



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

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

December 2, 2013

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

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

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Course/Curriculum Modification Proposals
 1. Business Communications
 2. English 101 and 102
 3. Food Science
 4. Changes to Sophomore and Junior Social Studies Requirements
 5. Graduation Credits
 - a. Increase Math Credits from 2 to 3
 - b. Increase Science Credits from 2 to 3
 - c. Eliminate the "Swing Credit"
 - d. Require Information Technology I
 - e. Eliminate ½ Credit of Required Physical Education for Four Season Athletes
 - f. End Senior Social Studies Credit
 - g. Begin Changes with the Class of 2017
- IV. Updates
- 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

Wisconsin Rapids Board of Education
Educational Services Committee

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

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

December 2, 2013

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

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

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Course/Curriculum Modification Proposals

The Council for Instructional Improvement (CII) process, requires that all new course proposals and curriculum modification proposals be presented for review and input to pertinent CII sub-committees, secondary building leadership teams, and ultimately the district CII. The CII considers the input of the committees that have reviewed the proposals, as well as engage in a meaningful discussion of the pros and cons of each proposal. Board members were given copies of each proposal and a short description at the October and November Educational Services Committee meeting. What follows is a short description and summary of the CII discussion about each proposal. Attachment A sets out a complete summary of the notes taken at the November 11, 2013 CII meeting.

1. Business Communications

Business Communications is a ½ credit course that would be available to all seniors for English credit, and taught by a Business Education instructor. The course would follow the recommendations of the DPI Career and Technical Education guidelines. Before being offered, the course would go through the crosswalking and approval process at both the district and DPI level. Therefore, if approved, this course would not be available to students until 2015-16.

Advantages of this course include the opportunity for students to experience authentic content, and bringing reading and writing into other content areas. In addition, the content of the course has been approved by DPI. Further, it is a positive step for the District to expand the crosswalking process into disciplines beyond science.

Concerns about the course are that students would receive an English credit for a course taught by a non-certified English instructor. The Language Arts CII felt the English/Language Arts teachers know the common core standards well and should be the ones teaching them.

Eleven members of the CII voted to support the course proposal. Ten members of the CII voted against the course proposal. Five members of the CII stated they were unsure.

The administration recommends approval of Business Communications as a ½ credit course that would be available to all seniors for English credit, starting with the 2015-16 school year.

2. English 101 and 102

English 101 and 102 are introductory college English courses available to juniors and seniors. Students that complete and pass these courses have the option to receive three college credits per course as well as receive a ½ high school English credit per course. UW-Wood County awards the credits. Attachment B sets out the transferability of these credits to other UW institutions.

The advantages of English 101 and 102 are that students receive high school and college credit upon completion. Cost of the college credits is half of what a regular college student pays; \$296 for three credits. Further, students do not need to pay for their own textbooks for the courses.

The concerns of offering English 101 and 102 are that students must pay for the courses. Students in financial hardship cannot be supported through financial aid. Further, the course requires a limit of no more than 24 students per class, which could result in higher class sizes for other English courses. In addition, the course instructor must have a Masters degree and receive additional training to teach the course. The district would have no control over the content that is taught in the course since the syllabus is determined by UW-Wood County. Criteria for who gets into the course is also unclear.

Twenty-three members of the CII voted to support English 101 and 102. Two members voted against the courses. One member stated they were unsure.

The administration recommends approval of English 101 and 102 as ½ credit, dual enrollment courses available to a limited number of juniors and seniors, starting with the 2015-16 school year.

3. Food Science

Food Science is a ½ credit course that would be offered through the Family and Consumer Science Department, and allow students to receive a ½ credit of science. Like Business Communications, it is a course that needs to go through the crosswalking

process, so would not be offered to students until 2015-16. This course would be available to all juniors and seniors.

Advantages of the course are that it provides students more options to receive their science credit. Food Science is also a growing field with growing career opportunities. Again, it is an example of departments working together to make content applicable to real life situations.

Concerns include students receiving science credit via a course taught by a non-certified science teacher. Questions arose about whether or not colleges and universities would accept the course for science credit.

Twenty-one members of the CII supported this course. One member of the CII voted against the course. Four members of the CII were unsure.

The administration recommends approval of Food Science as a ½ credit course that would be available to all juniors and seniors for science credit, starting with the 2015-16 school year.

4. Changes to Sophomore and Junior Social Studies Requirements

Currently all students are required to complete a World Issues or World History course at the sophomore level, and an American Studies or American History course at the junior level. This proposal would eliminate that requirement, maintaining the requirement that students complete one year of study in World and American; however, those requirements could be completed at any time during their sophomore, junior or senior year. In addition, this proposal eliminates the current World Issues and American Studies classes, replacing them with six one-semester courses which examine a specific topic in those fields such as revolutions or labor relations. Students would either need to take two of the three offerings in World and two of the three offerings in American, or take AP World History and AP United States History or American Dream. Students would also be able to elect one of the six semester classes for their required ½ credit social studies elective, or continue to select the ½ social studies elective credit from the remaining social studies electives that are offered.

Advantages to this proposal include the opportunity to give students a choice of what to study within the broad topics of American and World Studies. In addition, the semester courses would provide students a more in-depth study of the content. Another advantage is that it is easier to schedule semester classes rather than year long classes.

Disadvantages to the proposal include the concern that sophomores and seniors will be scheduled together in required content classes. (This could also be viewed as an advantage.) Counselors have raised concerns about scheduling, as well as the lack of ability to scaffold content due the spectrum of students that could be in a class.

Twenty-three members of the CII supported this proposal. One member of the CII voted against this proposal. Two members of the CII were unsure of this proposal.

The administration recommends tabling this proposal for future consideration after additional study.

5. Graduation Credits

a. Increase Math Credits from 2 to 3

This proposal would require all students to complete three rather than two credits of mathematics before graduating from Wisconsin Rapids Public Schools (WRPS). In addition, if this proposal was approved, Algebra Topics, a math course available to ninth grade students that struggled with eighth grade math, would allow students to receive math versus elective credit for successful completion of this course. Both the state assembly and senate have bills pending that if approved would make this a statutorily required change.

Advantages of this proposal are that it would enable all students to complete the Common Core standards in math. In addition, 96% of WRPS students already meet this requirement as evidenced by 2012-13 data. Further, Rtl will help students be successful in math classes, and the high school math curriculum is prepared to accommodate this change with the recent addition of Algebra Topics.

Disadvantages of the change would be the inability of some students to accomplish this requirement, putting our graduation rate at risk. Further, it would decrease the ability of students to take classes in the elective areas.

Twenty-six members of the CII approved this change, with no one voting against the change.

The administration recommends increasing the Lincoln High School graduation requirement in mathematics from two to three credits.

b. Increase Science Credits from 2 to 3

This change would require all students to pass three science credits instead of two to graduate from WRPS. Both the state assembly and senate have bills pending that if approved would make this a statutorily required change.

Advantages of this change would enable all students to complete the Next Generation Science Standards (NGSS) before graduation. In addition, we have recently added two crosswalk courses to help students meet this requirement (Animal Science, Principles of Engineering). Port Edwards and Nekoosa have a three credit science requirement.

Concerns about this change include a high failure rate for students in ninth grade science, thus compromising their ability to complete three credits of science before graduation. Further, some felt it necessary to expand science options before implementing this change.

Twenty-six members of the CII approved this change, with no one voting against the change.

The administration recommends increasing the Lincoln High School graduation requirement in science from two to three credits.

c. Eliminate the "Swing Credit"

Currently all students are required to complete an additional $\frac{1}{2}$ credit in math, science, or computer science to graduate from WRPS. This proposal would eliminate this requirement, because of the proposed increase in math and science requirements.

Twenty-three members of the committee supported this change. Two members were unsure, and one member did not vote.

The administration recommends eliminating the "swing credit" as a requirement for Lincoln High School graduation.

d. Require Information Technology I

Information Technology I (formerly called Introduction to Computers) is a $\frac{1}{2}$ credit elective course available to all ninth through twelfth grade students. The course is required as a pre-requisite to many computer science classes. A majority of students in WRPS take this course as ninth or tenth grade students. This course would be offered as a requirement with an option for students to test out of the requirement.

Advantages of requiring this course would guarantee a knowledge base for all students. In addition, the crosswalk process allows for this course to be written as a $\frac{1}{2}$ math credit. Further, this course offers important content beyond what is taught in the current K-8 Information Technology curriculum.

Disadvantages of requiring this course include the impact it would have on other electives. Further, concern was expressed about how the test-out option would work, including who would create, monitor, and administer the test.

Ten members of the committee support requiring Information Technology I. Twelve members of the committee voted against requiring this course. Four members of the committee were unsure.

The administration recommends tabling this proposal for future consideration after additional study.

e. Eliminate ½ Credit of Required Physical Education for Four Season Athletes

This proposal would enable athletes that have completed four athletic seasons in “good standing” to be able to waive a ½ credit of the required 1.5 physical education credits to graduate from Wisconsin Rapids Public Schools.

Advantages of this change provide students the opportunity to take other courses. This would be a positive change for scholar athletes.

Disadvantages of this change include the lack of criteria defining the change. For example, what constitutes “good standing.” Further, coaches are often non-teachers. What criteria would they use to determine if a season is successfully completed? Other concerns were raised about the fact that completing an athletic season does not provide students the breadth of opportunities that the current WRPS physical education curriculum provides, including units on dance, wall climbing, archery, cross country skiing, and other “soft skill” components of the curriculum. Another concern raised was whether or not the district would recognize students involved in dance, martial arts, figure skating, cheer and stunt, as well as other activities in the community which require commitment and athleticism. Would these students also be allowed to waive a required semester of physical education and how would this be decided?

Fifteen members of the committee supported this proposal. Six members of the committee voted against this proposal. Five members of the committee were unsure.

The administration recommends tabling this proposal for future consideration after additional study.

f. End Senior Social Studies Credit

This proposal would end the requirement that all seniors must complete a ½ credit of social studies their senior year. The number of social studies credits required for graduation would not change, but remain at 3 credits. However, students would have flexibility as to when they complete their 2.5 social studies credits during their sophomore, junior, or senior year. (All students must complete ½ credit of Government their freshman year.)

Advantages of this proposal include providing more scheduling flexibility and course options for students during their senior year.

Concerns are that students will leave high school without a social studies course during their senior year.

Twenty-six members of the committee supported this proposal. No members of the committee voted against the proposal.

The administration recommends ending the Lincoln High School graduation requirement that a ½ credit of social studies be completed during a student's senior year.

g. Begin Changes with the Class of 2017

The proposal is to begin the changes to the graduation requirements with the class of 2017, the current freshmen class. Advantages to this proposal are that increasing the rigor and expectations of our students is what is best for them, thus we should implement as soon as possible. In addition, the current bills in the state assembly and senate recommend the math and science credit requirements go into effect with the class of 2017.

Disadvantages to this proposal include starting with a class that has already completed one semester and registered for a second semester of their high school classes without knowing the changes. This could impact some students' ability to successfully complete high school in four years.

Sixteen members of the committee recommend starting the changes with the class of 2017. Six members of the committee recommend starting the changes with the class of 2018 or whenever the law requires it. Four members of the committee were unsure.

The administration recommends beginning the proposed changes to the above graduation requirements with the class of 2017.

IV. Updates

V. Consent Agenda Items

VI. Future Agenda Items/Information Requests

- Lincoln Schedule Update (January)
- RtI Update (February)
- Keyboarding Pilot Evaluation (February)

CII Ballot/Discussion Results November 11, 2013 Meeting

BUSINESS COMMUNICATION

11 Yes, 10 No, 5 Unsure

Pros:

- Recognize the need/benefit to students. Provides authentic content.
- Cross curricular – brings reading and writing into other subject areas.
- Approved and cross walked by DPI.

Cons/Concerns:

- Not taught by ELA licensed teacher: *Integrity of writing and speaking, *Time to create course map
- Crosswalk felt “weak” by CII sub-committee.
- People who know standards teach them.

Comments:

- A precedent was set with science. If it is broken, it is ALL broken.
- Offer class, let ELA do it – either way – FTE must remain same.
- I would prefer this being taught by a business person because they have the marketing background. Very different than ELA background.
- My concern with the English teachers/department proposing and teaching this course is that the English teachers have no business training! The DPI has given it’s approval.
- While I understand ELA’s concern, I feel that the business component should be stressed. Feel there is a need for this course.
- I believe this course should be taught, but if it counts as English, it needs to be taught by an English it needs to be taught by an English instructor or team taught.
- Leaning towards “no.”
- We need to remember that kids take classes because they like the content and teacher, just because an English teacher or a business teacher teaches it, doesn’t mean kids will take. We need to get beyond who teaches the course!
- I want this taught by an English teacher in some capacity.
- I am concerned that Food Science would be offered even if it wasn’t equivalency, but Business Communications wouldn’t be.

ENGLISH 101 AND 102

23 Yes, 2 No, 1 Unsure

Pros:

- Dual credit (high school and college).
- ½ price for 3 credits (\$296)
- ELA CII approves this.
- Students don’t need to purchase their own textbooks.

Cons/Concerns:

- Student in financial hardship cannot be supported by school or through financial aid.
- Maximum of 24 students.
- No curricular control.
- Eliminate some students with costs.
- Teachers need to have a master’s and additional training.
- Possible negative effect on college transcript if student does not do well.
- Clarification for parents needed. College credit and where?

- Criteria for selecting the 24 students
- \$

Comments:

- As long as parents are clear.
- Should be taught by English teacher or team taught.
- Pursue funding opportunities outside of WRPS for students eligible for English 101 & 102.
- Increases the gap for students in poverty.

FOOD SCIENCE

21 Yes, 1 No, 4 Unsure

Pros:

- 21st Century skills in workplace.
- Approved by science “In Theory.”
- More Options may draw more students in.
- Departments working together to reach kids.

Cons/Concerns:

- Some colleges may not accept it.
- How does it fit with NGSS? Counselors need to be more aware of student’s future career plans.

Comments:

- Propose as a course (If DPI works, it is Science Equivalent).

SOCIAL STUDIES MODIFICATION

23 Yes, 1 No, 2 Unsure

Pros:

- Student choice, 2 of 3 courses
- 2 more new courses offered
- Helps with depth of content
- Went through social studies CII – approves
- Mixed classes (seniors taking required course w/sophomores)
- Helps with transfer students
- Scheduling is easier semester versus year long

Cons/Concerns:

- Check how they are viewed by colleges on student transcripts.
- Concern about seniors taking a required course with sophomores/mixed classes.

Comments:

None

INCREASE MATH FROM 2 TO 3 CREDITS
--

26 Yes

Pros:

- WRPS Math CII supports the request.
- Needed for CCR
- WRPS is prepared for this.

- 96% WRPS students meet this (12-13 data)
- Pre-algebra is counted as a credit in other districts.
- Lessens the gap between high school and post high school.
- Rtl process – hopefully have fewer students needing Algebra Topics
- Test Scores
- Students that take algebra in 8th grade – pre-calc expectation need for parent/guardian communication.
- Port Edwards and Nekoosa have 3 credit requirement

Cons/Concerns:

- Stretch for some students.
- Algebra Topics - students currently not receiving math credit (vs. science)
- Taking away from other departments
- Lower level courses being recognized for credit (currently not recognized)
- Students that take algebra in 8th grade – pre-calc expectation need for parent/guardian communication.
- Need to do more curricular work at the high school
- Do we need to wait another year to allow time to research data/implications, etc? State level proposing class of 2018?

Comments:

None

SCIENCE

26 Yes

Pros:

- Science CII supports increase in credits.
- 3 years → NGSS (easier to meet)
- We do have crosswalk courses to enable students to meet requirements.
- Alternate courses (expand curriculum)
- Port Edwards and Nekoosa have 3 credit requirement.

Cons/Concerns:

- Passing rate
- Alternative courses?
- Prep required?
- Do we need to wait another year? Research, failure rate is 9th science, at risk students – state level proposing 2018?

Comments:

- None

END SWING CREDIT

23 Yes, 2 Unsure, 1 Didn't Vote

Pros:

- Creates knowledge base for all students.

Cons/Concerns:

- Impact of projects.
- Above and beyond N Gen Assess
- Possibly offer earlier (mid – junior high) 8th grade?

- How will the test-out option work?
- Impact on other electives? Leave as an elective (music CII does not support)
- What about impact on students with performance deficits?

Comments:

- None

INFORMATION TECHNOLOGY I

10 Yes, 12 No, 4 Unsure

Comments:

- Include computer science toward math credit.
- I would also be okay if I T 1 does not start until 2018. All other changes to grad requirements should start with 2017.
- I T fundamentals should be our “core” tech course, develop curriculum that meets the standards (CTE, ILLO, ISTE)

PHYSICAL EDUCATION

15 Yes, 6 No, 5 Unsure

Pros:

- Opportunity to take other courses (core class, health, current issues)
- Good for scholar athletes

Cons/Concerns:

- Criteria/Define – Wanted by PE department [‘good standing,’ attendance, data (kept by whom?)]
- Injured students? Not receive 4 credits (senior year)
- 4 seasons completed by end of junior year?
- What about one-sport athletes? Again, complete by junior year?
- Are students missing out on opportunity to become more well-rounded? Social/emotional skills taught in PE may be missed. Health and wellness opportunities missed.
- 4 seasons? 3 instead?

Comments:

- Support PE in theory, but needs lots of refinement and clarification for implementation.
- I would change to two athletic seasons completed vs. four as the time commitment for two seasons is a lot. If they get done earlier, it allows for more schedule flexibility.
- The PE proposal does not allow for other athletics outside of high school sponsored teams. I find it unacceptable that after 12-14 years of classical ballet training, my daughter would not qualify for the .5 credit of PE. She exemplifies the exact kind of student who would want to take more core classes. Why are some sports valued but not others? Is this just for “jocks?” It seems like another example of how high school athletics are favored and “entitled.” Include everyone or no one.
- Four seasons seems like a lot – you’d support if less than 4 seasons.
- With more amendments and clarification focused on what is a successful season and when do the 4 seasons need to be completed by.
- I am in favor of requiring the 4 seasons be completed by the end of junior year.
- Requirement needs work – Definitions, expectations, etc.
- Allow outside athletic groups to apply as substitute sports season participant (YMCA swimming, gymnastics, karate, dance classes).

- With specific criteria for attendance and participation/coaches trained or given a formal list of requirements that athletes must complete.
- Needs more definition before moving forward.

REMOVE SOCIAL STUDIES FOR SENIOR YEAR

26 Yes

Pros:

- Flexibility – seniors have options.
- Grad requirements – wait to take senior year.
- Social Studies course proposal coming later (today).

Cons/Concerns:

- Leave high school without social studies senior year.

Comments:

None

CHANGES BEGIN WITH CLASS OF 2017

16 Yes, 6 No, 4 Unsure

Comments:

- Let the law dictate the start dates for changes.
- Not opposed to either approach.
- If we keep in mind our first “ground rule” about doing what is best for our students, then these should begin with the class of 2017 to give them the best chance for future success.
- Class of 2017 → appears state will require this. If not passed by state, would like to see class of 2018.
- Changes to be enforced immediately in WRPS.
- Depending on recommendations of committee. One needs to start 2015.
- Changes at LHS: Look to implement with class of 2018.
- Begin change with class of 2018 unless law dictates otherwise.

General Comments:

- High rigor/expectations with high level of support (Rtl) is best for students.
- As a parent of children coming up to secondary school, I love the idea of choices and keeping our district “current” with what others are doing. 😊

College English 101 as it transfers to other colleges

Eau Claire	Green Bay	La Crosse	Madison	Milwaukee	Oshkosh	Parkside	Plattville	River Falls	St. Point	Stout	Superior	Whitewater
Gen Ed.	ENG COMP 100	ENG EL	ENG EL	ENG 101	ENG 101	ENG 100	ENG 1130	ENG 100	ENGL 101	ENGL 101	ENGL 101	ENGL 101

College English 102 as it transfers to other colleges

Eau Claire	Green Bay	La Crosse	Madison	Milwaukee	Oshkosh	Parkside	Plattville	River Falls	St. Point	Stout	Superior	Whitewater
WRIT 116	ENG COMP 105	ENG 110	ENG EL	ENG 102	ENG 202	ENGL 101	ENGL 1230	ENGL 200	ENGL 202	ENGL 102	WRIT 102	ENG 102