



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

November 3, 2025

Kathi Stebbins-Hintz, Chairperson
John Benbow, Jr.
Troy Bier
Christopher Inda
John Krings
Jaime Sparkes
Elizabeth St.Myers

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

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment

Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.

- IV. Actionable Items
 - A. Curriculum Proposals: New Courses and Curriculum Modifications
 - B. Early College Credit Program (ECCP) and Start College Now (SCN) Applications
 - C. Mastery Connect Purchase
 - D. Modification of School Board Policy 5460: GRADUATION REQUIREMENTS
 - E. Adoption of Policy 2131.01: READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT
 - F. Student Travel - France
 - G. Student Travel - Italy, France and Spain
- V. Updates
 - A. Possible Waiver for the 2026-27 School Calendar - Survey Results
 - B. Student Travel

- VI. Consent Agenda Items

- VII. Future Agenda Items/Information Requests

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

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

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda; however, no deliberation or action will be taken by other Committees or the full Board of Education.



BACKGROUND

November 3, 2025

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- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment
- IV. Actionable Items
 - A. Curriculum Proposals: New Courses and Curriculum Modifications

Ms. Roxanne Filtz, Director of Teaching and Learning, will review a number of curriculum proposals and modifications, which Committee members previewed at the October meeting, for the Committee's consideration. A summary of each proposal was shared by teachers in the various discipline areas, with time for questions and discussion. Each course proposal can be found in the October 2025 Educational Services Committee background as attachments A through G.

The District Council for Instructional Improvement (CII) Committee considered each proposal and at their October 22, 2025 meeting, the CII cast an advisory vote for the Board's consideration. A summary of the CII's individual comments and voting results is included as Attachment A. Final administration recommendations on the proposals is presented as follows:

- 1. Eliminate Accelerated Financial Algebra and LVS Accelerated Financial Algebra

Because of changes as a result of the passage of Act 60, this course is no longer relevant. Unanimous support from CII and LHS Cabinet.

The administration recommends approval of eliminating Accelerated Financial Algebra and LVS Accelerated Financial Algebra from the Lincoln High School Program of Studies beginning with the 2026-27 school year.

2. Decrease Financial Algebra from 1 credit to .5 credit

Once the requirements for Financial Literacy are removed from the course, it will only be equivalent to a .5 credit course. Unanimous support from CII. No results from the LHS Cabinet were provided for this change.

The administration recommends approval of modifying the credits earned from 1.0 to .5 credit for Financial Algebra in the Lincoln High School Program of Studies beginning with the 2026-27 school year.

3. Tech College Math

Tech College Math will align with Mid-State's College Math course, providing students with a dual credit option and a bridge course to Intermediate Algebra, also dual credit. For some Mid-State programs, this course would serve as an alternative to taking Intermediate Algebra. This course would also be included in the Business Management Associate of Applied Science Degree program that LHS and MSTC plan to offer jointly in the 2026-27 school year. Unanimous support from CII and LHS Cabinet.

The administration recommends approval of the proposed course Tech College Math as a 1.0 dual credit math course available to students in 11th and 12th grades beginning with the 2026-2027 school year.

4. Modification of Prerequisites for Intermediate Algebra

Unanimous support from CII. No results from the LHS Cabinet were provided for this change.

The administration recommends approval of modifying the prerequisites for Intermediate Algebra to C- or better in Algebra and Geometry, passing grades in Tech College Math, or teacher approval, beginning with the 2026-2027 school year.

5. Algebra I in 8th Grade Proposed Name Change

Students who enroll in Algebra I as 8th grade students are, in reality, taking an accelerated math course. The math department would like the name of the course to reflect the fact that this is an accelerated math course, and therefore the rigor of the course will be greater than a general education 8th grade math course. CII voted 26 in favor and 1 Unsure of this change.

The administration recommends approval of changing the course title of Algebra I in 8th grade to Accelerated Algebra I beginning with the 2026-2027 school year.

6. Changing the names of *Principles of Economics* and *Principles of Economics Blended*

Due to the DPI implementation of the Personal Financial Literacy graduation requirement, the two courses listed above will only count as fulfillment of the Financial Literacy requirement and not as social studies credit. Even though these courses will be taught by a person with an economics teaching certificate, these courses will no longer be listed under social studies in the LHS Program of Studies. They will now be listed on the same page in the LHS Program of Studies as the other courses that fulfill the Financial Literacy graduation requirement at LHS. As a result the names of the courses will change as follows: *Principles of Economics* to *Money Matters: Economics and Financial Skills for Life* and *Principles of Economics Blended* to *Money Matters: Economics and Financial Skills for Life Blended*. Unanimous support from CII and LHS Cabinet voted 14-1 in favor.

The administration recommends approval of changing the names of *Principles of Economics* to *Money Matters: Economics and Financial Skills for Life* and *Principles of Economics Blended* to *Money Matters: Economics and Financial Skills for Life Blended* in the Lincoln High School Program of Studies beginning with the 2026-27 school year.

7. AP Macroeconomics and AP Microeconomics

Because of changes as a result of the passage of Act 60, this course will no longer fulfill the financial literacy so it will only count as social studies credit. Unanimous support from CII. No results from the LHS Cabinet were provided for this change.

The administration recommends approval of AP Macroeconomics and AP Microeconomics continue to count as social studies graduation credit and will no longer count as financial literacy credits beginning with the 2026-27 school year.

8. Adaptive Arts Grades 6-8

Special education students are often placed in general art classes without enough support. As assignments become more complex, these students may feel overwhelmed, frustrated, or left out. Their processing needs are often different from our general students. Many aren't able to take art altogether because the environment or expectations don't meet their needs. This course would offer a customized, student-centered art class designed with the strengths and needs of special education learners in mind. The CII voted 21 in favor, 1 opposed and 5 unsure.

The administration recommends approval of the proposed course *Adaptive Arts for special education students in grades 6-8* beginning with the 2026-2027 school year.

9. Raider Arts

The goal of this course is to create an environment where students can grow in skills that support not only artistic expression, but also everyday life. This course provides a student-centered, adaptive art experience intentionally designed to build on individual strengths while honoring specific needs. By shifting the focus from the end product to the process of discovery, exploration, and skill-building, students are given the opportunity to engage with art in a way that is accessible, affirming, and empowering. The CII voted 25 in favor and 2 unsure. LHS Cabinet voted 13-2 in favor.

The administration recommends approval of the proposed course Raider Arts as a .5 elective credit credit course available to students in 9th through 12th grades beginning with the 2026-2027 school year.

10. Life Responders

The course would be opened up to sophomores. Unanimous support from CII and LHS Cabinet.

The administration recommends approval of the course *Life Responders* being open to students in grades 10 - 12 as a .5 elective credit beginning with the 2026-2027 school year.

11. Strength and Fitness

Allow students to take the course for a trimester. Unanimous support from CII and LHS Cabinet.

The administration recommends approval of the course *Strength and Fitness* being available to students in all 3 trimesters beginning with the 2026-2027 school year.

12. Phy Ed 2 Proposed Name Change

Unanimous support from CII and LHS Cabinet.

The administration recommends approval of changing the name of *PE 2* to *Team Sports* in the Lincoln High School Program of Studies beginning with the 2026-27 school year.

13. Aerobics/Triathlon

Drop this course due to continuous low enrollment. Unanimous support from CII and LHS Cabinet.

The administration recommends dropping the course *Aerobics/Triathlon* from the Lincoln High School Program of Studies beginning with the 2026-27 school year.

14. RIE: Resource

Allow students to receive .5 credit for each trimester they take this course and design a set curriculum involving soft skills that will be utilized in this course as well. CII voted 23 in favor, 1 opposed and 3 unsure. LHS Cabinet voted 14 -1 in favor.

The administration recommends approval of allowing students with IEPs to earn .5 elective credit for the trimester course *RIE: Resource* beginning with the 2026-27 school year.

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

There are 20 students from Lincoln High School and 9 students from River Cities High School applying to take 11 courses through the Start College Now (SCN) Program at Mid-State Technical College during the spring of the 2025-26 school year. The chart below outlines the requests.

Number of Students	Grade Level	Name of Course
20	11, 12	Nursing Assistant
1	11	Nail Technology
1	12	Intro to Programming
1	12	Welding Foundations
1	12	Fabrication Fund I
1	12	Safety for Industrial Trades
1	12	Print Reading for Welding
6	12	GPS - Student Success
1	12	Accounting I
1	12	General Anatomy
1	12	Introduction to Psychology

There are no applications to participate in the Early College Credit Program in the spring of 2025-26.

The administration recommends approval of the 29 applications to participate in the 11 requested courses at Mid-State Technical College through the Start College Now (SCN) program in the spring of the 2025-26 school year.

C. Mastery Connect Purchase

Mastery Connect is the K–12 digital assessment management system that allows teachers to efficiently and effectively determine what a student knows and does not know based on the core standards. Student understanding is laid out in trackers and based on a variety of assessment types. It is a program that works in conjunction with Canvas and allows PLC teams to easily access data from the results of common assessments. In addition, Mastery Connect provides our middle school teachers with the Mastery View Predictive Assessments feature. This feature will provide middle school teachers with assessments and data from those assessments that will predict, throughout the school year, where students in grades 6-8 would score on the Forward Exam in core areas. Having this information early and often throughout the school year will be instrumental to making modifications to classroom teaching practices that will help students perform better on the state assessments.

After communication with Instructure and several demonstrations, the District has secured a 2 year quote for the 2026-27 and 2027-28 school year, which also allows access to Mastery Connect for the remainder of the 2025-26 school year at no cost. The total cost of the program is \$68,984.00 and includes all professional development and training necessary during year 1. The program would be purchased through the Curriculum and Technology Referendum Acquisition Budget.

The administration recommends approval of the purchase of Mastery Connect for the remainder of the 2025-26, 2026-27 and 2027-28 school years at a total cost of \$68,984.00 to be funded through the Curriculum and Technology Referendum Acquisition Budget.

D. Modifications of School Board Policy 5460: GRADUATION REQUIREMENTS

Allowing students to earn Lincoln High School graduation credit for successfully completing high school level courses as 8th grade students allows students the opportunity to open up their schedules for more elective choices at both the middle school and the high school. World languages and accelerated math courses are examples of courses that could count on the high school transcript toward students' overall GPA. The Department of Public Instruction also requires that students enroll in a .5 credit health course between 7th - 12th grade; therefore, a health class taken in 8th grade could count toward this graduation requirement.

Beginning with the 2026-27 school year, the District would like to change the verbiage of Board Policy 5460 and Administrative Guideline ag5430 to reflect the changes outlined in Attachments B and C.

The administration recommends approval of the proposed modifications to School Board Policy 5460: GRADUATION REQUIREMENTS.

E. Adoption of Policy 2131.01: READING INSTRUCTIONAL GOALS and KINDERGARTEN ASSESSMENT

After Act 20 was enacted, changes were made statewide to Board policies regarding reading instructional goals and assessments. Attachment D outlines the proposed policy 2131.01 READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT.

The administration recommends approval of School Board Policy 2131.01: READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT.

F. Student Travel - France

Ms. Justine Horvath, District French teacher, is organizing a trip to France from June 16-28, 2027. The purpose of this trip is for French I-V level students to be able to practice their French in an authentic setting. Students will interact, speak their language and participate in their customs. During the students' stay, a full time France tour manager, director and guide will lead and accompany the students to all activities and excursions. Several activities are done throughout the units in each French level to prepare students for the trip. An estimated 24 participants will depart from LHS @ 5 or 6 am June 16, 2027, and return to LHS on June 28th at approximately 8 PM. (This is a tentative calendar & subject to change depending on the flight routings). Some highlights include touring Paris, the Louvre Museum, Notre-Dame Cathedral, the Eiffel Tower, Normandy and the Loire Valley. The approximate cost is \$4,942.00. Fundraising for the trip will begin soon. The company also offers scholarships to those students in need.

The administration recommends approval of the proposed World Languages trip to France from June 16-28, 2027, under the direction of Ms. Justine Horvath, WRPS World Languages teacher.

G. Student Travel - Italy, France and Spain

Ms. Jeanine Kleman, Lincoln High School art teacher, is organizing a trip to Italy, France and Spain from June 10 - June 22, 2027. The purpose of the trip is about experiencing the art of the Mediterranean region. An estimated number of student participants is 12. Some highlights of the trip include tours of Vatican City, the Sistine Chapel, Pantheon, the Colosseum, the Basilica of St. Francis in Florence, the French Riviera, the Papal Palace, Barcelona and Madrid. The students will depart from Chicago, IL on June 10, 2027 and arrive back to Chicago on June 22, 2027. The total tour cost is \$5,029. Fundraising for the trip will begin soon.

The administration recommends approval of the proposed Art trip to Italy, France and Spain from June 10-22, 2027, under the direction of Ms. Jeanine Kleman, LHS art teacher.

V. Updates

A. Possible Waiver for the 2026-27 School Calendar - Survey Results

At the October Educational Services Committee, Ms. Filtz and Mr. Rasmussen provided an update on the process the District has followed in exploring a waiver to begin the school year prior to September 1. After listening to the information presented, the Committee asked for the administration to send out a survey to families and staff members regarding the calendar options. The survey has been sent out with Options A and B presented to families. Results from that survey will be presented to the Educational Services Committee with next steps in the process discussed. Calendar Options A and B are included as Attachments E and F.

B. Student Travel

1. German Trip to Aurora, Illinois

Ms. Elizabeth Mancheski, Lincoln High School German teacher, will be taking her students to the Christkindlmarkt, or holiday market, in Aurora, Illinois. The trip is scheduled for December 5, 2025. The students will depart via Lamers coach bus from Lincoln High School at 7:30 am and will return around 8:00 pm. The trip will include a German dinner on their way back home. The cost is \$90.00 per student.

2. Orchestra Student Trip to Spain - Revised to London and Edinburgh

Ginger Marten, LHS Orchestra teacher, had organized a trip to Spain with the Rock Infused Orchestra Program for orchestra students planned for June of 2026. However, the trip was cancelled due to a lack of other schools joining WRPS. In response, Ms. Marten has put together a trip for London and Edinburgh as the alternative. The trip will include orchestra and choir students and will run from June 8-14, 2026. The goal is to perform in several venues in London and Edinburgh. including a performance of the LHS Choir and Orchestra at Crown Church of Scotland, Covent Garden, Ross Bandstand in Edinburgh, Scotland and St. Giles Cathedral. Highlights include: A guided London city tour, tours of the Tower of London, Edinburgh Castle, St. Girls Cathedral, St. Paul's Cathedral Evensong and the Royal Mile. Students will depart from Chicago O'Hare airport on Monday, June 8th. Dollars raised from the proposed first trip will be transferred to this trip.

VI. Consent Agenda Items

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

VII. Future Agenda Items/Information Requests

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

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

- Update on Full Day 4K Possibility (December)
- WSAS and School Report Cards (December)
- Innovation Mini Grant Recipients (December)
- Open Enrollment Space Determination Limits for the 2024-2025 School Year (January)
- AGR Mid-Year Report (February)
- Central Oaks Academy Charter School Renewal (February)

CII Ballot **RESULTS** ~ New Course Proposals / Modifications

October 22, 2025

Math - Tech College Math			
Yes	No	Unsure	Comments:
27	0	0	
			- Yes, this is needed - How many math teachers at LHS can teach this and Int. Alg? Are there concerns regarding this in the future? - Like that it is a dual credit option - Like that it gives another option to get math credits needed for graduation

Math - Eliminate Accelerated Financial Algebra and LVS Accelerated Fin. Algebra			
Yes	No	Unsure	Comments:
27	0	0	

Math - Decrease Financial Algebra from 1.0 to 0.5 credits			
Yes	No	Unsure	Comments:
27	0	0	
- Would be helpful to have more bridge options like College Tech for full math credit			

Math - Modify prerequisites for Intermediate Algebra to C- or better in Algebra and Geometry, passing grades in Tech College Math, or teacher approval			
Yes	No	Unsure	Comments:
27	0	0	
			- C- seems low

Math - Name Change - 8th Grade Algebra to Accelerated Algebra 1			
Yes	No	Unsure	Comments:
26	0	1	- I do acknowledge the concern of a low grade then counting toward the student's high school GPA - Further course/policy discussion sounds warranted. No concern with name change. - With communication too! - Name change only - I do not think it should count for HS credit or in the GPA - I like that the name clarifies that this is an advanced class - As long as communication is clear on expectations. Can't the board policy change but that doesn't mean you have to create a high school class right away? Then when classes get figured out with details, you're ready to act - I see the perspective of keeping math in HS but 8th grade classes if given GPA ... why not credit too? Health and foreign language - Vote is on name change only - not policy - This makes it clearer that it is an accelerated class with more rigor

Social Studies - Modification to Principles of Economics and Principles of Economics Blended Courses - Fulfill Personal Financial Literacy graduation requirement, ELIMINATE Social Studies Credit			
Yes	No	Unsure	Comments:
26	0	1	- Only makes sense to do this if the name change occurs

Social Studies - Change the name of <i>Principles of Economics and Principles of Economics Blended Courses</i> to <i>Money Matters: Economics and Financial Skills for Life</i> and <i>Money Matters: Economics and Financial Skills for Life, Blended</i> respectively			
Yes	No	Unsure	Comments:
26	0	0	

Social Studies - AP Macroeconomics and AP Microeconomics will no longer count as Financial Literacy Course - only Social Studies credit			
Yes	No	Unsure	Comments:
27	0	0	- Only makes sense to do if the other 2 econ-related changes happen

Art - Adaptive Arts Grades 6-8			
Yes	No	Unsure	Comments:
21	1	5	- Great opportunity for our students in the ID programs to continue to generalize skills to other areas and learn/enjoy art experiences - Look at data yearly to see if this course is meeting needs - WRAMS should still make accommodations and make the normal art accessible - this should only be very limited # of students. - I like giving options for this program - Ensure regular art is looked at first to see if it can be modified first - a must - Wish it was a more inclusive class and not just for special ed students - I would like to see this open to more students than only those with IEPs. There are "gray areas" students that would benefit from this if they were allowed to enroll - I'd like it to be explored for SPED and regular ed students - how many regular ed students would also benefit - Would seem more beneficial to have blended - more like Raider Arts at LHS

Art - Raider Arts Grades 9-12			
Yes	No	Unsure	Comments:
25	0	2	- Like regular ed involvement - More choices is always a good thing to engage more students - Since regular ed kids can also take this - 100% yes (unlike adaptive arts in 6-8) - Great way to offer art classes that don't have artistic talent or motor skills to excel in regular art classes

Phy Ed - <i>Life Responders</i> : Allow Sophomores to take the course			
Yes	No	Unsure	Comments:
27	0	0	- Great option for students who don't want to take PE II

Phy Ed - <i>strength and Fitness</i> : Divide into T1, T2 and T3 sections			
Yes	No	Unsure	Comments:
27	0	0	- Allows students more options to take PE classes to stay fit and active - How much more complicated will this make our already complicated schedule? - More physical activity options

Phy Ed - <i>PE 2</i> : Change the name to <i>Team Sports</i>			
Yes	No	Unsure	Comments:
27	0	0	- Clearer idea of what class is about

Phy Ed - <i>DROP the Course Aerobics/Triathlon</i>			
Yes	No	Unsure	Comments:
27	0	0	- Adding some of these activities more heavily into other PE at a later time, maybe?

Special Education - RIE Resource - Allow to be taken for credit			
Yes	No	Unsure	Comments:
23	1	3	- This is a much needed thing for students that are behind on credits and need a guided study hall. If they have to take per IEP they are currently missing out on earning credits toward graduation - Is there any curriculum that has been brought to the CII for this class? 0.5 credits per tri would be 1.5 credits a year, possible 6 credits in high school. I am concerned this is a supported study hall - 1.5 credits seems like quite a bit per year. Does the curriculum evolve throughout the year? We didn't have much info about what curriculum is being done in this course. - What credit deficiency is common for these students that would benefit from this? Do they take this course for multiple years? - 0.5 credits per term seems like a lot. Is there curriculum that can be shared for this course? - How is it graded? Basically a study hall for the higher achieving students?



Book	Policy Manual
Section	5000 Students
Title	Copy of GRADUATION REQUIREMENTS
Code	po5460
Status	
Legal	115.28, 118.30, 118.33, Wis. Stats. Wis. Admin. Code PI 18 - PI 5
Adopted	June 9, 2025

5460 - GRADUATION REQUIREMENTS

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at fitting graduation ceremonies.

Students must pass a civics assessment and earn twenty-four (24) credits while enrolled in grades 9-12 to graduate from Lincoln High School, and 21.5 credits to graduate from River Cities High School in grades 9-12, including the credit requirements set by State statute, to be eligible to receive a diploma, provided all other requirements as determined by the State and the Board are met. The Board requires the following credit requirements for a diploma:

English	4 credits
Mathematics	3 credits
Science	3 credits
Social Studies	3 credits
Health	0.5 credits (In grades 8-12)
IT Fundamentals I - Lincoln High School	0.5 credits
Physical Education	1.5 credits
Personal Financial Literacy	0.5 credits (Class of 2028 and beyond)
Electives	Remaining credits to earn 24 credits
Electives - River Cities High School	Remaining credits to earn 21.5 credits

~~Courses taken in 8th grade for high school credit will appear on the student transcript and be included in the student's cumulative high school grade point average; however, with the exception of Health, these courses will not count toward the total number of credits needed in each area to earn a high school diploma.~~

The Board permits students in 8th grade to earn credit toward a high school diploma in any class approved by the Superintendent for such purpose, provided that the student is academically prepared, as determined by performance on approved student assessments. Any course designated for high school credit at the 8th-grade level must be taught by a teacher with high school certification in the subject and must use curriculum and assessments equivalent to those used at the high school level.

Before the course begins, parents and students must decide whether the student intends to receive high school credit and have it appear on the permanent high school transcript or have the course listed only on the middle school transcript. Parents must complete the appropriate District documentation no later than the third Friday in September. Once the

parents' response is recorded, the decision becomes final. The grade earned in such courses shall be included in the student's high school grade point average.

Students can earn a maximum of three high school credits from classes taken in 8th grade.

When classes are held at the high school, appropriate transportation shall be arranged by the student's parent/guardian prior to the student's enrollment in an approved course at the high school.

The Board directs the Superintendent to develop appropriate courses after determining annually whether sufficient student interest and appropriate staffing justify offering such course(s). The Superintendent shall determine whether an 8th-grade student is academically prepared to take any course approved for high school credit.

In order to earn a high school diploma, a student must successfully complete a Civics Assessment in accordance with State statute.

- A statement shall be included in the Individualized Education Plan (IEP) of students with disabilities stating whether or not they will take the test, and if necessary, take the test with accommodations.
- If a student's IEP includes a statement that it is not appropriate to administer the Civics Exam to the student, the completion of the Civics Exam is not a condition of graduation for that student.

A student graduating prior to 2028 must also have participated in curriculum relating to financial literacy in order to earn a diploma.

Students transferring from non-accredited schools must attend the full senior year in School District of Wisconsin Rapids in order to obtain a diploma.

In accordance with State law, a Board may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the Board during each class period of each school day, or the student has been enrolled in an alternative education program (defined in 115.28(7)(e)1, Wis. Stats.) or is participating in a Board-approved program that allows a student enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one (1) class period each day if the student does not have a class scheduled during that class period.

The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one (1) credit of mathematics and/or science credit.

The Superintendent may waive graduation requirements, except for the core requirements, in exceptional cases to suit the needs of a student subject to Wis. Admin Code, PI 18.03 and PI 18.04.

Exceptions to these requirements are outlined below:

- A. Students may be eligible for early graduation in accordance with Board Policy 5464 - Early Graduation.
- B. Students transferring from another school system who have completed four (4) or more semesters of course work and have made normal progress toward graduation will have their credit requirements determined by the high school principal and counseling staff. All other such transfer students will meet regular District credit requirements.
- C. Students transferring into the District from a home-based private educational program may be eligible for a high school diploma if they have met the District credit requirements, and have successfully completed at least their full senior year in School District of Wisconsin Rapids.
- D. The high school principal may determine eligibility for a diploma for students who have demonstrated a level of proficiency in required credited subjects (Wisc. Stat. 118.33(d)(2)).

Alternative Education Diploma

The Board authorizes the Superintendent to establish an alternative diploma program for students who meet the requirements of State law but not the additional elective credit requirements established for attainment of a regular high school diploma from the District. An alternative education program is defined as an instructional program, approved by the Board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated

into existing, traditional classrooms, or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school or a home-based private educational program. (See Policy 2451 - Program or Curriculum Modifications)

The IEP team and any other necessary members will review the student's academic progress and the alternative achievement standards for graduation criteria.

Students With Disabilities

Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. Committee may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District's high school graduation requirements). (see Policy 5460.01 - Diploma Deferral) or a certificate of attendance. (see Policy 5460.01 - Diploma Deferral)

GED Option 2 Program (GEDO #2)

An alternate path to a District diploma is the completion of the high school's GED Option 2 program. This program has strict enrollment requirements and allows a student who is at least seventeen (17) years of age to work towards successful completion of the GED testing program. Once the student completes all of the requirements, the student is awarded a River Cities High School diploma and is eligible to participate in the subsequent graduation ceremony. Participation in this program is contingent upon DPI approval of the District's program and compliance with the requirements of Wis. Admin Code PI 5.

Graduation Activities and Ceremony

A student may be denied participation in graduation activities for disciplinary reasons and/or for non-payment of fees. The Superintendent and high school principal may establish additional requirements for participation in the graduation activities and may organize said activities to have the appearance and decorum deemed reflective of the District.

Policy Reporting and Review

The principal of the high school shall prepare a report describing the District's policies on high school graduation standards, including a list of courses required under State law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board president, the Superintendent, and the principal.

Any appeal of the decision made not to award a diploma would be made to the Superintendent.

It shall be the policy of the Board to periodically review and revise this policy specifying the criteria for awarding a diploma.

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Last Modified by Christine Wefel on October 24, 2025



Book	Administrative Guideline Manual
Section	5000 Students
Title	Copy of CLASS RANK
Code	ag5430
Status	
Adopted	July 1, 2025

5430 - CLASS RANK

The Board has authorized the use of a class ranking system for grades nine (9) through twelve (12) and an honor roll for all grades. The system to be used is detailed below.

At the end of the freshman year, sophomore year, junior year, and finally at the end of the Term 3/Summer School report period in the senior year, students will be ranked scholastically. The final average will be used in all subjects in which units of credit are given to calculate an average. This ranking is requested by colleges, is used to determine the eligibility for membership in the National Honor Society, and is used for certain senior honors.

- A. Class rank shall be computed by the final grade in all subjects. Any two (2) or more students whose computed grade point averages are identical shall be given the same rank.
- B. The rank of the student who immediately follows a tied position will be determined by the number of students preceding the student and not by the rank of the person preceding the student.
- C. The rank of the student will be determined by grade point average ("GPA"). All students receiving the same GPA shall receive the same class rank.
- D. A student's grade point average and rank in class shall be entered on the student's record and shall be subject to the Board's policy on release of student records. Rank in class shall be entered on the student's records and on all transcripts. The top five percent (5%) and ten percent (10%) at the end of the Junior year will be communicated in general terms but not in specificity.

HIGH SCHOOL GRADE POINT AVERAGES

Term Grade Point Average

The District calculates a grade point average for each individual term using the end-of-term composite grade that a student earns in each course.

Cumulative Grade Point Average

A student's cumulative high school grade point average is calculated using each end-of-course final grade.

Courses and course grades are either included or excluded from the District's GPA calculations as follows:

- A. Courses that the District offers for high school credit are included in the student's GPA whenever a high school student takes the course in the District and receives a grade that has a numerical GPA equivalent. This includes online courses that the District offers that are taken without applying to or attending another educational institution.

- B. Provided that the administration determines that the grade awarded can be adequately converted to the District's high school grading scale, grades received in the following courses are included in the student's GPA:
1. Courses taken at or through a Wisconsin Technical College or College/University in an attempt to earn high school credit (whether for dual credit or only for high school credit). One (1) college credit = one-quarter (.25) high school credit.
 2. Courses taken at another public high school or an accredited private high school for which the District would award high school credit for a passing grade.
 3. Courses for which the District would award high school credit for a passing grade and which the student has taken in either a District alternative education program or a District program for students with exceptional educational interests, needs, or requirements.
 4. Marks earned in half unit subjects are averaged at one-half (1/2) the value of one (1) unit subjects.
- C. A course taken by an 8th-grade student ~~for high school credit equivalency in world language, or math or health~~ will appear on the transcript ~~but and will not be included~~ **but will only be included** in the student's cumulative high school grade point average, **if the student's parent or guardian completed the appropriate District documentation no later than the third Friday in September.**
- D. ~~Middle school students enrolled in a course(s) at the high school will not be counted towards high school credit and GPA. However, the course will appear on the middle school report card and in the student's cumulative file/transcript.~~ **Middle school students enrolled in a course(s) for high school credit equivalency will have the course grade appear on the middle school report card and in the student's cumulative file/transcript.**
- E. In cases of transfers from alternate grading systems such as Pass/Fail and students from home-based private educational programs, foreign countries, including study abroad or any other nonaccredited private educational programs, the high school principal, in consultation with school counseling staff, shall evaluate the student's records at the time of enrollment and determine a grade for purposes of computing a GPA.
- F. Parents have a right to request a change of a student's grade on the following grounds: Mistake, Fraud, Bad Faith, or Incompetency in assigning the grade.
1. When grades are earned for any course of instruction, the grade earned by each student shall be the grade determined by the course teacher. Without any of the grounds listed above, the grade shall be final.
 2. Any request for a grade change must start with the classroom teacher. If not resolved with the teacher, the next step is a written request to the Principal. The final step is a written request to the Superintendent of Schools or designated administrator. At each step, the parent can present information supporting the request.
 3. The initial request for a grade change must be submitted within seven (7) school days of the grade being posted by the registrar. Requests after seven (7) school days will not be considered.
- G. For purposes of class rank for the University of Wisconsin Systems admission as part of the Wisconsin Guarantee, students must have three (3) full-time terms of grades from Lincoln High School ("LHS") and a minimum of three (3) terms transferred from another high school. The student must also have eighteen (18) GPA-eligible credits for a cumulative GPA calculation.
1. The following criteria will be used if a tiebreaker is needed to determine the top five percent (5%) and ten percent (10%) at the end of the Junior year.
 - a. Students with the largest number of Advanced Placement ("AP") course credits earned at Lincoln High School and Dual Enrollment course credits earned in the subjects of English, math, social studies, science, engineering, and world language approved by LHS at an institution of higher education, including the term that ends just before the conclusion of the junior year.
 - b. The student with the most credits earned through the end of the junior year shall be selected. This includes credits transferred and accepted by the school from other schools.
 - c. Students with the most transcribed credits earned through a technical college, including the term ending just before the junior year's conclusion.

2. The Wisconsin Guarantee states, "National Merit Scholarship finalists will be guaranteed admission to UW-Madison, provided they apply on or before the Early Action deadline."

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Book	Policy Manual
Section	On Hold
Title	READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT
Code	po2131.01 - Hold for ACT 20
Status	
Legal	115.77, 118.015, 118.016, 121.02 (1) (c), 121.02 (1) (d), Wis. Stats.

2131.01 - READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT

The Board shall approve a program of reading goals for students for grades ~~(-) four (4) year-old kindergarten and~~ **[END OF OPTION]** five (5) year-old kindergarten to 12.

To promote student's reading skills, the Board requires the Superintendent to employ a certified reading specialist who will be responsible to ~~develop and coordinate a comprehensive~~ **coordinate** ~~implement a~~ reading curriculum for students in grades ~~(-) four (4) year-old kindergarten~~ **[END OF OPTION]** five (5) year-old kindergarten to 12. ~~(-) The Superintendent may fulfill this obligation by contracting with another District or with the Cooperative Educational Service Agency for the services of a certified reading specialist.~~

The goals shall be based on an assessment of existing reading needs of students. Subsequently, the students shall be assessed based on the reading goals.

The Reading Specialist shall annually prepare a report evaluating the reading curriculum of the School District and forward the report to the Superintendent who shall present the report to the Board.

Assessments of Reading Readiness

An appropriate, valid, and reliable assessment of literacy fundamentals selected by the Board ~~(-) or the operator of each charter school established under 118.40(2r) or 118.40(2x), Wis. Stats.~~ **[END OF OPTION]** shall be administered annually to each student enrolled in four (4) year old kindergarten through second grade. The Board ~~(-) or operator of each charter school established under 118.40(2r) or 118.40(2x), Wis. Stats.~~ **[END OF OPTION]** shall require that the assessment selected evaluates whether a student possesses phonemic awareness and letter-sound knowledge.

The results of a student's assessment shall be reported to the student's parent.

A student whose assessment indicates that s/he is at risk of reading difficulty shall be provided with interventions or remedial reading services.

Interventions or remedial reading services shall be provided for a student in ~~()~~ four (4) year-old kindergarten **[END OF CHOICE]** five (5) year-old kindergarten to grade 4 if any of the following occurs:

A. The student fails to meet the reading objectives specified in the reading curriculum plan maintained by the Board.

B. The student fails to score above the State minimum performance standard on the reading test and:

1. a teacher in the School District and the student's parent agree the student's test performance accurately reflects the student's ability; or

2. a teacher in the School District determines, based on other objective evidence of the student's test performance, that it accurately reflects the student's reading ability;
3. the student's reading assessment under 118.016, Wis. Stats. indicates that the student is at risk of reading difficulty. If this subdivision applies, the interventions or services provided the student shall be scientifically based and shall address all areas in which the student is deficient in a manner consistent with the State standards in reading and language arts.

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WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR **OPTION A****2026-27**

AUGUST 2026					SEPTEMBER 2026					OCTOBER 2026				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
3	4	5	6	7		(1	2	3	4				1	PD 2
10	11	12	13	14	LD 7	8	9	10	11	5	6	7	8	9
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
IN 24	PD 25	IN 26	PD 27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	AB 30
NOVEMBER 2026					DECEMBER 2026					JANUARY 2027				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
2	3	4	5	6		1	2	3	4					WB 1
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
23	24	PD/RK25	TG 26	TG 27	21	22	WB 23	WB 24	WB 25	PD 18	19	20	21	22
(30					WB 28	WB 29	WB 30	WB 31		25	26	27	28	29
FEBRUARY 2027					MARCH 2027					APRIL 2027				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
					1	2	3	4	PD/RK5				1	2
1	2	3	4	5	(8	9	10	11	12	5	6	7	8	9
8	9	10	11	12	SB 15	SB 16	SB 17	SB 18	SB 19	12	13	14	15	16
15	16	17	18	19	22	23	24	25	GF 26	19	20	21	22	23
22	23	24	25	26	29	30	31			26	27	28	29	30
MAY 2027					JUNE 2027					JULY 2027				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13	14	RK 7	8	9	10	11	ID 5	6	7	8	9
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	***28	21	22	23	24	25	19	20	21	22	23
MD 31					28	29	30			26	27	28	29	30
Inservice/PD Days					Student Attendance Days (Shaded)					Flex Inservice Day				
8/24-8/27 - PD Days/Teachers Return					12/24 - 1/1 - (WB) Winter Break ** No School									
9/1 - First Day for Students					1/18 & 3/5 - (PD/RK) PD/Recd kpg Day ** No School									
9/7 - (LD) Labor Day ** No School					3/15 - 3/19 - (SB) Spring Break ** No School									
10/2 - (PD) Prof Dev Day ** No School					3/26 - Good Friday ** No School									
10/30 - Autumn Break - No School					5/31 - (MD) Memorial Day ** No School									
**11/25 - .5 PD Day Credit for HR BoY Required Inservice Videos/.5 Day Off campus Rcrd Kping **No School					6/4 - Last Day for Students (1/2 day)									
11/26-27 - (TG) Thanksgiving ** No School					6/7 - (RK) Recordkeeping									
11/30 - (PD/RK) Prof Dev/Rkpg Day ** No School														

Trimester Schedule:

() = **TRI begins/ends

1st Trimester: 9/1/26 - 11/24/26*****Lincoln High School Graduation - Saturday, May 29, 2027****2nd Trimester:** 12/1/26 - 3/4/27**3rd Trimester:** 3/8/27 - 6/4/27

WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR **OPTION B****2026-27**

AUGUST 2026					SEPTEMBER 2026					OCTOBER 2026				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
3	4	5	6	7		1	2	3	**PD 4				1	2
10	11	12	13	14	LD 7	8	9	10	11	5	6	7	8	9
IN 17	PD 18	IN 19	PD 20	21	14	15	16	17	18	12	13	14	15	16
(24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	AB 30
NOVEMBER 2026					DECEMBER 2026					JANUARY 2027				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
2	3	4	5	6		1	2	3	4					WB 1
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
PD/RK 16	(17	18	19	20	14	15	16	17	18	11	12	13	14	15
23	24	TG 25	TG 26	TG 27	21	22	WB 23	WB 24	WB 25	NS 18	19	20	21	22
30					WB 28	WB 29	WB 30	WB 31		25	26	27	28	29
FEBRUARY 2027					MARCH 2027					APRIL 2027				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
					(1	2	3	4	PD 5				1	2
1	2	3	4	5	8	9	10	11	12	5	6	7	8	9
8	9	10	11	12	SB 15	SB 16	SB 17	SB 18	SB 19	12	13	14	15	16
15	16	17	18	19	22	23	24	25	GF 26	19	20	21	22	23
22	23	24	25	PD/RK 26	29	30	31			26	27	28	29	30
MAY 2027					JUNE 2027					JULY 2027				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13	14	7	8	9	10	11	ID 5	6	7	8	9
17	18	19	20	***21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
MD 31					28	29	30			26	27	28	29	30
Inservice/PD Days					Student Attendance Days (Shaded)					Flex Inservice or RK Day				
8/17-8/20 - PD/Inservice Days/Teachers Return					1/18 MLK Jr ** No School									
8/24 - First Day for Students					3/5 (PD) Prof Dev Day ** No School									
**9/4 - .5 PD Day Credit for HR BoY Required Inservice Videos/.5 PD Day AM					**No School									
9/7 - (LD) Labor Day ** No School					3/15 - 3/19 - (SB) Spring Break ** No School									
10/30 - Autumn Break - No School					3/26 - Good Friday ** No School									
11/25-27 - (TG) Thanksgiving ** No School					5/28 - Last Day for Students (1/2 day)									
11/30 - (PD/RK) Prof Dev/Rkpg Day ** No School					5/31 - (MD) Memorial Day ** No School									
12/23 - 1/1 - (WB) Winter Break ** No School					6/1 -6/4 Flexible - (RK) Recordkeeping									

1st Trimester: 8/24/26 - 11/13/26

() = **TRI begins/ends

2nd Trimester: 11/17/26 - 2/25/27

*****Lincoln High School Graduation - Sunday, May 23, 2027**

3rd Trimester: 3/1/27 - 5/28/27