



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

October 7, 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

V. Updates

A. New Course/Curriculum Modifications and Proposals

B. Student Travel

C. Wisconsin Student Assessment 2023-2024 Results (if available)

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.



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

October 7, 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
- IV. Actionable Items
- V. Updates
 - A. New Course/Curriculum Modifications and Proposals

Board Policy 332 Experimental/Innovative Programs, Board Policy 332.1 – Exhibit 1- Process Guidelines for Requesting New Courses Form, and Board Policy 332.2 – Exhibit 2- Process Guidelines for Pilot Programs or Curriculum Modifications Form, set out the requirements to add or modify courses or curriculum in Wisconsin Rapids Public Schools. Any proposals for course or curriculum additions or modifications are submitted to the Director of Curriculum and Instruction for consideration typically no later than the middle of September. In addition, such proposals are reviewed by the relevant Council for Instructional Improvement (CII) SubCommittees and building leadership committees before seeking final Board approval. Proposals are brought to the District CII Committee for review. The CII then casts an advisory vote on each proposal. At the November School Board meeting, the Board will be asked to vote on each proposal. The vote will occur after being presented with a summary of the CII's discussion and advisory vote. Roxanne Filtz, Director of Curriculum & Instruction, and leaders in the various curricular areas will be present to explain the curriculum proposals. Each proposal is listed below, along with a corresponding attachment that details each proposal.

1. New Course Proposals
 - a. Advanced Video, Digital and Graphic Arts - Jeanine Kleman
(Attachment A)
 - b. Game Changers: Tracing History Through Sports - Jacob Bertagnoli
(Attachment B)

2. Course Drops
 - a. America's Voice
 - b. America's Story
3. Proposed Changes to Science Course Offerings (Attachment C)
4. Proposed Changes to Physical Education (Attachment D)
5. Proposed Changes to Mental Health and Stress Management (Attachment E)
6. Course Name Changes
 - a. English 101 will change to WF 100 First Year Writing
 - b. English 202 will change to WF 105 Research and Rhetoric
 - c. History 102 will change to History 104 World Civilizations II

B. Student Travel

Five members of Lincoln High School FFA will travel to Indianapolis, IN for the purpose of attending the FFA National Convention. The students involved will be traveling from October 22 through October 25, 2024. Brenna Gilbertson, LHS Ag teacher and the chapter advisor, will travel to the conference with the students.

C. Wisconsin Student Assessment 2023-2024 Results (if available)

If the Wisconsin Department of Public Instruction lifts the embargo imposed on the 2023-24 Wisconsin State Assessment System (WSAS) results at some point prior to the October 7, 2024, Educational Services Committee meeting, Ms. Filtz will provide an analysis of the assessment results. If the embargo is not lifted in sufficient time prior to October 7, 2024, that would allow Ms. Filtz time to provide an accurate analysis, then a thorough analysis will be provided at the November Educational Services Committee meeting.

VI. Consent Agenda Items

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

VII. Future Agenda Items/Information Requests

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

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

- New Course/Curriculum Modifications and Proposals – Decision (November)
- ECCP/SCN Applications (November)
- Initial Discussion of 2025-2026 District Strategic Plan (November)
- Innovation Mini Grant Recipients (December)
- Open Enrollment Space Determination Limits for the 2024-2025 School Year (January)
- AGR Mid-Year Report (February)

New Course Proposal

April 2024

Advanced Video, Digital,
and Graphic Arts

.5 Elective Grades 10-12

Requested by:

Jeanine Kleman, Val Sydorowicz, and Dana Rice

Rationale

The Lincoln High School Art program is a partner in the state and district's mission to prepare students for success with college, career, and 21st-century workplace skills. Each year, the art department graduates several students entering various post secondary art degrees, from a BFA to cartooning and illustration to graphic design. According to the National Endowment for the Arts data, the Arts and Cultural Sector contributed \$11.9 billion dollars or 3 percent of Wisconsin's GDP in 2021. This data validates the importance of the continuing support of art-related fields and education opportunities.

Students are requesting more digital media opportunities in the department connected to Wisconsin State Media Standards. This class mirrors our mission statement to have engaging and relevant subject matter. The course will provide space for students to participate in, appreciate, and apply visual literacy as a component of a complete education. The course will link with other core areas through reading and writing expectations, possible marketing opportunities, and social studies through projects on social issues and community connections.

Source: <https://www.arts.gov/impact/research/arts-data-profile-series/adp-35>

Students will sign up for .5 credits to work on a combination of teacher-led and independent study assignments associated with Digital, Video, and/or Graphic arts. Assignments we foresee covered in this course relate to career enhancement opportunities such as creating book illustrations, company logos and packaging, and commercial-style video work. In order for students to sign up for this course they need to have taken the Digital Art, Video Arts, or Graphic Arts classes receiving a grade of C or better.

We foresee 1 to 2 sections per school year.

Communication

- 9-12 Art Department draft proposal approval April 2024
- Art CII approval Spring 2024
- Draft Proposal to Director of Curriculum Spring 2024
- LHS cabinet Fall 2024
- District CII Fall 2024
- Board of Education, if approved through CII, 2024
- Course offered in Program of Studies for 2025-2026 school year

Standards & Curriculum Resources

Wisconsin Art Standards: The 2019 Wisconsin Standards for Art and Design are developed by Wisconsin educators, artists, other experts, and the business community. The standards are informed by work being done in other states and at the national level. These standards introduce the analytical elements and aesthetic expressive qualities of art and design to all students and include:

1. Fundamental concepts of artistic techniques, critical thinking, and creative expression beginning in the elementary levels

2. Critical thinking, skill building, and expressing and communicating ideas, feelings, and concepts in greater depth at the secondary levels
3. Additional experiences that allow interested students to study art and design in depth, and prepare them for entry into a career and college
4. Opportunities for students to demonstrate their art and design knowledge and skills through Creating, Presenting, Responding, and Connecting
5. Investigation of various aspects of art and design through cultural, social, and historical contexts
- 6.

Links to current 9-12 standards regarding Create, Present, Respond, Connect:

[☰ 9-12 Wis State Standards for Art and Design](#)

Current Curriculum taught in the introduction courses:

[W Computer Graphics.docx](#)

[W Digital Art 9-12.docx](#)

[W Video Arts 9-12.docx](#)

Who will write the curriculum?

LHS high school staff

When will the curriculum be developed?

The curriculum will be developed during the summer, fall, and spring of 2024-2025.

What schedule or staff assignments may need to be changed?

None

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

If available, staff will attend refresher courses for the Adobe Suite program.

Resources

- | | |
|-------------------------------|--|
| ● Curriculum Development Time | 22 hours |
| ● Staff Development Time | 3 to 5 days Adobe Suite courses or tutorials |
| ● Instructional Materials | Online resources |
| ● Space, equipment, furniture | No Change |

Statement of Impact

A Media Arts option will give students a unique opportunity to explore a variety of technologies they can use in future career decisions. Students will also be provided a chance to create a portfolio of work for college entry to art and media programs, as well as, work experience for apprenticeships in tech-based companies.

New Course Proposal

History Through Sports

Elective Course, Grades 11-12

0.5 social studies credit.

Requested by: Social Studies Department

Course Description:

History Through Sports offers an engaging exploration of global history through the lens of athletics, showcasing how sports have intertwined with and influenced significant historical events and cultural developments. This dynamic course is designed to captivate students' interest in history by highlighting the role of sports as a reflection of societal values, political shifts, and cultural transformations.

Throughout the trimester, students will embark on a journey through modern history, examining the evolution of sports and their impact on societies worldwide. Students will uncover the connections between sports and major historical themes such as nationalism, civil rights, gender and globalization.

The course will delve into a diverse array of sports and historical events, including but not limited to:

- The emergence of organized team sports and their role in industrialization and urbanization.
- The impact of sports on global conflicts, including the Olympics during wartime and sports diplomacy.
- The civil rights movement and the role of athletes in promoting social justice.
- The globalization of sports and its implications for culture, economics, and politics in the 20th and 21st centuries.

Students will analyze primary sources, multimedia resources, and scholarly articles to deepen their understanding of historical events and their relationship to sports. They will also engage in critical discussions, debates, and projects that encourage them to apply historical thinking skills to real-world scenarios.

Explanations and Rationale:

Offering a course titled History through Sports provides a unique and engaging approach to studying both U.S. and Global History. Below are additional rationale for offering such a course:

1. **Relevance:** Sports are deeply ingrained in American culture and society, reflecting broader historical trends, values, and conflicts. Exploring the history of sports allows students to connect with the material on a personal level, as they may have direct experiences or interests in sports themselves.
2. **Multidisciplinary Approach:** Studying history through sports provides an opportunity to integrate various academic disciplines, including history, sociology, economics, and cultural studies. Students can analyze primary sources, examine social dynamics, and explore economic implications, enriching their understanding of historical events and processes.

3. Inclusion and Diversity: Sports have played a significant role in shaping American identity and have been a platform for social change and inclusion. By examining the history of sports, students can explore issues of race, gender, class, and ethnicity, gaining insights into the diverse experiences of individuals and communities throughout history.

Communication/Timeline:

May 2024 - New course proposed to Lincoln Social Studies department.

September 2024 - New Course explained to and approved by Social Studies CII

September 2024 - New Course explained to and approved by LHS cabinet

October 2024 - New course proposed to District CII

Tentative Units of Study:

Unit 1: Sport in Victorian England: From Elite to Mass Participation

Unit 2: Organized Team Sport during the Industrial Age

Unit 3: Athlete Ambassadors: WWII and the Cold War Era

Unit 4: The Great Dilemma: Race and Sports

Unit 5: From Playing Nice to No More: Women in Sports

Unit 6: The Globalization of Sports

Resources:

STAFFING: No additional.

SPACE, EQUIPMENT, FURNITURE: no additional needed

PROFESSIONAL DEVELOPMENT: Teacher will need time to build the curriculum and collaborate with other districts.

INSTRUCTIONAL MATERIALS: Needed materials may include reading materials, online database access, a/v resources, and additional teacher resources.

Evaluation:

Student success in this course will be evaluated at the end of the course. Any modifications can then be made for the following year.

Student and teacher satisfaction with the course will be evaluated at the end of the first year of implementation.

Evaluation will be conducted by the LHS Social Studies Department and administration, and shared with the Social Studies CII.

Summary/Statement of Impact:

The course will have minimal financial impact on the district.

There is no expectation of a negative impact on other students or courses outside the social studies department.

PROPOSED CHANGES TO CURRENT SCIENCE COURSE OFFERINGS:

We are trying to guide students to courses that have an appropriate level of rigor. We are proposing changes to prerequisites for some courses, changes to the sequences that courses can be taken in for other courses, and requesting that two courses be removed from our list of offerings.

We are also reviewing our course fee structure and may request to lower the fees for some of our courses at a later date.

Earth Structure & Processes - change to grade levels eligible for the course

Currently open to grades 9-12

Proposal: Limit to grades 9-10

Rationale: There is a large gap in academic and social maturity between students in grade 9 and those in grades 11 and 12. The behavior of students in ninth grade is distracting to students in grades 11 and 12. The level of rigor in this course is appropriate for students in grades 9 and 10. The reading and writing assignments that students complete are difficult for students in grade 9, and do not challenge most students in grades 11 and 12. Data collection, display, and discussion is based on the 16-19 score range described in the [ACT standards](#) for Science. This proves to be challenging for many students in grade 9, appropriate for many students in grade 10, and simple for students in grades 11 and 12.

Draft of revised course description. *Proposed changes are in italics.*

Earth Structure and Processes is an introductory course in earth sciences. Students will learn about how scientists study earth and the processes that happen around us. Topics will include earth's internal layers, plate tectonics and its impacts, and factors that influence weather and climate. Students will learn what we know about earth and how we know it. *Students will collect and evaluate data using methods that are appropriate for ninth and tenth grade students. This course is not available to students in grades 11 and 12.*

Meteorology, Oceanography, Climatology - remove ES & P as a prerequisite

Rationale: In order for students to have a complete background in Earth Sciences, they should take all three of the courses that we offer. However, the content of these

courses doesn't depend on a progression that is implied with a required prerequisite. Students don't have to master the content from Earth Structure & Process (ES&P) in order to succeed in Meteorology - Oceanography - Climatology (MOC).

The reading, writing, and data analysis that students perform in MOC is designed to help students advance through the 20-23 and 24-27 range of the [ACT Standards](#) for Science. This is an appropriate level of rigor for students in grades 11 and 12, and students in grade 10 with a strong interest in the content can be successful.

Draft of revised course description. *Proposed changes are in italics.*

Students will explore the characteristics of the oceans and the atmosphere and investigate the processes that influence weather and climate. Topics include physical and chemical properties of the oceans, worldwide climate patterns and their causes, and weather patterns that affect North America and Central Wisconsin. This course will help students with an interest in Earth Science meet graduation and college entrance requirements. *Students will collect and evaluate data using methods that are appropriate for students in grades 11-12 (10, 11, & 12?). (It is recommended, but not required, that sophomores who take this course have already completed Earth Structure & Processes)*

Physical Geology - remove ES & P as a prerequisite

Rationale: In order for students to have a complete background in Earth Sciences, they should take all three of the courses that we offer. However, the content of these courses doesn't depend on a progression that is implied with a required prerequisite. Students don't have to master the content from Earth Structure & Process (ES&P) in order to succeed in Physical Geology.

The reading, writing, and data analysis that students perform in Physical Geology is designed to help students advance through the 20-23 and 24-27 range of the [ACT Standards](#) for Science. This is an appropriate level of rigor for students in grades 11 and 12, and students in grade 10 with a strong interest in the content can be successful.

Draft of revised course description. *Proposed changes are in italics.*

Students will work to understand the formation of Earth's surface features. Topics include properties of minerals, formation of rocks, weathering and erosion, and geologic dating methods. Students will use their understanding of geological processes to explore the history of landforms in North America and Central Wisconsin. This course will help students with an interest in Earth Science meet graduation and college entrance requirements. *Students will collect and evaluate data using methods that are appropriate for students in grades 11-12 (10, 11, & 12?). (It is recommended, but not required, that sophomores who take this course have already completed Earth Structure & Processes)*

Topics in Physical Science - change to students eligible for the course

Rationale: The Topics courses exist to help students explore content and methods in the sciences at an introductory level. Reading, writing, data collection, and data analysis fit into the 16-19 score band of the [ACT Standards](#) for Science. They are intended to help students build skills and content knowledge so that they can succeed in more specific courses geared toward the 20-24 score band of the ACT. Students who have already been successful in more specific courses have no academic need to step down to a less specific course with lower rigor.

Draft of revised course description. *Proposed changes are in italics.*

Students will learn about chemistry, physics, and earth science through the exploration of real life phenomena such as sounds, extreme weather, collisions, and how cell phones work. Lessons are driven by student questions as they interact with each phenomenon. Students will use science skills to explore their topics, analyze data, develop models, and come up with answers to their own questions and explanations for the phenomena. Active participation by the student in the investigation of topics is required in order to successfully complete the course. *This course is not open to students who have previously earned a grade of C- or higher in a course in Chemistry, Physics, or Earth Science at Lincoln.*

Topics in Life Science - change to students eligible for the course

Rationale: The Topics courses exist to help students explore content and methods in the sciences at an introductory level. Reading, writing, data collection, and data analysis fit into the 16-19 score band of the [ACT Standards](#) for Science. They are intended to help students build skills and content knowledge so that they can succeed

in more specific courses geared toward the 20-24 score band of the ACT. Students who have already been successful in more specific courses have no academic need to step down to a less specific course with lower rigor.

Draft of revised course description. *Proposed changes are in italics.*

Students will learn about cells, DNA, genetics, organisms, evolution, and ecology through the exploration of real life phenomena such as cancer, albinism, dog breeds, cicadas, parasites, and/or animals in Africa. Lessons are driven by student questions as they interact with each phenomenon. Students will use science skills to explore their topics, analyze data, develop models, and come up with answers to their own questions and explanations for the phenomena. Active participation by the student in the investigation of topics is required in order to successfully complete this course. *This course is not open to students who have earned a grade of C- or higher in a Biology course at Lincoln.*

Physics 101 was canceled this year because of changes to the contract with UW system. It will not be offered in the future unless there are changes to UW System requirements or to the course structure at LHS.

AP Environmental Science last ran 2020-21 with 11 students. Prior to that it ran in 2015-16 with 9 students. For the last two registration cycles there have been zero course requests. It is difficult for students to meet the prerequisites for the course as set by AP, and we do not have a person on staff who has been trained to teach it. We would like to remove it from our list of offerings.

PROPOSED CHANGES TO CURRENT PHYSICAL EDUCATION COURSES (Specifically Environmental Lit. in the Outdoors, Outdoor Education & Winter Outdoor Ed):

We would like students to have the opportunity to continue to expand their opportunities and experiences within the outdoor units of Physical Education.

We currently have three (3) “Outdoor Educational” Courses offered at LHS which are:

- Environmental Lit. in the Outdoors (0.5 credit of English & 0.5 credit PE)
 - *Offered to 11 & 12 grade students*
- Outdoor Education F/S (Fall / Spring) (0.5 credit PE)
 - *Offered to 12th grade students only*
- Winter Outdoor Education (0.5 credit PE)
 - *Offered to 12th grade students only*

Under the the Outdoor Education F/S & Winter Outdoor Education classes it currently states:

Students cannot take this course if they have taken Environmental Lit. in the Outdoors

We would like to propose that we eliminate this statement. We feel that allowing students to take an Outdoor Education class after completing Environmental Literacy in the Outdoors is essential for fostering a deeper understanding of our natural world and enhancing their learning experience. By integrating these two classes, students can build on the foundational knowledge gained in Environmental Literacy, where they learn about ecosystems, conservation, and sustainability. Outdoor Education provides hands-on experiences that reinforce these concepts, allowing students to apply their knowledge in real-world settings. This combination not only enhances critical thinking and problem-solving skills but also encourages teamwork and leadership as students engage in outdoor activities. Moreover, spending time in nature has been shown to improve mental health and well-being, making this educational approach beneficial for students' overall development. Therefore, allowing students to take both classes promotes a holistic education that prepares them to be informed and responsible stewards of the environment.

Proposed Changes to the Mental Wellness and Stress Management class
(Health Elective)

.5 credit-dual credit through MSTC

Proposed by: Gary Kostuchowski

**PROPOSED CHANGES TO CURRENT MENTAL WELLNESS AND STRESS
MANAGEMENT COURSE OFFERING:**

We are trying to guide students to courses that have an appropriate level of rigor as well as are age appropriate. We are proposing to make changes that will have prerequisites for this course. We would like to add the prerequisite that students have completed their high school health .5 credit course, as well as are in grades 10-12.

Mental Wellness and Stress Management - change to grade levels eligible for the course, and prerequisites added.

Currently open to grades 9-12, no prerequisites

Proposal: Limit to grades 10-12, and prerequisite of .5 high school health credit

Rationale: As Gary has begun teaching the first section of this course the 2024-2025 school year he has noticed that some freshman (9th graders) enrolled in the course lack the maturity needed to be engaged in a productive way. Also, if they have not completed the .5 credit health class they may lack the background knowledge of the topic. It is for these reasons that the proposed changes will benefit the students in a much more meaningful way.