



MINUTES

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

May 6, 2024

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

TIME: 6:00 p.m.

BOARD MEMBERS PRESENT: John Benbow, Jr., Christopher Inda, Troy Bier, John Krings, Kathi Stebbins-Hintz, Elizabeth St.Myers, Julie Timm

ADMINISTRATION PRESENT: Ed Allison, Craig Broeren, Roxanne Filtz, Tracy Ginter, Steve Hepp, Aaron Nelson, Ronald Rasmussen, Jennifer Wilhorn

- I. Call to Order
- II. The Pledge of Allegiance was recited.
- III. Public Comment – none.
- IV. Actionable Items

A. K-12 Art Curriculum Maps

Ms. Roxanne Filtz, Director of Curriculum & Instruction, introduced Valerie Sydorowicz and Kimberly Hansen, K-12 Art Education Curriculum Coordinators, to present proposed K-12 Art education curriculum maps. The maps focus around four concepts developed around artistic processes which include to create, respond, present, and connect. A review of how the *Wisconsin Standards for Art and Design* follow a structure similar to other Wisconsin State Academic Standards was provided, along with specific examples of Standards Coding and its connection to content area, performance indicators, and grade band. The Council for Instructional Improvement (CII) Committee has reviewed the proposed maps and is in favor of their approval. A timeline was shared from Fall, 2022 forward which outlines the steps taken to update the Art curriculum to align it with State Standards and determine which materials will be needed for the upcoming Art acquisition.

**ES-1 Motion by John Benbow, seconded by Julie Timm, to approve of the proposed K-12 Art Education Curriculum Maps as presented, beginning with the 2024-25 school year. Motion carried unanimously.**

B. K-12 Art Education Materials Acquisition

Ms. Hansen presented the K-12 Art Education acquisition essentials to support the curriculum maps that were developed. Several quotes were received from a number of vendors and include:

- Two classroom sets of iPads for grades 6-8 to align the Digital Art curriculum across all three levels; elementary will be requesting funding for apps and professional development (cost is \$43,000.00)
- Replacement of a kiln as essential equipment for Lincoln High School (LHS) since the kiln currently in use was brought to LHS from Vesper and needs as much refurbishing as a new kiln would cost (cost is \$4,500.00)
- Purchase of digital/photography equipment including Wacom tablets, mirrorless cameras, enlargers (2), film camera (4), tripods, video cameras – all equipment that either needs replacement after 10+ years of use or needs updating to provide relevant, real-life experiences for students (cost is \$30,000.00)
- Sculpture/cardboard cutters for elementary to provide newer tools for use in classrooms (cost is \$4,600.00)

The CII Committee is in support of the acquisition. Since the Art acquisition is for specific equipment, no public viewing of the proposed materials occurred.

**ES-2 Motion by John Krings, seconded by Troy Bier, to approve of the proposed K-12 Art education acquisition as presented in an amount not to exceed \$135,000.00 to be funded through the WRPS Referendum Curriculum budget. Motion carried unanimously.**

C. 2024-25 Elementary Agenda Planner Inserts and Secondary Student Handbooks

Ronald Rasmussen, Principal of Lincoln High School (LHS), presented recommended changes to the LHS Student Handbook with the most notable changes centered around E-Learning expectations, make-up procedures for absences, study hall requests, tardy policy definitions and expectations, dress requirements for physical education and technical education courses, the prohibition of electronic device/mobile phone use during class time, attendance rate expectations during the school year for students to be able to participate in school dances, and having delivery services such as DoorDash not be allowed during school hours.

Ms. Stebbins-Hintz raised a question around the following language: "Students involved in dealing, distributing, possessing, selling, or supplying drugs or illicit substances or being impaired by drugs or illicit substances may be referred to the Board of Education for an expulsion hearing." She understands the pre-expulsion process that has been implemented to continue providing students the opportunity to rectify behavior, but questions whether the word "may" rather than "will" is too vague and potentially opens the door for potential issues around discrimination since it allows for great discretion. Mr. Rasmussen explained that up until six years ago, expulsions were automatically recommended to the Board under a zero-tolerance policy concerning drugs. If the word "will" were in the handbook, there would be even more expulsions brought through than what is currently recommended, and leave little opportunity for the administration to work with students and families to improve behavior. Ms. Stebbins-Hintz referenced the middle school handbook language as being less ambiguous which states, "Students bringing weapons to school or selling drugs, look-alikes, or prescription medications will automatically be involved in expulsion proceedings." She learned from recent conferences she's attended that districts get into a bit more trouble when they are not specific in these areas. A suggestion was made to perhaps have the language vetted by District legal counsel, and possibly provide additional language concerning the pre-expulsion process in the handbook.

Superintendent Broeren explained that his understanding of the legal perspective is to not have districts lock themselves into a policy that has a zero tolerance approach. Whenever you see the word "will" in a policy, there will be an exceptional circumstance that arises which will be problematic to address with the locked-in approach language. Legal counsel can be consulted about the concern, but he believes the vague approach would be what is recommended since certain groups of students can actually be more disadvantaged if the

policy clearly outlines that there is no discretion and every student is to be expelled for certain behaviors regardless of circumstances. He cited the ubiquitous access to THC as a growing issue, particularly when there is no planned legislation to help curb access for youth. If a student makes a poor choice they can learn from, having discretion to work with the student under pre-expulsion conditions rather than outright expel them is a better approach.

Mr. Rasmussen suggested adding language that instead clarifies that a student may be subject to suspension, pre-expulsion, or expulsion which better defines the process and steps involved which can be unique given each circumstance.

**ES-3 Motion by Troy Bier, seconded by John Krings, to approve of the proposed modifications to the LHS Student Handbook for the 2024-2025 school year. Motion carried unanimously.**

Tracy Ginter, Principal of Wisconsin Rapids Area Middle School (WRAMS), presented proposed revisions to be made to the WRAMS Student Handbook. The most notable changes involved the addition of disciplinary language pertaining to academic dishonesty using Artificial Intelligence (AI), dress code updates, grading and retake policies, E-Learning Days expectations, use of vape detectors in bathrooms and locker rooms, and the addition of special accommodation language.

**ES-4 Motion by Julie Timm, seconded by Troy Bier, to approve of the proposed modifications to the WRAMS Student Handbook for the 2024-2025 school year. Motion carried unanimously.**

Ms. Filtz presented proposed revisions to be made to elementary student agenda planner inserts, which primarily pertain to updating the 2024-25 school calendar and adding information about weekly "Late Start Mondays" that will be implemented.

**ES-5 Motion by John Benbow, seconded by Julie Timm, to approve of the proposed modifications to the elementary agenda planner inserts for the 2024-2025 school year. Motion carried unanimously.**

D. District Professional Development Plan 2024-25

Ms. Filtz presented the Professional Development Day Plan for the 2024-25 school year. The plan was shared with the Quality Educator Committee, the Council for Instructional Improvement Committee, and the administrative team. Ms. Filtz explained that the District Strategic Plan and Professional Development Plan are considered by various District committees as they set their 2024-25 goals and action steps.

Ms. Stebbins-Hintz questioned whether there are opportunities for equity built into the Professional Development Plan or if this occurs more through the PLC process. Ms. Filtz explained that Equity Walks have occurred, and Curriculum and Pupil Services departments work together on equity related initiatives. There are District Educational Unit (DEU) offerings and book studies done by staff members on the equity topic, and the administrative team has conversations around the topic as well. The Social Emotional Learning (SEL) curriculum helps address equity issues, and the Youth Risk Behavior Survey (YRBS) and School Report Card data is continually reviewed to determine whether there might be disproportionality and equity related concerns needing attention. Mr. Broeren explained that the District has made progress with its disproportionality identification; however, an identification has again been made. Steve Hepp, Director of Pupil Services, clarified that the identification this time has to do with Hispanic students with Learning Disability Individual Education Plans (IEPs) as well as multi-race students with discipline referrals.

**ES-6 Motion by John Benbow, seconded by Julie Timm, to approve of the 2024-25 Professional Development Plan as presented. Motion carried unanimously.**

E. District Professional Development Calendar 2024-25

Ms. Filtz presented the Professional Development Day Calendar for the 2024-25 school year. The plan was developed with input from the Quality Educator Committee, curriculum coordinators, Council for Instructional Improvement Committee, and the administrative team. Professional Development Days help meet District and building professional development goals that are set, provide collaboration time for teachers, allow professional development for teachers at both the building and district levels, and provide a cost-effective means to offer professional development without taking teachers out of the classroom.

A focus for the 2024-25 calendar includes time for K-5 teachers to complete the necessary trainings imposed by Wisconsin Act 20. This will take some time away for building professional development opportunities, but it will be helpful to have the common PLC time available for conversations around student data. The administration is cognizant of the importance of balancing out the workload for teachers with State mandated and software system changes coming at both the elementary and secondary levels. Ms. Filtz made mention of how much staff members appreciate the flexibility to perform recordkeeping duties off-campus on designated days while documenting the hours with their respective administrator as required.

**ES-7 Motion by John Benbow, seconded by John Krings, to approve of the proposed Professional Development Day Calendar for the 2024-25 school year. Motion carried unanimously.**

F. Project Lead the Way Through UW-Green Bay

Ms. Filtz explained that Lincoln High School has offered Project Lead the Way (PLTW) Engineering courses for over a decade through a partnership with the Milwaukee School of Engineering (MSOE). Lincoln was notified that MSOE will no longer be transcribing PLTW courses, and they have been exploring the possibility of continuing PLTW coursework for college credit through the UW-Green Bay "College Credit in High School" (CCIHS) program. Instructor Adam Klonowski has been credentialed by UW-Green Bay to provide instruction in the following courses:

Project Lead the Way Course Title	UW-Green Bay Course Title
Introduction to Engineering Design	ET 101: Fundamentals of Engineering Technology (2 credits)
Engineering Design & Development	ET 207: Parametric Modeling (2 credits)
Digital Electronics	ENGR 120: Electrical Circuits (3 credits)
Principles of Engineering	ENGR 220: Mechanics of Materials (3 credits)

Students taking PLTW coursework through UW-Green Bay would be charged the current CCIHS rate of \$105.00 per college credit. Students will have the opportunity to transfer the UW-Green Bay college credit to other colleges and universities.

Ms. Stebbins-Hintz questioned whether a particular Science related PLTW course is still being offered. Mr. Rasmussen explained that the course is still being offered using the PLTW curriculum; however, there is no college integrated component to it at this time. He is aware that certain colleges will still transcript the course due to the PLTW affiliation.

**ES-8 Motion by John Krings, seconded by Elizabeth St.Myers, to approve of the proposed partnership with UW-Green Bay to offer the courses presented as Project Lead the Way courses to receive college credit through UW-Green Bay's College Credit in High School Program beginning with the 2024-25 school year. Motion carried unanimously.**

G. Pupil Nondiscrimination Self-Evaluation Report

Mr. Hepp presented the Pupil Nondiscrimination Self Evaluation report, explaining that the District is responsible for completing it every five years as required by the Department of Public Instruction (DPI). The purpose of the report is to foster equitable and successful schools for all students, and each cycle of evaluation has specific requirements and areas of focus. Mr. Hepp provided an overview of the process and team involved to develop the report, which is based off of data from the 2020-21, 2021-22, and 2022-23 school years. The status of nondiscrimination and equality of educational opportunity in eight specific areas was evaluated. A great variety of information was collected and analyzed to complete the report. Findings in each of the areas are noted in the report, along with recommendations for improvement. There was an opportunity for public feedback to be provided on the Pupil Nondiscrimination Self-Evaluation Report through participation in an online survey or by contacting the Director of Pupil Services directly. Committee members expressed their appreciation for the very thorough report.

**ES-9 Motion by John Benbow, seconded by Troy Bier, to approve of the Pupil Nondiscrimination Self-Evaluation Report. Motion carried unanimously.**

H. Gaggle Therapy

Mr. Hepp explained that the District has contracted with Gaggle Therapy since 2021 to address a local counselor shortage. Gaggle Therapy provides secure video platform-based mental health and support services to students, facilitated by licensed therapists and counselors experienced in working with children and teenagers. With parental consent, students participate in 45-minute weekly video therapy sessions. Sessions can take place during or outside of school hours depending on student needs and their availability. All FERPA and HIPAA guidelines are adhered to, and there is no cost to families or parents since the District pays a retainer fee. The original retainer fee was based on 1% of the District's student population. As the usage and cost per session has increased, the retainer fee has also increased from \$43,960.00 in the 2021-2022 school year to \$72,864.00 in 2023-2024.

The administration is interested in continuing the Gaggle contract at a cost of \$50,000.00 for the 2024-2025 school year. The service is refundable or can be carried forward to the next year if unused. Since the beginning of its inception, 179 students have utilized Gaggle; an additional 43 students were referred, but did not follow through on services.

**ES-10 Motion by Julie Timm, seconded by John Benbow, to approve the purchase of Gaggle Therapy for the 2024-25 school year for a total cost not to exceed \$50,000.00 using ESSER III, Mental Health Grant, and Stronger Connections Grant funds. Motion carried unanimously.**

I. Renaissance Learning Contract for 2024-25

Ms. Filtz presented a proposal to enter into an agreement with Renaissance Learning to renew the Renaissance products used for student learning at a total cost of \$207,405.08. The cost includes a three-year renewal for FastBridge for all District schools, a three-year renewal of Star Math for all District schools, and a three-year renewal of Star Reading for all District elementary schools and Central Oaks Academy. The proposal also includes a one-year agreement with Renaissance Learning to renew the EduClimber data warehousing program for district-wide use at a total cost of \$30,695.02.

Ms. Filtz described the various ways in which the screeners are utilized to collect student data and support/monitor student progress and growth. With the District upgrading to Skyward Qmlativ beginning in the 2024-25 school year, there may be features in the Qmlativ program that could replace aspects of what EduClimber is being used for. Since the Qmlativ program's

capabilities are yet to be discovered and evaluated, the administration is recommending that EduClimber be renewed for one school year, rather than three, to ensure an additional two years are not unnecessarily purchased.

**ES-11 Motion by Troy Bier, seconded by John Krings, to approve of the contract with Renaissance Learning to renew FastBridge, STAR Reading, and STAR Math for three years, and to renew the EduClimber Data Warehousing Software for one year at a total cost of \$238,100.10 to be paid through ESSER III grant funds. Motion carried unanimously.**

## V. Updates

### A. K-12 District Literacy Audit

Ms. Filtz provided an update on the 2023-24 K-12 District Literacy Audit that was performed by CESA 5. Relevant staff members completed literacy surveys to determine which instructional practices, materials, assessments, and strategies are currently being used. A random sample of observations and interviews were conducted at each school building with efforts made to be equally distributed across grade levels and factor in a variety of years of teaching experience.

Summaries and key findings of the audit addressed literacy vision, curriculum, standards and assessment, instructional practices, classroom environment, intervention and Multi-Level Systems of Support (MLSS), and collaboration and professional learning. Ms. Filtz reviewed some of the main takeaways that will be concentrated on as follows:

- ◆ Revisit the District Literacy Vision in light of adopting a new K-5 curriculum this year and a 6-12 curriculum next year
- ◆ Revisit this vision throughout the year and ensure it is at the center of all conversations
- ◆ Complete the necessary training imposed by Wisconsin Act 20 in a way that respects both the importance of the training as well as professional staff time
- ◆ Consider the positive implications of a District Data Retreat, working collaboratively with the Pupil Services Department to ensure all data, academic, behavioral, and social/emotional data can be brought together to help inform more successful teaching and learning
- ◆ Ensure Professional Learning Community (PLC) time is purposeful and well defined
- ◆ Provide Professional Development in high-leverage instructional routines – not just materials
- ◆ Continue to provide choice and voice with high quality classroom and school libraries
- ◆ Continue current work with strong Tier I literacy and behavioral instruction, and continuously review Tier II and Tier III intervention resources
- ◆ Work collaboratively with special education teachers to provide strong literacy instruction for all students
- ◆ Provide necessary professional learning in a manner that doesn't overwhelm teachers, and that works together with Technology and Pupil Services to ensure all are emphasizing what is best for kids
- ◆ Ensure administrators/evaluators are comfortable with knowing what to "look for" in various ELA classrooms and provide them with information necessary to be effective evaluators
- ◆ Constant reflection and evaluation of PLC time; District level administration needs to visit PLC's regularly to get a feel for how it is working

Ms. Filtz stated that the timing of Act 20 being implemented beginning in 2024-25 complements the District's ELA acquisition cycle, which was about to begin. Melanie Kozlowski, Lincoln High School Literacy Coordinator, stated that conversations around Act 20 and the science of Reading are renewing discussions around scope and sequence and how to continue efforts beyond K-3 to teach basic skills such as grammar, reading, and writing. Ms. Filtz stated that secondary level staff members are attending a "Keys to Literacy" conference in early August to focus on how to carry on what has been taught at the elementary level to ensure a smoother transition from 5<sup>th</sup> to 6<sup>th</sup> grade.

A question was raised around whether there are any concerns about the impact Act 20 may have on writing instruction. Abbi Kreisa, WR Area Middle School Literacy Coordinator, stated that she believes the more structured approach in literacy will actually provide more support for the writing process and help students be more successful. Jen Wilhorn, Assistant Director of Curriculum & Instruction, stated that one of the areas of the rubric being used in the piloting process focuses on the writing component. Committee members thanked everyone involved in the literacy audit and implementation of the Act 20 initiative.

## B. Student Travel

Ms. Filtz provided an update on upcoming student travel plans which include:

- A trip by LHS students to Germany from March 25, 2026 to April 4, 2026; LHS World Language Teacher Ellie Mancheski was at the meeting to provide details and an itinerary for the trip.
- Two students from LHS Educators Rising qualified to attend the National Leadership Conference in Washington, D.C. from June 28, 2024 to July 1, 2024.
- Four members of the LHS Family, Career and Community Leaders of America (FCCLA) have qualified to attend the National Leadership Conference in Seattle, WA from June 29, 2024 to July 3, 2024.
- Nine students from WRAMS Future Business Leaders of America (FBLA) have qualified to attend the National Leadership Conference in Orlando, FL from June 28, 2024 to July 3, 2024.

## VI. Consent Agenda Items

- ES-1 K-12 Art Education Curriculum Maps**
- ES-2 K-12 Art Education Acquisition**
- ES-3 Modifications to LHS Student Handbook**
- ES-4 Modifications to WRAMS Student Handbook**
- ES-5 Modifications to Elementary Agenda Planner**
- ES-6 2024-25 Professional Development Plan**
- ES-7 2024-25 Professional Development Day Calendar**
- ES-8 UW-Green Bay Partnership to Offer Project Lead the Way Transcribed Courses**
- ES-9 Pupil Nondiscrimination Self-Evaluation Report**
- ES-10 Purchase of Gaggle Therapy for the 2024-25 School Year**
- ES-11 Renaissance Learning Contract Renewals**

## VII. Future Agenda Items/Information Requests

The Committee reviewed the following future agenda items:

- 6-8 Science Materials Acquisition (June)
- K-5 ELA Materials Acquisition (June)
- GATES Update (June)
- Pupil Academic Standards (July)
- Achievement Gap Reduction Report (July)
- Seclusion and Restraint Report (August)

Ms. Stebbins-Hintz adjourned the meeting at 7:20 p.m.