

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

Monday, February 24, 2025

3:00 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](mailto: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. WAIVER APPLICATION TO USE LAUDE RANKING INSTEAD OF  
GPA FOR WISCONSIN GUARANTEE**

3

Tim Schell

The Wisconsin Guarantee requires high schools to provide student rankings to the Universities of Wisconsin for preferred admission. Brian Borowski and I recommend that we submit a waiver application to DPI so that we can use our local Laude ranking instead of

GPA. Other high schools that use Laude are exploring this option, and we feel this aligns with our high school honors model and fits our local needs. This would be an action item.

**VI. NEXTPATH OVERVIEW**

**9**

Tim Schell and Amy Johnson

NextPath is our primary platform for organizing student data for decision-making. It has replaced eduCLIMBER and provides additional capabilities. Amy and Tim will provide a high level overview and answer questions. You may want to review this brief video on staff navigation and review the attachment on how interventions can be documented in NextPath in advance of the meeting, but it is not necessary.

**VII. FUTURE AGENDAS AND MEETINGS**

March-First look at textbook and summer curriculum project requests. Intermediate and Middle School mathematics resource recommendation.

April-Second look (action items) at textbook and summer curriculum project requests. Instructional technology overview.

May-Testing and Assessment schedule. Clarification of higher level goals for upcoming SIP meetings if needed. Spring local assessment data including intervention trends.

**VIII. 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.”



## **§118.38 Waiver Application Background and Guidance**

### **Waiver Provisions**

Under Wisconsin Statutes [§118.38](#), a school board may request a waiver of any requirement in Wisconsin Statutes Chapters 115 to 121 or related administrative rules, except for statutes or rules related to any of the following:

1. The health or safety of pupils;
2. Pupil discrimination under s. 118.13;
3. The pupil assessment program under s. 118.30 and the standardized reading test required under s. 121.02 (1) (r);
4. Pupil records under s. 118.125;
5. The collection of data by the department;
6. The uniform financial fund accounting system under ss. 115.28 (13) and 115.30 (1) and audits of school district accounts under s. 120.14;
7. Licensure or certification under s. 115.28 (7) or (7m) other than the licensure of the school district administrator or business manager;
8. The commencement of the school term under s. 118.045; and
9. The requirements established for achievement guarantee contracts under s. 118.43 and for achievement gap reduction contracts under s. 118.44.

In requesting a waiver a school board must hold a public hearing in the school district on the request. The school board is also required to specify in its request for a waiver its reason for requesting the waiver. If requesting a waiver for hours of instruction, a resolution must also be submitted along with information detailed in Wisconsin Administrative Code [PI 8.01\(4\)\(b\)](#).

In reviewing waiver requests, the Department of Public Instruction (DPI) must consider whether the statute or rule requested for waiver impedes the district's progress in achieving educational goals to best serve all students.

For any hours of instruction waiver requests as per statute, the DPI must additionally consider the response of the community to the proposed waiver, the length of the school closure, and whether there is sufficient time before the end of the school year to adjust the school calendar to provide the required hours of direct pupil instruction missed (See appendix A on page 6).

### **Considerations Before Applying for a Waiver**

School districts have flexibility to implement changes regarding how a program is delivered, how much of a program is delivered, and who delivers it. Temporary variations like this to planned school operations do not need a waiver. They temporarily disrupt the normal flow of programming implementation or delivery, but do not necessarily require an entire program or service to be discontinued for the school year.

Consideration should be given to the flexibility or options available under the law. For instance, what are the minimum requirements? Are there alternative compliance options? The DPI has published documents detailing flexibility around aspects of the law and is available to answer your questions.

A waiver should only be considered when a school district anticipates or has determined it cannot offer a program or service required under the law during the school year. A waiver may also be desired if a school district does not anticipate being in compliance with a statutory requirement by virtue of the design of its plan of instruction or an innovation it desires to implement. Where this is the case, a school board may complete a request for waiver from a particular statute or administrative rule and explain the circumstances that will require a formal waiver.

## District Waiver Application

Applications will be accepted on a rolling basis.

The waiver application includes the following seven components.

- I. **General Information:** The information in this section details which schools are affected by the request. Waiver requests could apply to one school, more than one school, or all schools in a district. As a result, this section of the application should note the specific schools included in the waiver request. If all district schools are impacted, the applicant should note that the request applies district-wide.
- II. **Waiver Request:** The applicant will specify the statutory and/or administrative rule provisions for which they are requesting a waiver. Additional information about statutory requirements can be found in the [2021 Legislative Fiscal Bureau Informational Paper #31, Statutory Requirements for School Districts](#).
- III. **Statement of Need:** This section of the application should address the district's rationale for the requested waiver(s).
- IV. **Abstract:** Address how the granting of the waiver impacts the school and/or school district's ability to meet educational goals and, if applicable, improvement plans.
- V. **General Assurances:** This portion of the application is intended to ensure that several steps have occurred. Specifically:
  - Stakeholder engagement has occurred, including a school board hearing and a board resolution or vote approving the flexibility application;
  - The district has conducted a financial review and can assure the plan's fiscal viability;
  - The district's flexibility request is in full compliance with all state and federal laws, including those outlined above regarding waiver requests; and
  - The district has developed a process for reviews of the implemented flexibilities with its local school board, and those reviews will be publicly available.
- VI. **Certifications/Signatures:** The application requires the signature of both the district administrator in charge of implementing the waiver and the school board president, certifying school board approval of the request.
- VII. **Appendix A:** There are additional administrative rule requirements for the hours of instruction waiver request. This appendix details those additional requirements which must be completed in addition to the rest of the form.



**INSTRUCTIONS:** Email completed original with signature(s) to:

[waivers@dpi.wi.gov](mailto:waivers@dpi.wi.gov)

For best results, it is suggested any PDF form should be downloaded and opened in Acrobat Reader rather than filled out in the browser. Not all PDF features, including the ability to save or use digital signatures, will work as intended when opened in a browser.

For questions regarding this application, contact:

Laura Roeker at [waivers@dpi.wi.gov](mailto:waivers@dpi.wi.gov) or 608-266-3560

**I. GENERAL INFORMATION**

Applicant Agency	Mailing Address <i>Street, City, State, ZIP</i>		
Contact Person <i>First and Last Name</i>		Title	
Contact Person's E-Mail Address	Fax <i>Area/No.</i>	Phone <i>Area/No.</i>	

List schools to which district flexibility application applies:

**II. REQUESTED WAIVERS**

Detail the statutory and/or administrative rule provisions for which a one-year waiver is being requested. *Limit response to space provided.*

**III. STATEMENT OF NEED**

Address the rationale for the requested waiver(s) *Limit response to space provided.*

**IV. ABSTRACT**

Address how the granting of the waiver impacts the school and/or school district's ability to meet educational goals and, if applicable, improvement plans. *Limit response to space provided.*

V. GENERAL ASSURANCES

Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.

Instructions

- Step 1—Read each assurance that follows.
Step 2—Sign and date the certification statement.
Step 3—Include signed certifications and assurances with your application materials.
Step 4—Keep a copy for your records.

Assurance is hereby provided that:

- 1. Stakeholder Engagement: A Public Hearing was held on \_\_\_\_\_ and a copy of the resolution is attached.
2. Finances: The Applicant can show the flexibility plan is fiscally viable.
3. Compliance with State and Federal Laws: The Applicant has evidence that the flexibility plan meets all state and federal legal requirements, including those related to pupil confidentiality [Wis. Stats. s. 118.125] and those required for seeking a waiver from the State Superintendent [Wis. Stats. s. 118.38]. As part of this assurance, the Applicant agrees it is not seeking a waiver from any statutory provision ineligible for a waiver under Wis. Stats. s. 118.38, including those related to:
a. The health and safety of pupils;
b. Pupil discrimination;
c. Pupil assessment;
d. Pupil records;
e. Data collection/reporting;
f. Financial reporting and audits;
g. Licensure or certification;
h. Commencement of the school term; and
i. Requirements for SAGE/AGR contracts.
4. School Board Review: The Applicant will implement a process for reviewing the impact of the flexibility plan with its local school board.
5. Programmatic Changes: The Applicant shall obtain the prior approval of the WDPI prior to adding additional schools (if not listed in the original application) or implementing additional waivers that may be needed to implement the flexibility plan.
6. Duration: The Applicant is submitting this application with the understanding that any flexibility approved is approved for only one school year.

VI. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Table with 2 columns: Signature of School District Administrator, Date Signed Mo./Day/Yr. and Signature of School Board President If applicable, Date Signed Mo./Day/Yr.

---

**VII. APPENDIX A**

---

**Hours of Instruction Waiver Request—Additional Administrative Rule Requirements**

As required under PI 8.01(4), a school district board requesting a waiver from the required number of hours of direct pupil instruction shall submit the following information to the DPI along with the waiver request form:

A letter from the district administrator or school board president requesting a waiver from the hours of direct pupil instruction requirement under sub. (2) (f) and s. 121.02 (1) (f), Stats., and specifying the reason or reasons for requesting the waiver.

A record of the public hearing held under s. 118.38 (1) (b), Stats., indicating the response from the community to the waiver request.

A copy of the order to close the school under s. 115.01 (10) (b) or (c), Stats., if applicable. If the order is submitted under s. 115.01 (10) (c), Stats., a copy of the board minutes indicating approval of the request for a waiver.

The number of hours requested to be waived.

The dates the school or schools were closed.

A description of the actions the school board took to make up the hours of instruction missed during the period of the school closure and what prevented the district from scheduling and holding at least the number of hours of direct pupil instruction specified under sub. (2) (f) and s. 121.02 (1) (f), Stats.

The number of days planned for inclement weather and parent teacher conference days as specified under sub. (2) (f).

---



# NEXTPATH EDUCATION

Helping schools with the important info to  
promote pathways of success

# Student Supports and Interventions<sup>19</sup>



This will help you:

- Create student supports
- Update student supports
- Find students who are/have receive student supports
- Configure the setup for your supports



# What are Student Supports?

- Way of documenting the type(s) of support students receive in addition to core instruction
  - Students with Disabilities
  - 504 Plans
  - Multilingual Learners
  - Interventions
  - Advanced Learners



# How can these be used in the system?

- Visible on student profile and data wall
- Used as filters to find students who have received interventions

**Xander Euan** 2023-2024

Male Two or More Races Backpack Intermediate School 6th

Classes

**Documents**

- Documents
- Attachments

**Supports**

- Fluency (Tier 3)
- 1 Inactive Supports

**Incidents**

No Available Data

**Attributes**

No Attributes

**Career Readiness**

Ready to Go (Met 2 out of 3)

**Attendance**

92% On Watch (Present 150.5 of 163 days)

**Standards**

Standard	At Target	Below Target
T1	31	16
T2	0	2

**Monitor Measure(s)**

- CBMR-English: 1.40
- CBMmath Process - Level 6 GOM: 0.77

**i-Ready; iReady ELA**

Proficiency/State Benchmark - Not Yet

Percent Progress to Annual Typical Growth (%): 200

Duration: 43

Scale Score: 515

Percentile: 12

**i-Ready; iReady Math**

Proficiency/State Benchmark - Not Yet

Percent Progress to Annual Typical Growth (%): 0

Adventure Peaks School District (3)





Xander Euan

DOB: 2012-07-16

Two or More Races

Gender: M

DETAILS

DOCUMENTS 0

CHANGE HISTORY 2



Xander is receiving additional Tier 3 Intervention to improve Fluency through Fluency Self Monitoring with Griffin Aarron from September 20, 2023 to June 30, 2024



Xander's progress is being monitored using CBMR-English as needed from September 17, 2023 to June 30, 2024 with a goal of 154



14





Xander Euan

DOB: 2012-07-16 Two or More Races Gender: M

DETAILS

DOCUMENTS 0

CHANGE HISTORY 2

Phase Line

Tools



Updated instructional service start date to 9/20/2023, instructional service to Fluency Self Monitoring

Effective: 09-19-2023 by Jaime Harris



Updated end date to 6/30/2024  
06-26-2024 by Jaime Harris



Edit Phase

Delete

15



# Easily Track students receiving Supports

← My Student Supports

▽ All Students    Group By Monitor ▾

🔍 Search

**33% Not On Track (7 Students)**

Student	Support	Status
Mael Indy	Equipped for Reading Success	On Track
Zachary Lincoln	95 Literacy Intervention System	On Track
Cole Alastair	Engage Literacy: Wonder Words	On Track
Jack Jenson	95 Comprehension, Grades 3-6	Not On Track (-7)
Taylor Aeron	Guided Reading Plus	On Track
Oluwatobiloba Derin	Click or Clunk	Not On Track (0.56)
Avraham Dyllan-James		



# Easily Make Changes to Supports

Update Support Details

As of 06/26/2024 

To Tier Keep as is...  

To Service All About Reading 

[06-26-2024 to 05-01-2024](#)

To Staff Keep as is... 

To Measure Keep as is... 

Phase Information

Show Phase Line 

Cancel Save

05/28 - 06/01  
● CBMR-English



# Creating Supports



# Create Support from Profile



Xander Euan

Male Two or More Races Backpack Intermediate School 6th

Classes

## Documents



Documents

0



Attachments

0



## Supports



Fluency

Tier 3

[1 Inactive Supports](#)



# Create Support from Data Wall

2 items selected		Student Support		Print Selected	
2023-2024 3rd			2023-2024 Growth		
Student				i-Ready - iReady ELA	
				Winter Growth	Spring Growth
<input type="checkbox"/>	<a href="#">Abdisalam, Roy</a>	0		95	0
<input checked="" type="checkbox"/>	<a href="#">Abdur-Rahman, Gian</a>	0		41	241
<input type="checkbox"/>	<a href="#">Abel, Rhys</a>	0		150	206
<input checked="" type="checkbox"/>	<a href="#">Abhisumant, Aleem</a>	0		53	164
<input type="checkbox"/>	<a href="#">Abhisumant, Blair</a>	0		173	176



# Create Support from Collect & Add

← Collect and Add Info

### Get others' thoughts

Manage questionnaires to get a glimpse into what people in your district are thinking



-  GLIMPSE MANAGER  
View, update & schedule questionnaires >
-  GLIMPSE QUESTIONS  
Browse and update questions to ask >

### Record student behavior

Add a record of a positive, problematic or other student behavioral incident



-  ADD AN INCIDENT  
Individual Students >
-  UPDATE INCIDENT DATA  
0 Drafts >

### Add scores or upload data

Record or upload scores from measurements or upload other data



-  SCORE MANAGER  
Enter student scores >
-  IMPORT MANAGER  
Upload data from other sources >

### Record student info

Add student attributes, record student supports



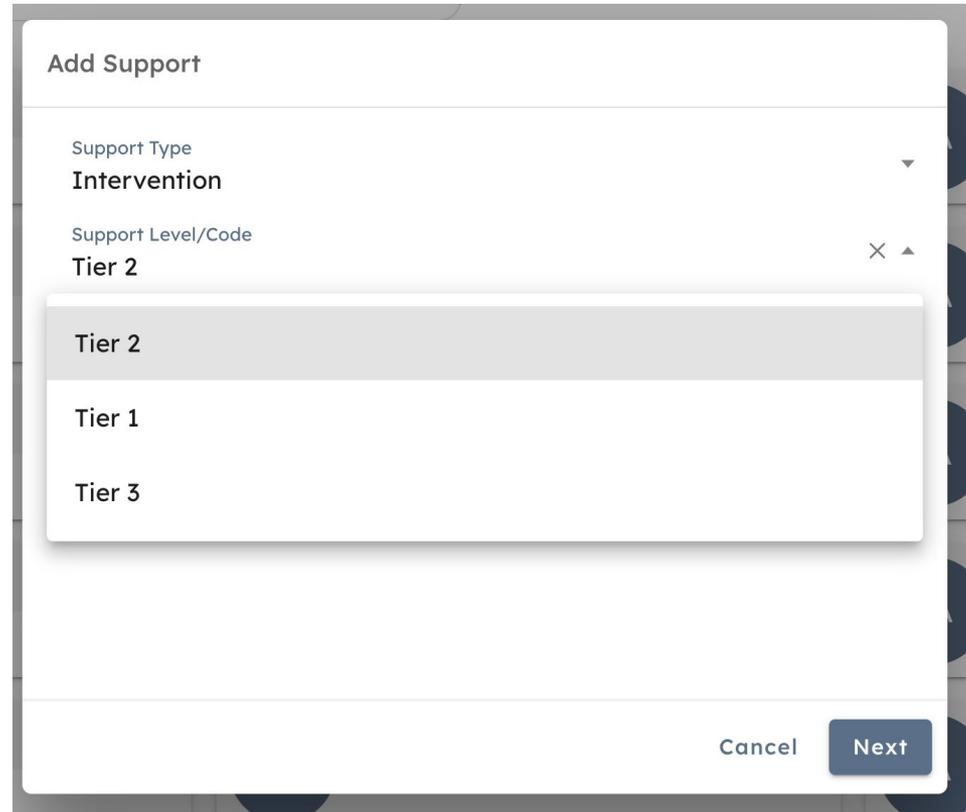
-  STUDENT SUPPORTS  
Add, update or delete student supports >
-  STUDENT ATTRIBUTES  
Add, update or delete student attributes >

21



# Options for fields required by level

- If you choose Tier 1 or 2, you will have less to fill out than with Tier 3



The screenshot shows a form titled "Add Support". It has two main fields: "Support Type" with a dropdown arrow and "Support Level/Code" with a dropdown arrow and a close button (X). The "Support Level/Code" dropdown is open, showing three options: "Tier 2" (highlighted), "Tier 1", and "Tier 3". At the bottom right of the form are "Cancel" and "Next" buttons.

Add Support

Support Type  
Intervention

Support Level/Code  
Tier 2

Tier 2

Tier 1

Tier 3

Cancel Next



# Optional Custom Fields

### Add Support

Goal/Objective

**B** **I**    **P** **h1** **h2** **h3** **h4** **h5** **h6** 



[Cancel](#) [Next](#)



# Lists filter based on selection

Add Support

SUPPORT TYPE  STRATEGY

**Strategy**  
What additional instruction will the student(s) receive? [ADD STRATEGY](#)

Area of Need  
Reading ✕ ▲

- Reading
- Math
- Oral Language
- Social/Emotional/Behavioral
- Writing

Cancel **Create**



# Add Strategy if secondary strategies needed

## Strategy

What additional instruction will the student(s) receive?

[ADD STRATEGY](#)

Area of Need

Social/Emotional/Behavioral



Skill Focus



- Emotional Development
- Self-Concept
- Social Competence



# If Imported, Measurement fields are limited



## Goal

How will we know there is enough progress?

[ADD MEASURE](#)

Measure

CBMmath CAP |



Monitor schedule and scores will be imported automatically based on support dates

Reset

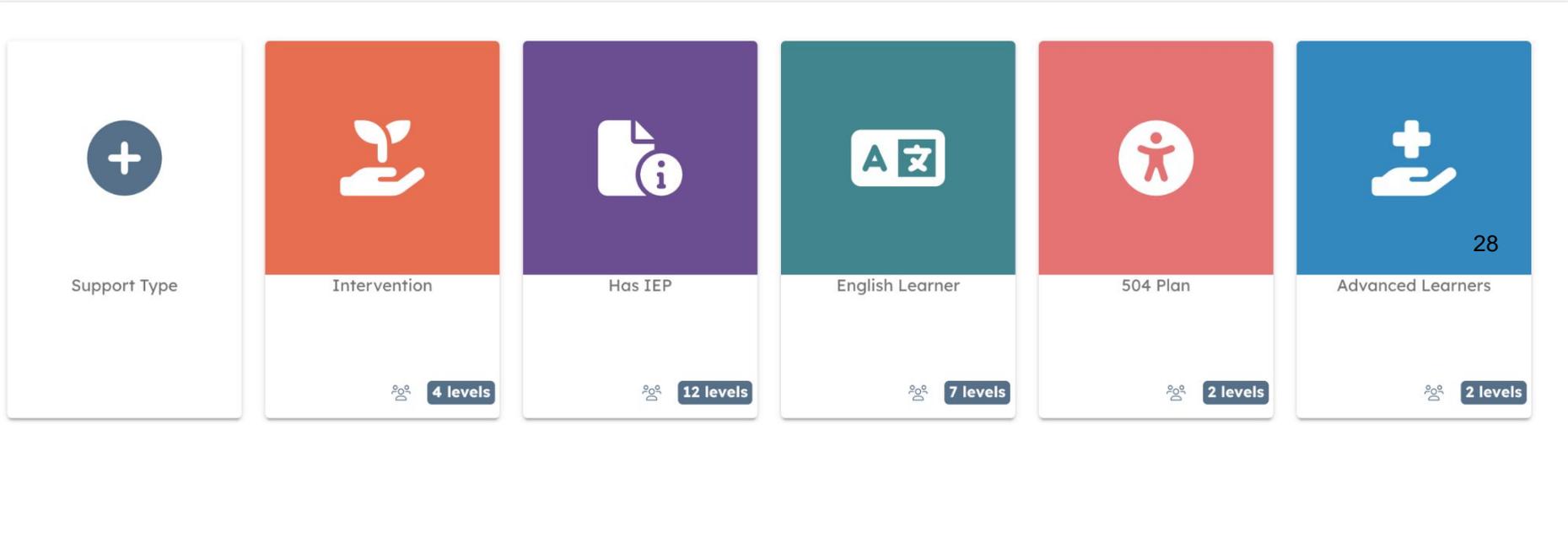
Staff



# Configuration



# Support Configuration



# Setup Options

SUPPORT LEVELS	STATUS CODES	OPTIONS
<input type="checkbox"/> Level Name	Support Code/Level	<input type="button" value="Add"/>
<input type="checkbox"/> Tier 1	<input type="radio"/> Instructional Service <input type="radio"/> Monitoring <input type="radio"/> Review Dates	<input type="button" value="⋮ &gt;"/>
<input type="checkbox"/> Tier 2	<input type="radio"/> Instructional Service <input type="radio"/> Monitoring <input type="radio"/> Review Dates	<input type="button" value="⋮ &gt;"/>
<input type="checkbox"/> Tier 3	<input checked="" type="radio"/> Instructional Service <input checked="" type="radio"/> Monitoring <input checked="" type="radio"/> Review Dates	<input type="button" value="⋮ &gt;"/>
<input type="checkbox"/> Tier 2 Behavioral	<input checked="" type="radio"/> Instructional Service <input type="radio"/> Monitoring <input type="radio"/> Review Dates	<input type="button" value="⋮ &gt;"/>



## SUPPORT LEVELS

## STATUS CODES

## OPTIONS

	Level Name		
☰			<input type="button" value="Add"/>
☰	<b>Tier 1</b>	<input type="radio"/> Instructional Service <input type="radio"/> Monitoring <input type="radio"/> Review Dates	⋮ >
☰	<b>Tier 2</b>	<input type="radio"/> Instructional Service <input type="radio"/> Monitoring <input type="radio"/> Review Dates	⋮ >
☰	<b>Tier 3</b>	<input checked="" type="radio"/> Instructional Service <input checked="" type="radio"/> Monitoring <input checked="" type="radio"/> Review Dates	⋮ >
☰	<b>Tier 2 Behavioral</b>	<input checked="" type="radio"/> Instructional Service <input type="radio"/> Monitoring <input type="radio"/> Review Dates	⋮ >

Which fields are required for staff to complete



# Click to see all options required on setup

Limit the services/strategies in the list

Tier 2

**Instructional Services**  
Does this support level require instructional services? **6 Services**

---

**Measures**  
Does this support level require monitoring?

---

**Review Dates**  
Does this support level require review dates?

---

**Progress Monitoring Setup** >

---

**Documents**

**Additional Fields**

Goal/Objective  
textarea

**Available Fields**



# Selecting Monitoring Measures

Measure progress with  
grades, standards, other  
assessments

FastBridge

108



32

Traditional



Standards



# Restrict which measures are available



Add



<input type="checkbox"/> Measure	Support Type Level	Skill	School	Grade	Active
<input type="checkbox"/> CBMMath Automaticity - 2x1 Subtraction from 20	Any	Any	Any	Any	<input checked="" type="checkbox"/>
<input type="checkbox"/> CBMMath Automaticity - Addition to 20	Any	Any	Any	Any	38 <input checked="" type="checkbox"/>
<input type="checkbox"/> CBMR-English	Any	3 selected	Any	Any	<input checked="" type="checkbox"/>
<input type="checkbox"/> CBMR-Spanish	Any	Any	Any	Any	<input checked="" type="checkbox"/>
<input type="checkbox"/> CBMmath Automaticity - 1x1 Addition to 10	Any	13 selected	Any	Any	<input checked="" type="checkbox"/>



# Status Codes

SUPPORT LEVELS

STATUS CODES

OPTIONS

Level Name	
Reviewed and continuing intervention	⋮ ≡
Skill increased to grade-level expectation; exited	⋮ ≡
Reviewed and changed intervention to increase intensity	⋮ ≡
Active	⋮ ≡
Referred to Special Ed	⋮ ≡
Increase Tier Level	⋮ ≡



# General Options

SUPPORT LEVELS

STATUS CODES

OPTIONS

Support Type Name		Intervention
Max Levels Per Student ...		1
Color		
Icon	hand-holding-seedling	 
Import Maps	 hand-holding-seedling	

35



# Configure your District Strategies

← Instructional Services



New

Cloud Pack



<input type="checkbox"/>	Name ↕	Description ↕	Skills	Recommended Setting	Active ↕
<input type="checkbox"/>	95 Comprehension, Grades 3-6				<input checked="" type="checkbox"/>
<input type="checkbox"/>	95 Literacy Intervention System				<input checked="" type="checkbox"/>
<input type="checkbox"/>	95 Multisyllable Routine Card				<input checked="" type="checkbox"/>
<input type="checkbox"/>	95 Phonemic Awareness Lessons				<input checked="" type="checkbox"/>
<input type="checkbox"/>	95 Phonics Booster Bundle® Tune-Up				<input checked="" type="checkbox"/>
<input type="checkbox"/>	95 Phonics Chip Kit				<input checked="" type="checkbox"/>
<input type="checkbox"/>	95 Phonics Lesson Library®				<input checked="" type="checkbox"/>
<input type="checkbox"/>	95 Phonics Skill Series™ Short Vowels				<input checked="" type="checkbox"/>
<input type="checkbox"/>	95 RAP				<input checked="" type="checkbox"/>
<input type="checkbox"/>	95 Teaching Blending®				<input checked="" type="checkbox"/>

