



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

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

April 3, 2017

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

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

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Board Policy 426 Homeless Education Program and Board Policy 426 Rule Homeless Education Program Procedures
 - B. Board Policy 345.41 Promotion/Retention of Kindergarten, Fourth and Eighth Grade Students
 - C. Social Studies Scope and Sequence
 - D. Grant Applications
 - 1. Education for Homeless Children and Youth (EHCY) Grant
 - 2. Add-Vantage Math Recovery Professional Development Grant
 - 3. Community Impact Grant
 - 4. Peer Review and Mentor Grant
 - 5. Alcohol and Other Drug Abuse Grant
- IV. Updates
 - A. Pupil Non-Discrimination Report
 - B. Student Out of State Travel
 - 1. Lincoln High School (LHS) DECA
 - 2. Japanese Classes: East Junior High (EJH & LHS)
 - C. Japanese, Driver Education, and Project Lead the Way (PLTW) Principles of Biomedical Science
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

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

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

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



BACKGROUND

Anne Lee, Chairman
John Benbow, Jr.
Katie Bielski-Medina
Larry Davis
Sandra Hett
Mary Rayome
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TIME: Immediately following the Business Services Committee and Personnel Services
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Board Policy 426 Homeless Education Program and Board Policy 426 Rule Homeless Education Program Procedures

The McKinney-Vento Homeless Education Assistance Act identifies the rights of homeless students as it relates to their access to a public education. The proposed Board Policy 426 Homeless Education Program (Attachment A) and Board Policy 426 Rule Homeless Education Program Procedures (Attachment B) ensures District compliance with federal and state law regarding homeless students. Steve Smith, Assistant Director of Pupil Services, and Heather Lisitza, Homeless Coordinator, will be present to explain the proposed policy as well as programming provided for homeless students in Wisconsin Rapids Public Schools (WRPS).

The administration recommends the approval of Board Policy 426 Homeless Education Program and Board Policy 426 Rule Homeless Education Program Procedures.

- B. Board Policy 345.41 Promotion/Retention of Kindergarten, Fourth and Eighth Grade Students

Eighth grade students will be transitioning to trimesters beginning in 2017-18. It is necessary to modify Board Policy 345.45 to reflect this change. The suggested changes are set out in Attachment C.

The administration recommends approval of the revisions to Board Policy 345.41 as set out in Attachment C.

C. Social Studies Scope and Sequence

The Social Studies Council for Instructional Improvement (CII) Sub-Committee has been studying our current scope and sequence, as well as recommendations from the Department of Public Instruction (DPI) and examples from other school districts. After much discussion and review, the Committee is recommending altering the WRPS Social Studies Scope and Sequence. Attachment C sets out the recommended changes.

Jacob Bertagnoli, Social Studies CII Sub-Committee Chair will be present to explain the suggested changes.

The WRPS CII voted to support the proposed changes to the 6-12 Social Studies Scope and Sequence. (24-yes, 0-no, 3-unsure)

The administration recommends adopting the Social Studies Scope and Sequence set out in Attachment C beginning in the 2018-19 school year.

D. Grant Applications

1. Education for Homeless Children and Youth (EHCY) Grant

The Education for Homeless Children and Youth Grant is a three-year grant provided by the United States Department of Education and awarded through the Wisconsin Department of Public Instruction (DPI). This is a competitive grant to help Districts meet the requirements of the McKinney-Vento Homeless Assistance Act which ensure that all children and youth who lack a fixed, regular, and adequate nighttime residence receive access to the same free, appropriate public education, including a preschool education, as provided to other children and youth. Districts may write the grant for one or more of sixteen allowable activities including tutoring, professional development and defraying transportation costs incurred for homeless youth. Currently, WRPS funds the requirements of the McKinney-Vento Homeless Assistance Act largely through Title I funds. Heather Lisitza, WRPS Homeless Liaison is authoring the grant.

The administration recommends approval of The Education for Homeless Children and Youth Grant for years 2017-18, 2018-19, 2019-20 in the amount of \$50,000.

2. Add-Vantage Math Recovery Professional Development Grant

Add-Vantage Math Recovery (AVMR) is a program to ensure each child in the primary grades is mathematically successful. The program is heavily focused on professional development for teachers to help students in grades K-2 be successful in the math practice standards of (1) counting and number operations in base ten; (2) reasoning abstractly and quantitatively; and (3) making sense of problems and persevering in solving them. The strategies encompassed in AVMR help students build number sense to ensure their future mathematical success. The training helps teachers assess student needs and empowers them to identify core problems when students are struggling to apply numerical

concepts. Thus, teachers can intervene as early and as quickly as possible to avoid problems in the future.

During the summer of 2016, five of our elementary math interventionists attended level one AVMR training. The interventionists have found that the strategies have significant impact on instruction, and thus the mathematical success of students. The training includes five days of intensive learning and practice.

The purpose of the grant is to provide level two training to the math interventionists that completed level one training last summer. In addition, we would like to provide level one training to interested special education and classroom teachers who teach math in grades K-2. Kathi Stebbins-Hintz, Director of Curriculum and Instruction, along with the WRPS Math Interventionists, are authoring the grant.

The administration recommends the approval of the Add-Vantage Math Recovery Professional Development grant for AVMR training during the 2017-18 school year in the amount of \$12,000.

3. Community Impact Grant

Wisconsin Rapids Area Middle School (WRAMS) would like to create an Apple Orchard on the school property. The project will support the science curriculum in grades six and seven by supporting the study of plant growth, the function of flowers, the importance of pollinators, and nutrient cycling. This project will also support the farm to school initiatives in our district. The grant dollars will provide a sturdy and aesthetically pleasing chain link fence with a drive through gate around the orchard. It will also support the purchase of apple trees, soil amendments, and signage and equipment rental. Joe Reiderer, WRAMS Science Teacher, is authoring the grant.

The administration recommends approval of the Community Impact Grant through Incentive Community Foundation in the amount of \$3,238.42.

4. Peer Review and Mentoring Grant

The Peer Review and Mentoring Grant is a competitive grant awarded through the DPI to provide orientation, ongoing learning opportunities, mentors, and goal setting, for initial educators. WRPS, in consortium with Port Edwards Public Schools, have received the grant for several years. During the 2016-17 school year, Port Edwards, Nekoosa, and Rosholt have participated in Initial Educator programming with WRPS, providing training and services to 44 new teachers and 48 mentors. Kathi Stebbins-Hintz, Director of Curriculum and Instruction is authoring the grant.

The administration recommends approval of the Peer Review and Mentoring Grant for the 2017-18 school year in the amount of \$25,000.

5. Alcohol and Other Drug Abuse Grant

The AODA Grant is a multi-year, competitive grant awarded through the Department of Public Instruction (DPI). The grant appropriates funds for the development or expansion of a district-wide, K-12 comprehensive program for the prevention of and intervention in alcohol and other drug abuse. The grant writing team led by Matt Green, Director of Pupil Services, will be incorporating multiple strategies that are developmentally appropriate for students. A portion of this grant will be allocated for a part-time AODA program coordinator.

The administration recommends approval of the AODA grant for the 2017-18 school year in the amount of \$25,000.

IV. Updates

A. Pupil Nondiscrimination Report

The Pupil Nondiscrimination Self Evaluation Report must be completed every five years as required by the Department of Public Instruction. The purpose of the report is to foster equitable and successful schools for all students. The report examined documents compiled by school staff which included School Board policies, school handbooks, course description books, district enrollment data, participation in activities and athletics, and school performance reports. Matt Green, Director of Pupil Services will be present to explain the report to the committee.

B. Student Out of State Travel

1. Lincoln High School (LHS) DECA

Twelve Students from Lincoln High School (LHS) will be traveling to Santa Ana, California for National DECA competition from April 24 to April 30, 2017. Students will be chaperoned by DECA advisors Eric Siler and Ashley Tessmer.

2. Japanese Classes: East Junior High (EJH & LHS)

Students enrolled in Japanese at both EJH and LHS will be traveling to Arlington Heights and Rockford, Illinois on May 10 and May 16 respectively. The purpose of the trip is to visit the Mitsuwa Japanese Marketplace and the Anderson Japanese Gardens. Yu Kitamura, Japanese Instructor, along with parents will be chaperoning the trips.

C. Japanese, Driver Education, and Project Lead the Way (PLTW) Principles of Biomedical Science

Kathi Stebbins-Hintz, Director of Curriculum and Instruction, will be present to update the committee on the status of the subject curriculum changes for the 2017-18 school year.

V. Consent Agenda Items

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

VI. Future Agenda Items/Information Requests

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

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

- Art Acquisition (May)
- 2017-18 District Professional Development Plan (May)
- 2017-18 Agenda Planners (May)
- Gifted and Talented Services (GATES) Report (May)

426 Homeless Education Program (NEW POLICY)

The School District of Wisconsin Rapids will ensure that homeless children and youth are provided with equal access to its educational programs, have an opportunity to meet the same challenging state and district academic standards, are not segregated on the basis of their status as homeless, and will establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

The District will comply with current federal and state laws regarding homeless student status and will fully implement the McKinney-Vento Homeless Assistance Act.

Definition of Homeless Children and Youth

For the purpose of identifying homeless children and youth, the School District of Wisconsin Rapids will use the McKinney-Vento Act's definition. The Act defines homeless children and youth as:

1. Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:
 - a. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason (referred to as doubled-up)
 - b. Living in motels, hotels, or campgrounds due to lack of alternative adequate accommodations
 - c. Living in emergency or transitional shelters
2. Children and youth who have a primary nighttime residence that is a public or private place not designed, or ordinarily used as, a regular sleeping accommodation for human beings.
3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, or similar settings.
 - a. Living in substandard housing
 - i. Wood County's definition of substandard housing
4. Migratory children who qualify as homeless BECAUSE they are living in circumstances as described above.
5. Children and youth who are "unaccompanied." These are students who are not in the physical custody of a parent or guardian, including students who are runaways or are abandoned and are living in situations that are not fixed, regular, or adequate. Guidelines for unaccompanied youth follow:
 - a. District Homeless Liaison or school based-homeless coordinator will work with the parent to identify a caregiver or work with the unaccompanied youth to identify an adult contact for educational support.
 - b. Unaccompanied youth who are special education students, or who are being evaluated for special education services under Section 504, must be provided with a surrogate parent if after diligent attempts to involve their legal parent or guardian have been made and the parent/guardian cannot or will not participate. The surrogate parent can be a non-agency caregiver identified by the student, or one assigned by the District in accordance with the legal selection criteria found in 34 CFR 300.519(d).

- c. Unaccompanied youth who are minors and are without an adult caregiver may excuse their own school absences in accordance with District attendance policies. Unaccompanied youth may sign school paperwork normally signed by a parent or guardian.

The School District of Wisconsin Rapids does not discriminate in admissions to any school, class, program, or activity or in facilities usage on the basis of gender, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF: Wisconsin State Statute 118.13
Wisconsin Administrative Code, PI 1 and PI 9
Title IX, Education Amendment of 1972
Title VI, Civil Rights Act of 1964
Section 504, Rehabilitation Act of 1973
American with Disabilities Act of 1990
Individuals with Disabilities Education Act
Civil Rights Act of 1991
McKinney-Vento Homeless Education Assistance Act
42 U.S.C. 11431 et seq.

CROSS REF: 411, Student Non-Discrimination and Anti-Harassment
420, School Admissions
426-Rule, Homeless Education Program
432, School Attendance Boundaries
751, Student Transportation

Approved: _____, 2017

426 RULE Homeless Education Program Procedures (NEW POLICY)

The District will comply with current federal and state laws regarding homeless student status, and will fully implement the McKinney-Vento Homeless Assistance Act. The following procedures will be utilized under this policy:

Identification

In collaboration with school personnel and community organizations, the local homeless liaison will identify children and youth in transition in the District, both in and out of school. Each school will have a school-based homeless coordinator who will annually be trained by the District's designated homeless liaison. The District's homeless liaison will also train all school registrars and secretaries on the McKinney-Vento law and homeless program procedures. The homeless liaison will create a procedure for forwarding information indicating homelessness to the District's homeless liaison and provide methods of identifying homeless children without the use of stigmatizing terminology. The District will use a *Residency Questionnaire* to facilitate identity of homeless children and youth.

The District's homeless liaison will keep data on the number of children and youth in transition in the district; where they are living, and their academic achievement.

School Selection

Each child and youth in transition has the right to remain at his or her school of origin or to attend the school that houses other students who live in the attendance area in which the student is actually living.

In selecting a school, children and youth in transition will remain at their school of origin to the extent feasible, unless that is against the parent or youth's wishes. Students may remain at their schools of origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

School selection decision will be a child centered determination made by a team. This team shall consist of a pupil service administrator, the District homeless liaison, building homeless coordinator, a teacher, and the building principal. This decision will be based on the needs and interests of the particular student and the parent or youth's wishes. Potential school selection considerations include:

- The age of the child or youth
- Safety of the child or youth
- Continuity of instruction
- Student's need for special instruction
- Distance of commute and impact it may have on the student's education
- Length of anticipated stay in temporary shelter
- Time remaining in school year
- School placement of siblings

Dispute Process

If school enrollment is contrary to the wishes of the child or youth's parent/guardian, the building principal will provide the parent with a written explanation of the decision, a statement of the right to appeal, and the procedure for appealing the placement decision.

1. If a dispute arises over school selection, the child or youth shall be immediately admitted to the school in which enrollment is sought by the parent/guardian or unaccompanied youth, pending the resolution of the dispute.
2. The Homeless Liaison shall carry out the dispute process as expeditiously as possible after receiving notice of the dispute.
3. Appeals will go to the Superintendent or his/her designee.
4. If the parent, guardian or unaccompanied youth is not satisfied with the decision, he or she may file a timely appeal of the decision to the Wisconsin Department of Public Instruction (DPI) Office of Coordinator for Education of Homeless Children and Youths.

Enrollment

Homeless children and youth must be immediately enrolled and permitted to attend classes and school activities with their non-homeless peers. Enrollment may not be denied due to the lack of any document normally required for enrollment such as:

- Proof of residency
- Transcripts/school records
- Immunizations or other health records
- Proof of guardianship
- Birth Certificate
- Unpaid school fees
- Any other required document
 - Unaccompanied youth must be immediately enrolled as well. They may either enroll themselves or be enrolled by the District's homeless liaison.

Once a child or youth is enrolled in and attending school in the District, the school-based homeless coordinator will work with the family to obtain all required documentation.

Services

Each homeless child or youth shall be provided services comparable to services offered to other students in the District including, but not limited to:

- Transportation services to the school of origin
- Free meals
- Early childhood and preschool programs
 - Children experiencing homelessness will receive priority enrollment in preschool programs operated by the District, including exempting them from waiting lists
- Before and after school programs
- Fee waivers
- Field trip fees

- School supplies
- Referrals to community resources
- Clothing and hygiene needs

When applying any District policy regarding tardiness or absences, any tardiness or absence related to a child's or youth's living situation shall be excused.

Transportation

The District shall provide transportation for homeless students to their school of origin at the parent's request. Transportation will be provided for the entire time the child or youth are homeless and until the end of any academic year in which they become permanently housed.

- In the case where the school of origin and current residence are in two different school districts, the two school districts will agree on a method of transportation and share the costs.

The School District of Wisconsin Rapids does not discriminate in admissions to any school, class, program, or activity or in facilities usage on the basis of gender, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

Approved: _____, 2017

345.41 PROMOTION/RETENTION OF KINDERGARTEN, FOURTH AND EIGHTH GRADE STUDENTS

KINDERGARTEN STUDENTS

The decision to promote or retain a kindergarten student is made in the best interest of the student in recognition of the research regarding promotion and retention.

1. A careful evaluation of multiple criteria, based on the Wisconsin Model Early Learning Standard will be made, including the following:
 - ♦ Health and physical development
 - ♦ Social/emotional development
 - ♦ Language development and communication
 - ♦ Approaches to learning
 - ♦ Cognition and general development
 - ♦ Reading and/or mathematics assessment results
 - ♦ Attendance
 - ♦ Progress and achievement in math and/or reading interventions

2. Consideration for promotion/retention of non-disabled students (as defined by the Individuals with Disabilities Education Act (IDEA)) will follow the Child Study Team (CST) process. Membership on the CST will include the building administrator, school psychologist, parent(s)/guardian(s), guidance counselor, and teacher(s) currently working closely with the student.

Consensus of the CST is required to retain a student. If consensus is not possible, the building principal will be responsible for making the final decision regarding retention of a student. This decision will be communicated via phone call and certified mail. If the parent/guardian does not agree with the final decision, an appeal of the decision may be made to the Superintendent (or his/her designee) and is required to be in writing, and submitted within five (5) working days of parental notification.

If the student is a child with a disability, as determined under the Individuals with Disabilities Education Act (IDEA), promotion/retention will be considered and determined by the Individualized Education Program (IEP) team. Appeals would begin with the Director/Assistant Director of Pupil Services.

FOURTH GRADE STUDENTS

The decision to promote or retain a fourth grade student is made in the best interest of the student in recognition of the research regarding promotion and retention.

1. The following criteria are to be considered in determining whether to promote a student from fourth grade to fifth grade.
 - Student's overall academic performance
 - Student progress reports
 - Benchmark book levels
 - Performance on district assessments in K-4

- State required test results
- Progress and achievement in math and/or reading interventions

Further consideration will be given, but not limited to the following:

| | |
|------------------------------|----------------------------------|
| Age of the student | Availability of support services |
| Developmental readiness | Alternative programs available |
| Prior retentions | Student's attitude |
| Social/emotional development | Parents' input |
| Maturity level | Teacher recommendations |
| Attendance | |

2. Consideration for promotion/retention of non-disabled students (as defined by the Individuals with Disabilities Education Act (IDEA)) will follow the Child Study Team (CST) process. Membership on the CST will include the building administrator, school psychologist, parent(s)/guardian(s), guidance counselor and teacher(s) currently working closely with the student.

Consensus of the CST is required to retain a student. If consensus is not possible, the building principal will be responsible for making the final decision regarding retention of a student. This decision will be communicated via phone call and certified mail. If the parent/guardian does not agree with the final decision, an appeal of the decision may be made to the Superintendent (or his/her designee) and is required to be in writing, and submitted within five (5) working days of parental notification.

If the student is a child with a disability, as determined under the Individuals with Disabilities Education Act (IDEA), promotion/retention will be considered and determined by the Individualized Education Program (IEP) team. Appeals would begin with the Director/Assistant Director of Pupil Services.

3. Any student retained by any elementary school within the WRPS system will be retained throughout the District. Any student who enters the district, with a status of being retained or promoted within their last school district will be retained or promoted at the discretion of the WRPS system.

Any student who spent their full fourth grade year within the WRPS system will follow the policy as it is written. Any student who spent less than a full year in the district will be considered for advancement based upon a thorough examination of the student's cumulative file, student progress reports from their previous school district, and growth demonstrated within the WRPS curriculum during the current school year. The building's Child Study Team will make a determination for advancement of the student to the fifth grade.

4. The Superintendent (or his/her designee) shall be responsible for the general supervision and management of the advancement of students under this policy.

The Superintendent (or his/her designee) shall develop, review, and recommend policies so District schools can help prepare students to satisfy the criteria in this policy and to otherwise implement this policy.

The Superintendent (or his/her designee) shall develop practices and procedures to inform students and parents/guardians of the policy requirements and to inform students and parents/guardians of the academic progress of students.

EIGHTH GRADE STUDENTS

The decision to promote or retain an eighth grade student is made in the best interest of the student in recognition of the research regarding promotion and retention.

1. The following criteria are to be considered in determining whether to promote a student from eighth grade to ninth grade.

- Student's overall academic performance
 - Student progress report
 - Performance on district assessments
 - State required test results
 - Attendance
 - Progress and achievement in math and/or reading interventions
- Age of student
 - Prior retentions
 - Alternative programs available

2. Consideration for promotion/retention of non-disabled students (as defined by the Individuals with Disabilities Education Act (IDEA)) will follow the Child Study Team (CST) process. Membership on the CST will include the building administrator, school psychologist, parent(s)/guardian(s), guidance counselor and teacher(s) currently working closely with the student.

At the seventh grade level, school counselors will work with teaching staff to identify students in need of a Child Study Team (CST) review at the end of the first grading period. The criteria to determine students in need of this CST may include the following: 1) failing 2 or more of the 4 core classes; 2) a score below basic on any area of the state standardized test; 3) poor attendance. For a seventh grade student that meets 1 or more of these criteria, the Child Study Team will follow the student into his/her eighth grade year.

3. At the beginning of eighth grade, a set of interventions will be decided upon. An IPP (Individual Plan of Progress) will be written as part of the Child Study Team (CST) process. The IPP will be periodically reviewed and revised by the CST. IPP's will be drafted for any newly identified students during their eighth grade year. Eighth grade teachers will be notified of students with IPP's.

Promotion/retention decisions from eighth to ninth grade will be based on:

- A. Pass ~~5 of the 8 core semester~~ 7 of the 12 core trimester eighth grade classes (math, English, social studies, and science)

-OR-

- B. Score basic or above on the majority of subtests on the state standardized test. (English/language arts, mathematics, science and social studies)
 - a. If the student does not meet the criteria in A or B, the Child Study Team (CST) will make a recommendation for promotion based on successful completion of all goals on the IPP.

4. Consensus of the CST is required to retain a student. If consensus is not possible, the building principal will be responsible for making the final decision regarding retention of the student. This decision will be communicated via phone call and certified mail. If the parent/guardian does not agree with the final decision, an appeal may be made to the Superintendent (or his/her designee) and is required to be in writing, and submitted within five (5) working days of parental notification.

If the student is a child with a disability, as determined under the Individuals with Disabilities Education Act (IDEA), promotion/retention will be considered and determined by the Individualized

Education Program (IEP) team. Appeals would begin with the Director/Assistant Director of Pupil Services.

5. Any student who enters the district with a status of being retained or promoted within their last school district will be retained or promoted at the discretion of the WRPS system.
6. The Superintendent (or his/her designee) shall be responsible for the general supervision and management of the advancement of students under this policy.

The Superintendent (or his/her designee) shall develop, review, and recommend policies so that the schools of the District can help prepare students to satisfy the criteria in this policy and to otherwise implement this policy.

The Superintendent (or his/her designee) shall develop practices and procedures to inform students and parents/guardians of the policy requirements and to inform students and parents/guardians of the academic progress of students.

Legal References:

| Wisconsin Statutes: | | Administrative Code | |
|---------------------|--|---------------------|--|
| 118.30 | Pupil Assessment | PI8 | School District Standards |
| 118.33 | High School Standards: Criteria for Promotion | PI9 | Pupil Nondiscrimination |
| 115.915 | School Age Parent | PI11 | Children With Exceptional Educational Needs Bilingual-Bicultural Programs |
| 118.15 | Compulsory School Attendance | PI13 | Testing LEP or EEN Pupils in the 8 th & 10 th |
| 118.153 | Children At-Risk | PI16 | Grades High School Graduation Standards |
| 118.33(6)cm | Mandatory Kindergarten and First Grade Admission | PI18 | School Age Parents |
| 118.35 | Gifted & Talented Programs | PI19 | Children At-Risk |
| 120.12(22) | Advanced Placement Examinations | PI25 | Youth Options Programs |
| 112.02 | School District Standards | PI40 | |
| 115.77(bg) | Children with Disabilities | | |
| 115.97 | Bilingual-Bicultural Education Programs | | |

CROSS REFERENCES: Policy 345.4, Promotion/Retention
Policy 421, Rule, Guidelines for Early Admission to Kindergarten or First Grade

APPROVED: July 9, 2001

REVISED: August 11, 2008
August 8, 2011
January 11, 2016
TBD

Wisconsin Rapids Public Schools
Proposal to Modify Social Studies Scope & Sequence: Grades 6-12

| Grade | Current Scope and Sequence | Proposal |
|--------------|---|--|
| 6th Grade | W. Hemisphere - An overview of the Western Hemisphere, <u>past and present</u> . | W. Hemisphere History - Emphasis on the <u>historical</u> traditions of the W. Hemisphere |
| 7th Grade | E. Hemisphere - An overview of the Eastern Hemisphere, <u>past and present</u> . | E. Hemisphere History - Emphasis on the <u>historical</u> traditions of the E. Hemisphere |
| 8th Grade | American History - Study of American history, from discovery to the present day. | American History - Emphasis on the foundational period of American History. Especially in relation to <u>government</u> . |
| 9th Grade | American Government (<u>1/2 credit</u>) - Study of American government, including the historical foundations of the government | Human Geography <u>or</u> AP Human Geography* (<u>1 credit</u>) - Possible Topics: - World population demographics - Migration patterns - Folk and popular culture - Language - Religion - Ethnicity - Political Geography - Food and Agriculture - Development - Industry and Energy |
| 10th Grade | World History (1 credit) - An overview of World History, from Ancient Civilizations to the Modern Era. | American History <u>or</u> American Dream** <u>or</u> AP U.S. History (1 credit) - The American History course will cover all of America's History but will focus primarily on the "second half" of American History. - Specific content coverage and will be determined by American History teachers. |
| 11th Grade | American History <u>or</u> American Dream* <u>or</u> AP U.S. History (1 credit) | American Government <u>or</u> The Law <u>or</u> AP American Government (1/2 Credit) |

| | | |
|----------------------------------|---|---|
| 11th and 12th Grade Electives | Roots of Modern Conflict (½ credit) Contemporary Issues (½ credit) Russia: Czars, Communists and Conspiracies (1/2 credit) American Indians and Treaty Rights (1/2 credit) Sociology (1/2 credit) Psychology (1/2 credit) Principles of Economics (1/2 credit) AP Government (1/2 credit) AP Macro Economics (1/2 credit) AP European History (1 credit) AP Psychology (1/2 credit) | Roots of Modern Conflict (½ credit) Contemporary Issues (½ credit) Russia: Czars, Communists and Conspiracies (1/2 credit) American Indians and Treaty Rights (1/2 credit) Sociology (1/2 credit) Psychology (1/2 credit) Principles of Economics (1/2 credit) AP Macro Economics (1/2 credit) AP Psychology (1/2 credit) AP European History (1 credit) <i>AP World History (1 credit)</i> |
|----------------------------------|---|---|

*64% of students taking AP Human Geography were freshman. More freshman took AP Human Geography in 2016 than any other AP subject. AP Human Geography was the 2nd fast growing AP course the College Board offers. 51% of students who took the AP exam scored a 3 or higher. 1688 freshmen took an AP exam in 2014 - 15 in Wisconsin (up from 963 the previous year). 1356 of those students took the AP Human Geography exam. 71 and 91 freshmen took an AP exam during the 2014 - 15 school year as freshmen in DC Everest and Marshfield respectively.

**Students can only take American Dream as a sophomore if they took the accelerated English class during their 9th grade year. If they did not take Accelerated English during their 9th grade year and wish to take American Dream, they can postpone their American History requirement until their 11th grade year. They will be required to take American Government their sophomore year.