



## AGENDA

*Wisconsin Rapids Board of Education*  
**Educational Services Committee**

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

Kathi Stebbins-Hintz, Chairperson  
John Benbow, Jr.  
Troy Bier  
Christopher Inda  
John Krings, President  
Elizabeth St. Myers  
Julie Timm

December 2, 2024

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

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. JROTC Program
- V. Updates
  - A. Innovation Mini-Grant Recipients for 2024-2025
  - B. Potential 2025-26 Calendar Change
  - C. Early Literacy Remediation Plan
- VI. Consent Agenda Items
- VII. 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.



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- IV. Actionable Items

### A. JROTC Program

As a follow-up to discussions from the Educational Services Committee in November concerning possibly moving forward with a Junior Reserve Officers Training Corps (JROTC) program at Lincoln High School, a group of 4 people from the District traveled to Beloit Memorial High School on November 20, 2024, to see their JROTC program in action. Beloit has been home to the JROTC for 105 years and currently serves 135 students. Roxanne Filtz, Director of Curriculum and Instruction, will provide a summary of the visit to the committee.

The administration listened to feedback from Lincoln's Cabinet leadership group and the District CII. Both groups, along with the administrative team, feel that the JROTC is a quality program with many benefits that would be good for a certain group of students at LHS. However, because of the looming budget shortfall for next school year and possibly into the future, there is concern about implementing this program now due to the costs involved. It is for that reason that the administration feels it is best to reconsider moving forward with a JROTC at this time, and would not recommend approving to implement the JROTC program as originally proposed.

**The administration recommends that the District not move forward with the implementation of the Junior Reserve Officers Training Corps (JROTC) program at Lincoln High School at the present time.**

V. Updates

A. Innovation Mini-Grant Recipients for 2024-2025

Ron Rasmussen, District Superintendent, announced three recipients of the Innovation Mini Grants for the 2024-2025 school year. Seven applications were reviewed and voted on by the District Quality Educator Committee. The top three are as follows: *Engage, Innovate and Inspire* submitted by Missy Hanneman from Mead Elementary School; *Kindness Ninjas: Empowering Students to Lead Kindness Initiatives* submitted by Joni Feidt of Grant Elementary School; and *Mindful Mornings* submitted by Jennifer Landers of Washington Elementary School.

Each recipient receives \$1,000 to use toward the project as well as a \$1,000 stipend which will be paid this spring to the applicant once their building principal provides verification of the project being implemented.

B. Potential 2025-26 Calendar Change

After the public release of the 2025-26 school calendar, the District was informed by Dan Minter, President of Assumption Catholic Schools (ACS), that all ACS schools intend to be in session for four days during the week of the scheduled WRPS spring break, which is slated for March 30 - April 3, 2026. ACS does not plan to have a scheduled school day on Friday, April 3, 2026. The District is responsible for providing transportation to area private schools, even if WRPS is not in session at times when the private schools are holding classes. Therefore, in order to save on transportation costs, which are roughly estimated to be around \$5,575.00, the Administration is considering a proposal to move the WRPS spring break week to March 16 - March 20, 2026. This week aligns with the spring break of Marshfield, UW-SP and the Stevens Point School District. WRPS students and staff would attend school from March 30 - April 2, 2026 (Mon-Thur), with Friday, April 3, 2026, remaining as a non-report day for students and staff.

Mr. Minter, as well as Brian Betts, Principal of Immanuel Lutheran School, have agreed that they would collaboratively hold their spring break during the same week as WRPS, as long as it does not coincide with the week before Easter. If this change was to be approved by the Board, the District will need to build in one more student contact day to substitute for having Friday, April 3, 2026, as a non-report day. The administration is considering moving Tuesday, November 25, 2025, to a student/staff report day, and then have Wednesday, November 26, 2025, become a staff Professional Development/Recordkeeping day.

If the Board shows an interest in moving forward, Roxanne Filtz, Director of Curriculum and Instruction, would take the proposal to the Quality Educator Committee (QEC) to get their feedback before the full Board meeting on December 9, 2024. The proposed changes would then be added as a New Business agenda item for the Board's consideration and possible approval at the regular Board meeting on December 9, 2024. The QEC's opinion and recommendation would be shared with the Board at this meeting. The proposed calendar changes are included in Attachment A.

### C. Early Literacy Remediation Plan

2023 Wisconsin Act 20 (Act 20) requires that each school district or independent charter schools create and publish an Early Literacy Remediation Plan that applies to grades 5K through grade 3. It includes some elements that focus on all students and some elements that focus on students in need of additional support. Jennifer Wilhorn, Assistant Director of Curriculum, will share the District's plan and explain the process that was followed when writing the plan. The plan is included as Attachment B.

### 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:

- Open Enrollment Space Determination Limits for the 2024-2025 School Year (January)
- Gifted and Talented Education Program Updates (January)
- AGR Mid-Year Report (February)
- District Strategic Plan (February)



## WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR

2025-26

**DRAFT - PROPOSED REVISIONS**  
 Ed Services Meeting - 12/2/24

AUGUST 2025					SEPTEMBER 2025					OCTOBER 2025				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
				1	LD 1	( 2	3	4	5			1	2	PD 3
				8		8	9	10	11	12	6	7	8	9
				15		15	16	17	18	19	13	14	15	16
				22		22	23	24	25	26	20	21	22	23
PD 25	PD 26	27	28	29	29	30					27	28	29	30
AB 31														
NOVEMBER 2025					DECEMBER 2025					JANUARY 2026				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
3				7	( 1	2	3	4	5				WB 1	WB 2
10				14		8	9	10	11	12	5	6	7	8
17				21		15	16	17	18	19	12	13	14	15
24	PD/RK 25	TG 26	TG 27	TG 28	22	23	WB 24	WB 25	WB 26	PD 19	20	21	22	23
					WB 29	WB 30	WB 31			26	27	28	29	30
FEBRUARY 2026					MARCH 2026					APRIL 2026				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
					2	3	4	5	PD/RK 6			SB 1	SB 2	SB 3
					( 9	10	11	12	13	6	7	8	9	10
					16	17	18	19	20	13	14	15	16	17
					23	24	25	26	27	20	21	22	23	24
23	24	25	26	27	SB 30	SB 31				27	28	29	30	
MAY 2026					JUNE 2026					JULY 2026				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
				1	1	2	3	4	RK 5			1	2	ID 3
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15					19	13	14	15	16	17
18	19	20	21	22					26	20	21	22	23	24
MD 25	26	27	28	29						27	28	29	30	31



Teachers Return - Inservice/PD Days



Student Attendance Days (Shaded)

( ) = \*\*TRI begins/ends

8/25-8/29 - PD Days/Teachers Return

9/1 - (LD) Labor Day \*\* No School

9/2 - First Day for Students

10/3 - (PD) Prof Dev Day \*\* No School

10/31 - Autumn Break - No School

11/25 - (PD/RK) Prof Dev/Rkpg Day \*\* No School

11/26-28 - (TG) Thanksgiving \*\* No School

12/24 - 1/2 - (WB) Winter Break \*\* No School

1/19 &amp; 3/6 - (PD/RK) PD/Recdkpg Day \*\* No School

3/30 - 4/3 - (SB) Spring Break \*\* No School

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

6/4 - Last Day for Students (1/2 day)

6/5 - (RK) Recordkeeping

3/16-3/20 Spring Break

**Trimester Schedule:**

1st Trimester: 9/2/25 - 11/24/25

2nd Trimester: 12/1/25 - 3/5/26

3rd Trimester: 3/9/26 - 6/4/26

Tri 1 = ~~58~~ days **59**

Tri 2 = 60 days

Tri 3 = ~~58~~ days **57**



## Early Literacy Remediation Plan

### Overview of WRPS Early Literacy Support Process

The Literacy Vision and Mission of Wisconsin Rapids Public Schools is that all students will engage in rigorous, diverse, and relevant literacy learning experiences to become culturally and civically responsible contributors to an ever-changing society.

WRPS students will:

- Read, write, speak, and listen in all curricular areas;
- Develop fluent reading and comprehension skills;
- Engage in a wide variety of reading purposes through diverse texts;
- Experience a variety of writing styles and techniques;
- Acquire effective communication and critical thinking skills;
- Demonstrate independence and motivation to take responsibility for their own learning;
- Display cultural responsiveness and collaborative practices.

We are committed to continuous improvement and providing the highest quality education to our students. We are also committed to using evidence-aligned reading instruction in our classrooms to ensure that all students are prepared for college, career and life as a skilled reader.

### Universal Approach to High Quality Instruction

Amplify's Core Knowledge Language Arts (CKLA) program aligns with the mission of Wisconsin Rapids Public Schools (WRPS) by offering a research-based, culturally relevant instructional framework. CKLA integrates phonics, vocabulary, reading comprehension, and writing to build literacy progressively, supporting WRPS's commitment to rigorous and lifelong learning.

The curriculum includes diverse texts and perspectives, fostering cultural and civic responsibility while creating a respectful learning environment. CKLA's evidence-based practices enhance communication and critical thinking skills, encouraging student independence and motivation through structured support and differentiated instruction. Inclusivity is central to CKLA's approach, featuring differentiated instruction and multilingual materials to meet diverse needs, which aligns with WRPS's goal of a caring and respectful environment. CKLA also emphasizes positive behavior expectations, contributing to a supportive and motivating classroom culture.

By providing comprehensive instructional support and relevant content, CKLA ensures that every WRPS student can develop strong literacy skills and become a responsible, engaged member of society.

## **Strategic Early Literacy Assessment System**

### **Reading Readiness Screener (Grades 4K-3)**

- The WI Department of Public Instruction selected aimswebPLUS as their reading readiness screener. Please see the [WRPS Assessment Calendar](#) and the [Wisconsin Reading Readiness Assessment Matrix](#) for more detailed information regarding the assessments that will occur at each grade level.
  - 4K: Twice per school year
  - 5K-3: Three times per school year
- Parents and caregivers can expect to receive a letter within 15 days of the scoring of the statewide early literacy screener.
  - 4K: Reports will be delivered in the Fall and Spring
  - 5K-3: Reporting will be delivered in the Fall, Winter, and Spring
  - Please notify the district of your preferred language if other than English.

### **Diagnostic Assessments (Grades 5K-3)**

- WRPS will be administering STAR, aimswebPLUS and/or Fastbridge subskill assessments to students who score below the 25th percentile on the reading readiness screener within 10 days of receiving screener results.
- The results from these diagnostic assessments will inform the teachers and reading interventionists about student goals identified in the Personal Reading Plans.
- For more information regarding the specific diagnostic process used, please see the [WRPS Assessment Calendar](#).

## **Student Supports**

WRPS maintains a menu of reading interventions used in our [Equitable Multi-Levelled Systems of Support \(EMLSS\)](#) process. This reading intervention menu includes interventions used to support students with personal reading plans. Each intervention is progress monitored using an appropriate monitoring tool from Fastbridge unless otherwise noted.

### **Personal Reading Plans**

Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan includes:

- a description of the science-based early literacy programming;
- early literacy assessment data;
- overall early literacy analysis;
- student goals and support plan;
- additional services to accelerate early literacy skills;
- recommendations for culturally relevant early literacy learning;
- record of attendance and progress; and a record of communication with parent/caregiver(s).

## **Family and Community Engagement**

### **Family Notification Policy**

Assessment results will be communicated to parents no more than 15 days after the assessment has been administered. The parent report will include:

- The student's overall score on the assessment
- The student's score in each early literacy skill category assessed by the assessment
- The student's percentile rank score on the assessment
- The definition of "at risk" and the score on the reading readiness assessment would indicate the student is "at risk".
- A parent-friendly description of the literacy skills the reading readiness assessment is designated to measure
- Information regarding the characteristics of dyslexia

### **Family & Community Engagement Strategies**

This plan fosters active partnerships with families and communities, recognizing their critical role in achieving literacy success for every learner. By providing resources, creating opportunities for involvement, and maintaining open communication, the school ensures that literacy efforts are supported both at home and within the broader community.

## **Strategic Use of Data**

In a Professional Learning Community (PLC), teachers use data to enhance instruction through a collaborative process. They start by collecting various types of data, such as student assessments and observations, to gauge learning progress. Next, teachers analyze this data to identify trends and gaps in student understanding. During PLC meetings, teachers share insights and reflect on instructional practices collectively. This collaboration helps in setting specific, measurable goals aimed at addressing identified needs.

Based on these goals, teachers adjust their instructional strategies, which might include modifying lesson plans or incorporating new teaching methods. They continuously monitor student progress to ensure that the changes are effective and make further adjustments as needed. Additionally, teachers identify areas for their own professional development, which PLCs often support through targeted learning opportunities. This data-driven, collaborative approach helps teachers refine their practices and improve student outcomes.

Under the direction of the Director of the Instruction, the district reading specialist charged with conducting an annual evaluation of WRPS reading curriculum and materials under section 118.015(3)(d) shall consider assessment and intervention data related to this plan as part of that evaluation process.