



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

Kathi Stebbins-Hintz, Chairperson
John Benbow, Jr.
Troy Bier
Christopher Inda
John Krings, President
Elizabeth St. Myers
Julie Timm

August 5, 2024

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. Grade Change and GPA Policy 345.13 for First Reading
 - B. Title VI of the Elementary and Secondary Education Act: Indian Education Grant Application
 - C. Peer Review Mentor Grant
- V. Updates
 - A. Seclusion and Restraint Report
 - B. Achievement Gap Reduction (AGR) End of Year Report
 - C. 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.



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- I. Actionable Items

A. Grade Change and GPA Policy 345.13 for First Reading

Wisconsin Act 95 establishes a guaranteed admission program to institutions in the UW System for students who rank within the top five percent or 10 percent of their high school class, depending on the UW System institution. In addition, Act 95 requires public school boards to prepare a class ranking of pupils at the completion of grade 11 if there are at least 15 pupils in the class. In order to meet the tenants of the law and to clarify the procedures to contest earned grades that may affect overall class ranking, Board Policy 345.13 has been developed to specifically define the District's letter-based grading scale and grade point average conversion for high school courses, as well as delineate between Term Grade Point Average and Cumulative Grade Point average. In addition, the policy will specifically define the Grade Change Appeals Process that will be used in the District. Policy 345.13 Grade Change and Grade Point Average is included as Attachment A. Policy 345.13 Exhibit 1: Grade Change Appeal Form is included as Attachment B.

The administration recommends first reading approval of Policy 345.13 Grade Change and GPA and Policy 345.13 Exhibit 1: Grade Change Appeal Form.

B. Title VI of the Elementary and Secondary Education Act: Indian Education Grant Application

The Title VI program is designed to address the unique cultural, language, and educational needs of American Indian and Alaska native students. Each year WRPS collaborates with a local committee of families that are served under the Title VI program.

The Indian Education Formula Grant program provides grants to support local school districts in their efforts to serve Indian students. Attachment C has a breakdown of the Grant's objectives, funding, and funding priorities.

The administration recommends approval of accepting the Title VI Elementary and Secondary Education Act: Indian Education Formula Grant in the amount of \$19,759.00.

C. Peer Review Mentor Grant

Each school year the District provides a comprehensive "New Colleague Program" in consortium with the Port Edwards School District (PESD). The program provides an orientation program, monthly seminars, a mentor, and other support systems to make new colleagues' adjustment to their district a successful one. In the spring of 2024, Ms. Filtz once again applied for the Peer Review Mentor Grant as part of the consortium with PESD. Ms. Filtz received notification that the consortium received grant funding of \$24,464. for the 2024-2025 school year. This funding will defray some of the costs of our successful Peer Mentor Program.

The administration recommends approval of accepting the Peer Review Mentor Grant funding in the amount of \$24,464.00 for the 2024-2025 school year.

II. Updates

A. Seclusion and Restraint Report

Wisconsin Statute 118.305(4)(c) requires that an annual report be made to the School Board which includes the number of incidents of seclusion and or physical restraint that took place in the schools during the previous school year, the total number of pupils who were involved in the incidents and the number of children with disabilities who were involved in the incidents. Attachment D provides this annual report. Steve Hepp, Pupil Services Director, will be present to explain the report to the Committee.

B. Achievement Gap Reduction (AGR) End of Year Report

Per Wis. State Statute sec. 118.44(4)(d), school districts that have an approved Achievement Gap Reduction (AGR) contract must present an end-of-year report to the school board. The report must contain information on the schools' implementation of the AGR contract requirements, performance objectives, and success in attaining the objectives. The detailed AGR report is included as Attachment E. Roxanne Filtz and Jennifer Wilhorn, Director and Assistant Director of Curriculum and Instruction will be present to address questions.

C. Student Travel

Jake Wendtland, Lincoln High School Spanish teacher, and the LHS Spanish Department is planning an 8-day trip to Costa Rica for June of 2025. The group will be traveling with Interact Travel out of Green Bay, which is a company focused on

travel for Spanish teachers and students. Our district has traveled with them in the past. The trip is a language and culture immersion experience which includes a home stay with Costa Rican families. The students will get to experience history, culture, language, cuisine, and all of the biodiversity that goes along with being in Costa Rica. Students will also spend a day volunteering. The cost is \$3,295. Students that will be enrolled in levels 3-5 in the 2024-2025 school year will be eligible to participate. The cost will be covered predominantly through families, but some fundraising will be available.

III. 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.

IV. 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:

- ESSA Update (September)
- ESSER III Final Summary (September)
- New Course/Curriculum Modifications and Proposals (October)
- Wisconsin Student Assessment System Results: 2023-2024 (October)

345.13 GRADES HIGH SCHOOL COURSES

The following is the District’s standard letter-based grading scale and grade point average (GPA) conversion chart for high school courses:

GRADE	GPA
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00 (No credit earned)
PASS	Credit earned; not factored into GPA
FAIL	0.00 (No credit earned)
N	Not graded, not factored into GPA (No credit earned)
W	Withdrawn with school approval; no impact on GPA

No courses eligible for inclusion in the calculation of a GPA receive weighted treatment when the letter grade is converted to the numerical scale.

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 in or excluded from the District’s GPA calculations as follows:

1. 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 the District offers that are taken without applying to or attending another educational institution.
2. 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:
 - a. 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).
1 college credit = .25 high school credit.
 - b. Courses taken at another public high school or accredited private high school for which the District would award high school credit for a passing grade.

- c. 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.
- 3. A course taken by an *8th-grade* student in world language or math will appear on the transcript but will not be included in the student's cumulative high school grade point average.
- 4. Middle school students enrolled in a course(s) at the high school will not be counted towards high school credit or GPA. However, the course will appear on the middle school report card and in the student's cumulative file/transcript.
- 5. 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 non-accredited 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.
- 6. Parents have a right to request a change of a pupil's grade on the following grounds: Mistake, Fraud, Bad Faith, or Incompetency in assigning the grade.
 - a. When grades are earned for any course of instruction, the grade earned by each pupil shall be the grade determined by the course teacher. Without any of the grounds listed above, the grade shall be final.
 - b. 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.
 - c. 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.
- 7. 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 3 terms transferred from another high school. The student must also have 18 GPA-eligible credits for a cumulative GPA calculation.
 - a. The following criteria will be used if a tiebreaker is needed to determine the top 5% and 10% at the end of the Junior year.
 - i. 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.
 - ii. 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.
 - iii. Students with the most transcribed credits earned through a technical college, including the term ending just before the junior year's conclusion.
 - b. 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."

AVAILABILITY OF CLASS RANK

School-wide class rankings will be reported on individual high school transcripts. The top 5% and 10% at the end of the Junior year will be communicated in general terms but not in specificity.

GRADE CHANGE APPEALS PROCESS

Parents have a right to request a change in a pupil's grade for: Mistake, Fraud, Bad Faith, or Incompetence in assigning the grade.

When grades are earned for any course of instruction, the grade earned by each pupil shall be the grade determined by the course teacher. Without any of the grounds listed above, the grade shall be final. Any request for a grade change must start with the classroom teacher. If the issue is 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. If you want additional information, please ask your principal for the Grade Change Appeal Form and the Procedure for Contesting a Final Grade.

Procedure for Contesting a Final Grade

Communication with the Instructor

1. Any request for a grade change must first be written to the classroom teacher who assigned the grade. A parent must request the teacher within seven (7) school days (“school days” are defined as days when the relevant pupil is or should be in school, excluding summer school) of the date the grade report was posted. A request to change a grade for the third term must be made within (ten) 10 weekdays from the date the grade report was posted. This request must reference the teacher’s grading criteria. It shall specifically allege how the teacher’s grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, supporting the request.
2. If the teacher agrees to change the grade, the teacher shall notify the parents of the new grade in writing and make the change in the student’s official records.
3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the principal of the teacher’s decision in writing. The teacher shall simultaneously forward a copy of the written request and decision to the principal as the decision is provided to the parent.

Communication with the Principal

1. If the teacher decides not to change the grade, the parent may appeal to the principal. The parent must make the written request to the principal within ten (10) weekdays from the time the parent was informed of the teacher’s decision.
2. The parent’s written appeal shall specifically allege how the teacher’s grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, pupil, and teacher shall have the right to submit or present relevant documentation.
3. The principal shall schedule a meeting with the parent and shall allow the teacher to be present and/or to provide input otherwise.
4. Following the meeting with the principal, the principal will discuss the appeal with the teacher. The principal shall inform the parent of the teacher’s decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be made.

Communication with the Superintendent of Schools

1. If the principal decides not to change the grade, the parent may appeal to the superintendent. The parent must make the written request within ten (10) weekdays from the time the parent was informed of the principal’s decision.
2. The parent’s written appeal shall specifically allege how the teacher’s grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, pupil, and teacher shall have the right to submit or present relevant documentation.
3. The superintendent shall schedule a meeting with the parent and allow the teacher and the principal to be present and/or to provide input.
4. Following the meeting with the superintendent, the superintendent shall inform the student’s parent of the decision regarding the course grade. If it is decided that the grade will be changed,

the grade change shall be made. There is no further appeal of a student's grade after the superintendent of schools.

Definitions

Bad Faith – A finding of Bad Faith should be supported by evidence that the instructor harbored ill will or discriminatory intent, which motivated the instructor to assign a student a grade lower than the grade the student should have earned based on objective criteria.

Mistake – A finding of Mistake should be supported by evidence that the final grade assigned by the instructor was derived from a miscalculation while compiling the final grade.

Fraud – A finding of Fraud should be supported by evidence that the instructor deliberately sought to misrepresent the truth or a fact used to determine the final grade.

Incompetence – A finding of Incompetence should be supported by evidence that the instructor is found to lack ability, qualification, fitness, or performance.

LEGAL REF: 118.13, Wis. Stats.
118.58, Wis. Stats.

CROSS REF: 345.1, Grading System
345.13 Exhibit 1, Complaint Form

Approved: **TBD**

345.13 Exhibit 1 GRADE CHANGE APPEAL FORM

GRADE CHANGE APPEAL FORM

Name of Parent/Guardian: _____ Date of Request: _____

Name of Pupil: _____ Grade of Pupil: _____

Name of Teacher: _____ Course Name: _____

Date Grade Issued: _____ Date of Meeting with Teacher: _____

Reason(s) for Request for Grade Change Appeal (Check One):

- Mistake Fraud Bad Faith Incompetency

Mistake – A finding of Mistake should be supported by evidence that the final grade assigned by the instructor was derived from a miscalculation while compiling the final grade.

Fraud – A finding of Fraud should be supported by evidence that the instructor deliberately sought to misrepresent the truth or a fact used to determine the final grade.

Bad Faith – A finding of Bad Faith should be supported by evidence that the instructor harbored ill will or discriminatory intent, which motivated the instructor to assign a student a grade lower than the grade the student should have earned based on objective criteria.

Incompetency – A finding of Incompetence should be supported by evidence that the instructor is found to lack ability, qualification, fitness, or performance.

In accordance with Board Policy 345.13, a grade change request may only be reviewed based on one of the above-noted reasons related to the posted grade. Please state, in detail, specific, objective facts supporting this request for appeal. Attach any documentation in support of your request to this form. Please note that this process is for grade change appeals only. For questions or concerns regarding other issues, contact your school principal.

Specific, Objective Facts Supporting this Appeal Request:

Signature of Parent/Guardian _____

Approved: **TBD**

Title VI of the Elementary and Secondary Education Act: Indian Education Formula Grant

Grant Purpose: Title VI is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students, including preschool children. The programs funded are to meet the unique cultural, language, and educational needs of Indian students and ensure that all students meet the challenging State academic standards. The Indian Education Formula Grant program provides grants to support local school districts in their efforts to serve Indian students. Annually each applicant develops and submits to the U.S. Department of Education a comprehensive plan for meeting the needs of Indian children. Applicants must develop this plan in collaboration with a local committee composed primarily of parents and family members of Indian children and must include student performance goals, a description of professional development activities that the applicant will carry out, and an explanation of how it will assess students' progress toward meeting its goals. In order to participate in the Title VI Indian Education Formula Grant program, eligible applicants must have a minimum of 10 Indian students enrolled in the LEA or not less than 25 percent of the total enrollment. Since this is a formula grant, our funding is based on a per pupil amount according to how many Native American students complete an ED 506 Form.

Award recipients are encouraged to work collaboratively with local tribes to meet the needs of students within their district. WRPS works collaboratively with the Ho-Chunk Nation Education Department to provide staff professional development and our yearly 4th grade field trip. Members of the Ho-Chunk Nation Education Department meet with pupil services staff frequently throughout the school year to help support efforts supporting the needs of American Indian and Alaska Native students.

Grant Objectives:

- Increasing academic achievement
- Increase knowledge of cultural identity and awareness
- Increase parent participation

Funding:

2020-21: \$25,378

2021-22: \$28,133

2022-23: \$30,187

2023-2024: \$20,771

2024-2025: \$19,759

2024-2025 Funding Priorities:

- Approximately 66 % of the grant dollars fund our Title VI Native American Liaison positions
- Books for students in 4K-5nd Grade (Native American authors, stories of Native American culture, language, etc.)
- 4th grade field trip to Ho Chunk Nation in Black River Falls
- Cultural events or speakers brought to district

2023-2024 Funding Priorities:

- Approximately 61% of the grant dollars fund our Title VI Native American Liaison positions

- Purchase school supplies
- Books for students in 4K-2nd Grade (Native American authors, stories of Native American culture, language, etc.)
- 4th and 6th grade field trip to Ho Chunk Nation in Black River Falls
- Cultural events or speakers brought to district

General Information:

Seclusion and/or physical restraint may be used only when a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others, and it is the least restrictive intervention feasible. Certain maneuvers and techniques are prohibited, and mechanical or chemical restraints may not be used. Seclusion rooms may not have locks, and rooms must be free of any objects or fixtures that may injure the student. The Principal (or designee) must meet with the individuals involved in the incident to discuss events and factors preceding, during, and following the incident to determine how to prevent future incidents of seclusion or physical restraint. The student's IEP team must meet after the second use of seclusion or restraint within the same school year. The IEP must include positive interventions, supports, and other strategies based on a functional behavioral assessment. Parents must be notified of the incident no later than one business day, and a report must be sent to the parents within three business days (via first-class mail, electronic transmission, or hand delivery). A copy of the report is kept at the building level and another copy is sent to Pupil Service Administration for review.

In the 2023-2024 school year, WRPS implemented a comprehensive debrief for any second and subsequent seclusion and/or restraint on a single student. The building-level teams must include one of the following: Director of Pupil Services, Assistant Director of Pupil Services, or a school psychologist from outside the building, in the incident debrief. The role of the consultant is to help the team debrief after the incident and provide additional thoughts and ideas to the building-level team.

Historical & Current Data:

	2017-18	2018-19	2019-20*	2020-2021	2021-2022	2022-2023	2023-2024
# Seclusion	16	22	26	28	32	33	18
# Restraints	48	41	44	43	48	29	27
# of Students	12	23	27	23	22	27	20
# Students w/ disabilities	12	20	21	22	20	24	17

*Data includes incidents up until schools were closed due to the pandemic

2023-2024 Incidents

- Directed at Staff: 29
- Directed at Self: 2
- Directed at Other Students: 6
- Directed at Property: 1*
- Other: 1
- Police Involvement: 8

*Note: Property damage alone, without the threat of an imminent risk to the safety of the student or others, is not a sufficient basis for the use of physical restraint or seclusion.

District Resources:

- 4 Certified CPI Trainers: Aida Juarez, Megan Thayer, Betsy Van Berkel, Haley Bayer.
- 29 Staff Members received initial training (2023-2024 school year)
- 25 Staff Members received refresher training (2023-2024 school year)
- Overall, 212 staff are currently trained

2024-2025 Focus:

CPI Trainers, Betsy Van Berkel, and Steve Hepp will ensure the following:

- Maintain the training cycle to ensure certifications remain current; all trained staff need to attend a refresher at least every two years
- Provide training to staff in need (each training session is between 4-8 hours)
- Prioritize training for building response teams and administration, and for staff who have been involved in a seclusion/restraint incident
- Provide additional training opportunities on Positive Behavioral Interventions and Supports
- Ensure a comprehensive debrief process after the second use of seclusion or restraint on a student
- Offer Reframing Behaviors Training to all buildings
- Continue to explore ways to reduce or eliminate the use of seclusion and restraint

Wisconsin Rapids Public Schools
2023-2024 Achievement Gap Reduction Report
Mid-Year / End of Year

	Reading Mid-Year / End-of-Year								Math Mid-Year / End-of-Year												
	K		1		2		3		K		K		1		1		2		3		
Performance Objective	Meets expectations on STAR Early Literacy screener							Meet or exceed the STAR Reading benchmark score		Write numbers 0-20		Identify numbers 0-30		Addition within 20		Subtraction within 20		Meet or exceed the STAR Math benchmark score		Meet or exceed the STAR Math benchmark score	
Grant	65	73	80	86	63	83	73	58	66	90	55	82	91	89	82	83	68	83	77	79	
Grove*	67	61	53	87	40	48	46	35	36	81	42	55	88	73	67	77	55	71	53	60	
Howe*	63	88	58	79	65	78	56	48	44	67	52	71	66	58	48	53	68	78	77	65	
Mead*	67	64	51	69	36	30	47	24	37	93	38	74	74	56	54	64	37	36	63	68	
THINK*	39	63	39	48	50	55	65	44	58	69	58	55	84	76	69	52	57	68	76	77	
Washington*	55	63	54	70	70	72	74	53	64	75	49	65	70	51	50	41	79	83	72	81	
Woodside*	54	49	53	71	48	36	60	61	72	60	62	52	93	86	73	71	70	70	89	76	
% District	59	66	55	73	53	57	60	45	55	76	51	66	79	67	61	61	62	69	74	72	
% District Goal	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80

*Meets class size reduction

Grade	Subject	Assessment Methods (formative & summative assessments)	AGR Strategy (class size reduction, instructional coaching, or one-to-one tutoring)
K	Reading	Complete the STAR Early Literacy screener	Instructional coaching/one-to-one tutoring
K	Math	Write the numbers 0-20 w/some reversals permitted	Instructional coaching/one-to-one tutoring
K	Math	Recognize and name numbers 0-30 in random order	Instructional coaching/one-to-one tutoring
1	Reading	Complete the STAR Early Literacy screener	Class size reduction/instructional coaching/ one-to-one tutoring
1	Math	Complete the WRPS Math Screener	Class size reduction/instructional coaching/ one-to-one tutoring
1	Math	Complete the WRPS Math Screener	Class size reduction/instructional coaching/ one-to-one tutoring
2	Reading	Complete the STAR Early Literacy screener	Instructional coaching/one-to-one tutoring
2	Math	Complete STAR Math Assessment	Instructional coaching/one-to-one tutoring
3	Reading	Complete the STAR Reading Assessment	Instructional coaching/one-to-one tutoring
3	Math	Complete STAR Math Assessment	Class size reduction/instructional coaching/ one-to-one tutoring