



## 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 7, 2015

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

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

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Board Policy 423 – Public School Open Enrollment for First Reading
  - B. Board Policy 345.4 – Promotion/Retention, Board Policy 345.41 – Promotion of Kindergarten, Fourth and Eighth Grade Students, Board Policy 345.41 Exhibit 1 Flow Chart for Grade 4 Advancement, and Board Policy 345.41 Exhibit 2 Flow Chart for Grade 8 Advancement, for First Reading
  - C. Trimester Schedule Proposal – Grades 6 -9
  - D. Curriculum Proposals: Modifications and New Courses
    1. Physics – Force and Motion
    2. Physics – Forms of Energy
    3. Principles of Chemistry
    4. Chemistry Applications
    5. Math 7-8
    6. Winter Outdoor Education
    7. Individual & Dual Winter Lifetime
- IV. Updates
  - A. Lincoln High School Trimester Schedule Update
  - B. ALICE Introduction
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

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

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

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



**BACKGROUND**

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

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Board Policy 423 – Public School Open Enrollment

The 2015 biennial state budget adopted by Wisconsin Act 55 made changes which impact students with disabilities. One change affects the open enrollment program which allows students to apply to attend a public school in a school district other than the one in which they reside. Under prior law, when a student with a disability applied for open enrollment to a nonresident district, the nonresident district was required to send an estimate of the cost to provide the special education or related services required in the student's Individualized Education Program (IEP) to the applicant's resident district. The resident district could accept the estimate and pay the costs, or it could deny the student's application on the basis that the cost would impose an undue financial burden on the resident district. If the application was denied by the resident district, the student remained in attendance at their resident district.

Wisconsin Act 55 repealed these portions of the open enrollment law, thereby eliminating the cost estimates and denials based on undue burden. Also, funding provisions were restructured and will take effect in the 2016-17 school year. A per pupil transfer payment from the DPI to the nonresident district in an amount of \$12,000 will apply for each open enrolled student with a disability. A resident district will no longer be obligated to pay the costs of special education or related services.

As a result of these changes in open enrollment law, Board Policy 423 - Public School Open Enrollment needs to be updated to remove references to undue financial burden denials. These changes are set out in Attachment A.

The administration recommends approval of the changes to Board Policy 423 for first reading.

- B. Board Policy 345.4 – Promotion/Retention, Board Policy 345.41 – Promotion of Kindergarten, Fourth and Eighth Grade Students, Board Policy 345.41 Exhibit 1 – Flow Chart for Grade 4 Advancement, and Board Policy 345.41 Exhibit 2 – Flow Chart for Grade 8 Advancement, for First Reading

Sec. 188.33(6) of the Wisconsin Statutes requires school districts to consider several factors when making promotion and retention decisions. The law is even more specific when considering promotion/retention decisions for kindergarten, fourth and eighth grade students.

Wisconsin Rapids Public Schools Board Policies 345.4, 345.41, 345.41 Exhibit 1 and 345.41 Exhibit 2 were written with specificity regarding the assessments that could be used when making promotion/retention decisions. However, several of the assessments that were originally written into the policies have changed or are no longer used. In addition, Response to Intervention (RtI) did not exist when the policies were written. Because of these changes, it is necessary to revise the Board policies dealing with promotion and retention. Attachments B, C, D and E set out the proposed policy revisions.

The administration recommends the approval of the proposed changes to Board Policy 345.4 – Promotion/ Retention and Board Policy 345.41 – Promotion of Kindergarten, Fourth and Eighth Grade Students, Board Policy 345.41 Exhibit 1 Flow Chart for Grade 4 Advancement, and Board Policy 345.41 Exhibit 2 Flow Chart for Grade 8 Advancement, for first reading.

- C. Trimester Schedule Proposal – Grades 6-9

Since January of 2015, a group of teachers and administrators from Wisconsin Rapids Area Middle School (WRAMS) and East Junior High School (EJH) have been meeting to design a schedule that would accomplish the following objectives:

- Improve student achievement at the middle level.
- Coordinate the middle school and junior high school calendar with the high school and elementary school calendar.
- Provide uniform schedules for traveling teachers.
- Improve student/teacher ratios in order to improve instruction for students.
- Increase preparation time for teachers.
- Ensure middle level students continue to have experience in all career pathways, fine arts and world languages.
- Meet DPI curriculum requirements.
- Create a consistent high school schedule for students in grades 9-12 and a consistent middle school schedule for students in grades 6-8.

To create a schedule that would meet the above goals, as well as consider input from several stakeholders, the committee went through the following steps:

- Reviewed literature on schedules, reviewed other district schedules, and reviewed DPI curriculum requirements.
- Created draft schedules, gathered feedback from key stakeholder groups, revised the drafts and continued the feedback cycle several times. Stakeholder groups included building leadership teams, building departments, District departments, CII Sub-Committees, and CII.
- Polled the professional staff of EJH and WRAMS.

Attachment F sets out the 6-9 trimester schedule designed to accomplish the goals set out above, as well as respond to feedback from stakeholders. The proposal meets all the objectives set out above with the exception of a consistent middle school schedule for grades 6-8. The committee concluded, along with input from scheduling expert Michael Rettig, as long as grades eight and nine were housed together in one building, meeting the goal for eighth grade students would not be possible.

After much discussion and input from stakeholders, it was determined that if the transition to the 6-9 trimester schedule would be approved, it should be implemented as follows:

- 2016-17: WRAMs adopts the trimester schedule. EJH faculty prepare for the trimester schedule. Preparation would include: (1) Parent education about the schedule revisions; (2) Professional Development on teaching in a 70 minute class; (3) Curriculum modifications for trimester transitions; (4) Decisions regarding eighth grade high school credit, eighth and ninth grade study hall options, and math and ELA remediation requirements.
- 2017-18: EJH adopts the trimester schedule.

The scheduling committee unanimously supports the transition to the 6-9 trimester schedule set out in Attachment F. The results from the faculty vote at WRAMS, EJH and the CII are set out in Attachment G. Also included in Attachment G is a summary of the comments, questions and concerns from several staff feedback opportunities. Transitioning to this schedule could result in a need for additional FTEs.

The administration recommends the adoption of the 6-9 trimester schedule to be implemented at Wisconsin Rapids Area Middle School in 2016-17 and at East Junior High School in 2017-18.

#### D. Curriculum Proposals: Modifications and New Courses

At the November 2015 Educational Services Committee meeting, seven curriculum proposals were presented to the Committee to be considered and voted on in December.

A summary of each proposal was shared, with time for questions and discussion. In addition, each proposal was presented to and discussed by the Council for Instructional Improvement (CII). The Council considered the pros and cons, and then voted on each proposal. A summary of the CII's discussion and vote is included in Attachment H.

Following the CII discussion and vote, the Central Office Administrative team discussed each proposal. Based on these discussions and input gathered, the administration makes the following recommendations:

1. Physics – Force and Motion

Physics - Force and Motion would replace Principles of Physics. Some of the units taught in Principles of Physics would be modified.

The administration recommends that Physics - Force and Motion be added as a science elective course option for students at LHS for one-half credit beginning in 2016-17.

2. Physics – Forms of Energy

Physics - Forms of Energy does not replace any class currently taught in the science curriculum. However it does provide an opportunity for students to complete a one year study of physics if they take both Physics - Force and Motion and Physics - Forms of Energy. In addition, this course provides an opportunity for students to complete one credit of high school physics without having to take a rigorous AP option. AP Physics would continue to be offered. Adding this course could result in a need for additional FTEs.

The administration recommends that Physics - Forms of Energy be added as a science elective for students at LHS for one-half credit beginning in 2016-17.

3. Principles of Chemistry

Principles of Chemistry is currently offered as a science elective at LHS. This proposal is to continue offering this elective, however because of the transition to the trimester as well as to the Next Generation Science Standards (NGSS), there has been some revisions in the curriculum.

The administration recommends approval of the curriculum revisions proposed for Principles of Chemistry beginning in 2016-17.

4. Chemistry Applications

Chemistry Applications provides an opportunity for students to complete a one year study of chemistry if they take both Principles of Chemistry and Chemistry Applications.

In addition, this course provides an opportunity for students to complete one credit of high school chemistry without having to take a rigorous AP option. The science department would drop Organic and Biochemistry, a one-half credit elective currently offered, in order to alleviate potential FTE increases. AP Chemistry would continue to be offered.

The administration recommends that Chemistry Applications be added as a science elective for students at LHS for one-half credit beginning in 2016-17.

5. Math 7-8

Math 7-8 would be a year long course offered to identified seventh grade students who would benefit from an accelerated pace in mathematics instruction. This course would enable seventh grade students to cover material in both the seventh and eighth grade math curricula, better preparing them to take algebra as eighth graders.

The administration recommends that Math 7-8 be added as a year long math option for seventh grade students at Wisconsin Rapids Area Middle School beginning in 2016-17.

6. Winter Outdoor Education

Winter Outdoor Education would be a one-half credit physical education elective offered during the second trimester at Lincoln High School. The curriculum would include outdoor activities that are available in the winter months such as cross-country skiing and snowshoeing. The current Outdoor Education course would continue to be offered during the first and third trimester.

The administration recommends that Winter Outdoor Education be added as a physical education elective for students at LHS for one-half credit beginning in 2016-17. To avoid potential FTE increases, the administration also recommends that students be able to select only one of the Outdoor Education courses as an option for an elective while they are a student at Lincoln High School.

7. Individual & Dual Winter Lifetime

Individual and Dual Winter Lifetime would be a one-half credit physical education course offered during the second trimester at Lincoln High School. The curriculum would include outdoor activities that are available in the winter months. This course would be offered as an option for students to take in place of the required PE III course.

The administration recommends that Individual and Dual Winter Lifetime be added as a physical education course for students at LHS for one-half credit beginning in 2016-17. To avoid potential FTE increases, the administration also recommends that students be able to select either PE III or Individual and Dual Winter Lifetime as their last required Physical Education course. Individual and Dual Winter Lifetime may not be taken for elective credit.

IV. Updates

A. Lincoln High School Trimester Schedule Update (This discussion will be held prior to III (C).)

With the beginning of the 2015-16 school year, Lincoln High School (LHS) transitioned to a trimester, five period day schedule. The first trimester ended on Wednesday, November 25, 2015. Ronald Rasmussen, Principal of LHS will be present to update the Committee on how the transition to the trimester is going.

B. ALICE Introduction

During August of 2015, WRPS administration, along with staff from surrounding schools, churches and government agencies received training in ALICE. The acronym ALICE stands for ALERT, LOCK-DOWN, INFORM, COUNTER, EVACUATE. ALICE does not replace our current emergency management plan. Rather it provides staff and students with options in case of an intruder with a weapon. Research has shown that locking down without other options may result in more injuries and casualties than necessary.

Since the August training, WRPS staff have received an introduction to ALICE and in-depth scenario training. In addition, parents have been informed of the District's adoption of ALICE.

Colleen Dickmann, Superintendent of Schools, will be present to introduce ALICE to the Committee.

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:

- Elementary Health Acquisition (January)
- Wisconsin Student Assessment System (WSAS) Results (January)
- Elementary Language Arts Curriculum Update (January)

## 423 PUBLIC SCHOOL OPEN ENROLLMENT

This policy shall be administered in accordance with the state public school open enrollment law. The Board authorizes the Open Enrollment Coordinator designated by the Superintendent to act on applications for the full-time open enrollment program subject to any policies and criteria adopted by the Board.

### **Nonresident Open Enrollment Students (Open Enrolled "IN")**

A nonresident student may apply for full-time enrollment in a District school or program under the open enrollment program in accordance with state law and established procedures. Applications shall be made and acted upon in accordance with the timelines and procedures outlined in state law. The District shall consider the following criteria when accepting or rejecting a nonresident student's application for full-time enrollment.

1. The District will consider availability of space in the schools, programs, classes or grades. No later than the end of January of each school year the Superintendent will report to the Board the space available for the next school year in the schools, programs, classes and grades of the District for open enrollment students. In determining the amount of space available, the District may include in its counted occupied spaces students and siblings of students who have applied under State Statutes §118.51(3)(a) or 118.51(3m)(a) and are already attending public school in the district, and students attending the district for whom tuition is paid under State Statutes §121.78(1)(a). When determining space availability, consideration shall be given to District practices, policies and procedures or other factors regarding class size limits or ranges for particular programs or classes, student-teacher ratios for particular programs, classes or buildings, the number of students currently attending District schools whose tuition is paid by another school district, and enrollment projections for the schools of the District.

Enrollment projections include, but are not limited to the following factors; the likely short and long-term economic development in the community, projected student transfers in and out of the district, preference requirements for siblings of nonresident open enrollment students, the required length of K-12 attendance opportunities for open enrollment students and current and future space needs for special programs, laboratories (e.g., in technology, science, or foreign languages) or similar district educational initiatives, the number of resident home schooled or private school students likely to attend the schools of the District in accordance with State Statutes §118.145, and the number of resident students likely to change schools on a full-time or part-time basis under the District's intra-district boundary exception policy.

The District shall give preference in accepting full-time open enrollment applications to any nonresident students already attending school in the District, and their siblings; pupils for whom tuition is paid under subch. V of ch. 121, Stats; pupils who currently reside in the District but plan to move prior to the beginning of the following school year; and pupils who moved out of the District during the current school year but have remained in public school in the District under s. 121.84(1)(a). Stats. If the District receives more nonresident student applications for full-time enrollment than there are spaces available, the District shall determine which students to accept on a random basis, and establish a waiting list as necessary for excess applications.

2. Whether the special education program or related services described in the students' individualized educational program (IEP) are available in the District or whether there is space available in the special education program identified in the student's IEP, including any class size limits or ranges for particular programs or classes, student-teacher ratios for particular programs, classes or buildings, or enrollment projections established by the Board and as described in Section 1 above. If a nonresident student's IEP changes after the student begins attending school in the District and the special education program or services required by that IEP are not available in the District or there is no space available in the special education program identified in the IEP, the District may deny the student's continued enrollment in the District.
3. The District will consider whether the student has been screened by his/her resident district to determine if there



is reasonable cause to believe that the student is a child with a disability. Another consideration will be whether the student has been reported or identified as having a possible disability, but not yet evaluated by an IEP team in the resident district.

4. Whether the District has determined that the student was habitually truant from the District during any semester of attendance at the District in the current or previous school year. If a student is determined to be habitually truant during any semester as established by State Statutes and Board Policy, the District may revoke the student's attendance under the open enrollment program and prohibit the student from attending school in the District under the full-time public school open enrollment program in the succeeding semester or school year.

The District shall not accept any student for full-time enrollment who has been expelled by any school district during the current school year or preceding two school years for specific conduct specified in the law, or who has disciplinary proceedings pending on such conduct. This policy provision applies to the following student conduct: endangering the health, safety or property of others under certain conditions; conveying or causing to be conveyed a "bomb" threat involving school property; possessing a dangerous weapon while at school or under the supervision of a school authority; or, engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety or property of others at school or under the supervision of a school authority or of any employee of the school district or member of the school board. If any of these disciplinary actions occur after the student has been accepted for enrollment and prior to the beginning of the school year in which the nonresident student first enrolls in the District, the student's enrollment shall be denied.

The District may also deny the enrollment of any student who has been expelled from another Wisconsin public school district, no matter what the reason for the expulsion, during the term of the student's expulsion.

Once a nonresident is accepted as an open-enrollment student in the district, the student may be required to reapply one time at the beginning of middle school, junior high or high school.

Except as otherwise provided, student transportation shall be the responsibility of the nonresident student's parent(s)/guardian(s) or the student, if an adult. The District may provide transportation to nonresident students participating in the full-time open enrollment program only from a scheduled stop within the District upon approval of the District's transportation department, and under the District's "Pay to Ride" provisions. The District shall provide transportation for nonresident students with disabilities if it is required in the student's IEP, ~~once costs have been agreed upon by the nonresident and resident districts.~~

Nonresident open enrollment students attending school or classes in the District shall have all the rights and privileges of resident students and shall be subject to the same rules and regulations as resident students.

The District will give preference in assigning students to a school, program, class, or grade to resident students who live outside the school's attendance area (boundary exceptions).

### **Resident Open Enrollment Students (*Open Enrolled "OUT"*)**

Resident students may apply for full-time open enrollment in another public school district in accordance with state law and established procedures.

The District will limit the number of District resident students who will be allowed to attend school in another public school district to the maximum limit established by the law. If the District receives more applications than the maximum allowable, acceptance will be determined on a random basis, except preference will be given to resident students already attending public school in the district to which they are applying, and their siblings.

~~The District will deny attendance in another school district if costs of special education services required in the student's IEP would place an undue financial burden on the District. If a resident student's IEP changes after the student begins attending a nonresident school district and the costs of the special education program or services~~

~~required by the IEP would place an undue financial burden on the District, the District will discontinue allowing the student to attend school in the nonresident district.~~

The District will not provide transportation to resident students participating in the full-time open enrollment program.

The District will NOT permit nonresident districts to enter into this district for the purpose of picking up and dropping off open enrollment students.

### Alternative Application Procedures

The parent of a nonresident student who wishes to attend district schools may submit an application under this section no earlier than July 1 and no later than the last day of the school year during which the pupil will first attend. A form provided by the Department of Instruction is to be used to apply. At least one of the criteria described in *Paragraph A*, below shall be applicable.

#### A. Criteria for Alternative Application Procedures

The parent of the nonresident student may apply under this section only if the student meets one of the following criteria, and shall describe the criteria that the student meets in the application. The parent shall answer all applicable questions on the application completely and accurately. Missing information as required on the form may be requested to process the application.

1. The resident board determines that the student has been the victim of a violent criminal offense, as defined by the Department by rule. An application made on the basis of this criteria is not valid unless the nonresident board receives the application within 30 days after the determination of the resident board.
2. The student is or has been a homeless student in the current or immediately preceding school year. In this subdivision, "homeless student" means an individual who is included in the category of homeless children and youths, as defined in 42 USC 11434a (2).
3. The student has been the victim of repeated bullying or harassment and all of the following apply:
  - a. The student's parent has reported the bullying or harassment to the resident school board; and
  - b. Despite action taken, the repeated bullying and harassment continues.
4. The place of residence of the student's parent or guardian and of the student has changed as a result of military orders. An application made on the basis of this criteria is not valid unless the nonresident school board receives the application no later than 30 days after the date on which the military orders changing the place of residence were issued.
5. The student moved into this state. An application made on the basis of this criteria is not valid unless the nonresident school board receives the application no later than 30 days after moving into this state.
6. The place of residence of the student has changed as a result of a court order or custody agreement or because the student was placed in a foster home or with a person other than the student's parent, or removed from a foster home or from the home of a person other than the student's parent. An application made on the basis of this criteria is not valid unless the nonresident school board receives the application no later than 30 days after the student's change in residence.

7. The student's parent and the nonresident and resident school districts agree that attending the nonresident school district is in the best interests of the student.
8. The student's parent and the nonresident school board agree that attending school in the nonresident school district is in the best interests of the pupil. If the resident school board notifies the parent of the pupil who applies under this subdivision that the pupil may not attend the nonresident school district, the parent may appeal the resident school district's decision to the DPI.

- B. Nonresident Applications. If the District receives a nonresident student's application under this section, the District shall immediately forward a copy of the application to the resident board, and shall notify the applicant, in writing, whether it has accepted the application no later than 20 days after receiving the application. The District will determine whether the applicant meets the criteria for alternative application procedures in this section, and consider the criteria for nonresident applications described in previous sections of this policy. If the District has accepted the application, the District shall identify the specific school or program that the student may attend.

If the District accepts a nonresident application under this section, the student may immediately begin attending a school or program in the District, and shall begin attending the school or program no later than the 15th day following receipt by the parent of the student of the notice of acceptance. If the student has not enrolled in or attended school in the District by the day specified in this paragraph, the District may notify the student's parent, in writing, that the student is no longer authorized to attend the school or program in the district.

- C. Resident Applications. If the District receives a resident student's application under this section, the District may notify an applicant ~~under~~ that he/she may not attend a school or program in the nonresident school district ~~only for the following reasons:~~ **if the District determines that the criteria relied on by the applicant does not apply to the student.**

- ~~1. The District determines that the criteria relied on by the applicant does not apply to the student.~~
- ~~2. The District determines the costs of the special education or related services required in the individualized education program for a child with a disability whose parent has submitted an application under this section as proposed to be implemented by the nonresident school district, would impose upon the child's resident school district an undue financial burden in light of the resident school district's total economic circumstances. This reason for rejection does not apply if the student relied upon the above referenced criteria regarding a victim of a violent criminal offense.~~

There is no provision in the statutes for parents to appeal a nonresident school district's decision.

A resident school district's denial may be appealed to the Department of Public Instruction within 30 days of receiving the notice of denial.

LEGAL REF.: Wisconsin Statutes Sections:  
 118.13, 118.145, 118.51, 120.13(1)(f), 121.54(1), 121.58(2)(a), 121.78, 121.84(1)(a)  
 Chapter 115, Subchapter V  
 Chapter 121, Subchapter V  
 PI 36, Wisconsin Administrative Code  
 Wis. Act 68, **Wis. 2015 Act 55**

CROSS REF.: 343.2, Class Size  
 411, Discrimination, Harassment and Bullying Prohibited  
 420, School Admission

423-Rule, Procedures for Processing Public School Open Enrollment Applications  
431, Student Attendance  
431-Rule, Student Attendance Procedures  
432, School Attendance Boundaries

ADOPTED: December 8, 1997

REVISED: August 13, 2001  
December 11, 2006  
March 14, 2011  
November 12, 2012  
January 12, 2015  
**TBD**

### 345.4 PROMOTION/RETENTION

It is the goal of the School District to assist students to reach their maximum potential. ~~Retention, then, is one of many intervention tools that can be used by the School District to reach that goal.~~ The determination of the appropriateness of retention as the best educational alternative for the student shall be made after careful and systematic consideration of the following factors:

Age of the student	Alternative programs available
Developmental readiness	Availability of support services
Prior retentions	Student's attitude
Social/emotional development	Parents' input
Maturity level	Academic performance
Attendance	<u>Teacher Recommendations</u>

**The current research on retention reveals a potentially negative effect on the outcome of a student's school career. Possible effects of being retained include negative social/emotional impacts and doubling the likelihood of the student dropping out (Hattie, pg. 98, 2009).** If retention is to be considered as an educational alternative for the student, it is recommended it be done in the early primary grades ~~of kindergarten, first, second, or third.~~

The primary responsibility for making a decision about whether retention will be used as an educational alternative for the student or whether the student will be advanced to the next grade level will be made by a team of professionals at the building level with involvement from the parent(s)/guardian(s). The team will consider the necessary factors **and develop a personalized plan** prior to making a retention decision. Parent(s)/guardian(s) will be communicated with and involved in the process, **beginning no later than March 1 of the school year prior to the student being retained.**

Retention decisions are team decisions made only after considering the factors in each case and exploring the various alternatives. While consensus is desirable, it may not always be possible. The building principal will be the individual ultimately responsible for making the final retention decision. Parent(s)/guardian(s) may appeal the decision to the Superintendent of Schools.

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

The promotion/retention policy ~~will comply~~ **complies** with current state and federal law. Students must meet established criteria in order to be promoted from kindergarten to first grade, 4<sup>th</sup> to 5<sup>th</sup> grade, or from 8<sup>th</sup> to 9<sup>th</sup> grade. **Retention can happen at other grade levels based on previously mentioned factors.**

The Wisconsin Rapids Public Schools does not discriminate in the methods, practices and materials used for evaluating students on the basis of gender, race, religion, ~~color,~~ national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, **transgender status, gender identity,** or physical, mental, emotional or learning disability or ~~handicap~~ **any other characteristic protected under State or Federal civil rights laws** ~~in its educational programs or activities.~~

**REFERENCE: Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. New York: Routledge.**

LEGAL REF.: ~~Section 118.13~~ **118.33(6)** Wis. Statutes

CROSS REF.: 345.41 Promotion of Kindergarten, 4<sup>th</sup> and 8<sup>th</sup> Grader Students  
411 Rule, Student Discrimination and Harassment Complaint Procedures  
421 Rule, Guidelines for Early Admission to Kindergarten or First Grade

ADOPTED: November 1974

REVISED: August 1987                      April 9, 2001                      August 8, 2011  
August 1998                              February 11, 2008                      **TBD**  
April 9, 2001                              August 11, 2008

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

### KINDERGARTEN STUDENTS

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

1. A careful evaluation of multiple criteria, based on the Wisconsin Model Early Learning Standard will be made, including the following:

- ♦ Health and physical development
- ♦ Social/emotional development
- ♦ Language development and communication
- ♦ Approaches to learning
- ♦ Cognition and general development
- ♦ Reading and/or mathematics assessment results
- ♦ Attendance
- ♦ Progress and achievement in math and/or reading interventions

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

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

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

### FOURTH GRADE STUDENTS

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

~~No student may be promoted from fourth to fifth grade unless the student satisfies the criteria for promotion in this policy.~~

The following criteria are to be considered in determining whether to promote a student from ~~the~~ fourth grade to ~~the~~ fifth grade.

1. At the fourth grade level, a student must earn a score of “Basic” on the WKCE CRT in 3 of the 5 subtests of Reading, Language Arts, Mathematics, Science and Social Studies. Since this score is received in the late spring of the fourth grade year, additional areas of academic performance will be considered, including:— 1) student progress reports in grades 1-3; 2) reading Benchmark Book level of Magenta (Reading Level 34) by the end of the first semester of the fourth grade year; 3) writing assessment scores on the District third and fourth grade writing assessments; 4) performance on the SAGE assessments in grades K-3; 5) Guided reading levels in grades 1-2; and 6) STAR Reading and Math scores.

- Student’s overall academic performance
- Student progress reports
- Benchmark book levels
- Performance on district assessments in K-4
- State required test results
- Progress and achievement in math and/or reading interventions

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

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

Recommendations for promotion/retention will be based on, but not limited to, the following considerations:

Age of the student	Availability of support services
Developmental readiness	Alternative programs available
Prior retentions	Student's attitude
Social/emotional development	Parents' input
Maturity level	Academic performance
Attendance	<b><u>Teacher recommendations</u></b>

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

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

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



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

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

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

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

### **EIGHTH GRADE STUDENTS**

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

No student may be promoted from eighth grade to ninth grade after September 1, 2008, unless the student satisfies the criteria for promotion in this policy.

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

- ***Student's overall academic performance***
- ***Student progress report***
- ***Performance on district assessments***
- ***State required test results***
- ***Attendance***
- ***Progress and achievement in math and/or reading interventions***

1. ~~At the seventh grade level, the student's overall academic performance will be evaluated prior to the end of the third quarter grading period. Teachers and counselors will identify students in need of targeted interventions. The criteria used to determine such students may include the following: 1) failing one or more core classes; 2) below average score on the latest SRI (Scholastic Reading Inventory) Lexile Level reading test; 3) a score of Minimal or Basic on any area of the seventh grade WKCE CRT; 4) poor attendance. Once the determination has been made that a student is not making appropriate academic progress, both the student and parent will receive a notification letter. Along with this letter, a copy of the statutes of truancy and attendance could be sent home.~~

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

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

2. Before At the beginning of eighth grade, a set of interventions will be decided upon. An IPP (Individual Plan of Progress) will be written as part of the Child Study Team (CST) process. The IPP will be periodically reviewed and revised by the CST. IPP's will be drafted for any newly identified students during their eighth grade year. Eighth grade teachers will be notified of students with IPP's. As a requirement of the IPP, at least one of the following options may be considered:

- Enrollment in a guided study hall;
- Assignment to the Learning Resource Center;
- Contract signed by student/teacher/parent/counselor which addresses the areas of deficiency;
- Teacher mentoring;
- Tutoring;
- FOCUS program;
- READ 180;
- PLATO;
- Child Study Team
- Referral to the school psychologist;
- Attendance plan;
- Summer school;
- Portfolio or work samples documenting evidence of academic work;
- Other remediation options

3. ~~At the beginning of eighth grade, eighth grade teachers will be notified of students with IPPs. No later than the end of the first semester of eighth grade, the IPP will be reviewed, and a Child Study Team could be established. Membership on the Child Study Team could include a building administrator, school psychologist, parent, counselor and teacher(s) currently working closely with the student. The Child Study Team will review/revise the current (IPP) and/or draft an IPP for newly identified students. Teachers and counselors will continue to identify any new candidates for retention throughout the eighth grade year, using the same criteria considered at the second semester of seventh grade. Intervention options will be considered as necessary.~~

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

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

OR

B. Score basic or above on the majority of subtests on the state standardized test. (English/language arts, mathematics, science and social studies)

a. If the student does not meet the criteria in A or B, the Child Study Team (CST) will make a recommendation for promotion based on successful completion of all goals on the IPP.

4. Consensus of the CST is required to retain a student. If consensus is not possible, the building principal will be responsible for making the final decision regarding retention of the student. This

**decision will be communicated via phone call and certified mail. If the parent/guardian does not agree with the final decision, an appeal may be made to the Superintendent (or his/her designee) and is required to be in writing, and submitted within five (5) working days of parental notification.**

1. ~~Recommendation for promotion from the Child Study Team will include consideration of the following criteria: 1) failed classes; 2) a score of Basic or higher on the WKCE-CRT in the failed content area; 3) successful completion of all goals on the IPP; 4) a longitudinal review of WKCE scores; 5) STAR Reading and Math scores from grades 3-6, SRI Lexile Levels and/or the District Writing Assessment scores from grades 5 and 7; 6) acceptable attendance for all classes resulting from a conscious effort on the part of the student and the parent(s)/guardian(s).~~
2. ~~If a student does not meet the criteria listed in #4, the student will be expected to successfully complete an alternative instructional program as determined by the District and the Child Study Team, or IEP team if the student is disabled under the IDEA. Some examples of alternative instructional programs include, but are not limited to; 1) successful completion of a summer school program in the area(s) of deficiency; 2) successful completion of the failed class(es) at the next grade level; 3) successful completion of a school defined portfolio or samples of academic work that provides evidence that the student has met the Wisconsin Model Academic Standards.~~
3. ~~If an alternative instructional program is not successfully completed, the student will be retained. Consensus of the Child Study Team is required to retain a student. If consensus is not possible, the building principal will be responsible for making the final decision regarding retention of a student. Appeal of the decision must be made to the Superintendent (or his/her designee) in writing, within five (5) working days of parental notification.~~

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

**5. Any student who enters the district, with a status of being retained or promoted within their last school district will be retained or promoted at the discretion of the WRPS system.**

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

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

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

Legal References:

Wisconsin Statutes:		Administrative Code	
118.30	Pupil Assessment	PI8	School District Standards
118.33	High School Standards: Criteria for Promotion	PI9	Pupil Nondiscrimination
115.915	School Age Parent	PII 1	Children With Exceptional Educational Needs Bilingual-Bicultural Programs

118.15	Compulsory School Attendance	PI13	Testing LEP or EEN Pupils in the 8 <sup>th</sup> & 10 <sup>th</sup>
118.153	Children At-Risk	PI16	Grades
118.33(6)cm	Mandatory Kindergarten and First Grade Admission		High School Graduation Standards
118.35	Gifted & Talented Programs	PI18	School Age Parents
120.12(22)	Advanced Placement Examinations	PI19	Children At-Risk
112.02	School District Standards	PI25	Youth Options Programs
115.77(bg)	Children with Disabilities	PI40	
115.97	Bilingual-Bicultural Education Programs		

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

APPROVED: July 9, 2001

REVISED: August 11, 2008  
August 8, 2011  
**TBD**

DELETE ENTIRE EXHIBIT 1

**345.41 EXHIBIT 1 FLOW CHART FOR GRADE 4 ADVANCEMENT**

To qualify for grade advancement from Grade 4 to Grade 5 after September 1, 2008, a student must meet the following criteria:

Satisfactory growth on goals on the IEP or Sec. 504 Plan, or completion of individual English as a Second Language goals

→ PROMOTION

**Fourth Grade**  
Achieve a score of “Basic” or higher on the WKCE-CRT in 3 of 5 subtests (Reading, Language Arts, Mathematics, Science, Social Studies)

→ PROMOTION

↓ **Opted Out or Not Met**

**Fourth Grade**  
Consideration will be given, but not limited to, the following academic performance areas for promotion

- ✓ Student Progress Reports in Grades 1-3
- ✓ Reading Benchmark Book Level of Magenta (Reading Level 34) by the end of the first semester of the fourth grade year
- ✓ Writing Assessment scores on the District Third and Fourth Grade Writing Assessments
- ✓ Performance on SAGE assessments in grades K-3
- ✓ Guided reading levels in grades 1-2
- ✓ STAR Reading and Math scores

→ PROMOTION

↓ **Not Met**

**Fourth Grade**  
Child Study Team will consider the student’s academic performance as well as areas listed in policy narrative. Building principal will make the final recommendation regarding retention.

→ PROMOTION

↓ **Not Met**

→

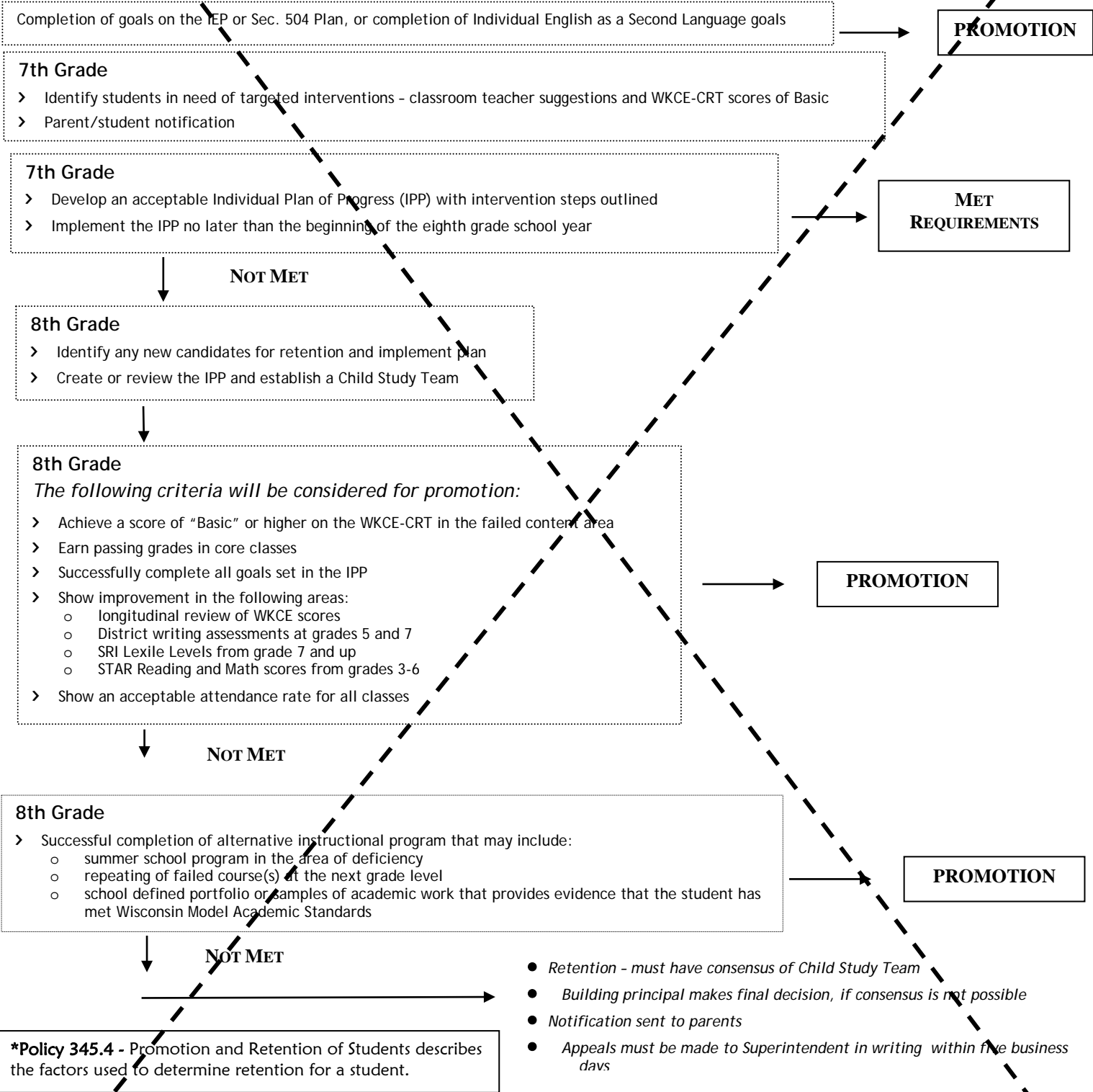
- *Retention – must have consensus of Child Study Team*
- *Building principal makes final decision, if consensus is not possible.*
- *Notification form sent to parents*
- *Appeals must be made to Superintendent within five working days.*

\*Policy 345.4 - Promotion and Retention of Students describes the factors used to determine retention for a student.

DELETE ENTIRE EXHIBIT 2

**345.41 EXHIBIT 2 FLOW CHART FOR GRADE 8 ADVANCEMENT**

To qualify for grade advancement from Grade 8 to Grade 9 after September 1, 2008, a student must meet the following criteria:



# 6-9 TRIMESTER PROPOSAL

Attachment F

## GRADE 6

1	ELA
2	
3	Math
4	
5	Geography
6	Science
7	PE/Music*
8	**Art/Health/Computer Applications/FCS Exp./Business Exp./ACP

\* Music Choices: Band, Choir, Orchestra, General Music. Add lessons to band and orchestra.

\*\* Six week exploration rotations

## GRADE 7

1	ELA
2	
3	Math
4	
5	Geography
6	Science
7	PE/Music*
8	WLEX/Art Exp./Tech Ed. Exp.

\* Music Choices: Band 7, Orchestra 7, Choir 7, GM 7

# 6-9 TRIMESTER PROPOSAL

## GRADE 8

1	2	3
ELA 8A	ELA 8B	ELA Remediation or Elective
Math 8A	Math 8B	Math Remediation or Elective
Science 8A	Science 8B	Health/ACP
History 8A	History 8B	Gateway I and II
Physical Education / Music* or Elective Track**		

\* Music Choices: Band, Orchestra, Choir

\*\* Elective track: Art 8, Business 8, Tech. Ed 8, FACE 8

To be determined:

- Students earning a grade of \_ or better in Math/ELA could choose to have a grade 9 elective rather than a third trimester of the course.
- Algebra, World Language and/or trimester electives would/would not be eligible for high school credit.
- Students may/may not select a study hall in place of an elective.

## GRADE 9

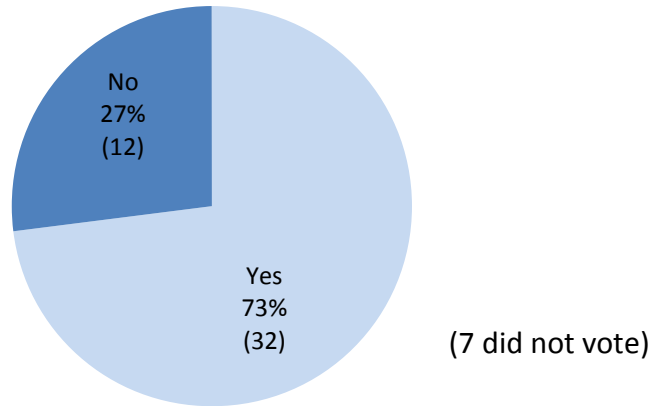
	1	2	3
1	ELA 9A	ELA 9B	Elective
2	Math	Math	Elective
3	Science 9A	Science 9B	PE 1
4	Government	Elective	Elective
5	Elective	Elective	Elective

- Health and IT Fundamentals are strongly recommended to be taken in grades 9 or 10.

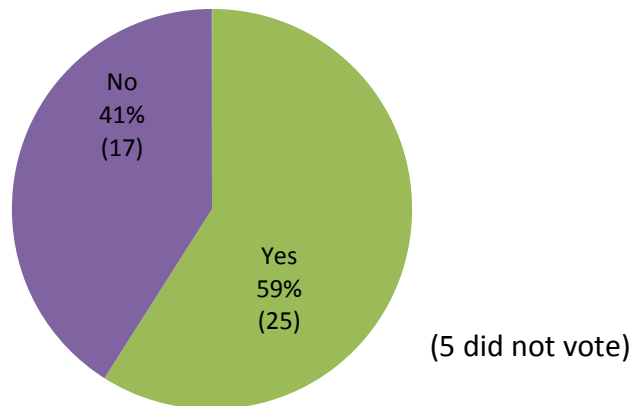


**Advisory Ballots: 6-9 Trimester Schedule**  
and  
Summary of Comments, Questions and Concerns  
from 6-9 Faculty, CII Subcommittees, and CII

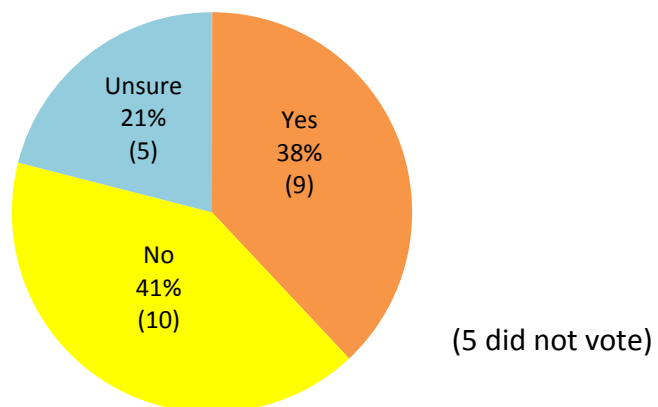
**Wisconsin Rapids Area Middle School**



**East Junior High**



**Council for Instructional Improvement**



## Summary of Comments, Questions and Concerns:

<i>Positives</i>	<i>Concerns</i>
<ul style="list-style-type: none"> <li>• 9<sup>th</sup> grade would be on same schedule as LHS</li> <li>• Half day is language and math</li> <li>• Kids are less stressed with less classes</li> <li>• Consistency for traveling teachers/parents</li> <li>• 9<sup>th</sup> grade would get one more elective</li> <li>• Longer block benefits: better retention, opportunity for writing and projects, immersion vs. coverage, fewer transitions</li> <li>• Junior high not doing 6 out of 7</li> <li>• Incentive for students to do electives vs. remediation</li> <li>• LHS transition has been positive</li> <li>• Opportunities for collaboration, PD, engagement strategies</li> <li>• Math/English 90 minute blocks have been positive at WRAMS (since 2011)</li> <li>• Extended block of prep time. Lower student/teacher ratio each day</li> </ul>	<ul style="list-style-type: none"> <li>• Students could have eight month span without math and/or English</li> <li>• Possible need for more FTEs</li> <li>• Math and English blocks could be long for students</li> <li>• Lack of parent input</li> <li>• Less semester electives – 8<sup>th</sup> grade</li> <li>• Necessary curriculum changes</li> <li>• Do not like two year implementation</li> <li>• EJH feedback not as positive as WRAMS</li> <li>• May hurt FTEs in some areas</li> <li>• Too fast and too many unknowns</li> <li>• Grade 6-7 Scope and Sequence in computers and business</li> <li>• Split trimester classes (1<sup>st</sup> and 3<sup>rd</sup> trimester), and how the split will affect student achievement</li> <li>• Keeping students engaged</li> </ul>

## Council for Instructional Improvement Ballot October 28, 2015

### 1. Physics – Force and Motion: 24 Yes 0 No 2 Unsure

#### Comments:

- Agree with the new naming.
- Major concerns of curriculum development ??? Pool of students. Too many choices.
- Will FTE's need to be added – where will they come from?
- \*I am sure AP Physics is difficult, but I think it's on the teacher to differentiate. I am not sure we should offer a "middle road." Offer the intro course and give kids the option to advance to a college level. Allow the teacher to differentiate appropriately. Also, I do not support giving curriculum dollars. Many teachers develop curriculum for "singletons." I am not aware of them being compensated.
- Renamed
- Renaming and minor content change
- Frame change only and no FTE increase
- Something has to go off of student Course of Studies
- Like options/flexibility for more students
- What does this do with class sizes as kids get spread out? Staffing increase? Where does this come from? Does give options for college credit for middle of the road.
- Concern would be by offering more choices that we would be dividing up a sample of students thinner than normal.
- Do we drop AP to off-set FTE?

### 2. Physics – Forms of Energy: 11 Yes 3 No 12 Unsure

#### Comments:

- Great alternative to AP
- I don't like the idea of limiting the AP options at LHS
- Major concerns of curriculum development ??? Pool of students. Too many choices.
- Do we need this?
- Too many courses in science without dropping one. Big concern.
- Cost, unless curriculum development is cut, other departments never got paid to do this(!) over the past years. That's the science coordinators job.
- (addition)
- Something has to go off of student Course of Studies
- Like options/flexibility for more students
- How many students want this type of class?
- What does this do with class sizes as kids get spread out? Staffing increase? Where does this come from? Does give options for college credit for middle of the road.
- Concern would be by offering more choices that we would be dividing up a sample of students thinner than normal.
- Only without 40 hours curriculum development time.
- FTE's ? # of kids? Curriculum writing pay? Will it get rid of AP options for kids?
- Should eliminate AP Physics.

### 3. Principles of Chemistry I: 21 Yes 1 No 4 Unsure

#### Comments:

- Major concerns of curriculum development ??? Pool of students. Too many choices.
- Again the FTE question---
- No other new class proposals are requesting pay!
- I like the option for students who are not the advanced science students.
- Something has to go off of student Course of Studies
- Like options/flexibility for more students
- Spreading students out too thin
- What does this do with class sizes as kids get spread out? Staffing increase? Where does this come from? Does give options for college credit for middle of the road.
- Offer it every other year.
- Concern would be by offering more choices that we would be dividing up a sample of students thinner than normal.

### 4. Principles of Chemistry II: 14 Yes 2 No 10 Unsure

#### Comments:

- Major concerns of curriculum development ??? Pool of students. Too many choices.
- Again, too many courses in science. Big concern.
- See comments for physics(\*)
- I like the option for students who are not the advanced science students.
- Something has to go off of student Course of Studies
- Like options/flexibility for more students
- More discussion is needed
- What does this do with class sizes as kids get spread out? Staffing increase? Where does this come from? Does give options for college credit for middle of the road.
- Offer it every other year.
- Concern would be by offering more choices that we would be dividing up a sample of students thinner than normal.
- Possible every other year of AP offerings to offset FTE
- Cancel organic bio-chemistry
- Should eliminate organic – biochemistry.
- Only if organic biochemistry is eliminated.

### 5. Grade 7-8 Mathematics: 24 Yes 0 No 2 Unsure

#### Comments:

- Great transition for middle school to junior high students. Gives another (possibly better predictor for 8<sup>th</sup> graders taking Algebra 1) – helps with misplaced kids.
- What is the criteria for entry in this program? Certain STAR score?
- Great option for students!
- They would be taking more minutes at WRAMS than EJJH.
- Like options/flexibility for more students
- See positives on whiteboard chart.
- This needs to get feedback from 6-12 math department. Math department at East has concerns about 6-7 accelerating curriculum for students already achieving better than their ninth grade classmates. Scope and sequence needs to be discussed before implemented.
- Thanks, Bill.
- No Brainer!

**6. Outdoor Education (Winter): 22 Yes 0 No 3 Unsure**

Comments:

- Great adaptation for perhaps unforeseen consequence of trimester schedule.
- FTE increase?
- Great option – WI – is four seasons!
- As is written, yes.
- Good options for students
- Seniors only

**7. Individual and Dual Winter Lifetime: 23 Yes 0 No 3 Unsure**

Comments:

- Great adaptation for trimester schedule.
- FTE increase?
- Great to include winter sports and training.
- Taking away from other areas?
- Do these take away from other electives? Could increase FTE.
- As is written, yes.
- Yes, if FTE neutral – same number of sections
- Good student choice

**ADDITIONAL COMMENTS:**

- Don't run classes below 12 students. AP has had classes as low as 8. Stock to guidelines when deciding which classes are allowed to run.
- Classes shouldn't run if they don't have enough students signed up.