



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

October 7, 2019

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

TIME: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Board Policy 449 – Rights and Responsibilities of Divorced/Separated Parents/Guardians and Parents/Guardians Not Sharing the Same Household for First Reading
 - B. Board Policy 443.2 – Smoking and/or use of Tobacco/Nicotine Products or Electronic Smoking Devices by Students for First Reading; Board Policy 522.2 – Smoking and/or Use of Tobacco/Nicotine Products or Electronic Smoking Devices by Employees for First Reading; and Board Policy 831 - Smoking and/or Use of Tobacco/Nicotine Products or Electronic Smoking Devices on School Premises for First Reading
- IV. Updates
 - A. New Course/Curriculum Modification Proposals
 - B. Wisconsin Student Assessment System (WSAS) Results: 2018-19
- 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

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 - A. Board Policy 449 - Rights and Responsibilities of Divorced/Separated Parents/
Guardians and Parents/Guardians Not Sharing the Same Household

Students living in split households can bring about situations where parents or guardians place District staff members in an awkward position as parents/guardians dispute who has the ability to make educational decisions related to their children. In order to maintain a collaborative relationship with all involved, the District's best approach is to maintain strict neutrality in such situations. Board Policy 449 - Rights and Responsibilities of Divorced/Separated Parents/Guardians and Parents/Guardians Not Sharing the Same Household is a new policy being introduced and recommended for approval to help clarify the District's position and stipulate the types of information and expectations required from parents/guardians as school staff attempt to work in the best educational interest of each student. Attachment A sets out this proposed policy.

The administration recommends approval of Board Policy 449 - Rights and Responsibilities of Divorced/Separated Parents/Guardians and Parents/Guardians Not Sharing the Same Household for first reading.

- B. Board Policy 443.3 - Smoking and/or Use of Tobacco/Nicotine Products or Electronic Smoking Devices by Students; Board Policy 522.2 - Smoking and/or Use of Tobacco/Nicotine Products or Electronic Smoking Devices by Employees; and Board Policy 831 - Smoking and/or Use of Tobacco/Nicotine Products or Electronic Smoking Devices on School Premises

Vaping is the inhaling and exhaling of a vapor produced by an e-cigarette or other electric smoking device, and it has become increasingly popular among youth due to its many flavors and sleek designs that are portable and can be easily hidden. With the increasing issues surrounding the use of electronic smoking devices, recommendations are being made to language in Board Policy 443.3 - Smoking and/or Use of Tobacco/Nicotine Products or Electronic Smoking Devices by Students (Attachment B); Board Policy 522.2 - Smoking and/or Use of Tobacco/ Nicotine Products or Electronic Smoking Devices by Employees (Attachment C); and Board Policy 831 - Smoking and/or Use of Tobacco/Nicotine Products or Electronic Smoking Devices on School Premises (Attachment D) to clarify the prohibition of such products on school property or at off-campus, school-sponsored events.

The administration recommends approval of Board Policy 443.3 - Smoking and/or Use of Tobacco/Nicotine Products or Electronic Smoking Devices by Students for first reading.

The administration recommends approval of Board Policy 522.2 - Smoking and/or Use of Tobacco/Nicotine Products or Electronic Smoking Devices by Employees for first reading.

The administration recommends approval of Board Policy 831 - Smoking and/or Use of Tobacco/Nicotine Products or Electronic Smoking Devices on School Premises for first reading.

IV. Updates

A. New Course/Curriculum Modification Proposals

Board Policy 332 Experimental/Innovative Programs, Board Policy 332.1 – Exhibit 1- Process Guidelines for Requesting New Courses Form, and Board Policy 332.2 – Exhibit 2- Process Guidelines for Pilot Programs or Curriculum Modifications Form, set out the requirements to add or modify courses or curriculum in Wisconsin Rapids Public Schools. Any proposals for course or curriculum additions or modifications are submitted to the Director of Curriculum and Instruction for consideration no later than the end of September. In addition, before being submitted for consideration, such proposals must be reviewed by relevant CII Sub-Committees and building leadership committees. After review by the necessary committees, proposals are brought to the District CII Committee for review. The CII then casts an advisory vote on each proposal. At the November Educational Services meeting, committee members will be asked to vote on each proposal. The vote will occur after being presented with a summary of the CII's discussion and advisory vote. Kathi Stebbins-Hintz, Director of Curriculum & Instruction will be present to explain the curriculum proposals. Each proposal is listed below, along with a corresponding attachment.

1. New Course Proposals
 - a. Second Grade Keyboarding (Attachment E)
 - b. Woods III (Attachment F)
 - c. Music Theory (Attachment G)

2. Dual Enrollment Proposals
 - a. AP European History: Dual Credit Option with UWSP (Attachment H)
 - b. AP World History: Dual Credit Option with UWSP (Attachment I)
 - c. AP Physics 1: Dual Credit Option with Mid-State (Attachment J)
 - d. Physics - Force & Motion and Forms of Energy: Dual Credit Option with UWSP (Attachment K)
 - e. Accelerated Pre-Calculus: Dual Credit Option with UWSP (Attachment L)
 3. Name Change Proposal
 - a. DNA Science & Biotechnology (Attachment M)
 4. Schedule Change Proposal
 - a. WRAMs Schedule Change (Attachment N)
 5. Curriculum Process Procedural Change Proposal
 - a. Summer School Courses for Credit
- B. Wisconsin Student Assessment System (WSAS) Results: 2018-19

The 2018-19 WSAS results will be shared with the Committee. Information from the Forward Exam, ACT Aspire, and the ACT will be discussed. Ms. Stebbins-Hintz will provide a detailed analysis of the assessment results.

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:

- New Course/Curriculum Modification Proposals – Decision (November)
- School & District Report Cards (November)
- ECCP/SCN (November)
- Library Update (December)
- ACP Update (December)
- Behavior/Mental Wellness Committee Update (January)
- Assessment Committee Update (January)
- Revisions to RtI Handbook (January)
- Class Size Limits (January)
- Mid-Year AGR Report (February)
- Strategic Plan Updates (February)
- Student Travel Updates (February)

449 RIGHTS AND RESPONSIBILITIES OF DIVORCED/SEPARATED PARENTS/GUARDIANS AND PARENTS/GUARDIANS NOT SHARING THE SAME HOUSEHOLD

It is the goal of the School District of Wisconsin Rapids to work in the best educational interests of each student while working in partnership with the student's parents/guardians. The District recognizes that while the parents of some students may be divorced, separated, or otherwise not sharing the same household, unless otherwise provided by a court order or other legally required reason, both parents have a right to be informed of and involved in their child's educational program.

In order to maintain a collaborative relationship with both parents/guardians, the District will maintain strict neutrality between parents/guardians who are involved in an action affecting the family, unless otherwise directed by a court order, a parenting plan, subpoena or other court document. District employees, in their official capacities, will not voluntarily participate in family law court proceedings or related matters.

It is important for the District to have the information necessary to make appropriate decisions regarding the student's school programs and the parent's/guardian's involvement with the schools, particularly where the parents/guardians have been involved in family law matters. Upon enrollment or when issued by a court or agency, the parents/guardians shall provide the District with:

1. The most recent court-related documents that provide information on residency, legal custody, physical placement arrangements, educational decision-making authority, and other matters relevant to the District so that the District may abide by those decisions and orders;
2. Any legal action affecting the family that might have an impact on parent involvement and participation in the schools; and
3. Any court order that may define or restrict a parent's rights in relation to children enrolled in the District.

Parents/guardians who share legal custody may each make educational decisions for their student. Unless the parent/guardian has been denied periods of physical placement with the child or a court order, parenting plan, or other court document or law provides otherwise, parents/guardians may view their child's school records, receive school progress reports and mailings, attend parent/teacher conferences, and visit their child at school and remove their child from school grounds.

When initially enrolling a student in the District, the parent/guardian completing the enrollment process must designate the primary household in which the student will reside. In circumstances where divorced, separated or parents/guardians not residing within the same household share physical custody (50% with one parent/guardian and 50% with the other parent/guardian), one parent/guardian's household must be designated as the primary household. Once designated, the student's primary household shall remain as originally designated unless altered by a court order indicating that the student's primary household has changed to the other parent/guardian. The District shall require the agreement of all parties who share legal custody to move a student to a different school within the District except as otherwise provided by a court order, parenting plan, other court document, or the law. A student's parents/guardians may change the student's primary household once during the period of the student's enrollment in the District by mutual agreement and petition by all custodial parents/guardians to the school enrollment office. The designated primary household will be used for the purpose of determining the student's school attendance area, and the primary household will be responsible for completing the annual online enrollment verification process.

Each parent/guardian is individually responsible for observing his/her respective parenting rights, obligations, and restrictions in all of the parent/guardians' interactions with the District. The following guidelines shall apply to the enforcement of such rights, obligations, and restrictions:

1. As a general rule, if one parent believes that the other parent is acting in a manner that is inconsistent with such rights, obligations, or restrictions, his/her primary method of obtaining recourse is to seek enforcement of applicable laws, court orders, and agreements by involving law enforcement and/or the courts.
2. If parents/guardians disagree with one another about their respective rights, obligations, or restrictions, it is the responsibility of the parents to obtain appropriate clarifications of, or modifications to, any applicable agreements or court orders through the family court system.
3. The District will not be responsible for monitoring, interpreting, and/or enforcing any physical placement order/schedule. If a dispute occurs on District premises regarding physical placement, the District will contact law enforcement authorities to assist the parents/guardians in the dispute.

In the event that the parent/guardian advises the District that a court order restricts parental rights in relation to students enrolled in the District, the parent should provide the District with the court order providing such restriction(s). The District may also ask the other parent/guardian to provide the court order if the parent/guardian asserting that a court order restricting parental rights exists fails to provide the court order to the District. Any relevant information from a court order restricting parental rights shall be entered in the student's records and shared with the student's classroom teacher(s) and other relevant staff. Should neither parent/guardian provide the District with a copy of a court order restricting parental rights, neither parent/guardian shall be deemed to have rights superior to the other with respect to any student enrolled in the District or with respect to parent/guardian participation in school-related activities.

Absent a court order setting forth restrictions on parental rights, both parents/guardians will be presumed to have the ability to visit their student(s) at school. If the District has received a court order clarifying parental rights and privileges and any restrictions on parental rights, the following shall apply:

1. A custodial parent/guardian or joint custodial parent/guardian or a parent/guardian with physical placement rights may visit their student(s) at school during school hours in accordance with the District's visitor policy, unless the visitation is prohibited by a court order provided to the District, without the written authorization of the custodial or joint custodial parent/guardian. Unless expressly prohibited by a court order, it is not a violation of District policy for such a parent/guardian to, for example, volunteer in his/her child's class, eat lunch with his/her child, or chaperone a school field trip on a day when the parent does not have physical placement of the student.
2. Pursuant to the District's visitor policy, the District may prohibit either parent/guardian (regardless of custodial status and the language of a court order) from entering the school during school hours, or otherwise participating in school sponsored activities, if the parent/guardian disrupts the educational environment or the parent/guardian's presence is detrimental to the health, safety, academic learning or productivity of students or others at school.
3. A parent/guardian who has been denied physical placement with the child is not permitted to remove a child from school grounds. Where a parent/guardian who has been denied periods of physical placement attempts to remove a child from school, the school shall contact law enforcement.
4. Any person who is prohibited from having contact with a student of the District under a court order is prohibited from entering onto school grounds or into school buildings where the student/child may be present.

LEGAL REF: Sections 118.125(2)m Wisconsin Statutes
Sections 767.41

CROSS REF: 347, Student Records
347 Rule (1), Guidelines for the Control and Maintenance of Student Records
347 Rule (2), Student Records Files
455, School Safety
860, Visitors to the Schools
860 Rule, Guidelines for Visitors to the Schools
860 Exhibit, Loitering in Schools and Playgrounds Ordinance

APPROVED: TBD

443.3 SMOKING AND/OR USE OF TOBACCO/NICOTINE PRODUCTS OR ELECTRONIC SMOKING DEVICES BY STUDENTS

The Board of Education recognizes that the use of commercial tobacco products, including electronic smoking devices, is a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board believes that the use or promotion of commercial tobacco products, including electronic smoking devices, on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. Furthermore, the Board believes that accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors. The Board embraces its obligation to promote positive role models in schools, and to provide an environment for learning and working that is safe, healthy, and free from unwanted smoke and commercial tobacco use for students, and visitors. Smoking and/or the use, possession, or transfer of a nicotine product, including smokeless tobacco or electronic cigarette (or e-cigarette) or other electronic nicotine delivery system (ENDS) products is prohibited on District property owned, rented by or under the control of the Board including buildings, grounds, and District vehicles.

It shall be a violation of this policy for any student to possess, use, consume, display, promote, or sell any tobacco products, tobacco-related devices, imitation tobacco products, or electronic smoking devices at any time on school property or at off-campus, school-sponsored events. The term “off-campus, school sponsored event” means any event sponsored by the school or school district that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances, or theatrical productions. “School property” means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transporting students, staff, and visitors.

The term “electronic smoking device” means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

Students in violation of this policy will be held to the Student Code of Conduct and/or expectations as outlined in Student Handbooks.

Students in violation of this policy who are participating in WIAA activities will be subject to disciplinary measures as per WIAA guidelines.

Violations shall be processed in accordance with State Statutes and established procedures at each building level.

Exceptions

It shall not be a violation of this policy for a person to possess or provide tobacco or tobacco-related devices to any other person as part of an indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony or practice. It shall not be a violation of this policy for use of tobacco or tobacco-related devices as part of an educational experience related to indigenous tobacco practices that has been approved by school administrators.

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in District buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

FDA approved cessation products or tobacco dependence products are exempt from this policy for adults and staff eighteen years and older.

LEGAL REF.: Sections 101.123 Wisconsin Statutes
120.12(20)
120.44

CROSS REF.: 443 – Student Conduct
443 Rule – Code of Classroom Conduct
522.2 – Smoking and/or Use of Tobacco/Nicotine Products or *Electronic Smoking Devices*
by Staff
831 – Smoking and/or Use of Tobacco/Nicotine Products or *Electronic Smoking Devices* on
School Premises

APPROVED: November 13, 1989

REVISED: June 17, 2002
May 12, 2014
TBD

522.2 SMOKING AND/OR USE OF TOBACCO /NICOTINE PRODUCTS OR ELECTRONIC SMOKING DEVICES BY EMPLOYEES

Smoking and/or the use of a nicotine product, including smokeless tobacco or electronic cigarette (or e-cigarette) or other electronic nicotine delivery system (ENDS) products shall be prohibited on District property owned, rented by, or under the control of the Board including buildings, grounds, and District vehicles.

The Board of Education recognizes that the use of commercial tobacco products, including electronic smoking devices, is a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board believes that the use or promotion of commercial tobacco products, including electronic smoking devices, on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. Furthermore, the Board believes that accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors. The Board embraces its obligation to promote positive role models in schools, and to provide an environment for learning and working that is safe, healthy, and free from unwanted smoke and commercial tobacco use for students, and visitors.

It shall be a violation of this policy for any staff member to possess, use, consume, display, promote, or sell any tobacco products, tobacco-related devices, imitation tobacco products, or electronic smoking devices at any time on school property or at off-campus, school-sponsored events. The term “off-campus, school sponsored event” means any event sponsored by the school or school district that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances, or theatrical productions. “School property” means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transporting students, staff, and visitors.

The term “electronic smoking device” means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

Staff in violation of this policy may be disciplined up to and including termination.

Violations shall be processed in accordance with State Statutes and established procedures at each building level.

LEGAL REF.: Sections 101.123 Wisconsin Statutes
120.12(20)
120.44

CROSS REF.: 443.3 – Smoking and/or Use of Tobacco/Nicotine Products **or Electronic Smoking Devices** by Students

831 – Smoking and/or Use of Tobacco/Nicotine Products or *Electronic Smoking Devices* on School Premises

APPROVED: November 13, 1989

REVISED: June 17, 2002
May 12, 2014
TBD

831 **SMOKING AND/OR USE OF TOBACCO/NICOTINE PRODUCTS OR ELECTRONIC SMOKING DEVICES ON SCHOOL PREMISES**

Smoking and/or the use of a nicotine product, including smokeless tobacco or electronic cigarette (or e-cigarette) or other electronic nicotine delivery system (ENDS) products shall be prohibited on District property owned, rented by, or under the control of the Board including buildings, grounds, and District vehicles.

The Board of Education recognizes that the use of commercial tobacco products, including electronic smoking devices, is a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board believes that the use or promotion of commercial tobacco products, including electronic smoking devices, on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. Furthermore, the Board believes that accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors. The Board embraces its obligation to promote positive role models in schools, and to provide an environment for learning and working that is safe, healthy, and free from unwanted smoke and commercial tobacco use for students, and visitors.

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The term “electronic smoking device” means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

Individuals not affiliated with the school district who violate this policy will be asked to cease their use of any nicotine product **or electronic smoking device** or face removal from school district property. Subsequent violations of this regulation may result in debarment from all WRPS property.

Violations shall be processed in accordance with State Statutes and established procedures ~~at each~~ building level.

LEGAL REF.: Sections 101.123 Wisconsin Statutes
 120.12(20)
 120.44

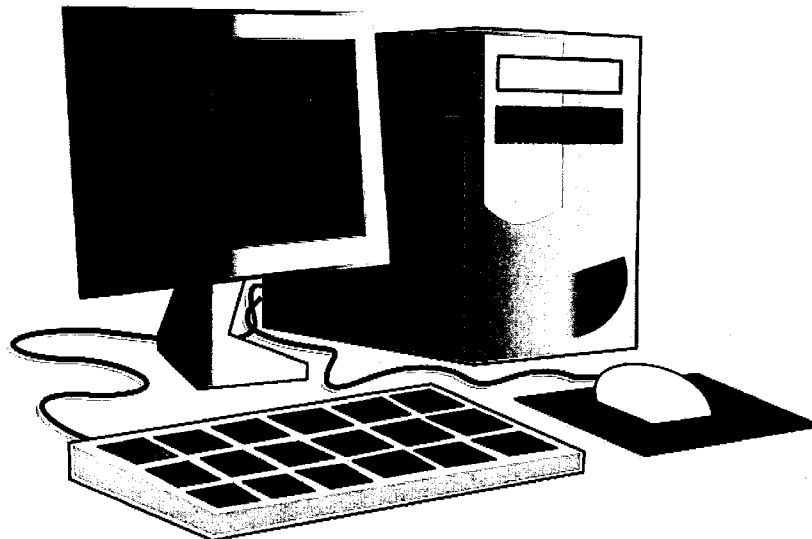
CROSS REF.: 443.3 – Smoking and/or Use of Tobacco/Nicotine Products or *Electronic Smoking Devices* by Students
522.2 – Smoking and/or Use of Tobacco/Nicotine Products or *Electronic Smoking Devices* by Staff

APPROVED: November 13, 1989

REVISED: July 9, 1990
June 17, 2002
May 12, 2014
TBD

2nd Grade Keyboarding

Elementary



Proposed by:

Phillip Bickelhaupt, Director of Technology
Marcia Bruns, WRPS Keyboarding Instructor
WRPS Instructional Technology Committee



Rationale and Background

Keyboarding is a lifelong skill that needs to be started as soon as possible. Second grade students are physically and developmentally ready to learn to keyboard. Penny Antell, Mead Elementary School Principal made a suggestion to the Instructional Technology Committee, Marcia Bruns and the Administrative team that we explore what it might look like to have a small 2nd grade keyboarding program. Her rationale was simple, the earlier we get them started, the better prepared they will be to keyboard in 3rd grade and for the typing that is required on the WI Forward Exam. Based on this suggestion, it was decided to run a small pilot program in the spring of 2019 to see how keyboarding at the second grade would look.

In the pilot program at Mead and Grant elementary schools, five classes of second graders followed a two-week curriculum and were able to **log in and sign out of their computers, and become familiar with 16 keys including the space bar, enter keys, and shift keys. Participating students at these two schools became familiar with typing from dictation and from sight reading while typing an average of 6 WPM.** The feedback from this pilot was overwhelmingly positive and thus decided to move forward with a proposal to add second grade keyboarding to the curriculum.

Communication

Recommendation to WRPS ITC Committee from M. Bruns	March 2019
Discussion at Central Office and with Elementary Principals	April 2019
Pilot at Grant and Mead Elementary Schools	May 2019
Draft proposal to ITC	Sept 2019
ITC Approval	Sept 2019
Draft Proposal to Director of Curriculum	Sept 25, 2019
Presentation to Curriculum Sub-Committee Chairs	
Presentation to Elementary Principals	
District CII Committee	
Board of Education Approval	

Curriculum

Course Outline - See Appendix A

Who will write the curriculum?

The curriculum has already been written by Marcia Bruns. During the 2018-2019 school year a small pilot took place at Grant and Mead elementary schools. During this pilot, curriculum was created and developed for a 2-week basic introduction to keyboarding and computers.

What professional development needs may be necessary to implement the course?

At this time, there are no perceived needs for professional development.

What impact might this have on number of sections, FTEs, etc?

There will be a slight increase in FTE in the Keyboarding position. By adding the 2nd grade classes to the rotation, the FTE of the position is anticipated to increase by .18. This increase will take the position from .62 to .80. It should be noted, that this FTE is very much based on the number of sections in grades 2-5. An increase in these sections means an increase in the position and the same would hold true for a decrease in sections.

What schedule or staff assignments may need to be changed?

No change from current. Marcia would continue to teach keyboarding as she has in the past. The addition of 2nd grade to the rotation would mean that her teaching schedule would extend further into the school year to include April and May.

Resources

Curriculum Development Time	None
Staff Development Time	None
Instructional Materials	Additional licenses for Typing Club.
Staffing	Increase in FTE from .62 to .80
Space, equipment, furniture	No change from current arrangement.
Other	

Statement of Impact

Like handwriting, keyboarding is a complex skill that requires practice to become fluent and automatic. Automatizing the process of keyboarding, allows students to focus on ideas and not on the process. Introducing the skills of key placement, finger usage, and posture to

second graders lays the foundational skills necessary for them to ultimately express themselves effectively. By third grade, the Common Core ELA standards specifically require the use of **keyboarding in third grade to produce and publish typed writing.**

Starting the instruction of two hand touch typing in second grade will have an overwhelmingly positive impact on our students. The two-week keyboarding program will familiarize second graders with computer use--both the mouse and the keyboard. Direct instruction of the basics of the QWERTY keyboard and home row keys will begin the early development of proper keyboarding technique which will dissuade the "hunt and peck" method, and lay the groundwork for building muscle memory.

Second grade keyboarding instruction will provide **valuable experience and practice** with typing and enhance their third grade keyboarding instruction leading up to the Wisconsin Forward Exam administered in the spring.

Appendix A

Elementary Keyboarding: Second Grade Two-Week Curriculum

Week 1

Lesson 1:

- Posture
- Etiquette
- Logging in

Lesson 2:

- Introduce Hand Position, Mouse, and Finger Use
- Introduce 2 Hands, 3 Rows Concept
- Create a Google Doc: Keyboarding

Lesson 3

- Introduce Home Row Keys
- Practice Home Row Keys
- Dance Mat Level 1, Part 1

Lesson 4:

- Reinforce Home Row
- Dance Mat Level 1, Part 2

Lesson 5:

- Introduce letters h and e
- Practice
- Jungle Junior-Lessons 27-29 & 44-46

Week 2

Lesson 6:

- Learn o and r keys.
- Dance Mat-Level 1, Part 3

Lesson 7:

- Introduce letters i and t
- Practice
- Jungle Junior-Lessons 82-84 & 96-98

Lesson 8:

- Practice home row, h, e, i, t, o, r keys
- Practice
- Jungle Junior-Lessons 47-49 & 116-118

Lesson 9:

- Digital Citizenship Instruction
- Videos
 - DC Video 1
 - DC Video 2

Lesson 10:

- Typing WPM Test
- Dance Mat-Level 2

New Course Proposal

2020-2021 School Year

Woods III

Grades 11,12

.5 Elective Credit

Requested by:

Terry Bores

LHS Engineering and Technology Department

September 2019

Rational:

Currently, if a student takes Woods I as a sophomore and Woods II as a Junior but does not want to continue with the 2.5 credit Building Construction class they would be unable to continue gaining skills and knowledge in the construction pathway. The one-term Woods III course would allow juniors and seniors an opportunity to continue building their skills in the construction pathway without having to enroll in the five-term Building Construction course. This request is in line with our District Strategic plan, objective 4: Enhancing Academic & Career Planning for all students and aligns with our local and state Carl Perkins Career Pathways initiative.

Recommended Course Structure:

This proposed course is to be offered Juniors and Seniors that successfully completed Woods II with a C or better. Woods III students could be placed in a Woods II course if needed as it will be a capstone, standards & project-based curriculum and an instructor will be in the woods lab at all times to supervise and instruct.

Communication:

Fall 2018	Discussion with WRPS Engineering and Technology instructors
Spring 2019	Discussion with WRPS CTE CII
Fall 2019	Draft Proposal to LHS Principal & Director of Curriculum
Fall 2019	Draft Proposal to LHS Cabinet
Fall 2019	Proposal to WRPS CII
Fall 2019	Proposal to the Board of Education
Spring 2020	Course offered in LHS POS for 2020/2021 school year

Curriculum:

Terry Bores and the TechEd. PLC team will create the curriculum map over the summer of 2020-2021. Staff assignments will not need to be changed as all the Technology Engineering staff are licensed to teach Woods III.

Resources:

- Curriculum development Two DEU's
- Staff Development Time None needed
- Instructional Materials Department budget and/or Carl Perkins Funding
- Space, equipment No change

Statement of Impact:

It is vital that our high school continues to offer Career & Technical Education (CTE) courses, such as the proposed Woods III course, to meet the ever-changing employer needs and demands in the construction pathway. Progressive alignment of our Technology and Engineering course offerings with current workforce demands and trends will provide our students with an education that is relevant in today's economy.

Modification of Course #685:

**AP Music Theory
(0.5 Credit, 10-12)**

TO

**Music Theory
(0.5 Credit, 10-12)**

OR

**AP Music Theory
(1.0 Credit, 10-12)**



Explanation & Rationale:

AP Music Theory has been offered to students at Lincoln High School since fall 2009. Prior to this, Music Theory was offered to students at Lincoln High School. This proposal would make both classes available simultaneously while adding a 2nd trimester for the AP Music Theory curriculum. The AP College Board and the curriculum that is written expects that this course be offered as a full year. Given the time frame for this year I will teach the class 2nd trimester and we will be able to cover about half of the curriculum necessary for the AP exam. 3rd trimester I will offer guided study sessions before or after school to help students complete the material needed to be successful when taking the exam.

In previous years, AP Music Theory was offered second semester, which significantly shortened time for test preparation. Prior to 2011 50% of students who took the AP exam passed (of students who had taken the class - one student did opt to take the test without having taken the class), so this 50% pass rate (very close to the national average) was excellent. In the spring of 2012, only 1 of 11 students passed the test. The impact of less time for instruction and test preparation was obviously quite significant, so students need to participate in this class over the course of more than one trimester.

This proposal would also allow students to take Music Theory as a .5 credit or opt for the AP Music Theory which would be 1.0 credit. Music Theory would run concurrently in the 1st trimester of the AP Music Theory class; there would be no additional staffing.

It is important that our music students continue to have access to this class for multiple reasons:

1. Students considering pursuing music at the post-secondary level benefit from the opportunity to explore what kind of coursework will be required of them outside of performance.
2. Students have the potential to earn a significant number of AP credits. A score of 3 or higher earns a student 8 credits at UW-Stevens Point. At some schools (including UW-Madison), credits apply to required general degree coursework in the area of humanities.

This course also has great potential to attract virtual students to our district, which could potentially be a source of revenue.

Communication/Timeline:

Draft proposal	September 2019
Draft Proposal to Director of Curriculum	September 2019
LHS cabinet	September 2019
District CII	Fall 2019
Board of Education	2019-2020
Course offered in Program of Studies for 2020-2021	Winter 2020

Curriculum:

Curriculum will be adapted and expanded for the additional trimester. Additions and modifications will be made to create differentiation. This will allow students to spend more time on skills they struggle with, hopefully leading to better test preparation.

Resources:

STAFFING:

No Change

EQUIPMENT:

Students will use their own devices. Various free software and online resources will be shared with students.

PROFESSIONAL DEVELOPMENT:

I have attended 2 AP Institutes to prepare for this class.

INSTRUCTIONAL MATERIALS:

No change at this time

Summary/Statement of Impact:

There is no negative impact of this proposal. Students will have access to a course that has a huge potential impact on their post-secondary educational careers without limiting their future course options.

Course: AP European History/History 257

Proposal: Currently, we offer AP European History as a junior or senior elective. UW Stevens Point approved an additional course, History 257, that would cover the same material and give students college credit for taking the course. However, the course includes a course fee. We are proposing running the two courses concurrently. In the spring, when students register, they would choose History 257 or AP European History for the next year. The student would be in the same course, being taught a similar curriculum. We are still discussing details and requirements with the UW system.

Course: AP World History/History 102

Proposal: Currently, we offer AP World History as a junior or senior elective. UW Stevens Point approved an additional course, History 102, that would cover the same material and give students college credit for taking the course. However, the course includes a course fee. We are proposing running the two courses concurrently. In the spring, when students register, they would choose History 102 or AP European History for the next year. The student would be in the same course, being taught a similar curriculum. We are still discussing details and requirements with the UW system.

Dual Credit Options for AP Physics 1
David Bergerson

Attachment J

Rationale

This is not a new course but a modification to the existing Advanced Placement Physics 1 course to potentially convert it to a dual credit course with UWSP and/or MSTC.

Communication

Spring 2019 - Dave Bergerson received accreditation from the Higher Learning Commission. Initiated contact with UWSP Department Chair.

August/September 2019 - Continued discussions with UWSP Physics Chair via e-mail. Notification to Kathi Stebbins.

September 20, 2019 - Meeting between LHS Principal, Student Services Chair and Dave Bergerson to consider options related to students enrollment, transcribing, etc

September 24, 2019 - Meeting with MSTC Dean of General Education and Dual Credit Coordinator at LHS.

September 24, 2019 - Science CII meeting to discuss the potential change and consider potential options with UWSP and MSTC.

September 24, 2019 - LHS Cabinet

September 30, 2019 - District CII Committee

Curriculum

AP Physics Topic	Approx Time on Topic	Lab Experiences	UWSP Physics 203	MSTC General Physics 1 (Equiv to UWSP 201)
1:Kinematics	3 weeks	Buggy Lab (constant velocity), Acceleration on an Incline Lab, Free Fall Suite, Projectile Launcher Suite	X	X
2: Dynamics	3 weeks	Newton's Third Lab, Modified Atwood's Machine Lab, Gravitational Field Strength Lab, Inertial Mass v Gravitational Mass Lab, Forces on an Incline Lab, Friction Lab	X	X
3:UCM & ULG	2 weeks	Online Simulations:Derive Centripetal Accel & Force, PHET - Gravity Force Lab (derive ULG)	X	X
4:Energy	3-4 weeks	Work and Power Lab, Conservation of Energy Mini-lab Challenge Trifecta, Hot Wheels Garage, Hooke's Law	X	X

5:Momentum	2 weeks	Impulse-Momentum Vernier Lab	X	X
6:SHM	1 week	Oscillation Labs (Pendulum, Mass on Spring, Double Spring Cart, etc)	X	X
7:Rotation	3-4 Weeks	Torque Lab (unknown Mass), Rotational Kinematics, Rotational Dynamics, Conservation of Angular Momentum, Rotational Inertia Demonstrator Labs	X	X
8:Charge & Force	1 Week	Coulomb's Law Simulation (Phet), Electric Field Simulation		
9:DC Circuits	2 Weeks	Ohm's Law, Series & Parallel Circuits Lab & Simulations		
10:Mechanical Waves and Sound	2 weeks	Slinky Lab, Waves on String (Phet), Speed of Sound, Resonance Labs (open & closed tube, string)	X	X
			Fluids	Fluids
				Heat & Temp

Resources

As of this writing, the current textbook utilized for AP Physics 1 is an acceptable textbook for Physics 203 per e-mail from UWSP department chair on September 9, 2019.

The lab equipment at LHS is adequate for this change.

The revisions to the course and curriculum writing will be minimal (basically 1 unit difference and some revisions to exams to align more with UWSP). Hours will be submitted for DEUS but is not likely to exceed the new course proposal limit.

Statement of Impact

This will impact the students who will normally take AP Physics 1 and take the AP Exam. Under our current situation, the student takes the AP course during trimesters 1 & 2 (which ends in March) and takes the AP exam about 8 weeks later. Many universities require a 4 on the AP exam to award physics credit but that varies with each IHE (institute of higher education).

PROS and CONS of each class:

AP Physics 1 (Current Program)

Pros <ul style="list-style-type: none">• Anyone with Physics Certification can teach it.• Low Cost to Student (Class is \$10 fee, Test is <\$ 100)	Cons <ul style="list-style-type: none">• If student doesn't get at least a 3 and many times a 4, will not receive college credit. UWSP 203 requires a 4.• Down time between class ending and AP exam administration (~8 weeks)
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UWSP Physics 203 (Dual Enrollment)

Pros <ul style="list-style-type: none">• No lag time between course and AP exam.• No high stakes AP Exam required.• Comprehensive Final is optional, last exam can be a unit exam.• Transfers to majority of UW System Schools and WTCS• Transcribed Credits	Cons <ul style="list-style-type: none">• Cost to students (5 credits = \$500?)• Transferability out of state or to private university ???
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MSTC General Physics 1 (Dual Enrollment)

Pros <ul style="list-style-type: none">• No lag time between course and AP exam.• No high stakes AP Exam required.• Comprehensive Final is optional, last exam can be a unit exam.• Transcribed Credits• No cost to student?	Cons <ul style="list-style-type: none">• Transferability out of state or to private university ???• Transferability within WTCS is simplified.• Transferability to UW system schools is more limited and lower level course (UWSP 201)
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Dual Credit Options for WRPS Physics & UWSP Physics 101
David Bergerson

Attachment K

Rationale

This is not a new course but a student option to the existing Physics: Force and Motion and Physics Forms of Energy courses to offer dual credit course with UWSP..

Communication

Spring 2019 - Dave Bergerson received accreditation from the Higher Learning Commission. Initiated contact with UWSP Department Chair.

August/September 2019 - Continued discussions with UWSP Physics Chair via e-mail. Notification to Kathi Stebbins.

September 20, 2019 - Meeting between LHS Principal, Student Services Chair and Dave Bergerson to consider options related to students enrollment, transcribing, etc.

September 20, 2019 - Approval from UWSP Physics department to offer Physics 101 as dual credit.

September 24, 2019 - Science CII meeting to discuss the potential change and consider potential options with UWSP and MSTC.

September 24, 2019 - LHS Cabinet

September 30, 2019 - District CII Committee

Date(s) TBD - Finalization of Logistics between UWSP and LHS

Curriculum

Physics 101 Topic	Physics: Force and Motion	Physics: Forms of Energy	Labs Completed	Other Notes/Thoughts
Kinematics 1-D	x (~ 12 days)		Dune Buggy Lab, Accelerating Marble Lab, Free Fall Lab Trifecta	
Kinematics 2-D	x (~ 7 days)		Shoe on Inclined Plane Lab, Hitting Bullseye lab (Horizontal launch)	Vectors here
Newton's Laws	x (~ 12 days)		Tug-o-War lab, mass v Weight lab, Kick-Dis Inertia Lab, Newton's 2nd Lab, Friction lab, terminal velocity lab	
Energy	x (~ 5 days)		Hotwheels garage lab, Popper lab, Hooke's Law Lab, Spring Popper Lab	

Momentum	x (~ 5 days)		No hands-on Labs - Simulations/Demos	Last week Comprehensive Essay Assessment (3-4 days), could be dropped to extend Momentum and Energy unit.
Waves		x (~ 4 days)	Slinky Lab, Ripple Tank Lab	
Sound		x (~ 8 days)	Speed of Sound lab, Period/Frequency lab, Resonance Tube Labs	
Electric Charge		x (~ 3 days)	Coulomb's Law Simulation, Electric Fields Simulation	
Simple DC Circuits		x (~ 6 days)	Ohm's Law Lab, Simple Series and Parallel Circuits Lab/Simulations	
Magnetism		x (1 day)	Mag Fields Labs	
EM Induction		If time allows		
Power Generation		If time allows		
Optics		x (~ 7 days)	Curved Mirror labs, Lenses Labs, R & V Images Labs, Light Box Labs	
		EM Spectrum/Duality/Color, etc (~ 7 days)	Polarization lab, Shadow Lab, Additive Color Theory Lab Trifecta	
	Measurement, Sig Figs, etc (~ 9 days)	Measurement, Sig Figs, etc (~ 9 days)	Process, Variables & Graphing Lab; Measurement/Sig Figs Lab;	
		Heat and Temperature (~10 days)	Expansion Lab, Phase Change Lab, Calorimetry Lab	This unit in Forms of Energy could be cut to accomodate full coverage of E & M unit for 101 dual credit.

Resources

Conceptual Physics by Paul Hewitt - Already use.
 Physics Classroom Website - Already Use.
 Current lab materials are adequate at LHS.

Statement of Impact

This allows students who would need a natural science as an elective when going to a UW school to get it completed in high school. This option would not be the best for those who wish to pursue a natural science related career path. For example, the course description at UWSP reads:

PHYS 101. General Physics. 5 cr. Fundamental principles of physics for a general audience; for students in elementary education, general education, communicative disorders, and physical education. 2 hrs lec, 1 hr disc, 4 hrs lab per wk. *GEP:NSC*

Here is a small sampling of how Physics 101 transfers to other universities and technical colleges:

Transcripted School	Course	MSTC	UWEC	Green Bay	Madison	LaCrosse
UWSP	Phys 101	General Physics 1	Phys 100	Phys 180	Elective Credit	Phys 106

Possible Implementation Strategies at LHS:

- A. Physics 101 runs as a separate section for two trimesters in the same school year, assuming enrollment is adequate. The advantage of this approach is the students would gain about 9 extra days (no Unit 1 repeat) for covering additional topics as shown above.
- B. Physics 101 are heterogeneously grouped with Physics: Force and Motion AND Physics: Forms of Energy Students. This would be the option if not enough students enroll to create a separate section. In this scenario, the Forms of Energy class would be adjusted by dropping the Heat and Temperature unit for expanding the Electricity and Magnetism unit to accommodate all Physics 101 Topics. Physics 101 students would still need to complete both trimesters in the same school year.

**Accelerated Pre Calculus
Dual Credit Offering as UWSP Math 118/119 starting Fall 2020**

Beginning in the fall of 2020, Lincoln High School will begin partnering with UW-Stevens Point to offer a concurrent enrollment option in Accelerated Pre Calculus. The material in Accelerated Pre Calculus is an exact match for Math 118 and Math 119 at UW - Stevens Point. Successful completion of this course will result in students earning college credit on a UW-Stevens Point transcript. The credit is guaranteed transferable to any of the UW two year college campuses or any of the 13 UW four year college campuses of the University of Wisconsin System. This college credit also allows transfer to any other higher education institutions that typically accept University of Wisconsin credits, while at the same time fulfilling a Lincoln High School Mathematics requirement for graduation.

Any student eligible to take Accelerated Pre Calculus may take the class for UWSP credit or may choose to take it only for high school credit. If a student wishes to receive transcribed, college credit for the class, he/she must complete the following steps:

- 1, The student must register for the UW math placement test and be placed in Math 118. The cost of the placement test is the responsibility of the student/parent.
2. Payment is regulated by the current state statutes. Students are required to pay the UW-Stevens Point tuition for this class.
3. The student must successfully complete the concurrent enrollment class.
4. Transcripts must be ordered from UWSP and sent to the college the student will be attending.

Accelerated Pre Calculus is a prerequisite for AP Calculus at LHS regardless of whether a student chooses to take the class for college credit. If they choose to go the concurrent credit route, students can earn 4 credits for Math 118 (basically first semester college Pre Calculus) and then will be eligible to take Math 119 (second semester college Pre Calculus) for 2 credits. Successful completion of both courses will allow the student to take Calculus 1 as soon as they enter college if they choose.

Students not wishing to continue to Calculus (mostly LHS seniors) do not have to take both semesters of Accelerated Pre Calculus (for example, they may want Math 118, but not Math 119). Students continuing on to Calculus (accelerated Juniors) will need to complete both parts of Accelerated Pre Calculus (although not necessarily for college credit) to continue on to AP Calculus at LHS.

Who will take Accelerated Pre Calculus for UWSP credit?

There are two types of students who may choose to take Accelerated Pre Calculus for UWSP credit:

1. Seniors who are on grade level may choose to take Accelerated Pre Calculus for college credit as it may fulfill or help to fulfill their math requirement in college.
2. Juniors who are accelerated may choose to take Accelerated Pre Calculus for college credit to gain college credit to satisfy general degree requirements or to come into college with college credit in the event that they do not pass the AP Calculus test as a senior.

It is possible that accelerated Juniors may choose not to take Accelerated Pre Calculus as they will be taking AP Calculus as a senior and can earn up to 10 credits of college math for a cost of \$94 instead of the tuition cost of 6 credits at UWSP.

from **DNA Science & Biotechnology** to **Biotechnology Explorations**
Terry Krzyzkowski

Rationale:

When I started teaching this class, I inherited the title "DNA Science and Biotechnology". Scientists have, in the past 2 decades, made incredible new discoveries and invented new applications of what we now know about DNA. While I *do* teach structure & replication of DNA, the majority of the course is technology-based. The students genetically modify an organism; digest DNA and do DNA fingerprinting using restriction enzymes; estimate fragment sizes of digested DNA; purify a protein; extract and amplify DNA; analyze corn products to determine if they are made of genetically modified corn; have a human genome read. So, the current name does not accurately reflect the true nature of how the class has evolved. My focus is on exploring the relatively new technologies that are now in use, rather than on the DNA molecule itself.

Current

Period	Classes
1	ELA
2	
3	Math 8 or Algebra
4	Science
5	Social Studies
6	PE Health/ACP
7	Rotations: Art, Gateway 2, & Tech. Ed
8	Music or Language

Proposed

Period	Classes		
1	ELA		
2			
3	Math 8 or Algebra		
4	Science		
5	Social Studies		
6	PE Health/ACP		
7	Rotations: Art, Gateway 2, & Tech. Ed		
8 (Choice of 2- graduation requirement)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> ● World Language (1A) ● IT 1 ● Music ● SH or Strats or Intervention </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> ● World Language (1A) ● IT 1 ● Music ● SH or Strats or Intervention </td> </tr> </table>	<ul style="list-style-type: none"> ● World Language (1A) ● IT 1 ● Music ● SH or Strats or Intervention 	<ul style="list-style-type: none"> ● World Language (1A) ● IT 1 ● Music ● SH or Strats or Intervention
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