October 1, 2012

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 6:30 p.m.

I. Call to Order

II. Public Comment

III. Actionable Items

A. School Wellness Policy Review – First Reading
B. Parent Representative to the Council for Instructional Improvement
C. District Technology Plan — 2012-2015
D. WRPS and SWCYHA Agreement
E. Guidelines for Public Participation at Board Meetings – First Reading

IV. Updates and Reports

A. Mead Elementary Charter School Annual Update
B. School Report Card Update

V. Consent Agenda Items

VI. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only discuss 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.
LOCATION: Conference Room A/B

TIME: Immediately following the Business Services Committee and Personnel Services Committee meetings, but not before 6:30 p.m.

I. Call to Order

II. Public Comment

III. Actionable Items

A. School Wellness Policy Review

In 2011, USDA issued new guidelines for local school wellness policies as established in the federal Healthy, Hunger-Free Kids Act of 2010. New requirements include:

- Local wellness policies must include goals for nutrition promotion.
- Teachers of physical education and school health professionals are encouraged to participate on the committee.
- The requirements expand the purpose of the team of collaborators beyond the development to include the implementation of the plan with periodic review and updates.
- The school district must: 1) inform and update the public about the wellness policy content and implementation; 2) periodically measure and make an assessment available to the public that includes the extent to which the schools are in compliance and how the program compares to model policies; and 3) report progress made in attaining the goals of the policy.
- The school district must designate one or more school official(s) to ensure compliance.

Throughout last school year, the District Wellness Committee met to review Policy 458 – Student Wellness and Rule 458 – Nutrition Guidelines and made suggested revisions to align the policy and rule with the new requirements, current practices, and District wellness initiatives. Attachments A and B reflect the changes to the policy and rule. Julie Marie, Director of Food Services, will present the revised policy and rule for first reading.

The administration recommends the approval of Policy 458 — Student Wellness and Rule 458 - Nutrition Guidelines for first reading.
B. Parent Representative to the Council for Instructional Improvement

Annually, the Board of Education appoints a parent representative to the Council for Instructional Improvement (CII). Three parent representatives serve on the CII for rotating terms of three years.

This year, one vacancy exists for a parent representative. The opportunity to serve on the CII was shared with parents via the newspaper and District website.

The administration recommends the appointment of Kelly Heiman to the Council for Instructional Improvement for a three-year term.

C. District Technology Plan — 2012-2015

Since December 2011, the District Information and Technology Committee (DITC) and the Library Information and Technology Committee (LITC), have been working hard to prepare the Wisconsin Rapids District Technology Plan. This plan will be in effect from 2012 to 2015 and replaces the 2009-2012 plan. The plan addresses the following goal/focus areas:

**Goal 1: Pedagogy and Instruction**

Pursue and share strategies that allow educators to become facilitators and guides for learning so students learn key 21st Century skills: critical thinking, collaboration, creativity, innovation, tech-literacy, and real-world problem solving.

**Goal 2: Curriculum and Assessment**

Provide educators digital access to standards-driven curricula that allows for differentiated instruction and personalized student learning, thereby meeting the academic needs of all students. Utilize balanced assessments that measure students’ knowledge and higher order thinking skills.

**Goal 3: Professional Learning and Leadership**

Use digital age resources and leadership to improve teacher practice and student learning.

**Goal 4: Hardware, Infrastructure, and Information Systems**

Procure, promote, and support hardware, infrastructure and data systems that are affordable, platform agnostic, ubiquitous, redundant, abundant, equal, and adaptable, assuring all learners have access throughout their community, regardless of time or place to “platform agnostic” inter-operable systems that will support ubiquitous cloud based access of educational resources.

The entire plan is available at [https://sites.google.com/a/wrps.net/2012-215-wrps-combined-information-and-technology-literacy-plan/home](https://sites.google.com/a/wrps.net/2012-215-wrps-combined-information-and-technology-literacy-plan/home). Attachment C presents the goal portion of the plan.
Bryan Kolbeck, former Director of Technology, will be present to further describe the components of the plan, as well as the goal/focus areas.

The administration recommends approval of the 2012-2015 District Technology Plan.

D. WRPS and SWCYHA Agreement

Since 1995, the South Wood County Youth Hockey Association (SWCYHA) and Wisconsin Rapids Public Schools (WRPS) have entered into an annual contractual agreement enabling hockey to be a recognized WIAA sport through Lincoln High School, but funded primarily by SWCYHA. The contract has not been reviewed or updated for several years. Attachment D is an updated contract compiled by Bill Vickroy, Lincoln High School Athletic Director; Pat McDonald, Hockey Coach; Ryan Christianson, Director of Human Resources; and the SWCYHA Board.

The administration recommends approval of the 2012-13 SWCYHA/WRPS Hockey Agreement.

E. Guidelines for Public Participation at Board Meetings – First Reading

Based on prior Board of Education discussion, Board Rule 187 has been revised (Attachment E). Colleen Dickmann, Superintendent, will be present to explain the revisions.

The administration recommends approval of Board Rule 187 for first reading.

IV. Updates and Reports

A. Mead Elementary Charter School Annual Report

Mead Elementary Charter School has completed its fourth successful year as a charter school. The Mead team will share progress toward their charter goals and recent success stories.

This year, Mead Elementary Charter School has been granted a DPI Charter School Dissemination Grant. The components of the Dissemination Grant will be shared along with information about the Wisconsin Innovative Schools Network.

Governing Council goals will be shared, including subcommittee tasks and steps toward contract renewal.

B. School Report Card Update

In July 2012, a report was made to the Educational Services Committee about the soon-to-be-released School Report Cards. The results of these report cards were released via a secure web-site on September 24, 2012. These results are embargoed from the public until October 8, 2012.
Each school was given a percentile score. Based on that score, each school was placed on a rubric in one of five categories:

- Significantly Exceeds Expectations
- Exceeds Expectations
- Meets Expectations
- Meets Few Expectations
- Fails to Meet Expectations

The score was determined by the following criteria:

- Student Achievement
- Student Growth
- Closing Gaps
- On-Track and Postsecondary Readiness
- Student Engagement

The School Report Cards will be analyzed by data teams from each school at the District Data Retreat on October 2, 2012. The data teams will work hard to understand the contents of the report cards, as well as discuss what they can do to maintain areas of strength and improve areas of weakness.

On October 8, 2012, the report cards will be released to the public. In the meantime, efforts are being made to help the public understand the new report cards by sharing information with The Daily Tribune and The Voice, sending information home to parents via school newsletters, and sharing information via the District Web site.

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 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:

- District Data Retreat Report (November)
- Youth Options (November)
- Vesper Community Academy Annual Report (November)
- Rudolph Elementary School Update (November)
- New Course Proposals and Modifications (December)
- Secondary Health Curriculum and Acquisition (December)
458 STUDENT WELLNESS POLICY

Purpose

This policy supports the mission of the School District of Wisconsin Rapids: Working together with home and community, we are dedicated to providing the best education for every student, enabling each to be a thoughtful, responsible contributor in a changing world, as well as act as positive healthy role models.

Policy

Wellness influences a child’s development, health, well being and potential for learning. To afford students the opportunity to fully participate in the educational process, students must attend school with their bodies ready to take advantage of the learning environment. This district-wide nutrition and physical education/activity policy encourages all members of the school community to act as positive healthy role models and to create an environment that supports lifelong healthy eating habits and regular physical activity.

School Nutrition Guidelines

1. Provide a positive environment and appropriate knowledge regarding food.
   - The district will follow the USDA School Nutrition Guidelines in planning food served in the school nutrition program and Ala carte sales.
   - The school nutrition programs, in partnership with other school departments and community organizations, will work to market and promote locally grown (if possible) food to students, and promote participation in the school nutrition program.
   - Provide superior nutrition services to all students and staff.
   - Provide a school nutrition program that includes well-balanced, nutritious food choices that contribute to positive life long eating habits.
   - The district will provide students with a positive eating environment and with appropriate time to eat. The School Nutrition Association recommends at least 20 minutes for lunch and 15 minutes for breakfast.
   - School curriculum will provide nutrition information to students and help them acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
   - Nutrition education will be integrated into curricular areas (where appropriate) to provide students (K -12) with a consistent message of building habits that support a healthy lifestyle.
   - The district school wellness policy and other wellness / nutrition resources will be available on the district website.
   - The district will provide healthy food and beverage recommendations to parents, students and staff to promote healthy food choices at school, and in the classroom, and in fundraising. (See District Guidelines).

Physical Education / Activity Guidelines and Standards

The physical education curriculum teaches children the importance of physical exercise and exposes students to a wide range of physical activities so that students develop the knowledge and skills to be physically active for life. The curriculum promotes lifelong physical activity and fitness, as well as healthy eating.

A quality physical education program is an essential component for all students to learn about and participate in through physical activity. To accomplish this goal, the School District will:
• The district provides K-12 students with a physical education program that meets DPI / NAPSE standards.
• The district ensures that all physical education teachers are highly qualified. The district will support continuing education opportunities to those individuals.
• The physical education curriculum emphasizes knowledge and skills for a lifetime of regular physical activity, be consistent with state and national standards, include a wide variety of physical activities, and encourage participation in physical activity after school and outside of school.
• The district will implements sequential physical education curricula and instruction in grades K-12 which:
  • Emphasize enjoyable participation in physical education activities that are easily done throughout life.
  • Offer a diverse range of noncompetitive and competitive activities for different ages and abilities.
  • Help students develop the knowledge, attitudes, and skills they need to adopt and maintain a physically active lifestyle.

• The district will provides physical and social environments that encourage and enable safe and enjoyable physical activity.
• The district will encourages parents/guardians to support their children’s participation in physical activity and to include physical activity in family events.
• Substitutions for physical activity curriculum will not be permitted without proper medical documentation.
• Students will be given the opportunity for physical activity during the school day as appropriate. Giving or restricting physical activity will not be encouraged as punishment for students and should not compromise the required 20 minutes of physical activity recommended by DPI/NAPSE.
• The district regularly evaluates physical activity instruction, programs and facilities.

Extra Curricular Opportunities
• The district offers physical activity programs outside the school day to all interested student as resources permit.

Evaluation

The district Wellness Committee will meet at least annually once each semester to evaluate the effectiveness of the school wellness policy and progress in attaining the policy goals, and a report will be provided to the Board of Education.

The Director of Food Service and Building Administrators will be responsible for ensuring that each school implements practices and procedures for meeting the requirements of the school wellness policy.

LEGAL REF:  Child Nutrition and WIC Reauthorization Act of 2004
Healthy Hunger Free Kids Act of 2010

APPROVED:  June 12, 2006
DRAFT

458 Rule Nutrition Guidelines

District staff is strongly encouraged to support a culture of health and wellness for our students. The following guidelines implement the current Dietary Guidelines for Americans for all foods and beverages provided to students by the School District of Wisconsin Rapids on school property during the school day. Wisconsin Rapids Public Schools encourages healthy food and beverage choices at school functions held during the instructional day. Providing soda at classroom functions is strongly discouraged. Water is the most healthy drink choice for staff, parents and students.

The School Principals, in cooperation with the Director of Food Service and/or designee, are responsible for supporting and monitoring the intent of these guidelines.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ELEMENTARY SCHOOL</th>
<th>MIDDLE SCHOOL/ JUNIOR HIGH</th>
<th>HIGH SCHOOL</th>
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<tbody>
<tr>
<td>School</td>
<td>Nutritious snacks are strongly recommended for school or class activities and awards. See the “Healthy Classroom Snack” resource developed for the district and parents. We strongly encourage that classroom snacks not be served within one hour before or after scheduled school mealtimes. To support a culture of health and wellness of our students, we strongly encourage staff to utilize non-food rewards when possible or provide foods suggested on the Healthy Classroom Snack document. If providing food rewards not on the suggested food list, use extremely small servings infrequently. When curricular-based food experiences are planned, staff and students are strongly encouraged to seek out healthy nutritious choices when appropriate.</td>
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</table>
| Snacks/Birthday Treats/Class Activities/Awards | Vending beverages will not be provided to students at elementary grade level.                                                             | Choices at the middle school and junior high level provide water only. will meet the criteria below:  
- 100% Fruit Juices  
- Sports Drinks  
- Drinks listed on USDA competitive foods exemption list  
- Milk, drinks made with milk  
- Water, flavored water  
Vending machines (excluding juice machine at EJH) shall be turned off during the instructional day. Limited soda choices will only be available after the instructional day. | 75% of the beverage Choices at the high school level meet the criteria below:  
- 100% Fruit Juices  
- Sports Drinks  
- Drinks listed on the USDA competitive foods exemption list  
- Milks, drinks made with milk  
- Water, flavored water  
- Diet Soda  
The soda machine located near the food service area shall be turned off during school breakfast and lunch meal times. |
| Vending Machines               | Vending foods will not be provided to students at any grade level.  
- Food  
- Beverages                                                                 |                                                                                          |                                           |

Attachment B
DRAFT – First Reading
| School Meals | Ala carte beverage choices will be limited to 100% juices and milk. | Ala carte food choices will adhere to nutrition standards based on the current Dietary Guidelines for Americans and/or USDA Guidelines. [Information on the Dietary Guidelines for Americans is at: http://www.health.gov/DietaryGuidelines](http://www.health.gov/DietaryGuidelines) Single menu items will be available for ala carte purchases at the junior high or high school only. Beverage choices will include:  
- 100% Fruit Juice  
- Drinks listed on USDA’s competitive food exemption list  
- Milk or drinks made with milk  
- Water or flavored water |
| Breakfast, Lunch & Snacks | The district will offer, promote, and competitively price healthy foods to be more attractive to students than unhealthy ones. | School breakfasts, lunches, and snacks will meet or exceed nutrient standards established by USDA. Meals consist of the following food groups: Fruit, Vegetable, Milk, Grain and Meat/Alternate. |
| School Store/Snack Carts | Healthy snacks and beverages are strongly recommended for school stores, snack carts, or snacks sold in classrooms during the instructional day. See the “Recommended Food List for School Stores” resource developed for the district. School stores/snack carts shall not sell food items during the school breakfast or school lunch meal times. *School stores and snack carts will follow any USDA Guidelines established related to Ala Carte sales.* | Students, staff, and parents are asked strongly encouraged to consider alternative fund raising strategies that use healthy food choices or non-food items. *A Healthy Fundraising resource guide will be provided to parent organizations at schools to assist them with offering fundraising choices that support a culture of health and wellness for the students. Foods sold for fundraising shall not compete with the National School Lunch or Breakfast programs.* |
**Goal 1: Pedagogy and Instruction**

Pursue and share strategies that allow educators to become facilitators and guides for learning so students learn key 21st century skills: critical thinking, collaboration, creativity, innovation, tech-literacy, and real-world problem-solving.

**Objective One:** All students should be able to learn from teachers who understand how to use technology to enhance learning.

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<tr>
<td>Action Step 1: Design staff development offerings that demonstrate effective instructional technology practices to enhance learning</td>
<td>DTTC, Building Instructional Technology Staff, Quality Educator Committee, Library Media Specialists; Staff who have experience with mobile device use, P.D. Coordinators</td>
<td>Quarterly Offerings through the QEC Committee</td>
<td>Workshop and classes, topical agendas, trainers, time, money</td>
<td>$1,000 annually</td>
<td>Sign up sheets for classes and workshops, Next Gen Teacher Assessment Score Card</td>
<td>Topic considerations: 1. Computing, Google Apps in the Classroom, Banded and Online Teaching and Learning, Course Design, Flipping the Classroom Strategies, CCSS integration in Language Arts</td>
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<tr>
<td>Action Step 2: Offer staff development opportunities which focus on creating and sharing effective student centered technology integration specific to grade level and content area.</td>
<td>DTTC, CII Department Chairs, teachers with expertise to share, P.D. Coordinators, QEC Committee</td>
<td>Quarterly Offerings through the QEC Committee</td>
<td>Professional Learning Portal (Moodle)</td>
<td>$11,000 annually</td>
<td>Sign up sheets for classes and workshops, Next Gen Teacher Assessment Score Card</td>
<td>Identify ways to promote P.D. through grade level and departmental P.D. days. Also, create grade level and departmental levels on the Moodle Professional Learning Portal.</td>
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<tr>
<td>Action Step 3: Teachers will include a technology component in their individual professional development plan.</td>
<td>QEC Committee, Administration, teachers, P.D. Coordinators</td>
<td>Plan 2012-2013, implement 2013-2014</td>
<td>If adopted, changes will be made to individual professional development form. May also require Atomic Learning renewal</td>
<td>Atomic Learning renewal after June 30 2013 $10,000</td>
<td>Each teacher in a specific technology P.D. goal</td>
<td></td>
<td>May need to update employee handbook</td>
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<tr>
<td>Action Step 4: Utilize the State-wide Educational Resource Portal when it becomes available.</td>
<td>QEC Committee, DTTC, P.D. Coordinators</td>
<td>When state has the statewide resource portal ready for use</td>
<td>Access to portal</td>
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**Objective Two:** All students should have the opportunity to take an online and/or blended learning experience before graduating from high school.

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<tr>
<td>Action Step 1: Continue to offer the Online Blended Learning class to certify teachers.</td>
<td>QEC Committee, BOTL Instructors, Teachers, Curriculum and Technology Department, Virtual Program Coordinator</td>
<td>2012-2015 until enrollment drops off</td>
<td>Teacher registration and access to BOTL Moodle server</td>
<td>Already listed (G1: 01:AS2)</td>
<td>Courses continue to be offered</td>
<td></td>
<td></td>
<td>Continue to update employee files with proper 30 hr PD requirement documentation</td>
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<tr>
<td>Action Step 2: Teachers will develop online and/or blended learning experiences for students.</td>
<td>Virtual Program Coordinator, Teachers, Building Administrators, Director of Instruction, Director of Technology, CII, Curriculum Chairs</td>
<td>2012-2015</td>
<td>Access to Moodle, support, hosting, training, and video recording solutions</td>
<td>$6,000 annually</td>
<td>Additional courses will be created in Moodle, lectures, course materials, and handouts will be readily available to students online</td>
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</table>
### Goal 1: Pedagogy and Instruction

Pursue and share strategies that allow educators to become facilitators and guides for learning so students learn key 21st century skills: critical thinking, collaboration, creativity, innovation, tech-literacy, and real-world problem-solving.

#### Objective One: All students should be able to learn from teachers who understand how to use technology to enhance learning.

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<td>Action Step 3: Develop workshops that promote blended and online constructivist teaching practices.</td>
<td>Virtual Program Coordinator, Teachers, Building Administrators, Director of Instruction, Director of Technology</td>
<td>2012-2015</td>
<td>Facilitators</td>
<td>Already Listed (G1, O1, AS2 and G1, O2, AS2)</td>
<td>Also, it would be good to include offerings during PD days that focus on these themes</td>
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<tr>
<td>Action Step 4: Offer staff training on online course design.</td>
<td>Virtual Program Coordinator, Teachers, Building Administrators, Director of Instruction, Director of Technology, CIT, Curriculum Chairs</td>
<td>Spring 2013-2015</td>
<td>follow up course to the BOTL course</td>
<td>$5,000 annually</td>
<td>Sign-up sheets for courses/workshops, courses are designed using design principals and course rubrics are used to evaluate courses</td>
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#### Objective Three: All students must have access to online collaborative media tools that support and enhance anywhere, anytime learning.

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<tr>
<td>Action Step 1: Pilot and implement a 1:1 learning environment.</td>
<td>Building Instructional Technology Staff, Teachers, Technology Committees, Technology Support, Parents, Students</td>
<td>Pilot 2012-2013; make recommendation for the 2013-2014 year</td>
<td>mobile devices; additional wireless</td>
<td>$300,000 2012-2013; determine expansion and computer model for future 2013-2015</td>
<td>equipment is ordered and used in the classroom; report is given to BoE Spring/Summer 2013</td>
<td>Initial pilots at WRAMS, EJH, and LHS. Elementary will form group to study options and plan a pilot</td>
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<tr>
<td>Action Step 2: Prepare WRPS staff (administrators, teachers, support staff) for a 1:1 learning environment.</td>
<td>Building Instructional Technology Staff, Teachers, Technology Committees, Technology Support</td>
<td>2012-2013 initial training; 2013-2015 continued training</td>
<td>Professional Development</td>
<td>$10,000 annually</td>
<td>P.D. was offered staff from pilot groups and concerns are practiced in the classroom. More staff at Transformation Level of Next Gen Assessments.</td>
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<tr>
<td>Action Step 3: Prepare parents/community for a 1:1 learning environment.</td>
<td>Building Instructional Technology Staff, Teachers, Technology Committees, Technology Support, Parents</td>
<td>2012-2015</td>
<td>Parent Communication Letters, possible pilot meetings</td>
<td>Parent communication occurred, students used mobile device in a 1:1 environment</td>
<td>Might need to have listening sessions and more community input on issue. Use results of pilots to guide discussions.</td>
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<tr>
<td>Action Step 4: Research and analyze the impacts blended, online, and 1:1 learning have on schedules, curriculum, and physical spaces.</td>
<td>Building Instructional Technology Staff, Teachers, Technology Committees, Technology Support, Administration</td>
<td>2012-2014</td>
<td>Current meeting schedules</td>
<td>Agendas include discussion about these topics</td>
<td>Might need to have listening sessions and more community input on issue. Use results of pilots to guide discussions.</td>
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</tbody>
</table>
### Goal 2: Curriculum and Assessment

Provide educators digital access to standards-driven curricula that allows for differentiated instruction and personalized student learning, thereby meeting the academic needs of all students. Utilize balanced assessments that measure students' knowledge and higher order thinking skills.

**Objective One:** Educators will be proficient in the utilization of Destiny and other digital library resources pertinent to their subject area and incorporate these tools into their content areas.

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<tr>
<td>Action Step 1: Support the use of Destiny and other digital library resources through job-embedded professional development.</td>
<td>Library Media Specialists, Teachers, Principals</td>
<td>2012-2015</td>
<td>Subscriptions, staff meetings, professional development days, subscriptions to resources</td>
<td>$90000 Annually</td>
<td>Usage reports indicate higher usage, NGA Teacher Assessment will reflect increase.</td>
<td>Will require learning/coaching time</td>
<td></td>
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</tr>
<tr>
<td>Action Step 2: Implement building level library/media collection development plans.</td>
<td>Library Media Specialists</td>
<td>2012-2015</td>
<td>Subscriptions and technology to support the projects</td>
<td>$120,000.00 Annually</td>
<td>Tellywire Analysis shows continued renewal</td>
<td>Project based sustainability survey indicates growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action Step 3: Library Media Specialists will provide continued support to build capacity for teachers who have previously completed Project Based Units (PBU) (Project 4, 5, 6, 7, 8).</td>
<td>Library Media Specialists, Teachers</td>
<td>2012-2015</td>
<td>Subscriptions and technology to support the projects</td>
<td>Already Listed (622, 01, AS1)</td>
<td>Project based matrix</td>
<td>This will require building more capacity for teachers to successful implement PBL units.</td>
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**Objective Two:** Educators will be proficient in accessing and using Build Your Own Curriculum as an online curriculum tool and understand and have access to grade level information and technology standards and benchmarks.

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<tr>
<td>Action Step 1: Teachers will be trained in utilizing BYOC tool.</td>
<td>Director of Instruction, Building Principals, Teachers, Department Chairs</td>
<td>2012-2013</td>
<td>Access to BYOC, time allocated to learn and use</td>
<td>Use current meeting structures of DITC/LTC</td>
<td>Usage reports and NGA Teachers assessments.</td>
<td>7.5 hours, building meetings, district Professional Development days.</td>
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<tr>
<td>Action Step 2: Review and update Information Technology Literacy course in BYOC based on the Wisconsin Standards for Information and Technology Literacy.</td>
<td>DITC/LTC</td>
<td>2012-2013</td>
<td>Time and/or sub: standard guides. Use current meeting structures of DITC/LTC</td>
<td>DITC/LTC</td>
<td>BYOC reflects new standards.</td>
<td>Use current meeting structures of DITC/LTC</td>
<td></td>
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</tr>
<tr>
<td>Action Step 3: Once the Information Technology Literacy course is complete in BYOC we must update the standards and benchmarks.</td>
<td>DITC/LTC</td>
<td>2012-2014</td>
<td>Time and/or sub: standard guides. Use current meeting structures of DITC/LTC</td>
<td>DITC/LTC</td>
<td>Standards and benchmarks are available to all departments.</td>
<td>Use current meeting structures of DITC/LTC</td>
<td></td>
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</tr>
<tr>
<td>Action Step 4: Once grade level information and technology standards and benchmarks in BYOC are updated, we must distribute this information to grade level teachers.</td>
<td>DITC/LTC</td>
<td>2013-2015</td>
<td>Grade level reports</td>
<td>N.A.</td>
<td>Add a new customized question to the NGA Teacher Assessment.</td>
<td>Have you been given access and are you aware of the grade level Information Technology Literacy Standards and benchmarks.</td>
<td></td>
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</tr>
<tr>
<td>Action Step 5: Identify ways to incorporate District BYOC curriculum into a learning management system.</td>
<td>DITC, Curriculum Department, Teachers</td>
<td>2013-2014</td>
<td>Meeting &amp; committee time, references using LMS in a similar fashion</td>
<td>$39,000 - One time project cost estimate</td>
<td>Meeting agendas and minutes.</td>
<td>Successful examples should be explored. Consider working with Moodle Hosting 3rd party</td>
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</tbody>
</table>

**Objective Three:** Educators will be proficient in using online assessments that support formative and summative assessments.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Who is responsible?</th>
<th>Timeline</th>
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<th>Cost</th>
<th>Evaluation Method</th>
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<th>Successful?</th>
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</thead>
<tbody>
<tr>
<td>Action Steps</td>
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</tr>
<tr>
<td>Action Step</td>
<td>Description</td>
<td>Responsible Parties</td>
<td>Time for training</td>
<td>Already Listed (S1, O1, A62)</td>
<td>NGA Teacher Assessment</td>
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<tr>
<td>Step 1</td>
<td>Expand the use of online assessments through the Student Information System</td>
<td>Instructional Technology Support Specialist, Teachers, Administration, Instructional Technology Staff</td>
<td>2012-2013</td>
<td>Time for training</td>
<td>Already Listed (S1, O1, A62)</td>
<td></td>
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</tr>
<tr>
<td>Step 2</td>
<td>Teachers will facilitate the Smarter Balanced Assessment</td>
<td>Curriculum Department, Technology Support, DITC</td>
<td>2012-2015</td>
<td>More bandwidth, QoS for assessment computers, Listed in WAN, and ISP section of Goal Area 4</td>
<td>Smarter Balance Assessments are successfully facilitated.</td>
<td></td>
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</tr>
<tr>
<td>Step 3</td>
<td>When necessary, support technology based assessment that support RTI practices</td>
<td>Technology Support, Curriculum Department, Teachers</td>
<td>2012-2015</td>
<td>More bandwidth, QoS for assessment computers, Listed in WAN, and ISP section of Goal Area 4</td>
<td>RTI screeners and assessments are successfully facilitated.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Step 4</td>
<td>Determine feasibility to adopt an online gradebook at the Elementary level</td>
<td>Curriculum Department, Technology Support, DITC</td>
<td>2012-2014</td>
<td>Need to define the gradebook and also train elementary staff, $8,000 SIS Support and Training</td>
<td>Elementary Gradebook meetings will have occurred and a solution piloted.</td>
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<td></td>
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<td></td>
<td>There is interest from Vesper Community Academy to begin using an online gradebook.</td>
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</tbody>
</table>
Goal 3- Professional Learning and Leadership

Use digital age resources and leadership to improve teacher practice and student learning

**Objective One: District staffing allocations should support and promote digital learning.**

<table>
<thead>
<tr>
<th>Action Steps</th>
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<th>Successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Pursue additional Library Media Specialists</td>
<td>Administration, School Board</td>
<td>2013-2014</td>
<td>$60000 Annually</td>
<td>Additional Library Media Specialist is hired</td>
<td>Communicate need for additional instructional technology support</td>
<td></td>
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</tr>
<tr>
<td>Action Step 2: Cadre positions should be redesigned to focus on professional development and mentoring.</td>
<td>Administration, Cadre, Technology Director</td>
<td>2012-2013</td>
<td>New Roles/Responsibilities</td>
<td>Technology Professional Development Calendar is created and a participation log is established</td>
<td>Discuss with Elementary Principals and Cadre</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Action Step 3: Staffing needs to be considered when determining 1:1 computing or additional resources.</td>
<td>Technology Support Department, Administration</td>
<td>2012-2015</td>
<td>NGA Teacher Perceptions</td>
<td></td>
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</tbody>
</table>

**Objective Two: Provide professional learning opportunities through Professional Learning Networks and through peer coaching and mentoring.**

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Who is responsible?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Continue to include a technology component in the District professional development plan</td>
<td>Q.E. Committee, DITC, Technology Support</td>
<td>Already Listed (G1, D1, AS2)</td>
<td>P.D. Offerings include Technology Integration Components</td>
<td></td>
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</tr>
<tr>
<td>Action Step 2: Each building will review the student and teacher Next Generation Assessment and select technology and information leaders who can champion a topic and share with others.</td>
<td>Administration, DITC, Teachers</td>
<td>2012-2015</td>
<td>Staff Meeting/s</td>
<td>NGA Teacher Assessment (Leadership)</td>
<td>This is tied to the idea of a shared leadership model</td>
<td></td>
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</tr>
<tr>
<td>Action Step 3: Advocate to support a one day district wide professional development day focused on information, technology and 21st Century Skills.</td>
<td>DITC, Administration, Q.E. Committee</td>
<td>2013-2014</td>
<td>Change to P.D. Schedule</td>
<td>Technology Focused Day is on the calendar</td>
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</tr>
<tr>
<td>Action Step 4: Teachers will participate in professional learning groups through the use of a Professional Learning Moodle</td>
<td>DITC, Q.E. Committee, Technology Support</td>
<td>2012-2015</td>
<td>P.D. Courses setup in Moodle and access provided</td>
<td></td>
<td>Access Logs</td>
<td></td>
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<tr>
<td>Action Step 5: Develop grade level project based unit mentors who can help other grade level teachers incorporate PBUs</td>
<td>Library Media Specialists, Department Chairs, Teachers</td>
<td>2012-2015</td>
<td>Technology Collaboration solution</td>
<td>Teacher Sustainability Surveys indicate increased sustainability</td>
<td></td>
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</tbody>
</table>

Note: Whenever possible, the items listed in this section should be carried out using the P.D. days and structures already in place or what will be included with a new P.D. waiver. Also, P.D. Technology P.D. offerings whenever possible should be offered in manner that will allow staff to earn a DEU towards supplemental pay.
**Objective Three:** All administrators and Department Chairs should facilitate the use of technology as a tool to enhance learning for students, and support and promote its use in the classroom.

<table>
<thead>
<tr>
<th>Action Steps</th>
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<th>Successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Model the use of technology for digital learning in day-to-day practices</td>
<td>Administration</td>
<td>2012-2015</td>
<td>P.D.</td>
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<tr>
<td>Action Step 2: Communicate expectations, observe, and evaluate teaching practices as it relates to using technology to enhance learning.</td>
<td>Administration, QEC Committee, Teachers</td>
<td>2012-2013 discussion; 2013-2015 implement</td>
<td>Updated evaluation form, updated Individual Professional Development Form with a technology goal included</td>
<td>&lt;$3000 One Time Cost</td>
<td>Effective use of technology becomes part of the evaluation process</td>
<td>Administrative Professional Development will be needed</td>
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</tr>
<tr>
<td>Action Step 3: Adopt TPACK Venn Diagram when planning district, building and individual professional day.</td>
<td>Administration, CII, Q.E. Committee, Teachers, Department Chairs</td>
<td>2012-2015</td>
<td>Present Venn to CII and CII Chairs. Also incorporate processes into curriculum writing</td>
<td>TPACK is used and referenced in planning</td>
<td>Request the questions: “How is there overlap in what I am planning or doing?”</td>
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<tr>
<td>Action Step 4: Adopt TPACK Venn Diagram throughout the curriculum acquisition cycle.</td>
<td>Administration, CII, Q.E. Committee, Teachers, Department Chairs</td>
<td>2012-2015</td>
<td>Present Venn to CII and CII Chairs. Also incorporate processes into curriculum writing</td>
<td>TPACK is used and referenced in planning</td>
<td>Request the questions: “How is there overlap in what I am planning or doing?”</td>
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</tbody>
</table>
## Goal 4 - Hardware, Infrastructure, and Information Systems

Procure, promote, and support hardware, infrastructure and data systems that are affordable, platform agnostic, ubiquitous, redundant, abundant, equal, and adaptable, assuring all learners have access throughout their community, regardless of time or place to “platform agnostic” inter-operable systems that will support ubiquitous cloud based access of educational resources.

### Objective One: Increase Infrastructure to support future access levels

<table>
<thead>
<tr>
<th>Action Steps</th>
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<th>Successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Complete installation of wireless system with density levels</td>
<td>Technology Support</td>
<td>2012-2014</td>
<td>Access Points, Cabling, Switching</td>
<td>$220,000 project cost estimate with cabling (2012,2013)</td>
<td>User performance feedback, wireless performance reports</td>
<td>Includes reutilizing current HP access points (and cabling) at elementary buildings. If PoE switching is needed.</td>
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<td>that support 1:1 and BYOD learning.</td>
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<tr>
<td>Action Step 2: Procure ISP bandwidth that supports the recommendations based</td>
<td>Technology Support, ISP</td>
<td>2013-2015</td>
<td>Contracts will need to be pursued via E-Rate application process</td>
<td>Estimate of $50,000 Annually</td>
<td>Cacti reports show bandwidth use supports user needs</td>
<td>This will be dependent on reduced pricing structure</td>
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<td>on the State Educational Technology Director’s Association Report: 100 Mpbs/</td>
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<td>per1000 users.</td>
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<tr>
<td>Action Step 3: Procure WAN access that supports the recommendations based on</td>
<td>Technology Support, ISP, Local Utilities</td>
<td>2012-2013</td>
<td>Contracts will need to be pursued via E-Rate application process</td>
<td>Estimate of $100,000 Annually</td>
<td>Cacti reports show bandwidth use supports user needs</td>
<td>Collaborate locally on the possibility of a Community Area Network (CAN)</td>
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<tr>
<td>the State Educational Technology Director’s Association Report: 1 Gbps/</td>
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<td>per1000 users.</td>
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<tr>
<td>Action Step 4: Update Elementary switching to support Multi-cast protocols and</td>
<td>Technology Support</td>
<td>2012-2014</td>
<td>New switches</td>
<td>$45,000 over two years</td>
<td>Network supports multicast routing at all locations.</td>
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<tr>
<td>Quality of Service (QoS)</td>
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<tr>
<td>Action Step 6: Complete Elementary Data Upgrades</td>
<td>Technology Support</td>
<td>2012-2013</td>
<td>Cabling materials</td>
<td>$15,000.00</td>
<td></td>
<td>Data closets in all elementary buildings are terminated, labeled, and tested at both the closet and the room.</td>
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</tbody>
</table>

### Objective Two: Research, adopt, and support, cloud based services that enhance teaching and learning

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Who is responsible?</th>
<th>Timeline</th>
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<th>Successful?</th>
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</thead>
<tbody>
<tr>
<td>Action Step 1: Pilot Virtual Desktop Infrastructure (VDI) to determine</td>
<td>Technology Support, Teachers, Students</td>
<td>2012-2013</td>
<td>Temporary Licensing, Contracted Services</td>
<td>$10,000.00</td>
<td>Proof of Concept (PoC) successful evaluation criteria</td>
<td>Also look at the benefits of application deployment</td>
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<tr>
<td>feasibility for future desktop and application access model</td>
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</tr>
<tr>
<td>Action Step 2: Continue to support Google Apps for Education and Gaggle Email</td>
<td>Technology Support, Teachers, Students</td>
<td>2012-2013</td>
<td>Erate</td>
<td>Already Listed (G4, G3, AS5)</td>
<td>Services are continued to be used</td>
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<td>solution</td>
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<tr>
<td>Action Step 3: Research and pursue a support contract for the Moodle Learning Management System</td>
<td>Technology Support</td>
<td>2012-2015</td>
<td>Hosting and Support Contract</td>
<td>Already Listed (G1, O2, AS2)</td>
<td>Moodle is hosted and supported</td>
<td></td>
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</tr>
<tr>
<td>Action Step 4: Research and pursue streaming video solutions that allows for LMS integration and audiovisual media collection distribution</td>
<td>DITC, Technology Support</td>
<td>2012-2013</td>
<td>Access to solutions to test and pilot</td>
<td>Already Listed (G1, O2, AS2)</td>
<td>Video is distributed through a web based solution and can stream to diagnostic device types</td>
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</tr>
<tr>
<td>Action Step 5: Evaluate and implement network management solutions that promote complicity, security, access, filtering, and control of applications, devices, and users.</td>
<td>Technology Support</td>
<td>2012-2015</td>
<td>Access to solutions to test and pilot</td>
<td>$20,000 annually</td>
<td>Network infrastructure better supports mobile computing and BYOD Policies and educating students and staff will be needed.</td>
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</table>

**Objective Three: Research, adopt, and support current and future information and instructional technology and services**

<table>
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<tr>
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<th>Policy Impact</th>
<th>Successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Pilot 1:1 devices and models</td>
<td>Technology Support, DITC, WRAMS, EJH, LHS</td>
<td>2012-2013</td>
<td>Mobile Learning Devices</td>
<td>Already Listed (G1, O3, AS1)</td>
<td>1:1 Evaluation metrics are measured</td>
<td>Includes testing Chromebooks, iPads, laptops, and BYOD Student/parental consent forms would be needed if students take the devices home</td>
<td></td>
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</tr>
<tr>
<td>Action Step 2: Support current information and instructional technologies such as computers, audio visual equipment, network electronics, servers, storage, training, services, and software licensing. (823, 824, 825)</td>
<td>Technology Support, DITC, WRAMS, EJH, LHS</td>
<td>2012-2015</td>
<td>Continue to replace seven year old computers until a new computing model is defined. Also update servers and storage as well as license renewals.</td>
<td>$185,000 Annually</td>
<td>Technologies are continued to be supported and maintained</td>
<td>Based on the results of the 1:1 pilots, a plan for instructional computing will need to be developed. Additional funding will be needed.</td>
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</tr>
<tr>
<td>Action Step 3: Complete classroom instructional technology &quot;head end&quot; and other infrastructure cabling needs</td>
<td>Technology Support and Buildings and Grounds, Teachers</td>
<td>2012-2014</td>
<td>Materials to complete projects</td>
<td>$19,000 annually</td>
<td>Washington, Woodside, Rudolph, and Vesper are completed. Secondary Schools will study options</td>
<td></td>
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<tr>
<td>Action Step 4: Align Technology Support Department to support the initiatives of the 2012-2015 Combined Information and Technology Literacy Plan</td>
<td>Technology Support, Contracted Service</td>
<td>2012-2015</td>
<td></td>
<td></td>
<td>Next Generation Assessment score is higher than previous score</td>
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</tr>
<tr>
<td>Action Step 5: Acquire telecommunication, Internet, and web hosting services to meet organization needs.</td>
<td>Technology Support</td>
<td>2012-2015</td>
<td>Service contracts for Internet, WAN, Phone, Web Hosting, Cellular, etc.</td>
<td>$200,000</td>
<td>Services are used</td>
<td>Look at feasibility of a Community Area Network</td>
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</table>

**Objective Four: Adopt State Data System Initiatives as they become available**

<p>| Action Steps | Who is responsible? | Timeline | Resources needed | Cost | Evaluation Method | Planning Comments | Policy Impact | Successful? |</p>
<table>
<thead>
<tr>
<th>Action Step 1: Adopt Statewide Student Information System</th>
<th>Entire District</th>
<th>2012-2015</th>
<th>Conversion completed and also user training</th>
<th>Estimate of $30,000</th>
<th>WRPS has plan or is using statewide SIS system</th>
<th>Waiting for DPI vendor selection process in December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 2: Once available, promote the use of the State Wide Educator Resource Portal</td>
<td>P.D. Facilitators, Administration, Technology Support, Curriculum Department</td>
<td>2012-2015</td>
<td>Access and communication</td>
<td></td>
<td>WRPS teachers log in and participate in the portal</td>
<td></td>
</tr>
<tr>
<td>Action Step 3: Once available, promote the use and provide access to the State Wide dashboard and reporting solution</td>
<td>P.D. Facilitators, Administration, Technology Support, Curriculum Department</td>
<td>2012-2015</td>
<td>Access and communication</td>
<td></td>
<td>Teachers have access and use the system</td>
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</tbody>
</table>

**Objective 5: Implement seamless identity management across services, devices, and users.**

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Action Step 1: Research and pilot Identity management solutions</td>
<td>Technology Support</td>
<td>2012-2013</td>
<td>Contracted Services</td>
<td></td>
<td>Systems that integrate database systems are evaluated and studied</td>
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<tr>
<td>Action Step 2: Implement identity management solution</td>
<td>Technology Support</td>
<td>2013-2014</td>
<td>Contracted Services, licensing or subscription,</td>
<td>$8,000 annually</td>
<td>WRPS database systems are being populated through centralized identity management solution/s</td>
<td>This could be a combination of solutions or an integrated solution such Forefront Identity Manager</td>
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</tbody>
</table>
AGREEMENT

WISCONSIN RAPIDS PUBLIC SCHOOLS BOARD OF EDUCATION

AND

SOUTH WOOD COUNTY YOUTH HOCKEY ASSOCIATION

THIS AGREEMENT is made on the _____ of _______________ 2012, between the Wisconsin Rapids Public Schools (WRPS) Board of Education (BOE) and the South Wood County Youth Hockey Association (SWCYHA).

IT IS AGREED as follows:

1. This agreement commenced with the 2012-2013 hockey season. The program is subject to an annual review based on criteria in paragraph 2, below. If the District or SWCYHA, upon review in any given year, shall conclude that the program and this agreement shall be terminated, then upon written notice of the same being given to the other party on or before June 1, this contract shall terminate and be void and unenforceable for any subsequent year.

2. The varsity and junior varsity Hockey Program will be annually evaluated based on the following criteria:
   a. Program’s net cost, explained with appropriate documentation.
   b. Number of varsity and junior varsity participants, including projections for the subsequent year.
   c. Program/management issues regarding practices and home contests.

3. The District shall recognize Lincoln High School (LHS) varsity and junior varsity ice hockey as an official sponsored sport sanctioned by the Wisconsin Interscholastic Athletic Association (WIAA). All skaters on the WRPS hockey team(s) will be members of the SWCYHA.

4. SWCYHA shall provide, at no charge to the District, the arena, ice, maintenance of the arena, and necessary equipment pertaining to the arena for varsity and junior varsity programs.

5. a. Garters, gloves, shoulder pads, shin pads, skates, sticks, and skate sharpening shall be provided by individual players at their own expense. Game and practice sweaters, pants, and helmets; shall be provided by SWCYHA. Goalie equipment shall be provided by the SWCYHA, as needed. All attire shall be approved by the LHS administration or their designee.

b. WRPS will provide SWCYHA with a WIAA Hockey budget for all anticipated equipment, transportation, tournament, and other hockey related costs for the
upcoming season by June 1, for the next hockey season. Submission of the budget does not constitute approval of the expenses. Such expenses will be subject to SWCYHA Board of Directors approval and provisions of this contract. If the SWCYHA Board of Directors fails to act on the WIAA Hockey budget by approving it, disapproving it, or approving it in modified form, within two (2) regularly scheduled meetings the budget will be considered approved. If SWCYHA does not approve the budget or requests revisions to the budget, a new budget or revisions shall be submitted for approval by SWCYHA within one (1) regularly scheduled meeting or the new budget or revisions will be considered approved. SWCYHA shall submit two payments for the budget on November 15 and January 15. In the event of an outstanding balance, an additional payment or reimbursement will be made by April 15.

6. Booster Club fundraisers directed toward LHS hockey are subject to high school, WRPS-BOE policies, and SWCYHA rules and regulations. No fund raising activities will be conducted by the Booster Club or other WRPS affiliated groups on SWCYHA premises without expressed approval from the SWCYHA Board of Directors or the designated site coordinator for that game. The purpose of this stipulation is to protect current and future sales or fund raising activities of SWCYHA.

7. For all regular, preseason, or post-season games, SWCYHA volunteers will be responsible for crowd control, off-ice personnel, facility cleanup, ticket taking, and concessions. A single SWCYHA volunteer will act as the site coordinator for the entire hockey season, coordinate game activities, and communicate with the LHS administration. A specific security/crowd control plan will be developed by the LHS Athletic Director and the SWCYHA site coordinator. This plan will be finalized before the start of the regular season and reviewed again before the start of the WIAA Tournament Series. A specific site coordinator will be designated to coordinate security/crowd control for each regular and tournament series game. (This may be a year-long site coordinator or another person designated by the SWCYHA). Site coordinators and security staff will be required to wear a staff jacket for identification purposes. WRPS will be responsible to provide a head coach and appropriate medical staff for each practice and game.

8. The SWCYHA participants in said program and SWCYHA volunteers will comply with the WRPS-BOE and WIAA policies, rules, and regulations.

9. Hockey coaches will be hired by the WRPS-BOE, selecting the best qualified individual based upon WRPS-BOE guidelines. The coaches’ salaries will be determined by WRPS. Coaches’ salaries will be submitted to SWCYHA as part of the budget in 5b.

Additional Considerations:

10. The SWCYHA Board of Directors and the WRPS-BOE will mutually resolve unforeseen financial issues that may arise beyond what is outlined in this contract.
11.  
a.  SWCYHA will be entitled to all revenues from ticket sales for regular season games. Income from WIAA post season games will be used first to pay any WIAA approved or mandated costs (to include, but not limited to, ice time, officials, managers’ fees, and WIAA assessed percentages). After those costs are paid any remaining monies will be split evenly between WRPS and SWCYHA. The LHS Athletic Director will coordinate ticket sales and financial transactions for all WIAA Tournament Series games.

b.  Golden Age passes and Wisconsin Valley Conference season and lifetime passes will be honored for LHS regular season hockey games, conferences, and nonconference. For WIAA post-season tournament games, SWCYHA will follow established WIAA procedures, rules, and regulations consistent with all other WIAA post-season contests involving WRPS high school teams.

c.  Regular season tournaments may utilize special ticket pricing.

12.  Seating in the balcony area above team benches shall be restricted. Only media members and identified team personnel will be allowed in this area. The SWCYHA and the LHS administration will determine the exact location of this restricted area. The LHS Athletic Director and the SWCYHA site coordinator will determine any need for closing any seating/standing for fans due to security/crowd control problems.

13.  Practice times shall be scheduled at agreed times between October 15 and the following March 15 with any exceptions mutually agreed upon by the LHS administration and the SWCYHA. Practice times for tournaments will be mutually agreed upon by the LHS administration and the SWCYHA ice time scheduler.

14.  A dressing room shall be provided for female participants, affording them privacy and appropriate furnishings.

15.  Transportation will be scheduled for all games (conference, nonconference, and post season play) by WRPS. Transportation costs will be based upon rates identified in the current contract between WRPS and Lamers Bus Lines, Inc., and Safeway Bus Transit, Inc., and be paid according to 5B. All WIAA Tournament Series financial reimbursement for transportation (and any for meals and lodging) will be forwarded to the SWCYHA by the LHS Athletic Director. (Note: Buses used will be TC-84 models unless upgraded to a coach model per agreement by the SWCYHA and the LHS Hockey Boosters.)

16.  The Athletic Director and head coach shall develop an interscholastic schedule. Game dates, periods of play, etc., will follow WIAA and WVC regulations. The final LHS Hockey practice, scrimmage, and game schedule will be forwarded to the SWCYHA by June 1 preceding the hockey season. Modifications to the final SWCYHA ice schedule may be made by mutual agreement between the SWCYHA and WRPS.
17. Varsity conference and nonconference game officials shall be contracted by the Wisconsin Valley Conference Commissioner. All junior varsity game officials shall be contracted by the LHS Athletic Director. Officials’ costs shall be based on the current WVC Varsity scale for game fees and mileage. Junior varsity officials’ costs will be based on the current WRPS scale for game fees and mileage. All officials’ costs shall be paid by WRPS per the budget as set out in 5b.

18. Injury protection and immediate treatment in the event of injury shall be the responsibility of the WRPS coaches and medical personnel on site.

19. Disciplinary action for any infractions of the WRPS-BOE Activities Code shall be the responsibility of the LHS Athletic Director and the LHS administration.

20. SWCYHA and WRPS shall promptly pay costs incurred under this agreement. Failure to do so may result in termination of this contract at the discretion of the aggrieved party with 30 days written notice.

In Witness Whereof, the parties hereto have executed this Agreement by their duly authorized representatives as of the date written above.

Wisconsin Rapids Public Schools

By: ______________________________
Printed Name: ______________________________
Title: ______________________________

South Wood County Youth Hockey Association

By: ______________________________
Printed Name: ______________________________
Title: ______________________________
187 (Rule) GUIDELINES FOR PUBLIC PARTICIPATION AT BOARD MEETINGS

School District citizens have the expressed right and are encouraged to attend Board meetings and to listen to and observe the deliberations of its members. The following rules are adopted to preserve the orderly pursuit of Board business and to provide proper opportunities for legitimate and objective discussion and analysis of the issues presented.

1. Any citizen may request the opportunity to speak regarding any issue included in the agenda and may be recognized to speak at the appropriate time during public comment regarding issues which are not on the agenda.
   a. Every person who requests the opportunity to speak to the Board should submit in advance of the meeting a written request to the Board Secretary stating his/her name, address and the topic about which he/she wishes to speak.
   b. The Board President shall determine whether it is in the interest of the Board to allow the request and if so, shall ask the Board Secretary to place it on the agenda.

2. The President may limit the time allowed for the presentation. If there are numerous requests to address the Board on the same subject, the President may select representatives to speak on each side of the issue.

3. Every citizen who wishes to speak Prior to speaking, a citizen must be recognized by the Board President.

4. The Board will not hear oral complaints regarding school personnel except in the manner provided for elsewhere in Board policy. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual.

5. All persons seeking the opportunity to speak at a Board meeting are to address the President and may direct questions or comments to Board members or other officers of the school district only upon the approval of the President. Board members and the Superintendent may have the privilege of asking questions of any person who addresses the Board.

6. The President may interrupt, warn and/or stop a participant (speaker) when the statement being made is too lengthy, repetitive, personally directed, abusive, obscene, or frivolous.

7. Items 1-6 similarly apply to committee meetings of the Board.

These rules are not designed to restrict the scheduled appearance of citizens who have regular business with the Board and whose presentations are provided for in the agenda. Participation by citizens who are present as witnesses in any hearing or by vendors or other business...
representatives who are present for the consideration of bid awards is guided by rules affecting these special procedures. Participation by employees and their representatives is guided by the personnel policies and rules, except, of course, that all employees have the right to attend Board meetings in the same manner as all other citizens. Recognition of individuals who are not citizens of the School District is determined by the President.

APPROVED: November 11, 1974

REVISED: November 11, 1996
December 11, 2000

TBD