledge on care appropriate to the species being used including housing, food, exercise, and the appropriate placement of the animals at the conclusion of the study. The Humane Society, pet stores and veterinarians in the community are excellent resources to help a teacher answer these questions.

Animal Selection

Teachers considering an animal must assure that animals entering the classroom are healthy and free of transmissible diseases or other problems that may endanger human health.

Approval of Resident Animal

Prior approval of the building administrator must be obtained before consideration is given to an animal residing in the school setting. The building administrator, nurse, and requesting teacher will consider all aspects of this policy prior to approving a study of health risks to students and staff members that will be using the classroom space in which the animal will reside.

Upon the approval of the building administrator, the requesting teacher will survey all students and staff using an allergy information form (appendix *Exhibit B*). The teacher should modify the top portion of the form to reflect the animal being considered as a resident animal.

When all student allergy survey forms have been returned, the building administrator, nurse and requesting teacher will review the data and make a final decision regarding the approval of a resident animal. Student allergy forms should be kept on file at the building office.

Care of Resident Animal

The classroom teacher must assume primary responsibility for the humane treatment of the animal while in the classroom. Animals must be properly housed, have adequate food and water, and their habitats must be kept clean on a daily basis.

The classroom teacher is responsible for developing guidelines for student/animal interaction. These guidelines should include student training on how to handle the animal.

Education with animals should be used to re-emphasize proper hygiene and hand washing recommendations. All children who handle animals should be instructed to wash their hands immediately after handling them.

Animals should not be allowed in the vicinity of sinks where children wash their hands, in any area where food is prepared, stored, or served, or in areas used for the cleaning or storage of food utensils or dishes. Children should not be allowed to handle or clean up any form of animal waste (feces, urine, blood, etc.). Animal wastes should be disposed of in accordance with universal precaution's procedures as referenced in the district's blood borne pathogen policy.

Animals should not be allowed to roam free around the classroom or school.

If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety. No animals will be housed in the schools during the summer break or when school is not in session. Students are allowed to take the animal(s) home with parent permission.

Any time a resident animal bites or scratches a person, the classroom teacher will notify the building administrator, parents, and the school nurse. It is the responsibility of the building administrator to determine if additional measures need to be taken.

There should be a plan in place to provide for the care of resident animals in the event of an emergency school closing.

If the teachers and/or building administrator becomes aware of potentially harmful health or safety concerns, adverse smells or disruptive sounds regarding animals in the school, he/she is directed to take appropriate steps, including removal of the animal if necessary.

Transportation of Animals

Animals may not be transported on school buses with the exception of animals certified to assist persons with disabilities.

Animal Visitation to Schools

From time to time there will be a request by a student, parent, PTA, or other organization to allow an animal to visit the school setting. The building administrator must approve all requests for such visitation. The same guidelines as those considered when approving a resident animal should be taken into consideration when determining whether an animal visitation may occur.

Certified Service Dogs

Dogs that are specifically certified to assist individuals with disabilities will be permitted on district property and at district events. For students, the need for a service dog will be documented in the individual educational plan (IEP). This plan will also include any necessary precautions.

CROSS REF: **380.1 – Therapy Dogs in Schools**

APPROVED: July 9, 2001

Revised: **TBD**



**DRAFT FOR
BOARD REVIEW
February, 2022**

ATTACHMENT C

WISCONSIN RAPIDS PUBLIC SCHOOLS

◆ District Strategic Plan ◆

Updated and Approved by the Board of Education on ~~February 8, 2021~~ February 14, 2022



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 8 14, 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 <u>Continue updating the District Technology Replacement Plan</u> technology replacement/IT infrastructure plan which sets out timelines and financial funding options	2019	On-going		Phillip Bickelhaupt, ITC, Administration	Formal document updated/revised continually and shared
Finalize and implement a district K-12 <u>Based on the K-12 Wisconsin Information and Technology Literacy Standards (ITLS), develop a plan to continue</u> technology integration scope and sequence <u>integration of technology standards into curriculum maps for each content area</u> (curriculum mapping)	2013 <u>22</u>	<u>2021-22</u> <u>On-going</u>		Phillip Bickelhaupt, ITC, <u>Curriculum Dept.</u> , Administration	Formal document finalized and shared <u>Periodic updates to the Board on progress being made to integrate standards into content area curriculum maps</u>
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
Expand partnerships with community broadband internet providers to provide affordable connectivity solutions that will help close the digital equity gap among WRPS families	2021	2022	✓	Phillip Bickelhaupt, ITC	Connections with providers and agreements in place
Develop and implement a comprehensive cybersecurity incident response plan	2021	2022		Phillip Bickelhaupt, Technology Support Dept., Administration	Formal document finalized and shared

With the successful passage of the referendum in April of 2021, the Technology Department has started purchasing new equipment and putting plans in place to start upgrading networking infrastructure that is set out in the District Technology Replacement Plan. Along with these purchases, we have been continually updating and modifying the plan as new items are purchased since implementing technology upgrades is an on-going process.

Additionally, the District is still working through the best approach to expand our use of the Canvas Learning Management System (LMS) in grades six through twelve to make nearly all classroom curriculum and content available online for students. While we are nearly complete at Lincoln, we still have work to do at the middle school level. Furthermore, the pandemic exposed a significant gap in reliable in-home high speed internet access and access to reliable computing devices. The Technology Department has developed the “Stay Connected Program” which we believe will address both of these issues. First and foremost, a long term relationship with Solarus has been formed to offer a low cost in-home solution for families which will provide a reliable internet connection. The District has also implemented a 1:1 learning environment in grades three through five that would allow for students to take home devices if the need would arise. Currently all devices stay at school, but could be checked out by students to take home if needed.

Moreover, the Information and Technology Literacy Standards (ITLS) have been revised in such a way that they are now meant to be integrated throughout the various curriculum areas versus being standalone standards. As a District, we will identify where each of these standards fits within our existing curriculum and revise our curriculum maps to reflect this. In addition, we will identify which standards are not currently being addressed within our curriculum and make the necessary changes and implementations in order to successfully teach all of the ITL standards.

Lastly, the Technology Department continues to develop a comprehensive cybersecurity and incident response plan. Cybersecurity attacks are on the rise and will continue to be on the rise. In fact, it has been said that it is not a matter of if, it is a matter of when. While the District has taken significant steps to mitigate against an attack, there is always a risk. Part of the cybersecurity plan will address several changes in the upcoming year including the enforcement of a more stringent password policy, potential for cybersecurity training for all staff, and possibly implementing two-factor authentication for staff.



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 <u>along with a uniform and cohesive district-wide data tracking system (Educlimber)</u>	Fall, 2014 <u>21</u>	June, 2024 <u>23</u>		Behavior & Mental Wellness Committee <u>Pupil Services</u>	Behavior interventions implemented, <u>data tracking system in place with appropriate PD offered</u>
Create an awareness of and identify issues <u>Provide professional development and support for staff involving issues</u> associated with social, emotional, and behavioral well-being	Fall, 2016 <u>22</u>	On-going		Curriculum, Pupil Services, Behavior & Mental Wellness Committee	Reduced behavioral referrals and/or suspensions
Create a uniform and cohesive district-wide system to track student behavior	January, 2018	2021-22		Curriculum, Pupil Services, Behavior & Mental Wellness Committee	Data collection system
Expand/establish connections with community agencies to provide mental health service options for students within schools	Fall, 2018	On-going		Curriculum, Pupil Services, Behavior & Mental Wellness Committee	Connections with providers enhanced and signed MOU's on file with a variety of community agencies
Enhance collaboration with Wood County Health and Human Services agencies to enhance or improve services for students	Fall, 2019	On-going		Administration, Curriculum, Pupil Services	Connections with agencies enhanced and collaborative projects identified
With involvement from community mental health providers, develop a system <u>continue</u> to address the issue of suicide among students and provide professional development for WRPS staff related to suicide prevention	Spring, 2020	On-going		Pupil Services, Curriculum, Behavior & Mental Wellness Committee	Report progress to Board

Meeting students' mental health and behavioral needs through the District's RtI framework continues to be of utmost importance as students continue to experience mental health issues such as depression and anxiety. The District has implemented social and emotional learning competencies district wide as well as hired a district Social Emotional Learning (SEL) Coordinator. We are in the process of researching SEL curriculum to use district wide.

We have a universal behavioral health screener and behavioral interventions for students in kindergarten through fifth grade. We continue to work with staff on the implementation, utilization, and evaluation of these behavioral interventions. We are in the process of implementing eduClimber, which will create a single, district-wide system that will integrate all district data (academic and behavioral). These initiatives will allow us to better examine needs of the whole child and monitor the effectiveness of implemented interventions.

In addition, we have continued to collaborate with outside providers and Wood County Health and Human Services agencies to enhance and improve services for students. We have signed MOU's with local counseling agencies and have implemented Gaggle Therapy district wide. Gaggle Therapy matches students with counselors licensed in our state to provide secure weekly video sessions. Gaggle was implemented as a way to offset the local counselor shortage. We have also continued to strengthen our relationship with Wood County Human Services through a signed MOU, increased collaboration, and more frequent meetings.

Lastly, the District is committed to continuing to address the issue of suicide. All staff members participate annually in suicide prevention and education trainings. Students in grades six through twelve participate in "Signs of Suicide" presentations as well as a Signs of Suicide Survey. Survey results are used by district staff to identify and provide follow up services to students in need. Building trusted relationships with students to better meet their needs is continually a focus across the district.



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 <u>continue</u> 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 <u>Based on state standards, PLCs will focus on meaningful technology integration into instruction to best meet the needs of all learners.</u>	2018	On-going		Curriculum Dept., Technology Dept.	<i>Development of WRPS Library & Technology Plan <u>Technology Standards will be integrated into individual curricula area maps and reviewed via the teacher evaluation process</u></i>
Develop methods to evaluate RtI / PLC integration	Spring, 2020	2021-22 <u>2022-23</u>		Curriculum Dept., Pupil Services, Technology	<i>Evaluation methods identified</i>

All Action Steps under Objective 3 address the challenge of having the tools and resources needed to help all students thrive academically as they return for the 2021-22 school year, and educators work to assess any learning progress concerns and “meet students where they are” following the difficult circumstances and uncertainties of the 2020-21 school year. Over 100 professional staff members participated in an opportunity to attend a national conference hosted by the District in August, 2021 at which experts were brought in from Solution Tree to lay the groundwork for successful Professional Learning Communities (PLC) implementation.

We have working PLCs developed in each of our school buildings. Each building PLC may be at a different level of development, but all are in the process of identifying what students need to know, using data to determine the degree of learning occurring, and then discussing what measures to take for students who do not yet know and understand the material. Staff are also working to identify students who have mastered the material and perhaps now need enrichment. Teachers are continuing to collaboratively create common assessments in all areas and plan to use data from these common assessments to help inform their teaching practice.

We currently have a district team working with CESA 5 to identify and analyze achievement gaps within our district. This Disproportionality Team meets bimonthly to analyze current data and determine next steps in meeting the needs of our identified population.

Our administrative team is working with US² to increase their capacity to identify and respond to inequities in our buildings. In addition, many DEU opportunities have been offered to our professional staff to help increase their knowledge and implementation of inclusive practices.

Based on Objective 1, PLCs will focus on intentionally infusing the technology integration standards into all instruction.

We are currently working on identifying and developing methods to evaluate RtI/PLC integration.



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	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>
Continue to explore creative ways to utilize vacant facilities	2016-17	On-going	On-going	Administration	<i>Plans are in place and/or buildings are being used</i>
Continue to plan and explore financial options for athletic facility upgrades	2015-16	2021-22	On-going	Administration	<i>Proposal to Board</i>

District facilities and surrounding properties are continually maintained through a preventive maintenance program implemented by the Buildings & Grounds Department. Equipment replacement cycles are monitored and purchasing recommendations are brought forward at the appropriate time. The 10-Year Facility Plan continues to be a guide for prioritizing facility needs and updates.

The District was fortunate to secure funding in creative ways through Legacy Foundation grant writing, fund raising, and expanding marketing opportunities which allowed for the South Wood County stadium to experience upgrades well beyond simple track replacement, and for the new multi-million dollar Quadplex project being built to become a reality.

With the Boys & Girls Club vacating the Pitsch facility in the spring of 2021, the WRPS Pitsch Early Learning Center opened its doors to meet the needs of early learners beginning with the 2021-22 school year. Additionally, the Central Oaks Academy virtual program was moved from Grant Elementary to the former East Jr. High location. These educational spaces are working out well to meet the unique needs of each of these programs. Certain classrooms in the East facility may be utilized in the first two trimesters of the 2022-23 school year by Lincoln High School to host science coursework as the science areas at the Lincoln facility receive an upgrade as a result of the passed referendum. The administration continues to explore other uses for the vacant spaces at East that will benefit students as well as the community, and has consistently scheduled a number of District and community events/trainings in the building throughout the year.

CESA 5 continues to lease vacant Vesper Elementary building space.



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	<u>2021-22</u> <u>2022-23</u>	<u>In Process</u>	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	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; <u>ensure new employees receive safety training during onboarding process</u>	On-going	On-going	On-going	Administration	Completed a Review and Revision of District Crisis Plan, <u>Staff Drills Operate Smoothly, On-going Training, Drills, and Updates to Individual Building Safety Plans Occurs</u>
Investigate and implement new technologies to improve current security measures	On-going	On-going	On-going	Ed Allison, Phillip Bickelhaupt, Building Principals, Police Liaison Officers	Installed Security Hardware & Technology

The District Crisis Response Plan was recently reviewed and approved by the Board in accordance with State requirements. Safety planning and procedures continue to evolve as information emerges around the topic of school safety. Each individual building reviews and makes updates to all relevant aspects of their particular building-level plan on an annual basis.

Threat assessment protocols have been developed and incorporated into the District Crisis Plan, and staff training has occurred.

Reunification plans have been incorporated into the District Crisis Plan, and will continue to be refined throughout the 2022-23 school year with assistance from community partners, including law enforcement representatives.

Staff training occurs annually around school safety with drills and table top exercises occurring. The administration will be incorporating a school safety component into the New Colleague Orientation that occurs in August, and ensure that new staff hired throughout the course of the year are made aware of school safety protocols throughout the onboarding process.

The passage of the April, 2021 capital referendum will bring significant upgrades to all building entrances as the District continues to explore ways in which to enhance school safety.



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	
Implement Compassion Resilience training for staff	Pilot Beginning January, 2021 <u>2021-22</u>	2023-24 <u>2022-23</u>		Administration	<i>Professional Development opportunities for staff; training accomplished</i>

Promoting a healthy lifestyle for students and staff has continued to be at the forefront of daily operations around the district. All students have had the option of attending school in-person five days a week since September of this school year with the exception of when they are quarantined as close contacts per Wood County Health Department requirements. Students also have the option to attend one of the District’s virtual programs.

To assist with the initiative to keep students learning in person, departments have ensured students have access to masks, sanitizers, and space in which they can physically distance. Student and staff health has continued to be 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 this school year. In addition to implementing strategies promoting physical well-being, the District continues to explore and implement initiatives related to social, emotional, and mental health well-being in an effort to ensure that all needs and barriers to learning are addressed.

The focus for staff wellness has been on mental well-being. To support staff well-being, we have implemented the “Compassion Resilience Toolkit for Educators,” which focuses on:

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

We currently have over forty district staff members trained to facilitate Compassion Resilience lessons and all professional staff are participating in the training this school year. Depending on the building, professional staff will either complete all eight sessions this year or they will complete four sessions this year and four next school year.



OBJECTIVE 7: <i>Explore the possibility of asking voters to approve of exceeding state imposed revenue limits to meet identified expenses <u>Ensure all April, 2021 referendum projects and expenditures are monitored through to completion</u></i>	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>Referendum scheduled for April, 2021</i>
<u>Oversight and monitoring of capital referendum projects</u>	<u>2021-22</u>	<u>2023-24</u>		<u>Administration</u>	<u>Projects Completed</u>
<u>Allocate and track expenditures tied to operational levy override referendum for purposes of curriculum and technology instruction</u>	<u>2021-22</u>	<u>2025-26</u>		<u>Administration</u>	<u>Reports to Board</u>

With the successful passage of the capital and operational referendums in April, 2021, the administration is now working through timelines, bid openings, and scheduling for the capital projects to occur. Through close collaboration with the construction manager and architect, projects will be pushed for completion on time and within budget.

Purchases in the area of curriculum and technology have begun as outlined in the operational levy override portion of the referendum. As was the case in the 2006 referendum, dollars from this five-year levy override will be budgeted and spent wisely.

Periodic progress and expenditure updates from both the capital and operational referendum will be provided to the Board at appropriate intervals.



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>
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	2021	2022-23		Administration, Curriculum, Technology, Pupil Services	<i>Report to Board on specific innovative instructional approaches and/or uses of technology identified which will be continued or built upon</i>

As a result of the challenges that the COVID-19 pandemic brought to our district, our teaching staff has learned to adapt instruction and integrate technology into curricula that has allowed student learning to continue under the restrictions of the pandemic and strengthen communication among stakeholders. As a district we have learned many innovative ways to reach our students no matter if they are participating in off-campus learning, in-person learning or a combination of each. We continue to offer DEU opportunities for staff to learn new ways to use technology as a learning tool for both in-person and off-campus learning. A large majority of these classes are led by professional staff within the District who have tried new ways of engaging students using technology and are subsequently sharing their experiences with their colleagues.

We continue to offer the Innovation Grant each year, supporting grant winners with \$1,000.00 for supplies and materials as well as a \$1,000.00 stipend for implementation in order to bring their ideas to fruition. Three more grant winners were chosen for implementation during the 2021-22 school year.

Before the end of the 2021-2022 school year, the administration plans to provide a presentation to the Board of Education which outlines specific innovative instructional practices and/or uses of technology that have either been implemented already, or that will be implemented in the future.



<u>NEW OBJECTIVE 9:</u> <u>Develop a plan to utilize ESSER III funds and track progress and expenditures</u>	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
<u>Tasks/Action Steps:</u>					
<u>Develop a plan for the use of ESSER III funds, including the required 20% of funding slated for Evidence Based Intervention Strategies</u>	<u>2021-22</u>	<u>June, 2022</u>		<u>Administration, ESSER Committee, Curriculum, Pupil Services, Board</u>	<u>Plan reviewed and approved by Board</u>
<u>Implement ESSER III Plan funding projects and monitor for impact</u>	<u>2021-22</u>	<u>2023-24</u>		<u>Administration, Curriculum, Pupil Services</u>	<u>Updates and reports based upon evidence presented to Board</u>

The COVID-19 pandemic has provided unique funding opportunities for school districts, including the most recent round of federal grant dollars to states through the Elementary and Secondary School Emergency Relief Fund (ESSER III). WRPS is slated to receive approximately \$7,068,584 from ESSER III, of which 20% (\$1,413,716) must be dedicated toward addressing the academic impact of lost instructional time through the implementation of Evidence-Based Intervention Strategies (EBIS). An ESSER III Planning Committee has been formed to develop a plan for the EBIS funds. The plan will include ways in which to solicit feedback from local stakeholders, and a final recommendation will be brought to the Board before March, 2022 for consideration and approval.

One aspect of the ESSER III Plan includes a requirement to develop a “Safe Return to In-Person and Continuity of Services Plan.” The administration developed this plan and it was approved by the Board on November 8, 2021 and subsequently posted to the District website as required under the ESSER III grant parameters. Periodic updates to the Safe Return to In-Person Instruction and Continuity of Services Plan will be provided to the Board in six month intervals as outlined in the plan. The tentative dates scheduled for these updates include May 9, 2022; November 14, 2022; May 8, 2023; and September 11, 2023.

Timelines associated with the implementation of the ESSER III Plan will be developed to ensure that expenditures and affiliated requirements take place within the grant’s expiration deadline of September 30, 2024.



**ESSER III Formula Grant
Local Educational Agency (LEA) Plan**



*Wisconsin Rapids Public School District
January 2022*

**Wisconsin Rapids Public Schools
ESSER III LEA Plan**

Background:

The American Rescue Plan (ARP) Act was passed in March 2021. The ARP act authorized the Elementary and Secondary School Emergency Relief (ESSER III) fund grant program. ESSER III supplements ESSER I created by the Coronavirus Aid, Relief, and Economic Security (CARES) Act in March 2020, and ESSER II created by the Coronavirus Response and Relief Supplemental Appropriations (CRSSA) Act passed in December 2020. ESSER III provides additional non-recurring funding to Local Educational Agencies (LEAs) to prevent, prepare for, and respond to COVID-19.

An ESSER III Planning Committee has been meeting since October, 2021 to develop a plan for use of the anticipated funding. Committee members include:

Craig Broeren - Superintendent	Jennifer Wilhorn - Asst. Dir. of Curriculum
Roxanne Filtz - Director of Curriculum	Elizabeth Van Berkel - Asst. Pupil Services Director
Steven Hepp - Pupil Services Director	Tina Miller - Principal/Howe Elementary
William Oswald - Asst. Principal - WRAMS	Katherine Saylor - Elementary Reading Interventionist
Kelly Look - 1st Grade teacher - Washington	Lynnette Mitchell - Math Interventionist - WRAMS
Paula Reaves - Social Studies teacher - LHS	Sara Boyce - Cross-categorical teacher - LHS
Chris Klopotek - School Psychologist	Tessa Gruszynski - School Social Worker
Sunshine Broeren - Occupational Therapist/ Social-Emotional Learning Coordinator	
Maurine Hodgson - Executive Assistant - Superintendent and Board of Education	

WRPS is expected to receive **\$7,081,249.00** in ESSER III funding. Funds may be used to support the District's response to the COVID-19 pandemic and must be utilized between March 2020 and September 30, 2024. Funds are intended to help safely reopen and sustain the safe operation of schools as well as address the pandemic's impact on WRPS students.

School districts and charter schools must use a *minimum of 20%* to implement Evidence-Based Intervention Strategies (EBIS) to address lost learning opportunities. For WRPS, this 20% equates to \$1,413,717. Districts must ensure that interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

Underrepresented subgroups specifically mentioned in United States Department of Education guidance as likely to have been disproportionately affected by COVID-19 include: each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.

The use of ESSER III Funds can fall into a variety of categories which could include: Preparedness and Response, Addressing Longterm School Closure, Outreach and Services for Special Populations, Mental Health Services and Supports, and Education Technology. This is not an exhaustive list, but gives some insight into areas where dollars can be spent.

While there are specific requirements to be met in order to receive ESSER III funding, this grant provides a unique opportunity for school districts to capitalize on implementing activities that assess and address lost learning opportunities caused by the pandemic and support student mental and emotional health and well being. The ESSER III plan being recommended specifically allocates \$4,996,138 toward EBIS with the remaining \$2,085,111 earmarked to address other needs brought on by the pandemic. The plan is divided into different categories, and each category includes a narrative explaining the positive impact this funding will have to support student success.

**Wisconsin Rapids Public Schools
ESSER III LEA Plan**

Personnel

Objective <i>Decrease overall class sizes (teacher:student) so that more targeted instruction can occur within the classroom setting. In addition, hire support staff to help with learning needs as well as explore the possibility of bringing a data manager into the district.</i>	Evidence Based Intervention Strategy (if applicable)	Dollar Amount	Evidence of Success
Tasks/Action Steps			
Hire 9 classroom teachers at the elementary level funded by ESSER for 3 years	<input type="checkbox"/> Organizing Instruction and Study to Improve Student Learning <input type="checkbox"/> Transition Improvement <input type="checkbox"/> Expanded and Enriched Learning Time and Opportunities	\$600,000 for SY 2021-22 \$620,000 for SY 2022-2023 \$645,000 for SY 2023-2024 Total = \$1,865,000	An improvement in student scores on classroom assessments, District screeners and state tests. Anecdotal evidence from students and teachers Improvements in school attendance numbers
Hire 1 Reading Interventionist and 1 Math Interventionist funded by ESSER for 3 years Hire 1 Math Interventionist for 1 year at WRAMS 2021-2022	<input type="checkbox"/> Administering and Using High-Quality Assessments <input type="checkbox"/> MLSS in Reading/Math/PBIS Supported by Wisconsin Rtl Center <input type="checkbox"/> Assisting Elementary Students Struggling with Mathematics <input type="checkbox"/> Foundational Skills to Support K-3 Reading	\$234,000 for SY 2021-2022 \$120,000 for SY 2022-2023 \$125,000 for SY 2023-2024 Total = \$479,000	A decrease in the number of students referred for Tier 3 intervention An increase in district screener scores The individual progress of students receiving intervention services
Hire an ELL teacher at the elementary level funded by ESSER for 3 years	<input type="checkbox"/> MLSS in Reading/Math/PBIS Supported by Wisconsin Rtl Center <input type="checkbox"/> Evidence-Based Strategies for Social and Emotional Learning and Mental Health	\$62,138.00 for SY 2021-2022 \$65,000.00 for SY 2022-2023 \$68,000 for SY 2023-2024 Total = \$195,138.00	An increase in ACCESS scores. Anecdotal evidence from students and teachers An increase in the scores of regular education classroom assessments
Hire 7 special education aides (some full time and some part time) funded by ESSER for 3 years	<input type="checkbox"/> Compensatory Education, Additional Services, or COVID-Impact Services for Students with IEPs <input type="checkbox"/> High-Leverage Practices in Special Education	\$132,000 for SY 2021-2022 \$136,000 for SY 2022-2023 \$139,000 for SY 2023-2024 Total = \$407,000	A decrease in behavioral incidents causing removal from classroom An increase in overall classroom academic success Anecdotal evidence outlining engagement of students

**Wisconsin Rapids Public Schools
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Hire an extra health aide funded by ESSER for 3 years	N/A	\$20,000 for SY 2021-2022 \$23,000 for SY 2022-2023 \$26,000 for SY 2023-2024 Total = \$69,000	
Hire 5 Student Engagement Facilitators for 2 years	<input type="checkbox"/> Evidence-Based Strategies for Social and Emotional Learning and Mental Health <input type="checkbox"/> Preventing Dropout in Secondary Schools <input type="checkbox"/> Assisting Elementary Students Struggling with Mathematics <input type="checkbox"/> Transition Improvement	\$650,000 for SY 2022-2023 \$670,000 for SY 2023-2024 Total = \$1,320,000	<p>A decrease in behavioral incidents causing removal from classroom</p> <p>An increase in overall classroom academic success</p> <p>Anecdotal evidence outlining engagement of students</p> <p>Overall building moral will show improvement</p>
Develop a data manager position and consider hiring for the position	N/A	TBD	
	Total Budgeted through 9/2024	EBIS	Non-EBIS
	\$4,335,138	\$4,266,138	\$69,000

Rationale:

When our district was looking at ways to make the biggest impact for students with our ESSER Grant dollars we first looked to personnel. It was decided early on to decrease class sizes for 2-3 years and used dollars from ESSER I and ESSER II to help support that move. We currently have the above personnel slated to be paid from ESSER III funds, with the hope that we can keep these people on through the 2023-2024 school year. The 9 elementary classroom teachers were specifically put in place to help alleviate class size numbers so there could be more targeted instruction and individualized support for our youngest students. The interventionist time was increased because District screener data indicated an uptick in the number of students falling into the Tier 2 level, and Tier 3 numbers were also increasing. Our belief is that if we provide the support at the youngest grades, we can make the most impact on future student success. This is the same rationale used for hiring another ELL position at the elementary level. The middle school math interventionist position was added as a one year position to help bring kids back up to grade level.

When students returned from off campus learning, we recognized very quickly that our youngest students were having great difficulty adjusting to the “school” routine. We are seeing behaviors at our very youngest grades that are causing disruptions to the learning process. In order to address many of these issues, the District has hired 7 special education/instructional aides, in a mixture of full time and part time positions. We have a larger number of students who need one-on-one support this year. Our goal is to intervene as quickly as we can so that we can help students adapt to the learning environment and provide support to teachers seeking ways to engage students in the learning process. That leads us to the rationale for hiring our Student Engagement Facilitators. We currently have 5 Instructional Coaches district wide. We have revised the role of these positions to include more student engagement collaboration between this position and the classroom teachers. This revised position will also serve as a family liaison when needed and will work to help target social and emotional learning and make those practices integrate seamlessly within our curriculum. The 5 new positions are in addition to the 5 Instructional Coaching positions already

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in existence. Our goal is to provide one Student Engagement Facilitator position at each building with a goal for this individual to fully immerse themselves in the school's culture and build strong student, staff, and family relationships. This person will work collaboratively with the building administration, school counselors, school psychs and other support personnel in the building. The recommendation is to fund this position for two years using ESSER III funds.

Finally, we are exploring the possibility of bringing a data manager into the district to aid with extraction and analysis of data to inform instruction and make data driven decisions that positively impact student outcomes. The data manager could be an educator, someone outside of education, or a university intern who is working on their PhD. We are only in the planning phase of this position right now.

Purchased Services - Professional Development, Computer Programs, Outside Support, Etc.

Objective <i>Provide a variety of services to classroom teachers, building administrators and support staff to address the all around well being of students and mitigate any learning losses experienced as a result of the pandemic.</i>	Evidence Based Intervention Strategy (if applicable)	Dollar Amount	Evidence of Success
Tasks/Action Steps			
Purchase Software as a Service in multiple discipline areas - in particular ELA and Mathematics Instruction	<input type="checkbox"/> Administering and Using High-Quality Assessments <input type="checkbox"/> Integrated Student Supports <input type="checkbox"/> Standards-Aligned Instructional Materials and Professional Learning <input type="checkbox"/> MLSS in Reading/Math/PBIS Supported by Wisconsin Rtl Center <input type="checkbox"/> Improving Mathematical Problem Solving in Grades 4-8 <input type="checkbox"/> Assisting Elementary Students Struggling with Mathematics <input type="checkbox"/> Effective Fractions Instruction for K-8 <input type="checkbox"/> Foundational Skills to Support K-3 Reading	\$200,000 over the course of the 2021-22, 2022-23 and 2023-24 school years.	Improvement of classroom formative/summative test scores Overall improvement of final grades in secondary classes Increase in the progress monitoring data scores for our intervention students Increased scores on District screeners for math and ELA at all levels
Implement Professional Development for teachers, administrators and support staff. This includes workshops, webinars, classes and covers the cost of substitute teachers when classroom teachers need to	<input type="checkbox"/> Standards-Aligned Instructional Materials and Professional Learning	\$200,000 over the course of the 2021-22, 2022-23 and 2023-24 school years.	Improved engagement strategies used at the classroom and building levels as evidenced by student attendance and performance. Increased number of professional staff actively

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attend these opportunities. In addition, these dollars will pay the DEU stipends earned by the District facilitators of such classes. This would also include providing the opportunity for teachers to observe and debrief with other professionals who effectively use instructional materials..			attending a variety of Professional Development activities Anecdotal evidence of reduced frustration over curriculum implementation Overall improvement of student scores on a variety of assessments
Provide outside therapy services for students as needed.	<input type="checkbox"/> Evidence-Based Strategies for Social and Emotional Learning and Mental Health <input type="checkbox"/> Integrated Student Supports <input type="checkbox"/> Active Family and Community Engagement	\$80,000 for SY 2022-2023 and 2023-2024	Increase the number of students who receive therapy services after families have requested therapy, reaching a 100% threshold of requested services being delivered A decrease in suicidal thoughts or feelings of depression or anxiety among our students as evidenced by our SOS Screener
Implement a Morning Program in all elementary buildings in collaboration with Boys & Girls Club.	<input type="checkbox"/> Integrated Student Supports <input type="checkbox"/> Active Family and Community Engagement	\$150,000 total for the 2022-2023 and 2023-2024 school years to pay for staffing of the program throughout the District	Decreased number of trancies occurring in the morning because students can get to school earlier. Anecdotal data collected through conversations/surveys with parents, requesting feedback about the program's success. Improved student engagement in schools resulting in higher scores overall. Participation rates
Continued renewal of the District EduClimber subscription to maintain student information in an easily navigable format to retrieve and study	N/A	\$85,000 for a three year renewal that will provide access until the 2026-2027 school year	All professional staff throughout the district are actively using this tool successfully.
	Total Budgeted through 9/2024	EBIS	Non-EBIS
	\$715,000	\$630,000	\$85,000

Rationale:

Purchased Services can come in different forms within a school district. These can be services that are used to help promote professional development for our teachers and our administrators. We are currently concentrating on the successful implementation of Professional Learning Communities (PLCs) within all of our buildings. Professional Development to help with this implementation is being financed through the ESSER dollars. Our staff is also working to develop their knowledge of addressing Social and Emotional Learning needs of our students. This is an area that we hope to expand knowledge and expertise in and having ESSER III funds available to continue learning from experts in the field is pivotal. As students are transitioning back to the structure of a school day, we've identified a need to enhance our student behavioral intervention strategies. Finally, engagement strategies are at the forefront of

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our District's work when we consider ways in which we can help our students succeed. Professional Development dollars will be spent to help teachers learn more about engagement strategies that can work within individual classrooms or on a building wide basis.

In order to continue making a positive impact for children, we have purchased outside services to help address the mental, social and emotional needs of our students. Programs like Gaggle Therapy allow us to address the needs of more and more of our students over time. These services will continue to be financed through the ESSER III program.

We are exploring the possibility of setting up a wrap-around program in the mornings for each of our elementary schools by partnering with the Boys & Girls Club. This program would be managed by the Boys & Girls Club, but it would be located within our school buildings. Establishing such a program will help eliminate the barrier of parents not having a place to take their children before school. If we can get our students in our buildings in the morning, we will have more opportunities to address their educational needs. ESSER dollars will be used to pay for staff members to operate the morning program within our schools. Currently, there is a large waiting list for our neighborhood Boys and Girls Club for the morning session. Establishing a morning program at each school will distribute equitable services and fill an identified need for families.

Finally, all of the work that we address in our Professional Learning Communities is based on data. We will continue to use the eduClimber platform as our data housing software. By using eduClimber all of our staff can easily access any data information that is needed to help make high impact decisions for our students. eduClimber was originally purchased for three years through ESSER II dollars and we will renew it, in part, through ESSER III dollars.

Non-Capital Objects

Objective	Evidence Based Intervention Strategy (if applicable)	Dollar Amount	Evidence of Success
Tasks/Action Steps			
Provide cameras for each of our buses to help ensure the safety of all of our students.	N/A	\$71,000	
Continue to provide the technology resources needed to support student learning as well as the ability for students to learn off campus if needed. Such resources include: Chromebooks, laptops, technology devices, internet access for families, smart projectors	N/A	\$200,000	
General supplies not used for EBIS (e.g., cleaning, non-instructional supplies)	N/A	\$50,000	
Provide a \$50.00 per student allocation to each building for the purpose of purchasing specific items that each building needs to address learning gaps for students. Approximately 4,830 students districtwide.	N/A	\$242,000	Buildings have immediate access to a variety of resources to meet student needs. Increase in student engagement due to high interest materials.

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			Increase in overall academic progress due to materials meeting student needs.
Classroom libraries and other books that provide differentiated instruction and address educational delivery that promotes Evidence Based Intervention Strategies	<input type="checkbox"/> Standards-Aligned Instructional Materials <input type="checkbox"/> Foundational Skills to Support K-3 Reading <input type="checkbox"/> Assisting Elementary Students Struggling with Mathematics <input type="checkbox"/> Improving Mathematical Problem Solving in Grades 4-8	\$50,000	<p>Increase in student engagement due to high interest reading materials.</p> <p>Increase in overall academic progress in the area of reading due to materials meeting student needs.</p>
Continue to establish an Early Learning Center to meet the needs of our 3 year old Early Childhood Learners as well as some of our 4K students. EBIS expenses could include classroom materials, professional development, outside support services, among others. Non-EBIS expenses would include any building materials needed as well as infrastructure that could be funded from ESSER III but not qualify for EBIS designation.	<input type="checkbox"/> Council for Exceptional Children's Division for Early Childhood Recommended Practices	\$50,000	<p>Teachers have access to training opportunities to meet the unique needs of our youngest learners.</p> <p>Adequate amount of learning materials for families to support at home learning.</p>
	Total Budgeted through 9/2024	EBIS	Non-EBIS
	\$663,000	\$100,000	\$563,000

Rationale:

Most non-capital items will not fit into the category of Evidence-Based Intervention Strategies. However, these purchases are crucial to helping WRPS remain safely open for students and staff and provide continuity of services. We will continue to purchase items needed to keep our buildings clean and sanitized. Items that are above and beyond our normal expenditures for these supplies will come from ESSER III funding.

We are purchasing cameras for each of our school buses to provide another safety tool while transporting our children to and from school as well as to sporting events. These cameras will allow the bus driver to concentrate on the road, knowing that all actions are being recorded when the driver cannot keep a steady eye on what is happening on the bus. Even though we do not own our buses, because we are purchasing the cameras through District funds, the cameras will remain our property.

We will continue to purchase classroom resources such as books, manipulatives, and other resources that are designed to promote learning for our students. Because we are sending materials home to students who find themselves in an off-campus situation, we need to replenish some of our materials. ESSER III dollars are an opportunity to not only replenish our supply, but also allow us to purchase additional differentiated materials for our students who are learning at different paces.

Each building will be provided a \$50.00 per student stipend which the building principal has autonomy over to use as they determine would be best based upon the lost learning opportunities that are unique to that building. The money

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will need to be spent on items that will promote learning and growth, and each principal will be required to report back as to how the money was spent.

Finally, we have created an Early Learning Center which addresses the specific needs of our youngest learners. A portion of the ESSER III allocation will be used to provide EBIS materials to Pitsch Early Learning Center.

Capital Objects

Objective	Evidence Based Intervention Strategy (if applicable)	Dollar Amount	Evidence of Success
Tasks/Action Steps			
Provide each elementary school, including Pitsch Early Learning Center, with a vehicle to use for transporting children to and from school when transportation is a barrier for kids to be in school	<input type="checkbox"/> Active Family and Community Engagement	\$224,000	Create a log of vehicle use Attendance record indicating barrier to attendance has been removed

Rationale:

A major barrier to student success is simply getting students into school buildings in the mornings. School staff believe that if there was a way to “just get them here” they would have the time needed with students to help them be successful. Our secondary schools have a school van on site which has proven to be helpful when a need for student transport has arisen. Having a vehicle designated at each building for the purpose of transporting students who miss the bus in the morning or a family situation prevents parents from getting the child to school helps to break down the barrier of attendance for our students.

**Wisconsin Rapids Public Schools
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Current Totals

Total Amount Budgeted	EBIS	Non-EBIS	Percentage EBIS
\$5,713,138	\$5,220,138	\$717,000	
Total Amount Allocated			
\$7,081,249			

****\$1,144,111** left to budget (the set-aside for WRAMS programs (described below) and a data manager position are not yet budgeted)

Other projects currently being discussed: We will budget \$250,000 - \$350,000 for this implementation once it is finalized

Targeted support for Wisconsin Rapids Middle School. In particular, there is a need to improve the transition between 6th and 7th grade and to build a more engaging culture for students and families. Possible action steps being discussed currently include:

- 1) Implementation of a “LEAP” or “LIFT” program similar to the high school level program to provide targeted intervention and support for at risk students
- 2) Consider how team taught core classes might contribute to student success through immediate targeted intervention
- 3) Support for families and promote family engagement - make connections and build relationships
- 4) Consider how scheduling at the building level may be done differently to maximize time with students to best meet their needs, and give some thought to whether there could be some relaxed and fun, project-based activities built into a prescribed period of time where students and staff members connect and strengthen their ties.
- 5) Consider what after school programming might be beneficial for and appealing to students, and ways to eliminate any barriers to their participation. Could a program be developed for truant students that would wipe out attendance violations if certain benchmarks are met?
- 6) Improve summer enrichment and offerings at the middle school level rather than have it be primarily remedial. Consider how the Student Engagement Facilitator’s contracted time might include summer school for continued support and connection/engagement with students and families
- 7) Consider how students with great stress/anxiety levels currently enrolled virtually might be worked back into the building.

**Wisconsin Rapids Public Schools
ESSER III LEA Plan**

Stakeholder Input

As part of developing and implementing this plan, the District will solicit feedback from students, staff members, parents and area citizenry. After reading through the plan, local stakeholders will be able to provide feedback through a survey link posted on the WRPS webpage. The window of time for feedback to be gathered is February 7-28, 2022.

Below is what the survey will look like on the webpage.

Name: _____

Email Address: _____

What is your relationship to Wisconsin Rapids Public Schools?

- Parent/Guardian
- Student
- Staff Member
- Community Member
- Other (please specify) _____

Question, Comments or Concerns?