

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION CURRICULUM COMMITTEE**

Monday, November 24, 2025

4:00 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE THE AGENDA

IV. PUBLIC COMMENTS

Individuals may use this time to comment on any items listed as part of the meeting agenda. A copy of Board Policy 187 —Public Participation at Board Meetings is enclosed for your reference. Past practice has allowed 30 minutes for this section of the agenda.

V. COURSE PROPOSALS

3

Tim Schell

Tim Schell will present new course proposals that have followed our regular processes. The curriculum committee is the next step in the process and this is an action item. Approved courses will advance to the December 8 regular Board meeting, which will allow these courses to be included in our course registration process for 2026-2027.

- Unified PE and EL English are extensions to the middle school level of courses we have found to provide positive benefits for our intended student audience at the high school level.
- AP Computer Science Principles Cybersecurity (CSPCS) replaced IT Hardware Essentials which hasn't run in recent years due to low student interest.
- English 10 AP Seminar replaces our local Advanced English 10.

Tim will explain the rationale for each more thoroughly in the meeting and can answer questions in advance of the meeting or at the meeting.

VI. **STUDENT SERVICES UPDATE** **27**

VII. **SPECIAL EDUCATION UPDATE** **51**

VIII. **FUTURE AGENDAS AND MEETINGS**

IX. **ADJOURN**

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

NEW COURSE APPROVAL FORM

Date: 31 Oct 2023

Department Chairperson/Building Coordinator: Erin Schroeder

Department: Mathematics Building: High School

Proposed Course Title: APCSP Cybersecurity Grade Level: 9-12

Course Length: 1 Semester Year Credits: 0.5

Requirement/Elective: Elective Meeting Frequency: block schedule

Anticipated Enrollment: ~40 (<24 per section) Prerequisites: Computational Thinking

Principal's Approval: 10/2/2025

Comments:

Review & Discuss Within the Building Between Departments –

Date: 10/2/2025

Comments:

Systemwide Curriculum Committee Review Date: 10/8/2025

Comments:

Director of Instruction/District Administrator's Approval: 10/22/2025

Board of Education Curriculum Sub-committee Review Date: _____

Board of Education Approval Date: _____

I. **COURSE INFORMATION**

A. **Rationale for Course:** *(Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)*

Advanced Placement Computer Science Principles: Cybersecurity would give students AP credit while increasing their awareness of online threats and how to combat them. It will make students safer online.

B. **Course Description:** *(Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)*

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Students will explore all the AP CSP requirements with an emphasis on Cybersecurity applications in JavaScript.

C. **Course Outline:** *(Attach course outline which includes the major topics and concepts.)*

Attached.

D. **Materials & Resources:** *(Include text, computer/technology tools, and supplementary information.)*

Subscription to CodeHS APCSP Cybersecurity course.

E. **Instructional Methods:** *(Check applicable ones and explain wherever necessary.)*

Which of these are used: Check with "X"

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Lectures | <input checked="" type="checkbox"/> Demonstrations | <input type="checkbox"/> Field Trips |
| <input checked="" type="checkbox"/> Discussions | <input checked="" type="checkbox"/> Term Papers | <input checked="" type="checkbox"/> Check Quizzes |
| <input type="checkbox"/> Special Reports | <input type="checkbox"/> Extra Reading | <input type="checkbox"/> Individual Study Contracts |
| <input checked="" type="checkbox"/> Laboratory
(Hands-On) | <input type="checkbox"/> AV Materials | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Online/Virtual Learning | | |

F. Student Evaluation Procedures:

Students are evaluated through assignments, quizzes, papers, and exercises in a project-based learning environment.

G. Financial Impact: *(Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)*

This course would replace IT Essentials, so no new hire is needed. Curriculum access is the cost of our current subscription plus \$150 per student above 30 with CodeHS accounts.

H. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

This course aligns with all of the DPI's IT Literacy standards.

II. **OTHER PERTINENT INFORMATION**

A. This course will be: *(please check one)*
an addition to the department's offering
✓ a replacement for IT Essentials
a pilot study

B. This course will require *(please check the appropriate spaces):*
the adoption of a new textbook
✓ the use of a text previously adopted and in use

C. This course will require *(please check appropriate spaces)*
specialized organization of teacher time
✓ specialized room arrangement or equipment *(explain below)*
specialized student grouping or sectioning
curriculum planning time
specialized technology

D. To what extent will this curriculum change affect the number of teacher preparation each semester? *(Explain)*

As it replaces IT Essentials, no change is needed unless it becomes a popular course.

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

None.

F. To what extent does this course conflict with courses offered in other departments?

None.

G. What course(s) could be deleted if this curriculum change is adopted?

IT Essentials

H. This proposed course must be discussed with other members of your department prior to submitting this form. *(Describe briefly the outcome of these discussions.)*

Unanimous acclaim.

I. To what effect does this curriculum change affect the K-12 Skills Continuum?
(duplication, deletion, reinforcement, etc.)

reinforcement

J. If approved, this course will begin: Fall 2024
(semester/year)

NEW COURSE APPROVAL FORM

Date: 10/15/2025

Department Chairperson/Building Coordinator: _____

Department: ELL Department Building: Middle School

Proposed Course Title: EL English Grade Level: 7-8

Course Length: 1 year Credits: 1 full year

Requirement/Elective: _____ Meeting Frequency: everyday

Anticipated Enrollment: 5-10 Prerequisites: EL Student - Overall 1-2 on most recent WIDA ACCESS

Principal's Approval: JK-10/29/2025 _____

Comments:

Review & Discuss Within the Building Between Departments – Date: _____ Within the department _____

Comments:

Systemwide Curriculum Committee Review Date: 11/12/2025 _____

Comments:

Director of Instruction/District Administrator's Approval: 10/22/2025 _____

Board of Education Curriculum Sub-committee Review Date: _____

Board of Education Approval Date: _____

I. COURSE INFORMATION

- A. Rationale for Course: *(Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)*

Our middle school English Learners (ELs) at WIDA Levels 1–2 are struggling to access the ELA curriculum due to limited foundational English skills. These students spend much of their time translating texts, which causes them to miss key teaching points and limits their English language growth. This course is designed to directly address that gap by integrating WIDA English Language Development Standards, ELA 7/8 standards, and explicit instruction in foundational English and academic literacy. The goal is for students to build English language proficiency, confidence, and academic skills that prepare them to transition successfully into mainstream ELA classes and meet grade-level standards. This model has been implemented at the high school level for over five years and would now provide continuity and support for our middle school EL students at the beginning levels of English proficiency.

- B. Course Description: *(Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)*

EL English 7/8 is designed for English Learners at WIDA Levels 1–2 who are developing foundational English skills. Students will strengthen their reading, writing, listening, and speaking through engaging, scaffolded lessons aligned to the WIDA English Language Development Standards and grade-level ELA standards. The course includes structured language development, vocabulary building, writing practice, and exposure to literature and informational texts, preparing students for success in future ELA coursework.

- C. Course Outline: *(Attach course outline which includes the major topics and concepts.)*
(summary of major topics)

- Foundational English Language Skills (phonics, grammar, vocabulary, sentence construction)
- Reading Comprehension Strategies for Fiction and Informational Texts
- Academic Writing Development (paragraphs, summaries, narratives, essays)
- Oral Language and Listening Practice
- Cross-curricular Academic Vocabulary
- Integration of ELA 7/8 Themes and Texts with WIDA Standards
- Mid-year and end-of-year English proficiency goal setting and reflection

- D. Materials & Resources: *(Include text, computer/technology tools, and supplementary information.)*

Materials/Subscription we have:

- Technology: Chromebooks for online practice, Google Classroom for assignments
- Supplemental digital and print materials from [ellii](#) (formerly ESL Library)
- Saddlebook ELL Student and Newcomer book series that give ELL tweens real-world information along with great fictional stories at lower reading levels, so they can not only increase reading fluency but also assimilate with success.

Materials to possibly Purchase:

- Summit K12 “Connect to Literacy” ELD(online supplemental curriculum aligned with WIDA ACCESS test and standards; 20-minute component integrated daily)
- Consultation with CESA 2 Language Development Consultant to identify foundational English practice book options Vista Get Ready grades 6-8
- Selected literature and informational text sources connected to ELA 7/8 themes

- E. Instructional Methods: *(Check applicable ones and explain wherever necessary.)*
Which of these are used: Check with “X”

Instruction will focus on interactive, language-rich methods such as small-group guided reading, collaborative writing, and language activities to build listening, speaking, reading, and writing skills simultaneously. Online tools will supplement instruction with personalized practice aligned to each student's proficiency level.

- | | | |
|---|--|--|
| <input type="checkbox"/> Lectures | <input checked="" type="checkbox"/> Demonstrations | <input type="checkbox"/> Field Trips |
| <input checked="" type="checkbox"/> Discussions | <input type="checkbox"/> Term Papers | <input type="checkbox"/> Check Quizzes |
| <input type="checkbox"/> Special Reports | <input type="checkbox"/> Extra Reading | <input type="checkbox"/> Individual Study Contracts |
| <input type="checkbox"/> Laboratory group | <input checked="" type="checkbox"/> AV Materials | <input checked="" type="checkbox"/> Other Individualized and small group
instructure, hands-on language activities, collaborative learning projects |
| <i>(Hands-On)</i> | | |
| <input checked="" type="checkbox"/> Online/Virtual Learning | | |

F. Student Evaluation Procedures:

- Beginning, mid-year, and end-of-year English proficiency benchmarks using the Summit K12 platform
- Formative assessments in foundational English (vocabulary, grammar, reading fluency)
- Writing assessments scored with a rubric aligned to WIDA writing standards
- Speaking and listening tasks evaluated through classroom performance
- Teacher-created quizzes and reflections on reading and writing growth
- **Exit & Transition Criteria (reviewed each semester):**
Enrollment in EL English 7/8 will be reviewed at the end of each semester. Students “graduate” from the course and transition to mainstream ELA (with appropriate supports) when multiple measures indicate readiness, including:
 - **WIDA/ACCESS evidence:** Growth toward or above an **Overall 3.0 or higher**, or clear upward movement in **Reading/Writing domains** aligned to course demands.
 - **Classroom performance:** Consistent proficiency on course assessments (writing rubrics aligned to WIDA, reading comprehension checks, and speaking/listening tasks).
 - **Literacy indicators:** Grade-level gains on local literacy measures (e.g., fluency, decoding, or reading screeners) showing readiness to access core ELA content.
 - **Team recommendation:** EL teacher, ELA teacher, and counselor/administrator review data and student input to determine readiness and appropriate next-step supports.

Post-Exit Pathway:

Students who exit EL English 7/8 will be scheduled into **mainstream ELA** along with a **support option** (e.g., EL Support, Academic Literacy, or targeted WYN/intervention block) as needed to sustain growth and ensure access to grade-level instruction.

- G. Financial Impact: *(Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)*

Initial Impact

- \$500 - Initial Summit K12 “Connect to Literacy” ELD teacher training Minimal annual cost for Summit K12 student licenses after initial teacher training
- \$250 - \$500 - yearly cost for 5-10 Summit K12 student licenses
- \$200 - \$400 - yearly cost of 5-10 student practice books Vista Get Ready grades 6-8 and 1 teacher practice book - foundational English curriculum or workbooks (will consult with CESA 2)

Subsequent Impact (yearly)

- \$250 - \$500 - yearly cost for 5-10 Summit K12 student licenses
- \$200 - \$400 - yearly cost of 5-10 student practice books Vista Get Ready grades 6-8 and 1 teacher practice book - foundational English curriculum or workbooks (will consult with CESA 2)

H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many		Approx. Cost		Total Cost
Professional	_____		\$ _____		\$ _____
Non-Professional (Assistants, secretarial, etc.)	_____		\$ _____		\$ _____
<u>Added Materials</u>					
Textbooks	5-10	@	\$ _____	=	\$200 - \$400
Supplies					\$ _____
<u>Added Equipment Needed:</u>					
List/Cost:	teacher training	@	\$ _____	=	\$500
	student licenses	@	\$ _____	=	\$250 - \$500
	_____	@	\$ _____	=	\$ _____

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

Correlation with Wisconsin State Academic Standards

This course aligns with Wisconsin ELA Standards by developing literacy skills through reading, writing, speaking, and listening while embedding WIDA English Language Development Standards. It supports district goals for equitable access to grade-level instruction by scaffolding the language and literacy skills necessary for success in mainstream ELA courses.

II. OTHER PERTINENT INFORMATION

A. This course will be: (please check one)

- an addition to the department's offering
- a replacement for ELA 7 and ELA 8
- a pilot study

B. This course will require (please check the appropriate spaces):

- the adoption of a new textbook (Vista Get Ready Practice Books)
- the use of a text previously adopted and in use

C. This course will require (please check appropriate spaces)

- specialized organization of teacher time
- specialized room arrangement or equipment (explain below)
- specialized student grouping or sectioning (EL Levels 1–2)
- curriculum planning time for integration with ELA 7/8 standards
- specialized technology (Summit K12)

D. To what extent will this curriculum change affect the number of teacher preparation each semester? (Explain)

Minimal increase in prep; course will be scheduled as one of the teacher's assigned sections.

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

No conflicts anticipated with existing ELA or intervention classes; this course serves students who would otherwise struggle to access the ELA curriculum.

F. To what extent does this course conflict with courses offered in other departments?

EL and ELA departments recognize the need for more targeted language development instruction for newcomers / students at the beginning ELD proficiency (1-2) .

G. What course(s) could be deleted if this curriculum change is adopted?

No existing courses would need to be deleted. This course serves a specific population of English Learners at WIDA Levels 1–2 who are currently placed in grade-level ELA but unable to access the curriculum effectively. The new EL English course would replace the mainstream ELA 7 or ELA 8 section for these students, ensuring they still receive English Language Arts instruction that meets district and state standards.

H. This proposed course must be discussed with other members of your department prior to submitting this form. (Describe briefly the outcome of these discussions.)

The proposal has been discussed with the Middle School and High School EL department teachers. Both teams recognize the need for targeted English language development at the middle school level and are supportive of creating this course. Teachers noted that many current Level 1–2 students struggle to engage meaningfully with the ELA 7 and ELA 8 curriculum due to beginning level (entering) English proficiency. The consensus was that the EL English course would provide more equitable access to instruction, better align with WIDA standards, and

strengthen students' readiness for success in future ELA coursework.

I. To what effect does this curriculum change affect the K-12 Skills Continuum?
(*duplication, deletion, reinforcement, etc.*)

Reinforces the existing EL English continuum from middle to high school, providing smoother transitions and more consistent growth in English proficiency.

J. If approved, this course will begin: Semester 1, 2026–2027 school year
(*semester/year*)

Rev. 8/12

NEW COURSE APPROVAL FORM

Date: 9/11/25

Department Chairperson/Building Coordinator: Jonathan Gustafson

Department: Health/PE Building: Middle School

Proposed Course Title: Unified PE Grade Level: 7/8

Course Length: Year Credits: _____

Requirement/Elective: Elective Meeting Frequency: Every 3rd day

Anticipated Enrollment: 25 Max Prerequisites: None

Principal's Approval: 9/29/2025

Comments:

Review & Discuss Within the Building Between Departments –

Date: 8/26/2025

Comments:

Systemwide Curriculum Committee Review Date: 10/8/2025

Comments:

Director of Instruction/District Administrator's Approval: 10/22/2025

Board of Education Curriculum Sub-committee Review Date: _____

Board of Education Approval Date: _____

I. COURSE INFORMATION

A. Rationale for Course: *(Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)*

- Makes PE curriculum accessible and equitable for all students
- Promotes the value of a physically active lifestyle
- Builds strong relationships between students of all abilities
- Provides diverse opportunities for all students to be engaged in physical activity
- Leadership opportunities for students
- Builds interpersonal skills needed to be successful working with people of all abilities
- Provides experience for students who are interested in careers working with people of differing abilities

B. Course Description: *(Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)*

- Combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness and sports through a peer mentorship program
- Students will work together to increase competence and confidence in a variety of physical activities
- Through ongoing leadership opportunities participants in this course will help to create a more inclusive and accepting environment for all students
- Expected learning outcomes include physical fitness, improving activity specific skills, cooperation, learning how to make informed health and lifestyle choices, and understanding each others differences
- Activities may include outdoor pursuits, fitness and recreation, bowling, disc golf, community recreation, yoga and mindful movements.
- Assessments for mastery will be given in a variety of ways such as skill checks, rubrics, student projects for each unit
- Peer Mentor Musts:
 - 90% attendance
 - No code violations
 - No office referrals
 - 2.0 GPA
 - APE, Intermediate, or Middle school PE teacher approval/recommendation

C. Course Outline: *(Attach course outline which includes the major topics and concepts.)*

- **UNITS**
 - Outdoor pursuits
 - Fitness and recreation
 - Community recreation
 - Mindful movements

- **Activities** - May include
 - Bowling
 - Paralympic sports
 - Disc Golf
 - Biking
 - Strength and Conditioning/Cardio
 - Yoga
 - Goal Ball
 - Winter Sports

D. Materials & Resources: *(Include text, computer/technology tools, and supplementary information.)*

- No textbooks or technology needs
- Materials/equipment based on individual student needs
- Transportation costs for community outings
- Entry fees: bowling, winter sports, general field trips
- Equipment loaner costs
- See budget impact section for specific equipment/material needs

E. Instructional Methods: *(Check applicable ones and explain wherever necessary.)*
Which of these are used: Check with "X"

	Lectures	X	Demonstrations		Check Quizzes
X	Discussions		Term Papers		Individual Study Contracts
	Special Reports		Extra Reading		Other
X	Laboratory (hands-on)		AV Materials		
	Online/Virtual Learning	X	Field Trips		

F. Student Evaluation Procedures:

- Grading practices
- 10 participation points per day
- One-third - based on an engagement rubric
 - Showing initiative
 - Asking appropriate questions
 - Mentors functioning independently
 - Actively participating in class discussions

- G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)
- H. No additional staff
- I. Equipment - Year 1 - \$1,000
- J. Transportation costs - Building Budget
- K. Fees/Field Trips/Community Outings - \$500 year (estimate)

Added Equipment: Visual and auditory friendly equipment,

- I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

This course is designed to engage students in a variety of fun, lifelong activities and teach them skills to help them lead active, healthy lives. All 5 of the state PE standards are incorporated in this course

II. **OTHER PERTINENT INFORMATION**

- A. This course will be: (please check one)
 - an addition to the department's offering**
 - a replacement for _____
 - a pilot study
- B. This course will require (please check the appropriate spaces):
 - the adoption of a new textbook
 - the use of a text previously adopted and in use
- C. This course will require (please check appropriate spaces)
 - specialized organization of teacher time
 - specialized room arrangement or equipment (explain below)**
 - specialized student grouping or sectioning**
 - curriculum planning time**
 - specialized technology

This class will need to be during the lunch hour where smaller PE classes are already offered. This will limit the impact on other scheduled courses.

- D. To what extent will this curriculum change affect the number of teacher preparation each semester? (Explain)

None
- E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

No conflict
- F. To what extent does this course conflict with courses offered in other departments?

No conflict
- G. What course(s) could be deleted if this curriculum change is adopted?

None

- H. This proposed course must be discussed with other members of your department prior to submitting this form. *(Describe briefly the outcome of these discussions.)*

We discussed this during the August PE Department meeting

- I. To what effect does this curriculum change affect the K-12 Skills Continuum?
(duplication, deletion, reinforcement, etc.)

It reinforces the inclusion philosophy we have across the PE department.

- J. If approved, this course will begin: _____ Fall of
2026 _____
(semester/year)

Rev. 8/12

NEW COURSE APPROVAL FORM
(Due October 1, 2025)

Date: 10/1/2025

Department Chairperson/Building Coordinator: Walter Stenz

Department: English

Building: High School

Proposed Course Title: English 10: AP Seminar

Grade Level: 10

Course Length: 1 year

Credits: 1

Requirement/Elective: Advanced option for required E10 Meeting Frequency: Every other day

Anticipated Enrollment: 70 Prerequisites: English 9

Principal's Approval: 10/2/2025

Comments:

Review & Discuss w/Activities Director for NCAA Eligibility – Date: 10/2/2025

Comments:

Review & Discuss Within the Building Between Departments –

Date: 10/2/2-25

Comments:

Systemwide Curriculum Committee Review Date: 10/8/2025

Comments:

Director of Instruction/District Administrator's Approval: 10/22/2025
Board of Education Curriculum Sub-committee Review Date: _____

Board of Education Approval Date: _____

I. COURSE INFORMATION

A. Rationale for Course: (Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)

English 10-AP Seminar builds foundational skills in critical thinking, analytical writing, research, and collaboration that prepare students for success in high school, college, and career. The course emphasizes evidence-based reading, writing, and communication while allowing students to investigate real-world problems on topics they choose with their teachers. This course would replace our existing Advanced English 10.

Data demonstrates that 10th-grade AP Seminar students achieve higher exam scores (86% earn 3+), perform 6-8% better on subsequent AP exams in English, history, and government, and earn higher first-year college GPAs (3.05 vs. 2.96 for non-AP students). AP Seminar participation is more representative than other AP courses, with more uniform scores than any other AP exam.

By fulfilling the English 10 requirement, this course removes scheduling barriers and provides AP access to students who might not otherwise take an AP course. The seminar format and student choice of topics enhance engagement while developing the research, presentation, and teamwork skills essential for college readiness. Taking AP Seminar in grade 10 positions students for additional early access to AP courses in our high school program.

B. Course Description: (Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)

English 10-AP Seminar engages students in investigating real-world issues from multiple perspectives. Using an inquiry framework, students practice reading and analyzing a wide range of nonfiction and fiction texts, including articles, research studies, and philosophical works. They learn to synthesize information from diverse sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. This integrated course aims to empower students with the ability to analyze and evaluate information accurately, fostering the development of their own evidence-based arguments.

C. Course Outline: (Attach course outline which includes the major topics and concepts.)

1. Skills Building and Mock Performance Task 1
 - a. Required skills
 - i. Analyzing an argument
 - ii. Determining/maintaining a line of reasoning

- iii. Using transitions
 - iv. Assessing the credibility of sources and using databases; prioritizing scholarly sources
 - v. Adopting different lenses/perspectives in relation to an issue (suggested lenses: scientific, economic, environmental, futuristic, social/cultural, artistic/philosophical, ethical, political/historical)
 - vi. Writing research questions
 - vii. Structuring an argument
 - viii. Quoting/paraphrasing
 - ix. Citing sources and building an annotated bibliography
 - x. Synthesis
 - xi. Presentation skills
- b. Texts
- i. *Lord of the Flies*
 - ii. Nonfiction texts focused on the Performance Task topic (TBD)
2. Performance Task 1 (Individual Research Report & Team Multimedia Presentation)
- a. As a group, students will select an issue to research. Each student will adopt a different lens for their Individual Research Report. They will write research questions, find scholarly sources, and write a Research Report outlining all aspects of the problem from their assigned perspective.
 - b. After completing the Research Reports, the group comes together again to determine a potential solution to their problem. They will present this solution to the class in the form of the Team Multimedia Presentation. They must be able to answer teacher-generated questions afterwards.
3. Performance Task 2 (Individual Written Argument and Individual Multimedia Presentation)
- a. In response to College Board-provided materials, students will write their own evidence-based argument. They need to use at least one of the provided materials and then conduct additional research in order to support their claim.
 - b. After completing the Written Argument, students present their argument to the class in the form of the Individual Multimedia Presentation. They must be able to answer teacher-generated questions afterwards.
4. *Into the Wild* (after the exam in May)
- a. Reader Response Criticism
 - b. Reading and discussing nonfiction
 - c. Student-facilitated discussions

D. Materials & Resources: (Include text, computer/technology tools, and supplementary information.)

- *Lord of the Flies* and *Into the Wild* (already owned by the district)
- Nonfiction texts (printed and distributed by the teacher)

E. Instructional Methods: (Check applicable ones and explain wherever necessary.)

Which of these are used: Check with "X"

X	Lectures		Demonstrations		Check Quizzes
X	Discussions		Term Papers		Individual Study Contracts
	Special Reports		Extra Reading	X	Other- essays, presentations, projects
	Laboratory (hands-on)		AV Materials		
	Online/Virtual Learning		Field Trips		

F. Student Evaluation Procedures:

- The Mock Performance Task 1, Performance Task 1, and Performance Task 2 will be assessed according to the AP-provided [rubrics](#)
 - The Individual Research Report and Individual Written Argument are submitted and graded by the College Board
 - The Team and Individual Multimedia Presentations are teacher-assessed; scores are submitted to the College Board
 - Students also take an End of Course Exam (as with other AP classes)
- Official Performance Tasks can not be returned to students, so final grades can not be put in the gradebook. Instead, you can grade parts of the process for completion.
- Other in-class activities include discussions and group/individual projects

G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

- Teachers that are new to the course would benefit from attending a summer AP Seminar Conference

H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many Professional	Approx. Cost	Total Cost
\$ 0		_____	\$ _____

0 Non-Professional _____ \$ _____
 \$ _____
 (Assistants, secretarial, etc.)

Added Materials

0 Textbooks _____ @ \$ _____ =
 \$ _____

Supplies
 \$ _____ Same as AE 10 _____

Added Equipment Needed:

0 List/Cost: _____ @ \$ _____ =
 \$ _____

0 _____ @ \$ _____ =
 \$ _____

0 _____ @ \$ _____ =
 \$ _____

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

English 10-AP Seminar strongly aligns with Wisconsin's high school ELA standards, particularly for grades 9-10. Here's the specific correlation:

Reading Standards (R.9-10)

Key Ideas and Details:

R.9-10.1-3: AP Seminar requires students to cite textual evidence, analyze themes, and examine how authors develop arguments—directly matching Wisconsin's emphasis on citing relevant evidence and analyzing complex texts

Craft and Structure:

R.9-10.4-6: Students analyze word choice, structure, and author's perspective across multiple sources, which is central to AP Seminar's curriculum

Integration of Knowledge:-R.9-10.7-9: AP Seminar's cross-textual analysis and evaluation of arguments in multiple media formats directly addresses these standards

Writing Standards (W.9-10)

Text Types and Purposes:

W.9-10.1-3: AP Seminar requires formal arguments with evidence, informative texts with analysis, and the ability to write in multiple modes—perfect alignment with Wisconsin's three writing categories (reflective, formal, creative)

Production and Distribution:

W.9-10.4-6: The course's emphasis on authentic rhetorical tasks, revision processes, and multimodal composition matches Wisconsin's focus on culturally-sustaining, rhetorically authentic writing

Inquiry to Build Knowledge:

W.9-10.7-9: AP Seminar's sustained research projects, synthesis of multiple sources, and evidence-based analysis are the cornerstone of the course and directly fulfill these standards

Speaking and Listening Standards (SL.9-10)

Comprehension and Collaboration:

SL.9-10.1-3: Team presentations and collaborative inquiry projects require students to participate effectively in diverse conversations and evaluate speakers' reasoning—core AP Seminar activities

Presentation of Knowledge:

SL.9-10.4-5: Individual and team multimedia presentations with strategic use of digital media directly address these standards

Language Standards (L.9-10)

L.9-10.1-6: AP Seminar's emphasis on audience awareness, code-meshing, and intentional language choices for different contexts strongly aligns with Wisconsin's focus on communicative competence and understanding how language functions in different cultures and contexts

Key Alignment Strengths:

1. Emphasis on student choice, multiple perspectives, and authentic rhetorical contexts
2. Research and Inquiry
3. Multimodal Composition
4. Evidence-Based Argumentation

II. OTHER PERTINENT INFORMATION

- A. This course will be: (please check one)
 an addition to the department's offering
 a replacement for Advanced English 10
 a pilot study

- B. This course will require (please check the appropriate spaces):
 the adoption of a new textbook
 the use of a text previously adopted and in use

- C. This course will require (please check appropriate spaces)
 specialized organization of teacher time
 specialized room arrangement or equipment (explain below)
 specialized student grouping or sectioning
 curriculum planning time
 specialized technology

- D. To what extent will this curriculum change affect the number of teacher preparation each semester? (Explain)

None

- E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

No conflict

- F. To what extent does this course conflict with courses offered in other departments?

No conflict

- G. What course(s) could be deleted if this curriculum change is adopted?

Advanced English 10

- H. This proposed course must be discussed with other members of your department prior to submitting this form. (Describe briefly the outcome of these discussions.)

The course was presented to the Advanced English 9 teacher, who was on board with the idea.

I. To what effect does this curriculum change affect the K-12 Skills Continuum? (*duplication, deletion, reinforcement, etc.*)

This course reinforces our current secondary ELA sequence with cross-topic synthesis, rigorous development of research questions and presentational skills.

J. If approved, this course will begin: Fall 2026
(*semester/year*)

Rev. 8/15/2018



WAUNAKEE

COMMUNITY SCHOOL DISTRICT

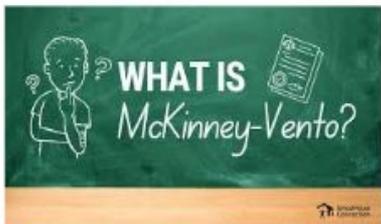
27

Curriculum Committee
November 24, 2025

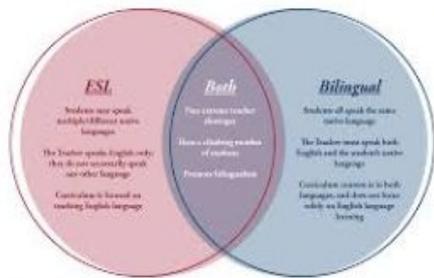
What's the Role of Student Services?



SECOND STEP



COMMUNITY PARTNERSHIPS



District Continuous Improvement

Definition

Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (Collaborative for Academic, Social, and Emotional Learning, CASEL).

Why this matters?

Research shows that an education that promotes SEL has a positive impact on a wide range of outcomes, including academic performance, healthy relationships, mental wellness, and more (CASEL).

Goal

By the end of the 2025-2026 school year, we will establish baseline data between content that is universally taught (Second Step lessons K-8), reported (K-6 work habits), and recorded (NextPath referrals K-12).

Metrics

Significantly Exceeds Expectations	83%-100%
Exceeds Expectations	70%-82.9%
Meets Expectations	58%-69.9%
Meets Some Expectations	48%-57.9%
Below Expectations	0.0%-47.9%

District Continuous Improvement - First Look

Arboretum Elementary School

[Baseline Data Link](#)

Heritage Elementary School

[Baseline Data Link](#)

Prairie Elementary School

[Baseline Data Link](#)

Waunakee Intermediate School

[Baseline Data Link](#)

30

District Continuous Improvement - Intervening and Support

- Tier 2 Problem-Solving Teams
- Attendance Monitoring and Family Outreach
- Building Bridges - 90 Day School/Home Support
- Individual Counseling
- Psychotherapy Center of Waunakee
- Everyone's Favorite - Therapy Dogs!! Thank you BoE!!



Tucker - PES



Riggins - HES

Data Trends Worth Noting

Attendance - Collaborative Efforts

SCHOOL	Feb 7	Mar 20	Apr 20	May 20	June 9	Sept 24	Oct 23	Nov 14
AES	87.10%	83.90%	85.30%	88%	89.60%	91.70%	93.60%	92.90%
HES	88.30%	88%	87.80%	89.10%	90.90%	91%	93.70%	93.20%
PES	91%	90%	91.20%	91.30%	92.60%	90.40%	93.50%	91.50%
IS	84.50%	81.70%	82.50%	81.70%	83.10%	89.80%	92.50%	91%
MS	84.50%	83.40%	85%	85.50%	85.80%	91.20%	93.20%	90.10%
HS	87%	83.40%	82.30%	83%	86.90%	90.10%	91.40%	88.90%
District	86.50%	87.50%	84.50%	85.30%	87.50%	90.20%	92.30%	90.30%

Data Trends Worth Noting

Class of 2030 - 5th vs. 7th

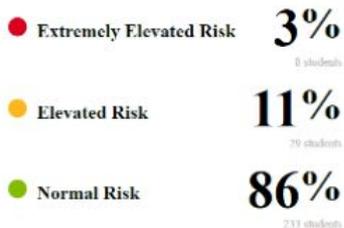
Universal Screener Summary
WIS Fall 2022 BESS



Waunakee Community School District
10/24/2022 - 11/18/2022, Behavioral and Emotional Risk Index

Behavioral and Emotional Risk Index

BESS-3 (Student)



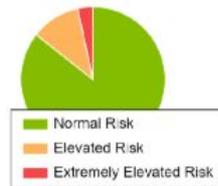
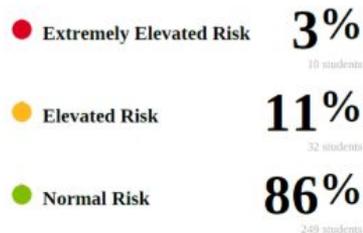
Universal Screener Summary
WMS 2024-25 BASC-BESS 7th
Waunakee Community Middle School
10/07/2024 - 11/25/2024, Behavioral and Emotional Risk Index



33

Behavioral and Emotional Risk Index

BESS-3 (Student)



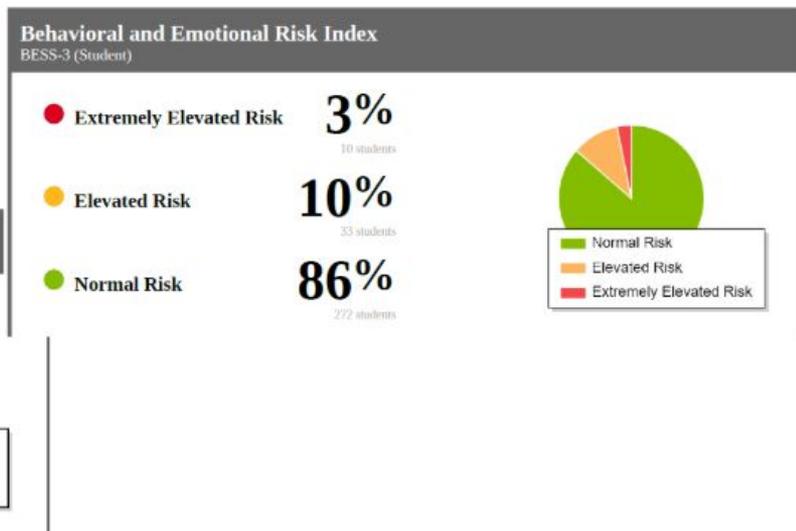
WAUNAKEE
COMMUNITY SCHOOL DISTRICT

Data Trends Worth Noting

Class of 2029 7th Grade vs. 9th Grade

Universal Screener Summary 
WCHS 2025-2026 9th BASC-3 BESS
Waunakee Community High School
10/13/2025 - 11/07/2025, Behavioral and Emotional Risk Index

Universal Screener Summary 
Fall 2023 WMS BASC-3 BESS
Waunakee Community Middle School
11/01/2023 - 11/13/2023, Behavioral and Emotional Risk Index



34

Data Trends Worth Noting

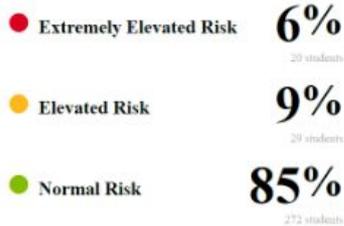
Class of 2028 7th Grade vs. 9th Grade

Universal Screener Summary
7th Grade Fall 2022 BASC-3 BESS



Waunakee Community School District
10/24/2022 - 11/18/2022, Behavioral and Emotional Risk Index

Behavioral and Emotional Risk Index BESS-3 (Student)

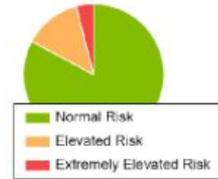
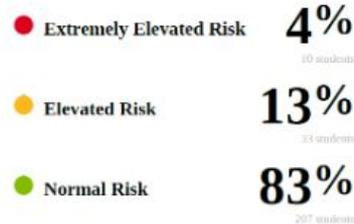


Universal Screener Summary
9th Grade BASC-3 BESS OCT 2024
Waunakee Community High School
10/14/2024 - 11/08/2024, Behavioral and Emotional Risk Index



35

Behavioral and Emotional Risk Index BESS-3 (Student)



Data Trends Worth Noting - MV

McKinney Vento - federal law for students who lack a “fixed, regular, and adequate” nighttime residence. Ensures children and youth have immediate access to education and the right to stay at their “school of origin”.

36

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Nov 2025
13	25	41	42	55	46	27

Data Trends Worth Noting Health Office

District-Wide Data	2023-2024 / 2024-2025
Number of Office Visits	26,721 / 32,796
Number of students with emergency medications (epipens, inhalers, seizure medication, diabetic medication)	178 / 199
Number of daily medications administered	4968 / 8350
Number of students that received hearing screening	290 / 263
Number of students that received vision screening	1476 / 1465
Number of students who received on- site dental care at school	126 / 157

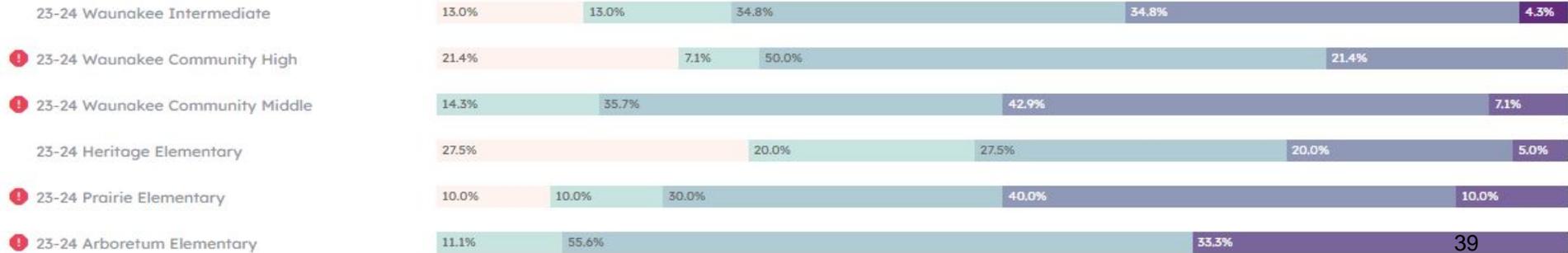
Data Trends Worth Noting EL Students

2021-2022	2022-2023	2023-2024	2024-2025	Nov 2025
124	137	148	167	149
2.8%	3.1%	3.4%	3.8%	3.3%

Data Trends Worth Noting ACCESS

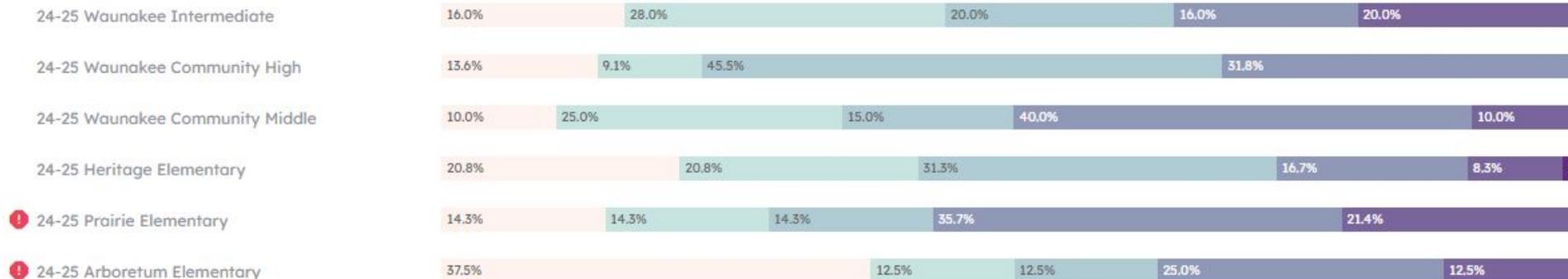
By School

Order: School ⌵ ⓘ ☰

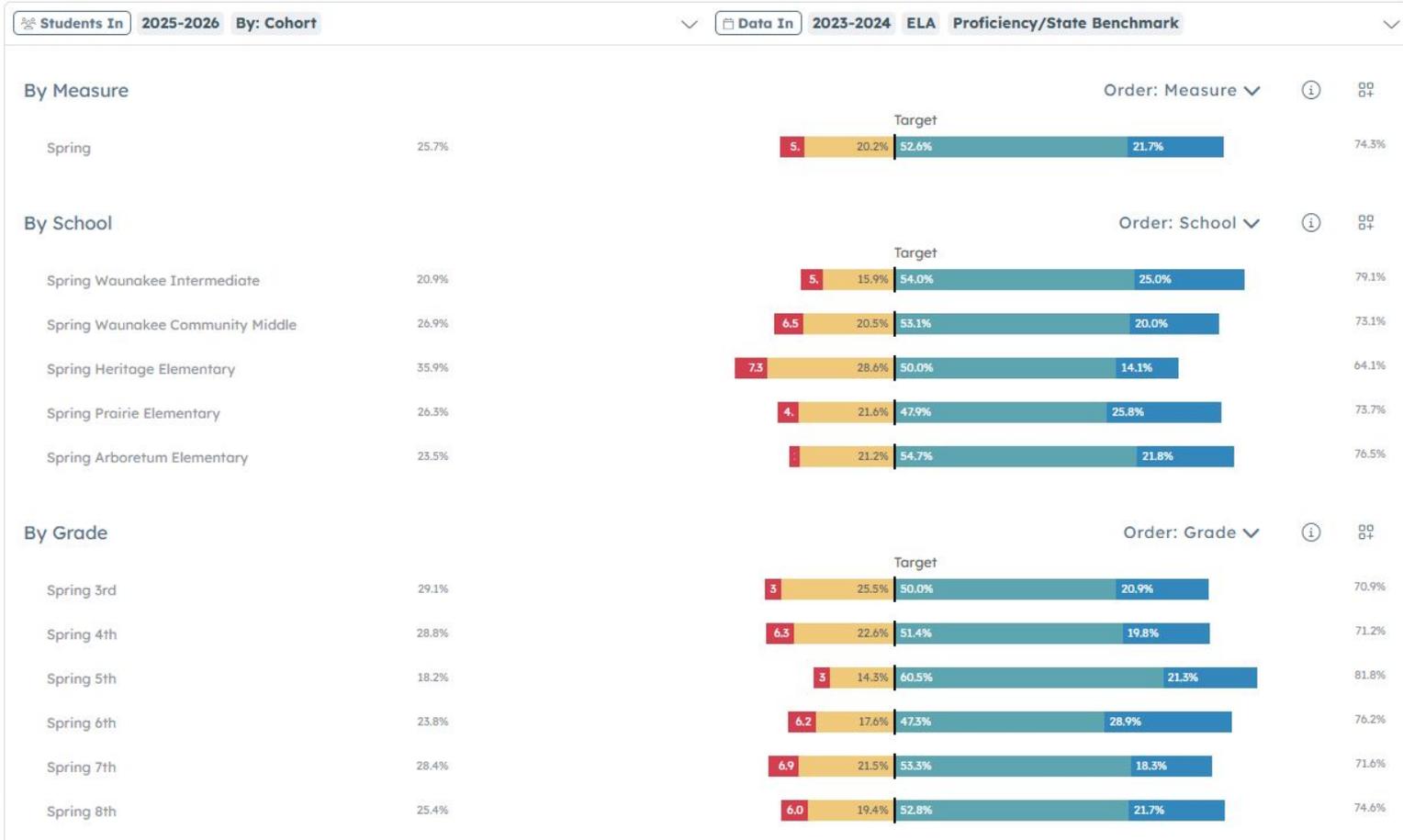


By School

Order: School ⌵ ⓘ ☰



Data Trends Worth Noting FORWARD



Data Trends Worth Noting FORWARD

Students In 2025-2026 By: Cohort

Data In 2024-2025 ELA Proficiency/State Benchmark

By Measure

Order: Measure

Spring	23.8%	5.9	17.9%	51.3%	24.9%	76.2%	+2
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By School

Order: School

Spring Waunakee Intermediate	20.2%	4	15.8%	48.9%	30.8%	79.8%	+1
Spring Waunakee Community Middle	26.0%	8.1%	17.9%	52.6%	21.5%	74.0%	+1
Spring Heritage Elementary	21.8%	5	16.3%	59.9%	18.3%	78.2%	+14
Spring Prairie Elementary	32.0%	6.0	26.0%	45.5%	22.5%	68.0%	-6
Spring Arboretum Elementary	21.6%	4	17.3%	51.4%	27.0%	78.4%	+2

By Grade

Order: Grade

Spring 3rd	28.5%	5.8	22.7%	49.8%	21.6%	71.5%	+1
Spring 4th	22.0%	4	17.2%	54.7%	23.3%	78.0%	+7
Spring 5th	23.3%	4	18.4%	52.4%	24.3%	76.7%	-5
Spring 6th	17.1%	3	13.2%	45.4%	37.5%	82.9%	+6
Spring 7th	27.5%	7.8%	19.7%	52.5%	20.0%	72.5%	+1
Spring 8th	24.6%	8.3%	16.3%	52.6%	22.8%	75.4%	-1

41

District Priorities

1. Continue to build systems for connection, belonging, and engagement
2. Maximize our professional gifts by matching adults where the students' needs reside
3. Increase capacity in all staff for social-emotional wellness/learning opportunities (Restorative Practices, Culturally Responsive Practices, Trauma-Sensitive Approaches, etc.)

42

Student Services Staffing Comparables

School Nurses

Staffing Comparables for Year:

- 2024
- 2025

Your report Staffing is being e
This might take a few minutes

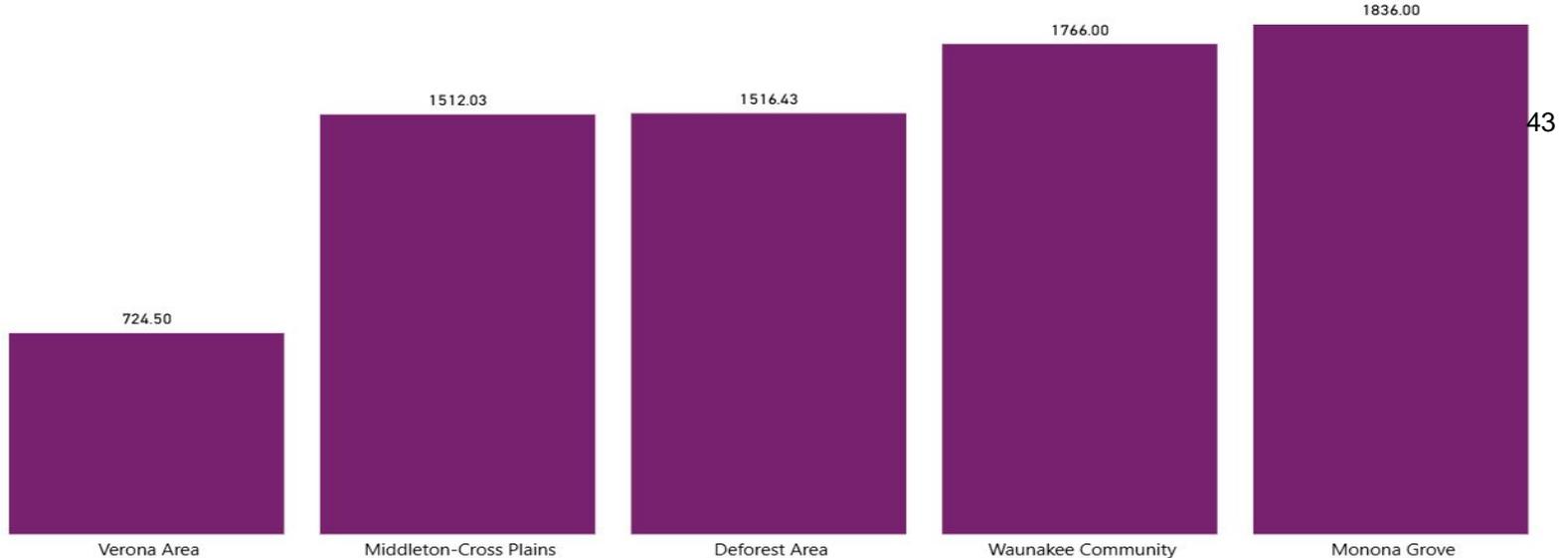
Assignment Position

Multiple selections

Assignment Area

All

Student:Staff Ratio



Student Services Staffing Comparables

School Counselors

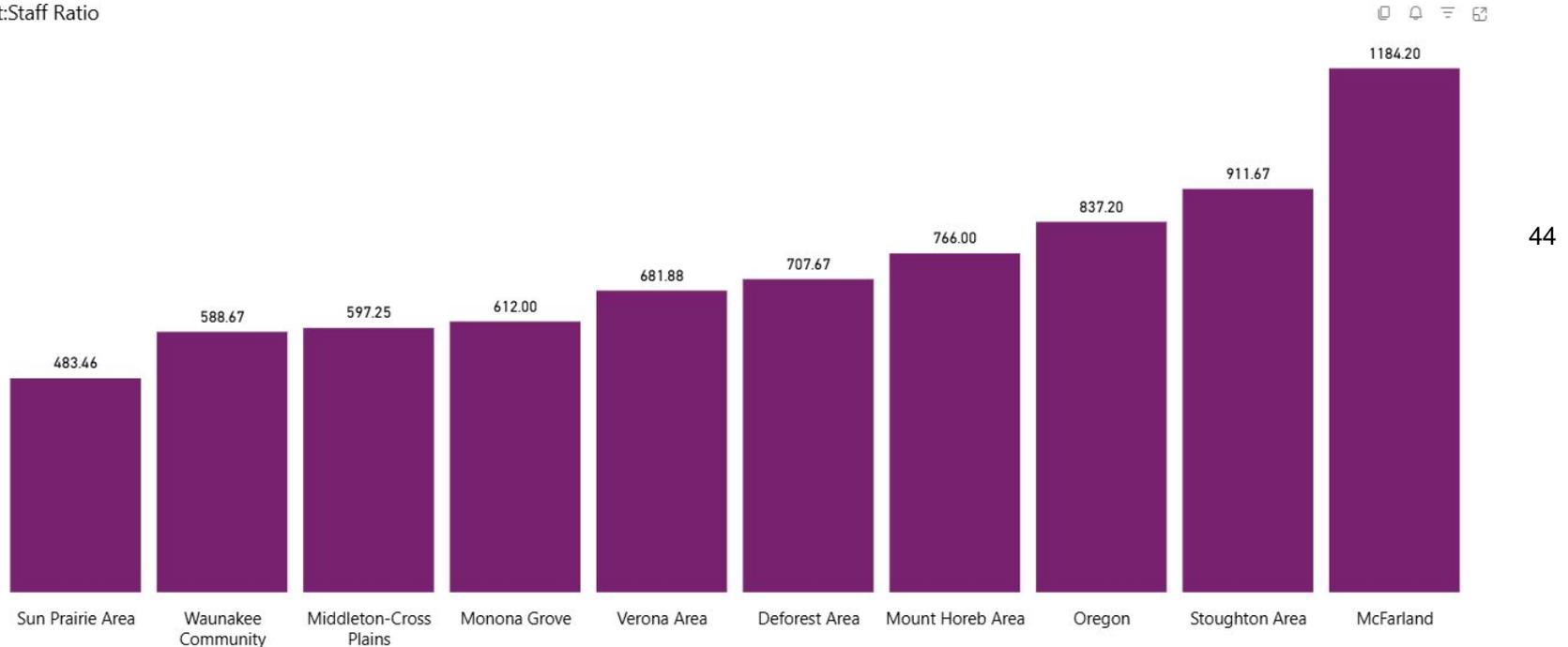
Assignment Position

School Social Worker

Assignment Area

All

Student:Staff Ratio



Student Services Staffing Comparables

School Psychologists

School Psychologist

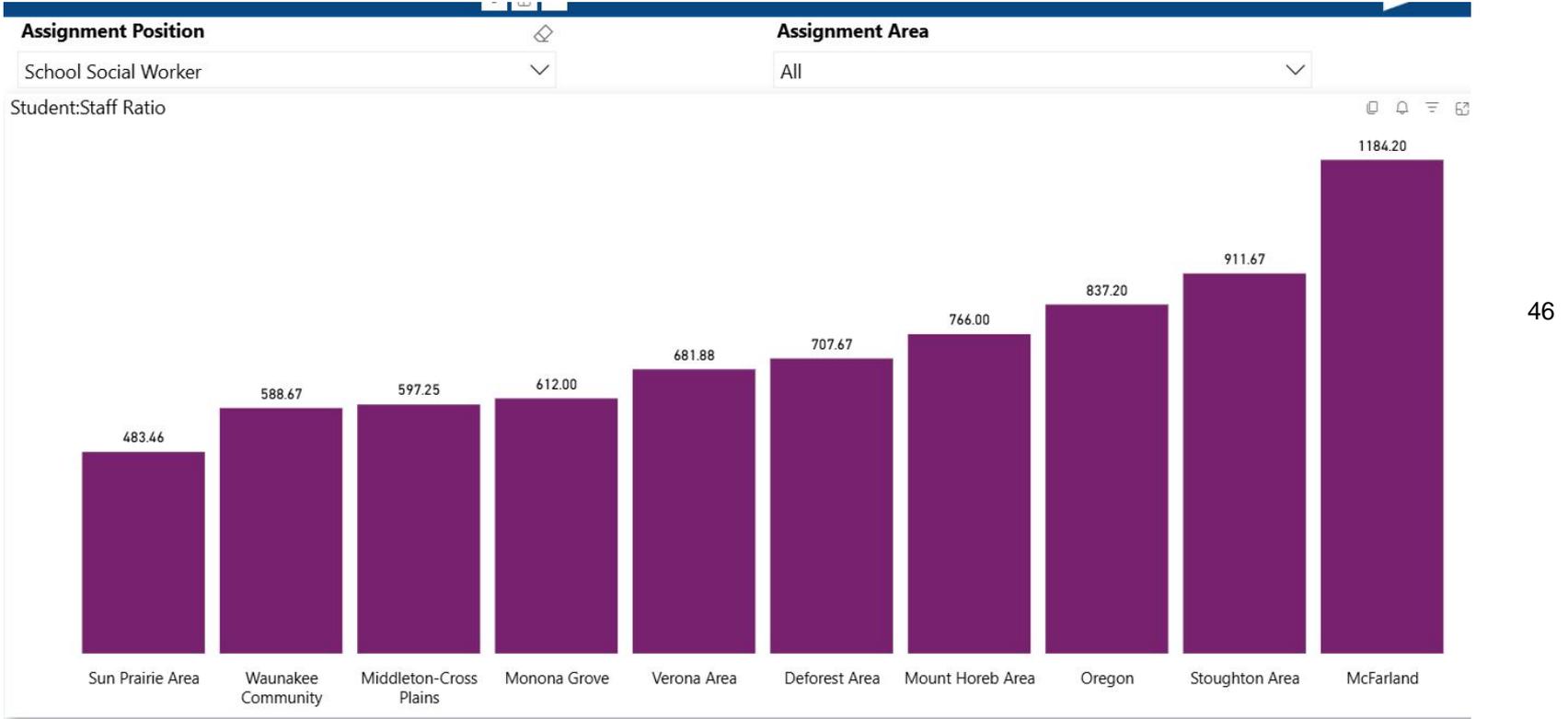
All

Student:Staff Ratio



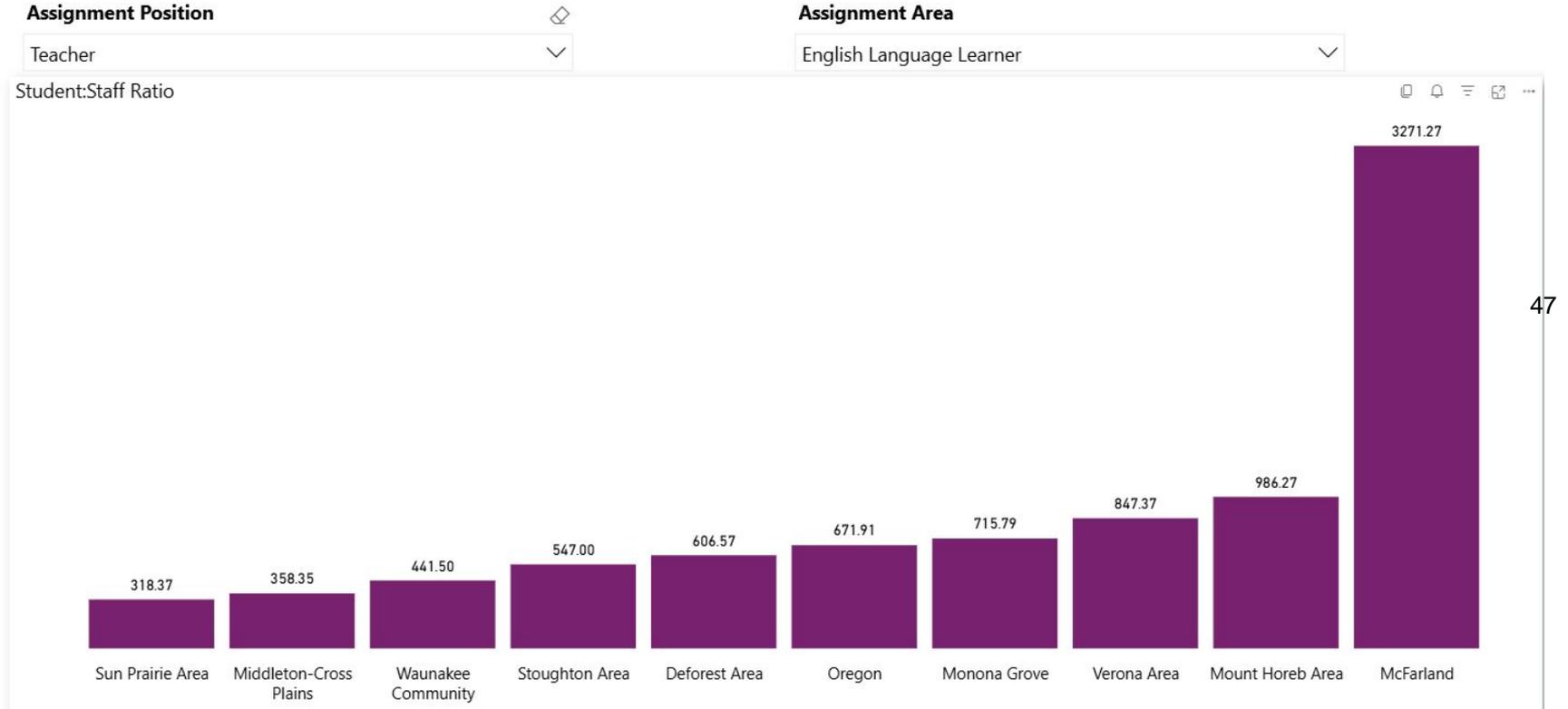
Student Services Staffing Comparables

School Social Workers



Student Services Staffing Comparables

EL Teachers (to overall student numbers)



Staffing Priorities

1. Bilingual Counselor Vacancy
2. Continue monitoring support as Bilingual Program rolls up
3. Increase Nurse Time
 - a. Creative distribution without adding FTE

48

District Challenges (Keep Perspective)

1. Level of service and expectation
2. Depth of mental health needs is real and palpable
3. Declining enrollment overall equates to declining enrollment in our programs as well
4. Grant funding - a HUGE source of our resources
5. Families have immense barriers

49

What questions can I answer?



<https://www.linkedin.com/pulse/100-questions-answers-collaboration-communities-stan-garfield>



WAUNAKEE

COMMUNITY SCHOOL DISTRICT

51

Curriculum Committee Update
Special Education
November 24, 2025



Department Vision

Our vision for the K-12 Special Education Team is to create inclusive, equitable environments, and positive relationships to meet each student's individual needs for growth.

Special Education Department Goal

Definition

The Wisconsin State Report Cards measure a school's achievement and growth. In order to make progress toward the goal of improving our state report card rankings, it will be critical to monitor the progress of many demographic groups, including students with disabilities.

Why this matters?

Although students with disabilities have unique learning needs, it is critical to monitor the progress of each student in the target group through local assessment data. (AimsWeb & QRI)

Goal

During the 2025-2026 school year, 80% of target group students will make expected growth in reading.

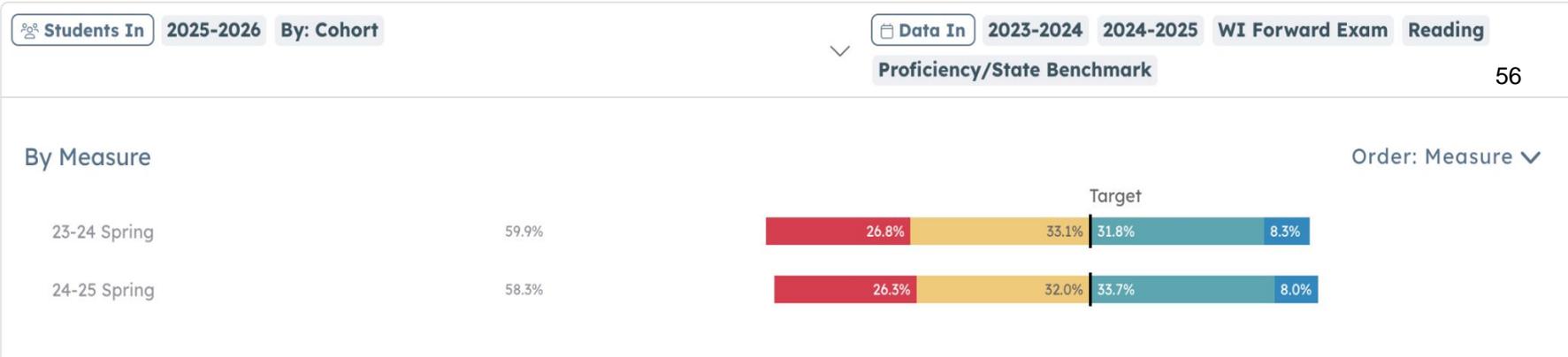
55

Metrics

Significantly Exceeds Expectations	83%-100%
Exceeds Expectations	70%-82.9%
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Below Expectations	0.0%-47.9%

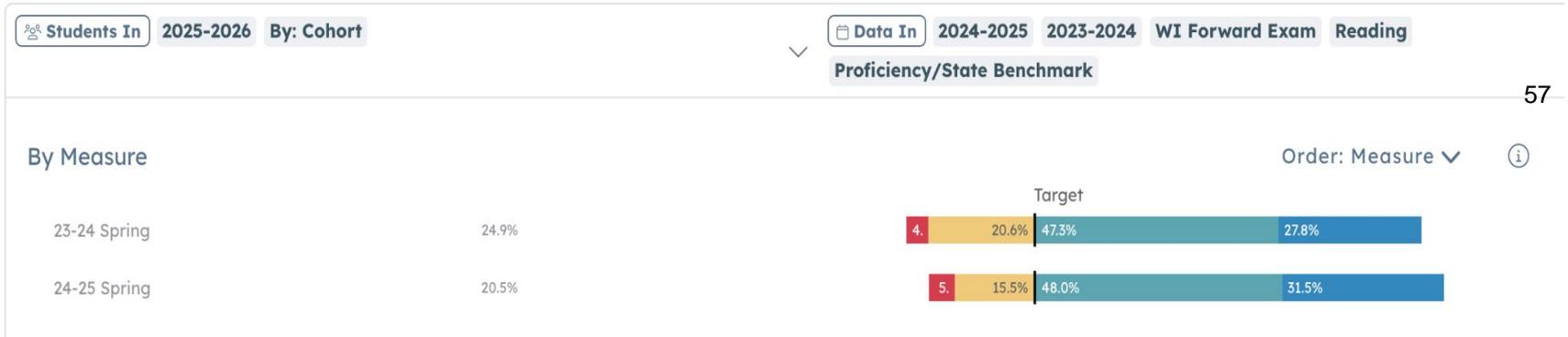


Forward Exam: Reading: Students w/Disabilities





Forward Exam: Reading: Students w/Out Disabilities





2025-2026 Academic Action Plan

- Target groups in each building
- Baseline data using AimsWeb, QRI and I-Ready
- Data analysis of screening data, as well as progress monitoring data
- Add to our menu of interventions in reading



Disproportionality

The overrepresentation of a particular demographic group in special education. A district can be identified under a specific eligibility area of special education, or just as a whole.



Are we still identified this year?

- Our risk ratio has decreased slightly for each of the last 3 years, but is still above 2.0.
 - 2023 = 2.6119
 - 2024 = 2.5893
 - 2025 = 2.5736



Referral Data 2025-2026

- 52 Initial Referrals
- 5 Private School Referrals
- 13 completed evaluations so far this year
- Of the 13 completed, 5 were not eligible for special education



Referrals by Race

- White = 69%
- African American = 13%
- Asian = 10%
- Hispanic = 4%



Referrals by Grade

Grade	# of Referrals
Pre-K <i>(3 & 4 year olds)</i>	12
4K	6 <input type="text"/>
K	9
1	6
2	4
3	5
4	4
6	1
7	4
11	1



Academics: Multi-Tiered Systems of Support (MTSS)

- MTSS is a framework schools use to provide targeted support to struggling students.
- The goal of MTSS is to intervene early so students can catch up with their peers. 64
- It screens all students and aims to address academic and behavior challenges using a tiered approach to interventions.
 - Tier 1 - Universal Instruction
 - Tier 2 - Small intervention groups
 - Tier 3 - Intensive targeted intervention in small groups
- ***MTSS Work Group: Examine System Bias***



MTSS Baseline Data Analysis

- How many students in each grade are receiving academic interventions?
- How many students in each grade are receiving behavioral interventions?
- Which demographic groups are represented in this group?
- What percentage of students are referred for special education?
- What percentage of students are receiving Tier 2 interventions?
- What percentage of students are receiving Tier 3 interventions?



Wauna**GROW**⁶⁶



At The GROW Program, we believe:

- Relationships come first. Trust and connection are the foundation for all learning.
- Regulation and safety matter. We create a calm, predictable environment where students can feel secure.
- Communication is key. Every child deserves a voice and support in expressing it.
- Behavior is communication. We respond with curiosity and support rather than judgment.
- Strengths are celebrated. We build on what your child can do and honor their unique pathway.





Our Commitment

We know there will be challenges as we learn and grow together.
Our promise:

- We will listen with empathy.
- We will adjust with flexibility.
- We will celebrate growth, no matter how small.
- We will partner with you every step of the way.

Together, we are cultivating a learning community where your child can thrive—developing the skills needed to broaden opportunities in their school of enrollment, in the community, and beyond.



Questions?

69

