



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

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

May 6, 2024

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

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment

Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.

- IV. Actionable Items
 - A. K-12 Art Curriculum Maps
 - B. K-12 Art Education Materials Acquisition
 - C. 2024-2025 Elementary Agenda Planner Inserts and Secondary Student Handbooks
 - D. District Professional Development Plan 2024-2025
 - E. District Professional Development Calendar 2024-2025
 - F. Project Lead the Way Through UW-Green Bay
 - G. Pupil Nondiscrimination Report
 - H. Gaggle Therapy
 - I. Renaissance Learning Contract for 2024-2025
- V. Updates
 - A. K - 12 Literacy Audit
 - B. Student Travel
- VI. Consent Agenda Items
- VII. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda however, no deliberation or action will be taken by other Committees or the full Board of Education.



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- I. Call to Order
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- IV. Actionable Items
 - A. K-12 Art Curriculum Maps

Roxanne Filtz, Director of Curriculum and Instruction, Valerie Sydorowicz and Kimberly Hansen, K-12 Art Education Curriculum Coordinators, will be present to share the proposed curriculum maps for the K- 12 art education curriculum. Ms. Hansen and Ms. Sydorowicz along with the K-12 Art Education Curriculum Subcommittee have been working to revise the K-12 Art Education Curriculum Maps, focusing their work around the Wisconsin Model Academic Standards for Art and Design Education.

Ms. Sydorowicz and Ms. Hansen presented the proposed K-12 curriculum maps to the District Council for Instructional Improvement (CII) on April 24, 2024. The CII unanimously voted to recommend approval of the 6-12 proposed curriculum maps and voted 23 -1 in favor of approving the K-5 proposed maps. Some comments made were:

- I wish the K-5 maps had more specifics like the 6-12 maps do for the units. As a new teacher, there isn't a lot of guidance.
- Very thorough! Nice work - I like the maps.
- Thank you for all the opportunities you provide for our students.
- I like the inclusion of an "art code of conduct."
- Nice job, I know this is a big process

Attachment A provides examples of the proposed maps.

The administration recommends adoption of the proposed K-12 Art Education Curriculum Maps as presented, beginning with the 2024-2025 school year.

B. K-12 Art Education Materials Acquisition

The Art Education Curriculum Subcommittee discussed potential materials to support the recommended curriculum maps and secured several quotes from a variety of vendors. Ms. Filtz, Ms. Sydorowicz and Ms. Hanson will share the acquisition proposal for grades K-12. Because the acquisition is equipment, there was not a public viewing of the proposed materials. Attachment B sets out the recommendation for the K - 12 art education acquisition.

The Council for Instructional Improvement (CII) discussed the acquisition proposal at its April 24, 2024 meeting and unanimously (24 – YES and 0 – NO) voted to recommend approval of the proposed purchases.

The administration recommends approval of the proposed K-12 art education acquisition as presented in an amount not to exceed \$135,000 to be funded through the WRPS Referendum Curriculum budget.

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

Proposed changes for the 2024-2025 Student Handbooks for Lincoln High School (LHS), Wisconsin Rapids Area Middle School (WRAMS) and Agenda Planner Inserts for the Wisconsin Rapids elementary schools are set out in Attachments C, D and E respectively. Ms. Filtz, as well as building administrators, will present the proposed modifications.

The administration recommends approval of the proposed modifications to the LHS Planner for the 2024-2025 school year.

The administration recommends approval of the proposed modifications to the WRAMS Planner for the 2024-2025 school year.

The administration recommends approval of the proposed modifications to the elementary agenda planner inserts for the 2024-2025 school year.

D. District Professional Development Plan 2024-2025

Attachment F sets out the proposed Professional Development Plan for the 2024-2025 school year. The plan was shared with the Quality Educator Committee, the District CII and the administrative teams. As the various district committees set their 2024-25 goals and action steps, they consider the Board approved 2024-2025 District Strategic Plan as well as the District Professional Development Plan.

The administration recommends approval of the 2024-2025 Professional Development Plan as presented.

E. District Professional Development Calendar 2024-2025

Attachment G sets out the proposed schedule for the Professional Development Days Calendar for the 2024-2025 school year. The schedule was developed with input from the Quality Educator Committee, the curriculum coordinators, the

Council for Instructional Improvement and the administrative team. Professional Development Days are a valuable component in maintaining instructional excellence for our students. The purpose of Professional Days is to achieve the following:

- Meet the District and building professional development goals as set out in the WRPS Professional Development Plan
- Provide collaboration time for teachers
- Provide professional development for teachers at the building and district levels
- Provide a cost-effective means of offering professional development
- Provide professional development time without taking teachers out of the classroom.

The administration recommends approval of the proposed Professional Development Day Calendar for the 2024-2025 school year.

F. Project Lead the Way Through UW-Green Bay

Lincoln High School has offered Project Lead the Way Engineering courses for over a decade. This was in partnership with the Milwaukee School of Engineering (MSOE) where LHS students could earn credit if they attended MSOE. In mid-July of 2023, LHS received information that MSOE would no longer be transcribing PLTW courses. In response to this development, LHS staff explored the possibility to continue teaching the current PLTW courses for college credit with UW-Green Bay through their College Credit in High School (CCIHS) program. Over the past year, Adam Klonowski, instructor of our PLTW courses, has been credentialed by UW-Green Bay to offer CCIHS courses as listed in the chart below. UW-Green Bay will charge LHS students at the current CCIHS rate of \$105 per college credit.

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

The administration recommends approval of the proposed partnership with UW-Green Bay to offer the courses presented as Project Lead the Way courses to receive college credit through UW-GB's College Credit in High School Program beginning with the 2024-2025 school year.

G. Pupil Nondiscrimination Report

The Pupil Nondiscrimination Self Evaluation Report must be completed every five years as required by the Department of Public Instruction. The purpose of the report is to foster equitable and successful schools for all students. Each five year cycle has specific requirements and areas of focus. To meet the five-year evaluation and reporting requirements for Cycle VI, districts must evaluate the status of nondiscrimination and equality of educational opportunity in the following eight areas:

- School board policies and administrative procedures.
- Enrollment trends in classes and programs.
- Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.
- Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.
- Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.
- School district efforts to achieve equality of educational opportunity and nondiscrimination.
- School district technology, including electronic communications by school district staff.

A committee representing various positions and departments was created. This committee was responsible for collecting information, analyzing data, and writing the report. Findings for each of the eight areas are indicated in the report as well as recommendations for improvement. A summary of the report is included as Attachment H.

The administration recommends approval of the Pupil Nondiscrimination Self Evaluation Report.

H. Gaggle Therapy

Since the start of the 2021-2022 school year, WRPS has been in a contract with Gaggle Therapy to address the local counselor shortage. Gaggle Therapy provides secure video platform-based mental health and support services to students, facilitated by licensed therapists and counselors experienced in working with children and teenagers. With parental consent, students participate in 45-minute weekly video therapy sessions. Sessions can take place during or outside of school hours depending on student needs and their availability. All FERPA and HIPAA guidelines are adhered to, and there are no costs for families or parents, as WRPS pays a retainer fee. The original retainer fee was based on 1% of the district's student population. As the usage and cost per session have increased, the retainer

fee has also increased from \$43,960 (2021-2022) school year to \$55,040 (2022-2023), and \$72,864 (2023-2024). WRPS would like to continue our contract with Gaggle for \$50,000 for the 2024-2025 school year. The service is refundable or can be carried forward to the next year if unused. Since the start of the 2021-2022 school year, 179 students have utilized Gaggle. An additional 43 students were referred, but did not follow through on services. ESSER, Mental Health Funds and Stronger Connections funds will be used to fund this service.

The administration recommends approval of the purchase of Gaggle Therapy for the 2024-2025 school year for a total cost not to exceed \$50,000.00; the purchase will be made using ESSER III, Mental Health Grant and Stronger Connections Grant funds.

I. Renaissance Learning Contract for 2024-2025

Wisconsin Rapids Public Schools would like to enter into an agreement with Renaissance Learning to renew the Renaissance products we currently use for student learning for a total cost of \$207,405.08. This cost includes a 3-year renewal for FastBridge for all WRPS schools, a 3-year renewal of Star Math for all WRPS schools and a 3-year renewal of Star Reading for all WRPS elementary schools and Central Oaks Academy. In addition, WRPS would like to enter into a 1 year agreement with Renaissance Learning to renew EduClimber, our data warehousing program, for use district wide at a total cost of \$30,695.02.

STAR Math is used to screen students three times per year to determine student progress in mathematics. STAR Math is taken by students in grades two through high school geometry. The screening is especially useful in deciding whether a student needs intervention or acceleration in mathematics. In addition, student results on the STAR math assessment are used for reporting math achievement as required by the state for participation in the Achievement Gap Reduction (AGR) program. Students in other grades are screened in mathematics using different products. Students in kindergarten and grade one are screened using an assessment created by district math teachers. Students in math courses beyond geometry are screened using the Early Math Placement Tool (EMPT), which is an assessment that is designed to allow high school students to see how ready they are to pursue math courses at the post-secondary level.

STAR Reading is used to screen students three times per year in grades two through five to determine student progress. The screening is especially useful in deciding whether or not a student needs intervention or acceleration in reading. In addition, student results on the STAR Reading assessment are used for reporting reading achievement as required by the state for participation in the Achievement Gap Reduction (AGR) program.

FastBridge is a data warehousing program that is multifaceted and contains math, English/language arts, and social emotional screeners along with numerous interventions. FastBridge provides educators with tools to support student progress and academic growth.

Because the district is upgrading to Skyward Qmlativ for the 2024-25 school year, it is unknown how many features in the new Skyward program will be able to replace what we are currently using EduClimber for, in regards to housing student data. Therefore, we are renewing EduClimber for one school year versus a 3-year renewal in order to evaluate each program's capabilities and any duplication of information.

The administration recommends the approval of the contract with Renaissance Learning to renew FastBridge, STAR Reading and STAR Math for 3 years and to renew the EduClimber Data Warehousing Software for 1 year for a total cost of \$238,100.10 to be paid through ESSER III grant funds.

V. Updates

A. K-12 District Literacy Audit

Ms. Filtz will provide the committee with a summary of the 2023-2024 K-12 District Literacy Audit that was performed by CESA 5. A copy of the Summary Report is included as Attachment I.

B. Student Travel

Student Trip to Germany from March 25 - April 4th, 2026

Lincoln High School World Language teacher Ellie Mancheski is planning a Student Tour of Germany that will take place from March 25 through April 4, 2026. The itinerary of the trip is included as Attachment J. Ms. Mancheski will be present to provide the committee with the details of the trip.

Educators Rising and FCCLA

Eight Members of Lincoln High School's Educators Rising placed in the top 2 of their respective categories during the state competition which qualifies them to attend the National Leadership Conference in Washington DC this summer from June 28 - July 1.

Four members of LHS Family, Career and Community Leaders of America (FCCLA) placed in the top 2 in their respective category which qualifies them to attend the National Leadership Conference in Seattle, WA this summer which will be held from June 29 - July 3. In addition, Wisconsin Rapids Lincoln FCCLA is proud to announce that Maggie Kozlowski was voted to be a state FCCLA officer for the 2024-25 school year.

Students from both student organizations who choose to attend the National Conferences are responsible for paying their registration, travel and hotel fees. Students can participate in fundraising opportunities throughout the school year as well as ask businesses/family for sponsorship. This year, Educators Rising students Ntsaaab and Summer Khang will travel with their parent to Washington DC. FCCLA members Hayley Jensen and Maggie Kozlowski will travel to Seattle with parent chaperones Melanie Kozlowski and Deb Jensen.

Wisconsin Rapids Middle School FBLA

After a successful State Leadership Conference (SLC) which was held in Wisconsin Dells on February 25-26th, 2024, Wisconsin Rapids Area Middle School has 9 competitors moving on to the National Leadership Conference (NLC). The chapter also received 2nd place Outstanding Chapter in the State and Second Largest Chapter in the State. Only the top two place getters in each category get to move on to the National Leadership Conference in Orlando, Florida.

Nine students, one advisor, and two parents are looking forward to a great conference this summer when they travel to Orlando, FL on June 28 through July 3rd, 2024. The cost of the trip is \$875.00 which includes travel, lodging and registration. Students have been and continue to fundraise and the chapter will cover a portion of the costs. Also \$50.00 of building funds have been allocated to each student attending. The students will be responsible for paying the difference.

The following students advanced to National Leadership Conference:

- Abrietta Hartjes-Interpersonal Communication
- Leighton Johnson-Critical Thinking
- Tatum Morrison-Multimedia and Website design and Annual Chapter Activities
- Foster Michels-Business Ethics
- Isaiah Strehlau-Exploring Business Issues
- Carter Braund-Exploring Business Issues
- Ellie Weinfurter-Career Research
- Katherine Duerr- Community Service Presentation
- Allison Stultz-FBLA Mission and Pledge and Community Service Presentation

The following students placed in the top 5 but will not advance to NLC:

- Caelan Wettern-Elevator Speech
- Rease Goodenough-Community Service Presentation
- Adalee Saeger-Business Ethics
- Kendall Bickelhaupt- Business Ethics

VI. Consent Agenda Items

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

VII. Future Agenda Items/Information Requests

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

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

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

Visual Art K-2

Artistic Process	Units	State Standards Learning Targets	Common Assessments
<p>Create Students will generate, develop, and refine artistic work.</p> <p>Present Students will develop, refine, and convey meaning through the production and presentation of artistic work.</p> <p>Respond Students will critically interpret intent and meaning in order to evaluate artistic work.</p> <p>Connect Students will relate their artistic work with prior experience and external context.</p>	<p>Elements and Principles of Design Drawing Painting Printmaking Fibers Sculpture Jewelry Mixed Media Technology</p>	<p>Performance Indicators Learning Targets Scope and Sequence</p> <p>A.A.Cr.1.e: Investigate A.A.Cr.2.e: Plan A.A.Cr.3.e: Make</p> <p>A.A.Pr.1.e: Develop Meaning A.A.Pr.2.e: Communicate A.A.Pr.3.e: Share</p> <p>A.A.R.1.e: Describe A.A.R.2.e: Analyze A.A.R.3.e: Interpret A.A.R.4.e: Inquire A.A.R.5.e: Evaluate</p> <p>A.A.Cn.1.e: Interdisciplinary A.A.Cn.2.e: Career Connections A.A.Cn.3.e: Cultural, Social, and Historical Awareness</p>	<p>Art Rubric</p> <p>Vocabulary</p>

Essential Questions:

How do artists use imagination and creativity in original works of art and design?

How does an artist use visual communication and expression through images and objects to communicate and express ideas using varied media, techniques, and processes?

Visual Art 3-5

Artistic Process	Units	State Standards Learning Targets	Common Assessments
<p>Create Students will generate, develop, and refine artistic work.</p> <p>Present Students will develop, refine, and convey meaning through the production and presentation of artistic work.</p> <p>Respond Students will critically interpret intent and meaning in order to evaluate artistic work.</p> <p>Connect Students will relate their artistic work with prior experience and external context.</p>	<p>Elements and Principles of Design Drawing Painting Printmaking Fibers Sculpture Jewelry Mixed Media Technology</p>	<p>Performance Indicators Learning Targets Scope and Sequence</p> <p>A.A.Cr.4.i: Investigate A.A.Cr.5.i: Plan A.A.Cr.6.i: Make</p> <p>A.A.Pr.4.i: Develop Meaning A.A.Pr.5.i: Communicate A.A.Pr.6.i: Share</p> <p>A.A.R.6.i: Describe A.A.R.7.i: Analyze A.A.R.8.i: Interpret A.A.R.9.i: Inquire A.A.R.10.i: Evaluate</p> <p>A.A.Cn.4.i: Interdisciplinary A.A.Cn.5.i: Career Connections A.A.Cn.6.i: Cultural, Social, and Historical Awareness</p>	<p>Art Rubric</p> <p>Vocabulary</p>

Essential Questions:

- How do artists and designers care for and maintain materials, tools, and equipment?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?

Visual Art Grade 6

Artistic Process	Units	State Standards Learning Targets	Common Assessments
<p>Create Students will generate, develop, and refine artistic work.</p> <p>Present Students will develop, refine, and convey meaning through the production and presentation of artistic work.</p> <p>Respond Students will critically interpret intent and meaning in order to evaluate artistic work.</p> <p>Connect Students will relate their artistic work with prior experience and external context.</p>	<p>2D Drawing Painting</p> <p>Students will learn to use line, and to create values using colored pencils.</p> <p>Students will experiment with new art making methods.</p> <p>Students will demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p> <p>3D Clay or Sculpture</p> <p>Students will learn to use coil construction, or other building methods, and to embellish their pieces.</p> <p>Students will learn to complete pieces with paints or glazes.</p>	<p>Learning Targets</p> <p>Performance Indicators</p> <p>Create A.A.Cr.7.m: Investigate A.A.Cr.8.m: Plan A.A.Cr.9.m: Make</p> <p>Present A.A.Pr.7.m: Develop Meaning A.A.Pr.8.m: Communicate A.A.Pr.9.m: Share</p> <p>Respond A.A.R.11.m: Describe A.A.R.12.m: Analyze A.A.R.13.m: Interpret A.A.R.14.m: Inquire A.A.R.15.m: Evaluate</p> <p>Connect A.A.Cn.7.m: Interdisciplinary A.A.Cn.8.m: Career Connections A.A.Cn.9.m: Cultural, Social, and Historical Awareness</p>	<p>Art Rubric</p> <p>Vocabulary</p>

Essential Questions:

- How do artists and designers care for and maintain materials, tools, and equipment? -What conditions support creativity and innovative thinking?
- How do artists work? How do artists and designers learn from trial and error?

Visual Art Grade 7

Artistic Process	Units	State Standards Learning Targets	Common Assessments Grade Level Vocabulary
<p>Create Students will generate, develop, and refine artistic work.</p> <p>Present Students will develop, refine, and convey meaning through the production and presentation of artistic work.</p> <p>Respond Students will critically interpret intent and meaning in order to evaluate artistic work.</p> <p>Connect Students will relate their artistic work with prior experience and external context.</p>	<p>2D Drawing Painting Pen Colored Pencil</p> <p>3D Clay and/or Sculpture Mixed Media</p> <p>Students will apply unique ideas in their artwork.</p> <p>Students will demonstrate willingness to experiment, innovate, and take risks with new art making methods.</p>	<p>Learning Targets</p> <p>Performance Indicators</p> <p>Create A.A.Cr.7.m: Investigate A.A.Cr.8.m: Plan A.A.Cr.9.m: Make</p> <p>Present A.A.Pr.7.m: Develop Meaning A.A.Pr.8.m: Communicate A.A.Pr.9.m: Share</p> <p>Respond A.A.R.11.m: Describe A.A.R.12.m: Analyze A.A.R.13.m: Interpret A.A.R.14.m: Inquire A.A.R.15.m: Evaluate</p> <p>Connect A.A.Cn.7.m: Interdisciplinary A.A.Cn.8.m: Career Connections A.A.Cn.9.m: Cultural, Social, and Historical Awareness</p>	<p>Art Rubric</p> <p>Vocabulary</p>

[Essential Questions](#)

- How do artists and designers care for and maintain materials, tools, and equipment? -What conditions support creativity and innovative thinking? -How do artists use imagination and creativity in original works of art and design? - How do artists work? How do artists and designers learn from trial and error? - How do artists and designers create works of art or design that effectively communicate?

Visual Art Grade 8

Artistic Process	Units	State Standards Learning Targets	Common Assessments
<p>Create Students will generate, develop, and refine artistic work.</p> <p>Present Students will develop, refine, and convey meaning through the production and presentation of artistic work.</p> <p>Respond Students will critically interpret intent and meaning in order to evaluate artistic work.</p> <p>Connect Students will relate their artistic work with prior experience and external context.</p>	<p>2D Drawing Silk Painting Lettering/Graphic Design</p> <p>Students will design sketches as part of a brainstorming process for each unit.</p> <p>Students will be able to apply intended uses of media and tools to an artistic process or technique to create an original artwork.</p> <p>Students can use line, shading, and pattern to create an original design.</p> <p>Students will work with the principles and elements of design.</p> <p>Students will learn about the connections of art techniques- and their use in a variety of careers.</p> <p>Students will use technology to create art that integrates media arts and visual arts</p> <p>3D Clay Relief Sculpture</p> <p>Students will learn appropriate techniques for each medium</p>	<p>Learning Targets</p> <p>Performance Indicators</p> <p>Create A.A.Cr.7.m: Investigate A.A.Cr.8.m: Plan A.A.Cr.9.m: Make</p> <p>Present A.A.Pr.7.m: Develop Meaning A.A.Pr.8.m: Communicate A.A.Pr.9.m: Share</p> <p>Respond A.A.R.11.m: Describe A.A.R.12.m: Analyze A.A.R.13.m: Interpret A.A.R.14.m: Inquire A.A.R.15.m: Evaluate</p> <p>Connect A.A.Cn.7.m: Interdisciplinary A.A.Cn.8.m: Career Connections A.A.Cn.9.m: Cultural, Social, and Historical Awareness</p>	<p>Art Rubric</p> <p>Vocabulary</p>

Essential Questions- How do artists and designers care for and maintain materials, tools, and equipment?- What conditions and behaviors support creativity and innovative thinking?- How do artists work? How do artists and designers learn from trial and error?- What is an image? Where and how do we encounter images in our world?-How does an artist use visual communication and expression through images and objects to communicate and express ideas using varied media, techniques, and processes?- How do artists and designers create works of art or design that effectively communicate?

Visual Art: Painting II 10-12

Artistic Process	Units	State Standards Learning Targets	Common Assessments
<p>Create Students will generate, develop, and refine artistic work.</p> <p>Present Students will develop, refine, and convey meaning through the production and presentation of artistic work.</p> <p>Respond Students will critically interpret intent and meaning in order to evaluate artistic work.</p> <p>Connect Students will relate their artistic work with prior experience and external context.</p>	<p>Unit 1: Review Color theory, Composition, Artists Mini lessons: Kehinde Wiley Juane Quick to See Smith Riva Lehrer Halim Flowers Firelei Baez Hmong Cloth and Symbolism Josh LaRock Rogier van der Weyden Frida Kahlo</p> <p>Unit 2: Oil Painting and the Expressive Portrait Students will learn how to use oil paints to create an image Students will learn how to blend paints to create highlights, mid-tones, and shadows Students will learn how to develop a composition using various techniques, such as rule of thirds, framing and dynamic</p> <p>Unit 3: Watercolor mixed media Students will learn how to use watercolor brushes to create washes and incorporate mixed media. Students will learn how to use salt, sponges, plastic wrap and masking fluid to create textures Students will use color theory practices to mix and create colors using watercolor pigment</p> <p>Unit 4: Artist Research project Students will research and discuss an artist and their work.</p>	<p>Performance Indicators - Wisconsin Standards for Art and Design Education - Full Document</p> <p>Wis Art and Design State Standards - CREATE A.A.Cr.10.h: Investigate A.A.Cr.11.h: Plan A.A.Cr.12.h: Make</p> <p>PRESENT A.A.Pr.10.h: Develop Meaning A.A.Pr.11.h: Communicate Analyze and Describe A.A.Pr.12.h: Share Curate and Exhibit</p> <p>RESPOND A.A.R.16.h: Describe A.A.R.17.h: Analyze A.A.R.18.h: Interpret A.A.R.19.h: Inquire A.A.R.20.h: Evaluate</p> <p>CONNECT A.A.Cn.10.h: Interdisciplinary A.A.Cn.11.h: Career Connections A.A.Cn.12.h: Cultural, Social, and Historical Awareness</p> <p>WRPS Performance Standards</p>	<p>Art Rubric</p> <p>Art Code of Conduct</p> <p>Scope and Sequence</p> <p>Vocabulary Color Theory Complementary colors Split Complementary Analogous Monochromatic Color Families Oil Paint Medium Thinner Warm Colors Cool Colors Color Schemes Color Communication Value Color/hue Chromatic Black Odorless Turpinoid Brushes Palette Canvas Canvas Panel Grid method Watercolors Layering Positive Painting Negative Painting Wash Bleed back Transparent Color Opaque Color Colors Pigment</p>

	<p>Students will use the 4 steps of art critique to discuss a work of art</p> <p>Students will describe a work of art referring to one or more Aesthetic Theories: Formalism, Imitationalism, Instrumentalism, Emotionalism.</p> <p>Students will demonstrate respectful discussion when analyzing a work of art.</p>		<p>Hot press/cold press paper</p> <p>Formalism</p> <p>Imitationalism</p> <p>Instrumentalism</p> <p>Emotionalism</p> <p>Analyze</p> <p>Describe</p> <p>Interpret</p> <p>Evaluating</p> <p>Reflect</p> <p>Imprimatura</p> <p>Brushes</p> <p>Synthetic and natural bristles</p> <p>Tints</p> <p>Shades</p> <p>Tones</p> <p>Foreground</p> <p>Mid ground</p> <p>Background</p> <p>Aerial perspective</p> <p>Mood</p> <p>Gesso</p> <p>Stretched Canvas</p> <p>Critique</p>
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Essential Questions: How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do people value objects, artifacts, & artworks, & select them for presentation? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How is art used to impact the views of a society? How does art preserve aspects of life? How does one determine criteria to evaluate a work of art? How and why might criteria vary?

Art Department Acquisition Costs - Elementary

DEPARTMENT Building(s)	Company	Item	Type	Qty	Cost	Total Price
Grove, Washington, Woodside, Think, Howe, Mead	Amazon	iPad Stylus	Technology	180	19.99	\$3,598.20
Grant, Grove, Washington, Woodside, Think, Howe, Mead	Amazon	10 Port Charging Station	Technology	21	\$12.99	\$272.79
Grant, Grove, Washington, Woodside, Think, Mead, Central Oaks	Amazon	Bakery Rack/Clay Storage	Clay Storage	7	\$179.99	\$1,259.93
Grant, Grove, Washington, Woodside, Think, Mead, Central Oaks	Amazon	Bakery Trays for Clay Storage	Clay Storage	14	\$76.99	\$1,077.86
Grant, Grove, Woodside, Think, Washington	Amazon	Metal 18" Stools	Classroom Seating	Colors to be decided by Teacher 40 - 4 Packs	\$130 / 4 Pack	\$5,200.00
Grove, Washington, Think, Mead	Nasco	Spring Loaded Drying Rack	Paint Storage	8	\$323.44	\$2,587.52
Shared Kit	Amazon	Black Light Reactive Supplies	Black Light Painting Kit	Quantity of each item on Wish List	See Link	\$1,033.95
Shared Kit	Amazon	Paper Making Shared Kit	Paper Making	Quantity of each item on Wish List	See Link	\$1,024.47
Shared Kit	Amazon	Jewelry Making Kit	Jewelry	Quantity of each item on Wish List	See Link	\$574.17
Washington, Woodside, Think, Central Oaks, Howe and Grant	Amazon	Station Construction Supplies	Station Supplies	Quantity of each item on Wish List	See Link	\$495.06
Shared Kit	Amazon	Storage 27 Gallon - 4 Pack Red	Storage for Shared Kits	3 - (4 Packs)	\$89.99	\$269.97
Grant (2), Woodside, Central Oaks, Think, Washington (2)	Amazon	6 Pack Storage Totes for Artwork	Storage for Artwork	7 - (6 Packs)	\$94.99	\$664.93
Think, Central Oaks	Amazon	Storage Cabinet	Storage for Station Supplies	2	\$259.99	\$519.98
Grant, Grove, Central Oaks, Think, Woodside, Howe	Amazon	Clay	Clay Processes	36 - (7 Packs)	\$14.97	\$495.06
Grant, Grove, Washington, Woodside, Think, Mead, Central Oaks, and Howe	Inventables	Sculpture/Cardboarder Cutter	Sculpture	24	\$189.99	\$4,559.76
Grant, Grove, Washington, Woodside, Think, Mead, Central Oaks and Howe	Amazon	Present Artwork	Paper Presentation	8	\$189.99	\$1,512.00
All Staff	Department Funds	Ipad funding for APPS	Ipads			\$4,000.00
All Staff	Department Funds	funding for Professional Development	Ipads			\$4,000.00
Shared Kit (for Jewelry Making)	Amazon	4-in-1 jewelry pliers	Jewelry	30	\$6.99	\$209.70
Shared Kit (for Jewelry Making)	Amazon	Split Ring Pliers		6	\$5.99	\$35.94
					Total:	\$33,391.29

Art Department Acquisition Costs - WRAMS

Company	Item	Qty	Cost	Total Price
Epson Expression Premium XP-7100 Wireless Color Photo Printer with ADF, Scanner and Copier, Black, Small	Colored inkjet printer for student work 8x10 or smaller	2	179.99	\$359.98
Apple	iPads -Classroom Set 256GB	60	\$564.00	\$33,840.00
Hatoku	Amazon Stylus	60	\$25.99	\$1,599.00
Tech Dept	STM Dux Plus Case Black or Red	60	\$41.95	\$2,517.00
Tech Dept	Jamf License	60	\$17.50	\$1,050.00
Tech Dept	Tripp lite 32 port Charging Cart	2	\$1,580.68	\$3,161.36
Tech PD	Tech PD- goal will be to work with elementary to develop scaffolding			
			Total	\$42,527.34

Art Department Acquisition Costs - Lincoln High School

Teacher	Company	Item	Qty	Cost	Total Price
Syd	B&H	Sony HDR-CX405 HD Handycam	18		\$4,104.00
Syd	Amazon	Amazon Basics 50-inch Lightweight Camera Mount Tripod Stand With Bag, Black	20	\$20.70	\$414.00
Syd	Amazon	FOSOTO Camera Camcorder Case	20	\$15.99	\$319.80
Syd	School Specialty	Heavy Duty Drawing Board with Clips, 23 x 26 Inches	35	\$18.74	\$655.90
Kleman	Wacom	Wacom Tablets	32	\$249.99	\$7,999.68
Kleman	Walmart	Canon R100 Cameras	10	\$739.00	\$7,390.00
Kleman	Canon or B&H	T7 Canon Kit cameras	5	\$599	\$2,995.00
Kleman	Amazon Business	IPads	5	320	\$1,600.00
Kleman	Amazon Business	Pens	5	23	\$115.00
Kleman	Amazon Business	Procreate	5	10	\$50.00
Kleman	Amazon Business	Cases	5	\$79.00	\$395.00
Kleman	Freestyle	Beseler 23c Enlargers	2		\$1,687.99
Kleman	Freestyle	Lens Board for Enlarger	1	\$551.99	\$551.99
Kleman	Freestyle	refurbished Canon AE-1 film cameras	4	\$299.00	\$1,196.00
Kleman	Canon	Camera Remote controls/switches	10	\$21.95	\$219.50
Kleman	Dick Blick	Table top paint easels	30	\$26.08	\$782.40
Kleman	B&H	Manfrotto tripods	7	248.99	\$1,742.93
Kleman	Amazon	Black Storage Cabinet	1	129.99	
Kleman	B&H	Portrait lights for photography - 4 strobe lights with triggers	4		\$1,596.05
Kleman	Amazon	Rotary cutter	1	\$310.00	\$310.00
Rice	RioGrande	Rio Guillotine-Style Circulating Air Oven	1	\$2,495.00	\$2,495.00
Rice	Sheffield-Pottery	Brent Model C Potter's Wheel	1	\$2,078.00	\$2,078.00
Rice	Nasco	Janome Schoolmate S-3015	1	\$435.00	\$435.00
Rice	Thompson Enamel	E9-XP Paragon Furnace	1	1169.5	1169.5
Rice	NPS	National Public Seating 6810-10 Adjustable Height Stool with Black Frame and Black Metal Seat	32	88.35	2827.2
Rice	Sheffield-Pottery	Skutt 1027-3 + furniture kit	1	\$4,574.75	\$4,574.75

Rice	RioGrande	Centrifugal Casting Arm	1	\$699.00	\$699.00
Rice	Lyon Workspace	36"w x 24"d x 78"h All-Welded Metal Storage Cabinet	2	\$420.00	\$840.00
Rice	Amazon	IRIS USA 6 Quart Large Clip Box, 4 Pack, Clear Plastic Storage Container Bins with Latching Lids	4	\$119.96	\$479.84
Rice	Amazon	ClearSpace Clear Plastic Storage Bins – XL 6 Pack Perfect Kitchen or Pantry Organization Fridge Organizer and Storage Bins, Cabinet Organizers	2	69.99	139.98
Rice	Walmart	Twin XL Flat Sheet-white	8	9.99	79.92
				Total	\$49,943.43

Wisconsin Rapids Lincoln High School

1801 16th Street South
Wisconsin Rapids, Wisconsin 54494
Telephone: (715) 424-6750

Website: <http://www.wrps.org/schools/lincoln/index.cfm>
Facebook: WR Lincoln High School
Twitter: WR_LincolnHS
Instagram: wr_lincolnhs

Ronald Rasmussen, Principal
Nic Sydorowicz, Steve Thayer, Kelly Zywicki, Associate Principals



2024-2025 Student Handbook

This Agenda Belongs To:

Name: _____ Grade: _____

Phone: _____ Student ID #: _____

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**This handbook is current as of 5/8/2024. The most up-to-date version is available at

<http://www.wrps.org/schools/lincoln>

OUR MISSION

To develop the skills and character to achieve success!

WELCOME & INTRODUCTION

A sincere welcome to you, the student body of Lincoln High School, as we begin the 2024-2025 school year. May it prove to be a most rewarding, satisfying, and exciting experience. You are attending a truly outstanding institution and have tremendous opportunities at LHS. The curriculum is comprehensive, the co-curricular activity program is extensive, and the entire staff is willing and able to be of service to you. We hope that each of you will use all that is available and make the effort to find success. Please read through this handbook and if you have any questions please contact the administration.

Lincoln High School endeavors to provide a positive learning environment for all students. This handbook is the guideline for proper behavior and conduct, as well as consequences when the guidelines are not followed. The Wisconsin Rapids Board of Education approves this handbook. The various sections of this handbook are intended to comply with WRPS School Board policies, local, state, and federal laws. If any section of this document is found to be contrary to law or constitutional rights, it shall be revised.

NOTICE: STUDENT NON-DISCRIMINATION & ANTI HARASSMENT

The School District of Wisconsin Rapids is committed to equal educational opportunity for all District students. The District will not deny any person admission to, participation in, or the benefits of any curricular, extracurricular, pupil services, recreational or other program or activity because of a person's gender, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, transgender status, gender identity, or physical, mental, emotional or learning disability, or any other characteristic protected under State or Federal civil rights laws.

The District strives to provide a safe, secure, and respectful learning environment for all students in school buildings, on school grounds, and school buses, and at school-sponsored activities. The District prohibits all forms of discrimination and harassment.

The District encourages all students, as well as third parties, to promptly report incidents of discrimination or harassment to a teacher, administrator, supervisor, or other District employee or official so that the District may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall forward the complaint to the District's designated Compliance Officer without undue delay, but not later than two (2) business days. The District's designated Compliance Officer is the Director of Human Resources. Complaints should be submitted to:

Brian Oswald, WRPS Director of Human Resources
510 Peach Street
Wisconsin Rapids, WI 54494

To review Board Policy 411 concerning Student Non-Discrimination and Anti-Harassment, go to www.wrps.org and click on School Board Policy 411.

Special Statement Regarding Sex Discrimination Under Title IX

In compliance with the federal Title IX statutes and regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations, the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to the District's Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both. Please refer to [Board Policy 411.11](#) for additional information.

WRPS Title IX Coordinators

Brian Oswall, Dir. of Human Resources
510 Peach Street
Wisconsin Rapids, WI 54494
P: 715-424-6710
E: brian.oswall@wrps.net

Steven Hepp, Dir. of Pupil Services
510 Peach Street
Wisconsin Rapids, WI 54494
P: 715-424-6724
E: steven.hepp@wrps.net

ACADEMICS

ACADEMIC INTEGRITY

Plagiarism:

All work submitted for the purpose of meeting course requirements must represent the individual efforts of each student. Any form of academic dishonesty is prohibited. Academic dishonesty, cheating, and plagiarism are defined as the following:

1. Plagiarism is taking the writings and/or ideas of another person/student and presenting them as one's own. Plagiarized ideas may be taken from written materials such as books, newspapers, magazines, and shared documents, as well as electronic media including the internet and videos.
2. Plagiarism is doing another person's work for him/her.
3. Plagiarism is buying, selling, or giving work, questions, or answers.
4. Plagiarism is providing another person with answers to homework, tests, quizzes, or written work (essays, paragraphs, journals, projects, etc).
5. Plagiarism is copying or stealing teachers' answer keys or teacher's edition texts.
6. Plagiarism is, at any time, sharing with others one's final graded work whether digital or print.
7. Plagiarism and the Use of AI Language Models: The use of AI language models like ChatGPT (or others) to generate content for academic assignments is strictly prohibited unless approved by the classroom teacher. Any student found to be using AI language models to generate content for academic assignments will be subject to school consequences.

Formative Assessment Consequence

1st offense:

- The student will be allowed to redo the assignment. The student will receive up to 80% on the assignment.
- A report and action will be made in the student's discipline file.

2nd and subsequent offenses during the course:

- The student will receive a zero on the assignment.
- A report and action will be made in the student's discipline file.
- The student will serve a school consequence.

*Repeated offenses on formative assessments within a particular classroom or across content areas will result in ineligibility for the National Honor Society.

Summative Assessment Consequence

- 1st Offense
 - The student will receive a maximum of 59% on the retake or alternative task. For example, if the student scores 80% on the retake, the student will receive a 47% on the assessment.
 - A report and action will be made in the student's discipline file.
 - The student will serve a school consequence.
 - The student will be ineligible for the National Honor Society.
 - The student will be referred for a co-curricular code violation.
- 2nd and subsequent offenses during a high school career
 - The student shall receive a zero for the summative assessment.
 - A report and action will be made in the student's discipline file.
 - The student will serve a school consequence.
 - The student will be referred for a co-curricular code violation.

Sharing Documents:

Plagiarism is, regardless of intent, sharing one's work with another student without teacher permission.

1st Offense -

- The student will be required to meet with the administration.
- A report and action will be made in the student's discipline file.
- If the intent was to allow another student to copy work, the student will receive Academic Dishonesty.
 - The student will serve a school consequence.
 - The student will be ineligible for the National Honor Society.
 - The student will be referred for a co-curricular code violation.

2nd Offense -

- The student will receive Academic Dishonesty.
- A report and action will be made in the student's discipline file.
- The student will serve a school consequence.
- The student will be ineligible for the National Honor Society.
- The student will be referred for a co-curricular code violation.

COLLEGE ENTRANCE REQUIREMENTS

Since each university and technical college has somewhat different entrance requirements, we ask that individual students visit the Student Services Department or the ACP Center for information on what classes will best meet their needs.

COMING ATTRACTIONS

<u>September 2</u>	<u>Labor Day - No School</u>
<u>September 3</u>	<u>First Day for Students</u>
<u>September 18</u>	<u>National Honor Society Induction</u>
<u>September 19</u>	<u>Pre-ACT - Juniors</u>
<u>September 26</u>	<u>Picture Retake Day</u>
<u>Sept. 29-Oct. 5</u>	<u>Homecoming Week</u>
<u>October 8</u>	<u>ASVAB</u>
<u>October 9</u>	<u>PSAT Test</u>
<u>October 14</u>	<u>PTV 4:00 p.m. - 6:30 p.m.</u>
<u>October 22</u>	<u>Sophomore Mid-State Visit</u>
<u>October 22</u>	<u>Junior Career Day</u>
<u>October 22</u>	<u>Senior Session & Graduation Information</u>
<u>November 1</u>	<u>Autumn Break - No School</u>
<u>November 27</u>	<u>Record Keeping/Professional Development Day - No School</u>
<u>November 28 - 29</u>	<u>Thanksgiving Break - No School</u>
<u>December 2</u>	<u>Term 2 Begins</u>
<u>Dec. 23 - Jan. 1</u>	<u>Winter Break - No School</u>
<u>January 20</u>	<u>Professional Development Day - No School</u>
<u>January 22</u>	<u>PTV 4:00 p.m. - 7:00 p.m.</u>
<u>January 22</u>	<u>Program Showcase, 5:30 p.m.</u>
<u>Jan. 27 - Feb. 1</u>	<u>Fire on Ice Week</u>
<u>March 5</u>	<u>Term 3 Begins</u>
<u>March 7</u>	<u>Record Keeping / Professional Development Day - No School</u>
<u>March 11</u>	<u>Junior ACT Assessment</u>
<u>March 11</u>	<u>Senior Reality Check</u>
<u>March 24 - 28</u>	<u>Spring Break - No School</u>
<u>April 1</u>	<u>ASVAB</u>
<u>April 8</u>	<u>Freshmen & Sophomore PreACT Assessment</u>
<u>April 8</u>	<u>Sophomore Forward Assessment</u>
<u>April 16</u>	<u>Senior Graduation Meeting & Pick Up, 8:45 a.m.</u>
<u>April 18</u>	<u>Professional Development Day - No School</u>
<u>April 22 - 23</u>	<u>Honors Breakfast 6:30-7:30 a.m.</u>
<u>April 28</u>	<u>PTV 4:00 p.m. - 6:00 p.m.</u>
<u>May 5 - 16</u>	<u>Advanced Placement Testing</u>
<u>May 7</u>	<u>Jerry Marshall Olympiad Awards</u>
<u>May 10</u>	<u>Prom</u>
<u>May 14</u>	<u>Evening of Roses</u>
<u>May 21</u>	<u>Scholarship Night</u>
<u>May 23</u>	<u>Yearbook Distribution</u>
<u>May 26</u>	<u>Memorial Day - No School</u>
<u>May 29</u>	<u>Last Day for Seniors</u>
<u>May 30</u>	<u>Graduation Practice 10:00 a.m.</u>
<u>June 1</u>	<u>Graduation, 1:00 p.m.</u>
<u>June 5</u>	<u>Last Day for Students</u>

CONCURRENT ENROLLMENT COURSES

LHS is partnering with UW-Stevens Point and UW-Green Bay to offer concurrent enrollment course options. Successful completion of concurrent enrollment courses will result in students earning college credit on a UW-Stevens Point transcript. That credit is guaranteed transferable to any of the 13 UW four-year college campuses of the University of Wisconsin System. This college credit transfers to any other higher education institution that typically accepts UW credits, while at the same time fulfilling LHS requirements for graduation. This transcripted credit allows students to take challenging, college-level courses while still in high school.

DAILY SCHEDULE

	Normal School Day	<u>Late Start Monday</u>
1	7:30 AM 8:39 AM	8:10 AM 9:20 AM
RPT	8:46 AM 9:20 AM	None
2	9:27 AM 10:36 AM	
3A Lunch	10:39 AM 11:09 AM	
3A Class	11:09 AM 12:21 PM	
3B Class	10:43 AM 11:17 AM	
3B Lunch	11:17 AM 11:47 AM	
3B Class	11:47 AM 12:21 PM	
3C Class	10:43 AM 11:55 AM	
3C Lunch	11:55 AM 12:21 PM	
4	12:28 PM 1:37 PM	
5	1:44 PM 2:53 PM	

DROPPING/ADDING CLASSES

When students and parents take the time to plan a schedule for the following year, they pass that information along to the LHS Student Services Department who, in turn, puts a great deal of effort into creating schedules to best meet the needs of our students. With this in mind, there will be very few schedule changes, if any. There needs to be a compelling reason for the change to take place.

A student may request a schedule change in Student Services. This could include dropping a class by adding another class (not a study hall) or adding a class in place of a study hall. Students who are not on track to graduate (earning 2 credits per term), will not be allowed a study hall without administrative and counselor approval. Students will receive a "W" if a class *is dropped/changed between days 4-7 of a term. After day 7, a student will receive an "F" grade for the course.* The final decision on all schedule changes will be made by the building principal. Full procedures are available in Student Services or on our website under registration.

DUAL ENROLLMENT COURSES

LHS is partnering with Mid-State Technical College to offer dual enrollment course options. Successful completion of dual enrollment courses will result in students earning technical college credit on a Mid-State transcript, while at the same time fulfilling LHS requirements for graduation.

E-LEARNING EXPECTATIONS

We have 3 built-in inclement weather days. After these days are “used up”, we will move to “E-Learning” on future inclement weather days. This will allow us to not extend our school year further into June.

The expectation is that students will join the classroom Zoom session at the designated times below. In the student’s Canvas, each teacher has created a Zoom link for each class period. The staff member will provide the instruction for the learning content that is being given for the day. All staff and students will be online at that time period. Depending upon the teacher-led content, students may be E-Learning for the entire time period or for just the time needed to explain content expectations. Attendance is expected and will be taken. You will notice each class session is 35 minutes in length. A few expectations:

- *If you need internet assistance, please visit our Chromebook Care Center for options.*
- *If a Chromebook is left at school, students should download the Canvas Student App in their phone’s app store. This will allow students to gain access to all course materials.*
- *Attendance is required for all classes. Students do not need to check in for a study hall. If your son/daughter has an appointment and will miss a class during the assigned time, please contact the attendance line as normal.*
- *Students are not allowed to work at a job during class time. Working is not an excused absence.*
- *Students are expected to be active participants in the class. When called upon, they should be unmuting and answering.*

In the afternoon, students will have time to work on the content and have teachers available via an office hours Zoom link for questions or additional assistance. Teachers will be posting the Zoom link for their classes and all content to be completed in Canvas. Our main office will be open these days and available for assistance at extension 4000.

E-Learning Day Schedule

1st -- 8:10 AM to 8:45 AM

2nd -- 8:55 AM to 9:30 AM

3rd -- 9:40 AM to 10:15 AM

4th -- 10:25 AM to 11:00 AM

5th -- 11:10 AM to 11:45 AM

Teacher Office Hours 12:15 PM to 2:55 PM

EARLY COLLEGE CREDIT & START COLLEGE NOW

Please see your counselor early if you have questions about taking classes at either a technical or four-year college while you're in high school.

GRADES

Report cards or progress reports are distributed six times per year. Trimester grades are the grades used for student permanent record cards. Final examinations may be given in all courses at the end of each Trimester. Progress reports attempt to summarize the progress of each class for each student. Comments can be positive or negative and parents are invited to make contact with the teacher. **Progress reports and report cards will not be mailed unless specifically requested.** All parents can access current grades via Family Access in Skyward, available on our website.

GRADE SCALE w/GPA APPLIED

A	4.00	100-93	C	2.00	76-73
A-	3.67	92-90	C-	1.67	72-70
B+	3.33	89-87	D+	1.33	69-67
B	3.00	86-83	D	1.00	66-63
B-	2.67	82-80	D-	0.67	62-60
C+	2.33	79-77	F	0.00	59-0

GRADING FOR LEARNING

Common School-Wide Weighting of Grades

Student grades will be determined based upon summative and formative assessments. Summative assessments will be weighted 80% of the student grade while formative assessments will be weighted 20%. Individual instructors will identify the learning targets and assessment formats throughout the course in unit introductions.

Retake/Re-perform of Summative Assessments

Students will be allowed to retake/re-perform a minimum of two summative assessments per Trimester up until the last 6 days of the Trimester. The student will follow the retake policy/re-perform ticket that each course has developed. Summative assessment retakes/re-performs during the last two weeks of the Trimester may be given only with teacher approval.

Extra Credit

There will be no individual extra credit assignments or extra credit points on assessments. Students may complete enrichment exercises as determined by the individual classroom teacher. Courses are not required to provide graded enrichment opportunities to benefit an individual grade.

****Please note that concurrent enrollment, transcripted, advanced standing, Advanced Placement, and virtual courses may have grading practices that are different due to guidelines set by our post-secondary and virtual partners.**

GRADUATION CREDIT REQUIREMENTS

English	4.0
Mathematics	3.0
Social Science	3.0
Science	3.0
Health	0.5
Physical Education	1.5
Financial Literacy	0.5
IT Fundamentals I	0.5
Electives	8.0
Total Credits:	24.0

HONORS BREAKFAST

Students who have achieved a cumulative grade point average (GPA) of 3.5 or above for the first two trimesters of this school year will be recognized at an Honors Breakfast in the Spring.

MAKE-UP PROCEDURES FOR **EXCUSED** ABSENCES

- ~~1. If a regular assignment is due on the same day an excused absence occurs, the student will be expected to turn in the assignment immediately upon returning to school. A student with an excused absence on the day the assignment is given will be allowed the number of days absent plus one to turn in their work without the risk of a late penalty. Summative Assessments are the exception, in which case the student is responsible for contacting the teacher and setting up an appointment upon his/her return to school. If a student is absent as unexcused, the teacher is not obligated to accept the student's formative assessment.~~
 - ~~2. Teachers may set a deadline for long-term, major assignments. Regardless of whether a student is absent or present on the due date, students are expected to turn in such assignments on the date set by the teacher unless prior arrangements are made with the teacher.~~
 - ~~3. Students who miss part of a day (school-sponsored meetings, athletic contests, field trips, etc.) are responsible for obtaining the assignments and/or preparing for quizzes or tests as assigned by the teacher and are held to the same timeline as if they had been present in class that day.~~
 - ~~4. Students are responsible for securing all work missed for absences by contacting the individual teacher through email, phone, Canvas, or in person.~~
1. **Unexcused Absences:**
 - **Formative:** Teacher is not obligated to accept the student's formative assessment.
 - **Summative:** The student is responsible for contacting the teacher and making up the work immediately upon return to school.
 2. **Excused Absences:**
 - **Formative:**

- *If the formative assignment is due on the same day an excused absence occurs, the student will be expected to turn in the assignment immediately upon returning to school.*
 - *If the formative assignment is given on the same day an excused absence occurs, the student will be allowed the number of days absent plus one to turn in their work without the risk of a late penalty.*
 - *Summative Assessments: The student is responsible for contacting the teacher to formulate a plan to make up the assessment.*
3. *Teachers may set a deadline for long-term assignments or assessments. Regardless of whether a student is absent or present on the due date, students are expected to turn in such assignments or assessment on the date set by the teacher unless prior arrangements are made with the teacher.*
 4. *Students who miss part of a day (school-sponsored meetings, athletic contests, field trips, etc.) are responsible for obtaining the assignments and/or preparing for quizzes or tests as assigned by the teacher and are held to the same timeline as if they had been present in class that day.*
 5. *Students are responsible for securing all work missed for absences by contacting the individual teacher through email, phone, Canvas, or in person.*

RAIDER PRIDE TIME PERIOD

Our RPT program is designed to provide an opportunity for all students to increase their level of academic success and enhance positive student/staff connections. It provides a set time three to four days per week for students to focus on maintaining academic standing in all courses, improve work, and ultimately improve grades. On ~~Mandatory Mondays required Wednesdays~~ students will complete ACT test prep exercises, Academic and Career Planning, and study and social skill development. Expectations include:

- Mandatory attendance. The consequences for missing RPT are the same as missing any other class time during the school day. Students may not be excused for a job.
- Behavior that is not conducive to learning during RPT will result in discipline.
- All normal school rules apply to RPT with limited hallway passes.
- Students must work on school-related items or appropriate reading material.

The staff member assigned to your room is there to help you.

RESPONSE TO INTERVENTION (RtI)

RtI is a way to systematize high-quality instruction, balanced assessment systems, and collaboration. It is this systematic process that will ensure that all students have equal access to support that will ensure their long-term success. RtI will create collaborative systems among educators; assist in using data to make informed decisions about students, staff, and resources; and provide a framework for seeking success for all students. RtI will offer a process to

examine gaps in opportunity and learning and assist in building systems so that every child is a graduate. At LHS this includes English, math, and behavioral support opportunities, course-specific testing, as well teacher interventions.

SCHOOL MATERIALS

Students are held financially responsible for loss or damage to school materials and Chromebooks checked out in their name. Students will be charged for any damage that is determined to be above and beyond normal wear and tear.

STUDY HALL

Students on-track for graduation may request up to one study hall per term within established course registration and course drop policies. Students in need of academic support due to poor grades may be placed in a smaller modified study hall while other students may be placed in commons or a privileged environment.

TECHNOLOGY USE

The Wisconsin Rapids District Network (WRDN) and the Internet are powerful educational resources, which allow the user to find, use, and place information on the worldwide electronic network. The use of these resources is a privilege, not a right. The District reserves the right to restrict or terminate WRDN or Internet access at any time. The District has the obligation to monitor network activity to maintain the integrity of the WRDN and ensure adherence to District policies. Users of the WRDN should not assume that information stored and/or transmitted is confidential or secure. Students are not allowed to use personal electronic devices (cell phones, mobile computers, etc) or connect to the WRDN with a personal device during the instructional day unless building administration or technology coordinators approve.

Just as there are social codes and behaviors which are acceptable at school, there are correct procedures and rules for the use of the WRDN resources. Student users and their parent(s)/guardian(s) will be provided information from Board Policy 365.1 and 365.1 Rule. This information will be distributed during orientation, registration, and verification sessions. Other students who have not completed it will receive it early in the school year, and new students receive a copy in their registration packet. Once completed, the consent remains in effect for the entire time the student is enrolled at LHS. It is an expectation for students to have knowledge of the policy and adhere to it regardless of whether they have signed the RUP form.

All students must abide by the procedures and regulations outlined in the 1:1 Chromebook handbook on the LHS website.

TRANSCRIPT REQUESTS

Transcripts can be requested through an online service at Parchment.com. Students and graduates will have the ability to send transcripts electronically 24/7/365, eliminating the need to contact the Student Services office or wait for open school office hours. Transcripts will also arrive faster and the chance of them being misfiled will be greatly reduced. Upon request, a nominal fee will

be payable by credit or debit card. Please contact Student Services or visit the Student Services link on the LHS website if you have questions.

EXPECTATIONS & DISCIPLINE

Any situation not specifically covered by the policies below will be dealt with on an individual basis and the penalty will be determined by the administration to fit the offense.

ATTENDANCE REGULATIONS

State Law under Articles 118.15, sub-sections 1-5 states: “Any person having under control a child who is between the ages of 6 and 18 years of age shall cause such a child to attend school regularly during the full period and hours.”

It is important for all LHS students to establish a positive attendance record. Absence from school, whether excused or unexcused, often has an adverse effect on a student’s academic progress. Learning takes place in many ways and places, and the best policy is to be in the right place at the right time. The learning atmosphere in a classroom is such that optimum conditions for education should result for the student. The exact situations, demonstrations, and activities can never be repeated for those pupils who miss a class. Each student should be in every class or study hall for which he/she is scheduled.

1. It is the responsibility of the student’s parent or guardian to report absences from school on a daily basis by calling **(715) 424-6765** or on Skyward Family Access.
2. All absences should be called in prior to the student's absence. A phone call is made home nightly as a reminder that your student has an unresolved absence that needs to be cleared up within **48 hours**.
3. Excessive absences will be referred to the proper authorities for violation of the compulsory school attendance law, Wisconsin State Statute 118.16. Truant and habitually truant (more than five days unexcused per term) students will be processed under Municipal Code 866. Detentions, in-school suspension, Thursday school, referral to Social Services, mandatory court appearances, and citations are all consequences of truancy.
4. According to State Statute 118.15(3)(c), a parent may excuse their child for 10 excused absences. **After the 10 days of absence per year, the student will be required to provide documentation from a doctor or other health care professional, a probation officer or social worker, police officer or judge in order to be excused, Wisconsin State Statute 118.15.**
5. WRPS may terminate a pupil’s open enrollment in the succeeding trimester or school year if the student is habitually truant during either trimester in the current school year.
6. Students are not allowed to leave school during the day unless they have permission from the office or nurse and have signed out. Failure to follow these procedures will result in detentions or possible suspension.
7. Students who must be absent because of participation in school activities are required to make up all work at the discretion of the teacher.

8. Any student who participates in or attends a school-sponsored night activity must have attended the full day of instruction unless the absence was approved by the administration.
9. When classes are in session, any students in the halls must have their agenda book. Students in the halls without proper hall passes will be sent to the office. Loitering is not allowed in the halls.
10. Missing class or leaving the building without authorization is illegal and violates school rules. Detention and/or suspension will be given for missing class/study hall and for leaving school without permission from the office.
11. Refusal to identify yourself upon request of school personnel is not permitted and may result in suspension.
12. Falsified telephone calls or notes concerning attendance will result in detentions.
13. Any student coming in late for whatever reason or leaving early for any reason MUST SIGN IN or OUT in the office.
14. In all situations, according to Wisconsin State Statutes, the school has the right to reject any request and determine if the absence is to be excused with or without credit.

TARDY POLICY

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins and is not caused by school personnel. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy students to uninterrupted learning, appropriate penalties may be imposed for excessive tardiness.

A tardy is defined as being late to class from when the class bell rings and up to 7 minutes after the start of class. Anything over 7 minutes will be marked as an unexcused absence.

1. The student will get two "free" tardies per class period per Trimester.
2. If a student is tardy to class for the 3rd time, he/she serves a detention. *A student may lose privileges.*
3. *If a student is tardy to class for the 5th time, it will result in those equaling one unexcused/truant absence.*
4. *Seven (7) tardies in one course per term will result in the loss of release privileges as well as the ability to attend activities such as dances and field trips within the same term unless approved by the designated administrator.*
5. *On the 7th tardy, the student will be assigned two detentions to be served within one week after the offense. If a student skips detentions, a Thursday school will be assigned.*
6. If a student is tardy a 10th time, the student will be assigned two detentions, receive a truancy warning letter, and lose privileges for 15 school days.
7. If a student is tardy a 15th time, the student will receive a truancy citation and lose privileges.
8. *A student is considered absent after arriving to class 7 minutes after*

~~*the period has started.*~~

BUILDING SECURITY

Staff and students are not allowed to prop doors open to the building at anytime. Students are not allowed to open locked doors and allow students into the building once the school day begins. All students must enter the main entrance and sign into the main office when arriving to school after 7:30 a.m. Unauthorized entry and allowing an unauthorized entry may result in detention, suspension, or expulsion based upon the severity of the incident.

BULLYING (Board Policy 411.5)

The School District of Wisconsin Rapids strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and on school buses, and at school-sponsored activities. The District consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may or may not be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; transgender status; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet)
- Cyberbullying is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. Any communication of this form that disrupts or prevents a safe and positive educational environment may be considered cyberbullying. Cyberbullying is unacceptable and a violation of the District's technology acceptable use policy and procedures.

Bullying behavior is prohibited in all schools, buildings, property, and educational environments, including any property or vehicle owned, leased, or used by the District. This includes public transportation regularly used by students to go to and from school. Educational environments include every activity under school supervision.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal. Reports of bullying may be made verbally or in writing and may be made confidentially. Learn more about Board Policy 411.5 concerning bullying on the District webpage under "School Board Policies."

CLASSROOM CONDUCT, EXPULSION, SUSPENSION

Board of Education Policy 443, Wisconsin State Statute 120.13(1) (a) (b) (c)
The Board of Education expects the schools to maintain a positive learning environment, emphasizing and relying on both staff and students in the acceptance of their responsibilities. If a student possessing the ability to achieve at a satisfactory level does not achieve passing grades in at least two current academic subjects because of his/her attitude, lack of effort, or poor attendance, both the student and his/her school program may be subject to evaluation to determine possible courses of corrective action.

Findings from this evaluation may result in:

1. adjustments in the student's school program,
2. an alternative program by consensus of those attending the hearing,
3. a combination of both.

In accordance with Wisconsin State Statutes, Section 120.13, students will be expected to conform to all rules and regulations established or approved by the Board of Education. Students who frequently violate school rules or become behavior problems will be subject to out-of-school suspension.

During the days of a suspension the student will be under the care of the parents/guardians during normal school hours and the student is not permitted on school district property. The suspended student will not be allowed to be involved in co and extracurricular activities either as a spectator or as a participant.

Any student who has been suspended and still does not exhibit a reasonable amount of improvement in attitude or responsibility will be subject to a hearing (due process) to determine his/her future status as a student. Findings from a hearing could result in expulsion proceedings by the Board of Education. According to Section 120.13(1)(c) of the Wisconsin Statutes, "a school board may expel a pupil from school whenever it finds the pupil guilty of repeated refusal or neglect to obey the rules..."

DETENTION/THURSDAY SCHOOL

The penalty for violating school rules and regulations involves the assignment of detention(s) at lunch or after school. Depending upon the circumstances, a student may be required to report to a specific teacher's room or to the detention room. Students must have an I.D. and bring school work to do during detention, or they will not be allowed to serve their detention that day.

All students who receive detention are required to serve it in a timely manner. Students will be given one week to make arrangements with their parents or

employer relative to transportation or work schedules in order that the detention time may be served. Students who fail to serve detention according to the above rules will be assigned in-school suspension or Thursday school (3:00 - 5:00 p.m.). No teacher shall keep a pupil after 5:00 p.m. unless the parents have been notified.

DISCIPLINE OFFICERS

Mr. Sydorowicz: Grade 11, Grade 12 (Se-Z)

Mr. Thayer: Grade 9, Grade 12 (A-I)

Ms. Zywicki: Grade 10, Grade 12 (J-Sc)

DISCIPLINE PROCEDURES

The development of responsible behavior and self-discipline among students occurs at two levels within a school. First, since the students spend the greatest amount of time during the school day in the classroom, the classroom teacher must assume the primary responsibility for gaining the respect and cooperation of the students so that an effective learning environment may be maintained. All teachers must apply their Classroom Discipline Plan in a manner that is both fair and consistent. The Classroom Discipline Plan provides a set of clearly established and understood rules and consequences. Secondly, disciplinary problems that are beyond the scope of the classroom teacher's responsibility and are referred to the office, will be dealt with using the Administrative Discipline Plan. **Parents/guardians will be notified of student discipline situations by email unless they specifically request through the Discipline Officer that another form of communication be used.**

Expectations of Wisconsin Rapids Lincoln High School Students:

- Show respect for self, peers, authority, and the property of others.
- Demonstrate integrity through honesty, trustworthiness and loyalty.
- Appreciate cultural diversity and individual differences.
- Exhibit responsibility through promptness, attendance, dependability and dedication.
- Utilize appropriate social skills such as courtesy, cooperation, and appropriate language/dress.
- Develop citizenship skills through school & community involvement.
- Recognize the value of physical and mental wellness.

DRESS FOR SUCCESS

Lincoln High School expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

1. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with non-transparent (opaque) fabric. There will be no bare **excessive** midriffs. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.
2. Students Must Wear*, while following the basic principle of Section 1:
 - A Shirt (with fabric in the front, back, and on the sides under the arms), AND
 - Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts),
 - AND Shoes.
3. Students May Wear, as long as these items do not violate Section 1 above:
 - Religious headwear
 - Hoodie sweatshirts ~~(the hood should not be up)~~
 - Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
 - Pajamas
 - Ripped jeans, as long as underwear and buttocks are not exposed
 - Tank tops, including spaghetti straps
 - Athletic attire
 - Hats, caps, bandannas, beanies, hoodies, and head coverings are subject to teacher discretion within individual classrooms. Teachers will make their expectations clear at the beginning of each term.
4. Students Cannot Wear:
 - ***Items that do not allow staff to identify students (ex. Ski masks)***
 - Violent language or images.
 - Images or language depicting ***or insinuating*** drugs or alcohol (or any illegal item or activity).
 - Hate speech, profanity, pornography.
 - Images or language that creates a hostile or intimidating environment based on any protected class.
 - Any clothing that reveals visible undergarments, with the exception of bra straps.
 - Swimsuits (except as required in class or athletic practice).
 - Actual, Physical Flags.
 - Accessories that could be considered dangerous or could be used as a weapon.
5. Items That Must Be Stored In Lockers
 - ***Backpacks, Larger Bags, Cinch Sacks, or similar items (items that have straps or strings)***
 - Coats
 - Blankets
 - Chains/Spikes
 - Electronic Devices (unless teacher approved)
 - Sunglasses

6. Students may carry with them
- Chromebook/Chromebook Case
 - **Smaller pencil case**
 - **Binder**
 - **Needed materials for their classes**

7. Physical Education Dress Requirements

- **To better prepare students for physical education class and to build a healthy state of mind for fitness and daily activities, students will be REQUIRED to change for P.E.**
- **Students must be prepared to participate in clothes that adhere to the established school dress code guidelines listed below:**
 - **Loose fitting t-shirt**
 - **Draw string shorts (shorts need to adhere to appropriate length per student handbook)**
 - **Sweatpants (with drawstring) or leggings**
 - **Sweatshirt for cold days (no heavy jackets)**
 - **Athletic shoes (running or sport sneakers). No slip-ons, heels, Uggs, boots, slippers, Crocs, or flip-flops - shoes must surround ankle for adequate protection**
 - **For safety reasons, the shorts and shirt are not to have pockets, snaps, zippers, buckles, buttons, or metal studs**
- **Students who fail to change for physical education are subject to an after school detention.**
- **Continual refusal to dress properly for class may result in a failing grade for physical education.**

8. Technical Education Requirements

- **Students are required to dress appropriately for professions in technical education.**
- **No open-toed shoes are allowed.**
- **100% cotton long pants, preferably jeans, and long sleeve heavy 100% cotton shirts, and leather boots are required.**
- **Absolutely no polyester clothing.**
- **Safety glasses shall be worn in the lab at all times.**
- **Failure to adhere to the dress code will result in dismissal from class until the dress code is met.**
- **The student will not be allowed to make up work missed as a result of non-compliance with the dress code.**
- **Continual refusal to dress properly for class may result in a failing grade for technical education.**

9. Dress Code Enforcement

Administration will use discretion to make decisions regarding the appropriateness of each student's dress and possible consequences for violations. Students will be required to change into appropriate clothing. This may include being sent home to change clothes. Repeated violations of the dress code rules will result in disciplinary actions. With staff, student, and parent

support and the use of good sense in terms of appropriate attire selection for school, issues can be easily resolved and uncomfortable circumstances avoided.

DRUGS

A drug is any substance that alters perception or behavior reducing an individual's ability to function appropriately in the academic environment. Possession, solicitation, use, and/or transmission (selling, purchasing, and/or distributing) of any depressant, stimulant, hallucinogen, dissociative anesthetics, narcotic analgesic, inhalant, cannabis, or any other substance or any chemical or controlled substance prohibited under state or federal law, intoxicating beverages, any paraphernalia or items that can be used to consume, possess, or distribute such controlled substances or drugs or the unauthorized possession, use and/or transmission of prescription drugs is against school rules, WRPS Policy 443, and the law. Disciplinary action including, but not limited to, suspension (and possible referral for an expulsion hearing) and police referral shall follow for any student found in violation of these provisions. The police referral may include a citation, a referral to human services, or being placed under arrest, depending on age.

Students involved in dealing, distributing, possessing, selling, or supplying drugs or illicit substances or being impaired by drugs or illicit substances may be referred to the Board of Education for an expulsion hearing. Students may be suspended or expelled for grounds authorized under Section 120.13 of the Wisconsin Statutes which includes conduct either in or out of school which endangers the property, health, or safety of themselves or others at school or under the supervision of a school authority.

ELECTRONIC DEVICES / MOBILE PHONES

The use of cell phones and other electronic devices (including portable speakers and smartwatches) during instructional time is **prohibited during class time unless approved by the classroom teacher.** Cell phones are only allowed during school hours in the cafeteria during lunch, in the hallways between classes, and the **privileged/commons study hall time. Students may also not wear have Airpods, earbuds, headphones, etc-in during class periods. All electronic devices should be kept in classroom cell phone pockets or in a student's locker.** If a student is found using a cell phone during an unauthorized time:

First Infraction

- Teacher confiscates cell phone **and turns the device into the main office.**
- Teacher submits a discipline referral form & makes a parent contact.
- Student may be sent to the in school suspension room for the rest of the class period and additional consequences for insubordination.
- Student will receive one detention.
- Student picks up phone from the Main Office at the end of the school day.

Second Infraction

- Teacher confiscates cell phone **and turns the device into the main office.**

- Teacher submits a discipline referral form.
- Student may be sent to the in school suspension room for the rest of the class period and additional consequences for insubordination.
- Student will receive one detention.
- Parents will be contacted by the Main Office and will be required to come to school to retrieve the phone.

Third Infraction

- Teacher confiscates cell phone **and turns the device into the main office.**
- Teacher submits a discipline referral form.
- Student will be suspended to the in school suspension room for the remainder of the school day.
- Student will receive two detentions.
- Student will lose PRIDE privileges for the remainder of the term.
- Parents will be contacted by the Main Office and will be required to come to school to retrieve the phone.

Students unwilling to turn the phone over to the administration will be out of school suspended. Mobile Phones are not used in restrooms and locker rooms. Video recording in these areas is strictly prohibited.

GANGS AND GANG ACTIVITY

Gang activity on school grounds or activities is prohibited. WRPS defines a gang as an organized association, either formal or informal, of two or more persons with common signs, symbols, and other identifying factors, who individually or collectively engage in criminal, harassing, or threatening behavior. Gangs, gang-related affiliations, and activities, including but not limited to clothing, gestures, and pictures/symbols anywhere on school grounds or at school-related activities are prohibited. Violation of this policy may result in notification to parents/guardians and/or law enforcement officials or suspension from school. Continued gang activity may result in an expulsion.

LOCKER ROOM AND RESTROOM PRIVACY

WRPS shall observe measures intended to protect the privacy rights of individuals using school locker rooms and restrooms. No mobile phones, cameras, video recorders, or other devices that can be used to record or transfer images may be used in the locker rooms or restrooms at any time. Students found in a single occupancy stall with 2 or more individuals in the same stall are subject to school discipline including suspension. Please see Locker Room Guidelines for more information. Board Policy 731.1

LOOKS AND ACTIONS

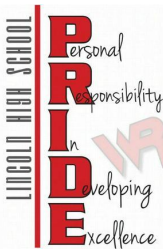
MINIMAL GUIDELINES HAVE BEEN ESTABLISHED AND ARE LISTED TO AVOID ANY MISUNDERSTANDING.

1. Students are required to fully cooperate with school administration and staff at all times. Failure to do so will result in disciplinary actions including out-of-school suspension and possible expulsion.
2. Laser pointers and other nuisance items should be left in lockers and not brought into classrooms.
3. Portable speakers and music playing out electronic devices is

- prohibited in school buildings, on buses, and at school events unless prior approval is obtained.
4. Hoverboards, segways, and other personalized vehicles are not allowed on school property.
 5. Overt student affection is inappropriate behavior in the building, on campus, or at school-sponsored activities.
 6. Student assemblies will be held periodically throughout the school year. Student attendance is mandatory at these events.
 7. Students involved in fighting, aggressive, threatening, or obscene behavior will be suspended from school and referred to the authorities for disorderly conduct citations, according to Wisconsin State Statutes Section 947.01.
 8. Possession and use of pepper gas, mace, and similar materials on school grounds or at school activities may lead to suspension and possible referral to the School Board for expulsion.
 9. Any student bringing a firearm or other weapons to school as outlined in Wisconsin State Statutes Section 948.605 and 948.61 will be suspended and referred for expulsion in accordance with Board Policy 443.8.
 10. Students are subject to discipline for off-campus conduct. Off-campus student conduct and speech for incidents that jeopardize the order, safety, and discipline of the school will result in disciplinary consequences.

P.R.I.D.E.-PERSONAL RESPONSIBILITY IN DEVELOPING EXCELLENCE

You will see the PRIDE logo in many places; on posters and walls, in newsletters, on t-shirts & magnets. This logo represents what we will be talking about in class, in the halls, and in student organizations--character excellence. Behavior support will be available for those students who struggle with these expectations and a discipline action plan enforced. Students who are making wise behavioral choices will be recognized on a regular basis, as well. Our goal is to create and maintain a safe and effective learning environment ensuring that all students graduating from LHS possess the social and emotional skills necessary for a successful future.



STUDENT BILL OF RIGHTS

1. Each student has a right to an education.
2. Each student has the right to utilize school facilities and programs according to established school regulations and procedures.
3. Each student has the right to expect courteous behavior from other students and school personnel, including freedom from verbal abuse, harassment, or intimidation.
4. Each student has the right to form, hold, and express opinions and beliefs so long as the expression does not disrupt the normal operation of the school.
5. Each student has the right to hold property free from theft or damage.

6. Each student has the right to determine his own dress, so long as it is not distracting, wholly inappropriate, indecent, or in other ways contrary to school policy.
7. Each student has the right to seek and obtain help from school staff members regarding such issues as personal problems, drugs, or alcohol.
8. The student body has the right to establish an elected student government.

THEFT/VANDALISM

Students who are involved with stealing, causing damage to, or destruction of school or private property will be subject to disciplinary action. Damages resulting from defacement or destruction of school property will be paid for by those responsible. Students who participate in vandalism may be penalized by a loss of privileges, will pay for the costs involved, may be suspended or expelled from school, and may be referred to the police department. All acts of theft or vandalism should be reported to the office immediately.

TOBACCO / VAPE PENS

Smoking, chewing, or use of tobacco products and e-cigarettes/vape pens by students is prohibited in the school building or on the school campus, in the areas adjacent to the school grounds from the Expressway to Grove Avenue, on school buses, or while representing the school in any activity. It is illegal for anyone under the age of ~~21-18~~ to possess tobacco products, according to State Law Section 158.983(2)(c). Violators of this policy will be subject to school disciplinary actions including both in- and out-of-school suspension. Repeaters may be referred to the School Board for expulsion. (Board Policy 443/443.3.) This includes a referral to the School Resource Officer for a possible ordinance citation.

GENERAL INFORMATION

18 YEARS OLD

All students, regardless of age, will be held accountable to all rules and regulations of the school. The administration may grant special privileges to 18-year-old students. The administration also has the right to restrict all student privileges including those of 18-year-olds.

CAFETERIA

All students must remain on campus during the school day, including the lunch hour, with the exception of those who have earned senior privileges or those who have been excused by the office. LHS has an automated meal system that encourages students to deposit money into an account and have their student I.D. scanned while in the lunch line.

During lunch, students are to eat in the cafeteria and not in hallways or outdoors without administrative approval. All eating areas should be kept neat and clean, trays are to be returned to the dishwashing counter, and waste materials put in proper receptacles. Students may be in outdoor areas

immediately to the south of the school building or in the Commons. Students are not permitted to loiter in the parking lots or cars. Students who misbehave in the cafeteria or violate the procedures are subject to disciplinary action. Misuse of free or reduced lunch privileges may result in detention and repayments.

CO-CURRICULAR CODE (Abbreviated Summary)

All students planning to participate in any clubs, activities, and/or organizations must have a signed code on file in the office each school year prior to participating in the club, activity, and/or organization. Students signing a co-curricular code in September will be automatically covered for co-curricular activities. Refer to the Co-Curricular Code Handbook for all specifics. Please see the Athletic Director or administration with any questions.

DANCE RULES

- Unless specified differently, all tickets must be purchased in advance. In cases where tickets are sold at the door, they will be sold to LHS students with student ID's **ONLY**.
- All guests must be registered by a predetermined deadline so background checks can be completed. The administration reserves the right to deny guests the privilege to attend school dances.
- Students may register only one guest and must furnish the guest's grade, age, full name, and address. Guests may not be older than 20 years of age as of the date of the dance.
- No middle school students may attend. The LHS dances are senior high, 9-12 grade-specific events.
- LHS students must show their LHS student ID before being allowed admission into the dance. Guests must furnish a driver's license or other photo ID before being allowed admission.
- Students & guests must abide by LHS appropriate dress & activity codes. In addition, students may not wear sweats, jeans, pajamas, etc.
- All detentions/Thursday Schools must be served by the Thursday of the dance week.
- If a student or guest misbehaves at an LHS dance, fails to comply with LHS conduct policies for dances, or is found to be in violation of any school policy, both the LHS student and their guest will be asked to leave the school grounds immediately. LHS students who behave inappropriately at a school dance or otherwise fail to comply with LHS conduct policies will be subject to school disciplinary actions, including up to an out-of-school suspension.
- Students who leave the dance will not be allowed to reenter the dance.
- LHS students escorting non-LHS student guests are responsible for informing and advising their guests of all of the above-mentioned policies and expectations for LHS dances.
- In order to attend dances, LHS students must **maintain a 90% attendance rate for the school year (excused and unexcused absences) ~~have a good attendance record for the previous 30 calendar days~~** with attendance the day of and before the dance and not have frequent or severe discipline referrals the previous 30 days. ***The student may meet with the designated***

administrator if in violation of the attendance or discipline expectations.

- **A student not meeting LVS guidelines will not be permitted to attend dances.**
- Additional policies, including specific dress expectations, apply to the Junior Prom. These expectations are presented during Prom ticket sales, announcements, and postings in the main office.

School Dance Code of Conduct

1. I will abide by all rules in the student handbook.
2. I will dance appropriately. No provocative dancing/grinding. No groping. No sandwiching.
3. I will dress appropriately for the occasion. Any student wishing to attend a dance that is struggling to meet the dress code expectations, please contact your counselor at least one week in advance of the event.
4. I will use controlled and appropriate language. I will not use vulgar, profane, obscene language, or gestures.
5. I will cooperate and obey the directions of the chaperones at the dance.
6. I will refrain from the use of tobacco, tobacco products, electronic smoking devices, alcohol, and/or drugs. If this occurs, it will be dealt with by the administration and appropriate consequences will follow.
7. All purses, bags, and jackets are subject to search by school staffs.

DELIVERY SERVICES

Students are not allowed to have delivery services (eg. DoorDash) deliver to LHS during school hours.

DRIVERS EDUCATION

Lincoln does not offer Drivers Education for our students. Local provider information is available in the main office. Students are allowed to drive during study hall, non-mandatory RPTs, or lunch. Students may not miss a scheduled class for on the road driving.

FAMILY NIGHT

In conjunction with the other schools in our conference, Wednesday night has been designated as family night. No meetings or practices involving students are to be scheduled on Wednesday night to start or extend beyond 6:30 p.m. without administrative approval.

FEES

Fees may be charged to students enrolled in various courses. Fees will be collected by the main office or through Skyward. Fees are to be paid prior to the start of the class each trimester. All fees must be paid in order to participate in the graduation ceremony and/or earn privileges. Please consult the Program of Studies for classes in which fees are assessed.

GRADUATION CEREMONY

A graduation ceremony shall be held for students of LHS each spring. There shall be no school-sponsored prayer or other religious exercise included as part of a District graduation ceremony. As participation in the actual graduation ceremony is a privilege rather than a right, a student must have completed all of

the requirements in order to participate in the graduation ceremony.

1. Meet all the credit and class requirements. (Work must be completed and passing grades must be submitted the day prior to the practice.)
2. Participated in the entire graduation practice. The principal may waive this requirement for exceptional cases with sufficient reasons.
3. Understand that commencement is a school-sponsored activity and all school rules of behavior and dress attire remain in effect. Students will abide by the rules for participation in the ceremony as established by the administration.
4. Have resolved/paid all fees and fines.
5. Attend at least 90% of the school/class periods in each and every term, not including excused absences.
6. Students who demonstrate recent, excessive, or severe misbehavior at school or who pose behavioral and supervisory concerns for the graduation ceremony will be restricted from participation.

HEALTH CENTER

The Student Health Center is located on the first floor east of the Student Services office. All students who become ill during the school day are to report there for care. Sick or injured students are not allowed to leave the building without permission from the school nurse or office staff and parent. Any student who leaves the campus without permission is subject to disciplinary action, including detention or suspension. The school nurse may perform physical assessments and identify students with health problems that impact educational performance. If you do not want your child to participate in these activities, you must notify the school principal in writing.

IDENTIFICATION CARDS

Identification cards must be carried at all times by students. I.D. cards are required for payment in food services, admission to school functions, admission to the Library Media Center and study hall, for dismissal privileges, and for detentions. Students who do not show their I.D. cards upon request will be referred to the office immediately for disciplinary action. Lost I.D.'s may be replaced in Student Services for a fee. Students may purchase a lanyard or ID retractable hip clip in the main office.

LAB/AG/TECH ED SAFETY

All students are required to wear safety glasses and follow all lab and safety rules while in lab settings and at worksites. Failure to obey regulations and rules may result in removal from class with an "F" grade administered.

LOCKERS

School Board Policy 445.1 states that student lockers are the property of Lincoln High School and are subject to inspection by school officials at any time as determined necessary or appropriate. The administration or its designee may search the locker and the contents within the locker. Each student will be issued a locker. It is the student's responsibility to keep the locker clean until the student graduates or withdraws from school. Upon leaving, an assessment

of the locker's condition will be made, and a fine will be levied for any damage.

The school is not responsible for lost items. It is recommended that students carry valuables on themselves or, if necessary, bring them to the high school office for safekeeping. Permission from an administrator must be obtained to change lockers, and a fee will be charged. No student shall enter another student's locker; doing so will result in disciplinary consequences. **LOCKERS ARE NOT TO BE SHARED BY STUDENTS.** Please report malfunctioning lockers to the high school office immediately.

NATIONAL HONOR SOCIETY SELECTION PROCESS

Sophomores and juniors who have met the scholastic requirement of a 3.5 or above cumulative grade point average will be notified during Term 3 of their eligibility for the National Honor Society. Candidates will then be required to submit a Candidate Activity Information Form from which a faculty committee will evaluate candidates on their leadership, character, and service to determine those that will be invited to be inducted into NHS. Students will be notified in August about the status of their membership and an induction ceremony will be held in September for those who have been accepted. Students who have been disciplined for academic dishonesty in grades 9-12 or who have a co-curricular code violation 12 months prior to the application due date will be ineligible for NHS.

PARKING / MOTORIZED VEHICLES ON CAMPUS

If parents consider it necessary for their children to drive to school and they wish to park on school property, a parking fee and hang tag are required. All students who wish to take advantage of this privilege must have a permission slip signed by their parents on record in the office.

Driving to school is a privilege, and students who drive assume certain responsibilities to ensure the safety of others. The administration is responsible for establishing regulations controlling automobile use. Motorized vehicles (gas, electric, and/or hybrid) parked on school property are subject to searches by the school administration.

- Drivers park their vehicles at their own risk. The school is NOT RESPONSIBLE for any damage, theft, or vandalism to vehicles.
- A 10 m.p.h. speed limit applies to all school property. Vehicles must stay on all marked roadways, not on paths or sidewalks.
- Students who drive are subject to all vehicle regulations established by the school or state. Dangerous and unlawful driving is not permitted and will result in the loss of parking privileges, disciplinary action taken by the school, and/or a referral to the Police Department.
- Student drivers must park their vehicles in the south parking lot only and in parking spaces designated for student parking (yellow lined areas). Parking in areas reserved for faculty, on the lawn, on snowbanks, or outside of areas designated by painted lines is strictly prohibited. Vehicles parked in restricted areas or not properly registered are subject to a school-issued parking fine. Unless otherwise permitted by the school administration, parked vehicles are

to remain locked and unoccupied until the student is through for the day. Students are not to loiter in the parking lot.

- Permission for a student to bring a vehicle on school property shall be conditioned upon the consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others.
- Anyone in possession of another person's hang tag will face suspension and a referral to the police for theft. Students found to be using a duplicated or otherwise fraudulent parking permit are also subject to disciplinary consequences.

PRESCRIPTION & NONPRESCRIPTION MEDICATION**

For prescription medication at school, all the following conditions must be met:

- A physician's order must be on file in the school nurse's office. This order must be renewed each year.
- Written parental permission must be filed annually.
- All prescription medications shall be in a pharmacy labeled container with the student's name, date, drug name, dosage, how often to be taken, prescribing physician, and pharmacy name/phone number.
- Any medication identified as a controlled substance, such as medication for the treatment of ADD/ADHD, anxiety, or pain, must be delivered to the school office by a parent, guardian, or another responsible adult.
- Any change in prescription must be accompanied by a new prescription order.
- All prescription medicine must be kept in the school nurse's office.

For non-prescription medication at school:

- Misuse or sharing of over-the-counter medication will result in the loss of this privilege and disciplinary actions.
- Should you have any questions regarding the District school medication administration policy, please contact the school nurse.
- Small amounts of nonprescription medication may be kept in the student locker in an original container provided the above conditions are met.

**Parent permission must be updated annually through online verification.

P.R.I.D.E. SYSTEM

Seniors who qualify will, upon approval of parent and administration, be allowed to leave campus during their lunch period and/or study hall. 2nd and 3rd Term Freshmen, Sophomores and Juniors who qualify will, upon approval of parent and administration, be allowed to leave campus during their study hall. Students in good academic standing will be assigned to a non-structured study hall in the Commons. This is a privilege and reward for making appropriate academic, attendance, and behavioral decisions. Students may be removed at the discretion of the administration for failing to maintain appropriate expectations.

RELEASE OF STUDENT INFORMATION

Student Directory Data is defined as: *student name, address, photographs, degrees and awards received, major field of study, participation in activities/sports, weight/height on athletic team, and name of school student most recently attended.* The ability to release directory data helps WRPS to include a student in certain publications like the annual yearbook, honor roll and scholarship programs, and athletic program rosters. At the high school level, WRPS does receive requests for student data from organizations such as colleges/universities, technical colleges, and armed forces recruiters for educational or career opportunity purposes. Parents or adult pupils must complete a "Release of Student Directory Data" form **if they wish to restrict the release of student data.** You can obtain this form from the school office. If no form gets completed, the District will fulfill its legal obligation to release directory data when requested.

SCHOOL RESOURCE OFFICER

The Wisconsin Rapids Police Department, in cooperation with the school district, has a police liaison officer who works at LHS. The officer handles police referrals and also serves as a resource person in the classroom. Students wishing to see the liaison officer may go to the high school main office.

SEARCHES: GENERAL & CANINE

Searches for contraband on LHS students will be periodically conducted. All persons on school grounds may be subject to search in accordance with District policy. Contraband found will be confiscated and turned over to school administrators for action. Types of searches conducted: locker, hallways, classroom, vehicle, searches of individuals, bags, purses, drug-detection dogs, and parking lot. Students who refuse a search or an assessment may be subject to school discipline up to a recommendation for an expulsion hearing.

STUDENT SERVICES

Student Services is designed to supplement and complement the educational process. Through developmental, advisory, and preventative measures, counselors work with students, staff, parents, and the community to provide the most appropriate educational program possible. Group and individual counseling, testing, registration, career planning, awards programs, and financial aid preparation are among the many tasks that are performed in Student Services. Students are assigned a counselor by the beginning letter of their last name.

STUDENT SURVEYS

According to Board Policy 441, student surveys will not be distributed without parent/guardian notification and an opportunity to request that the student not participate. Requests to inspect a survey can be made to the building principal. Surveys may not be administered without administrator approval.

SUICIDE PREVENTION RESOURCES

If you are concerned about yourself or a friend, don't be afraid to ACT.

- Acknowledge that you are seeing signs of depression or suicide in someone.
- Care: Let them know you care and that you can help.
- Tell a trusted adult.

Resource Hotlines

- Wood County Mental Health Helpline: 715-421-2345
- The National Suicide Prevention Lifeline: Call 811 to access free, 24/7, confidential support for people in distress, prevention, and crisis resources.
- HOPELINE: Text “HOPELINE” to 741741 or go to www.centerforsuicideawareness.org for 24/7 free trained crisis counselors.
- The Trevor Lifeline: A national organization focused on crisis and suicide prevention efforts among LGBTQ+ youth. (1-866-488-7386)

VIDEO SURVEILLANCE

A video surveillance system is used for the purpose of maintaining a safe and orderly educational environment, identifying disciplinary issues, minimizing theft, vandalism, bullying, and harassment, and for enforcing school policies and rules. Video recordings may become a part of a student's educational record. (Board Policy 731.2)

VISITOR POLICY

LHS does not allow high school-age visitors to attend classes during the school day. LHS offers shadow request days for prospective students once per month. Requests are submitted online from our website.

VOLUNTEER PROGRAM

The Volunteer Program is available to all Lincoln High School students on a voluntary basis. No academic credit is given for participation in this program. Students who complete 100 hours or more of community service before graduation receive special recognition at graduation. Students are encouraged to reflect on their volunteer activities and record them in the volunteer area of Xello and the district Google form.

WITHDRAWAL

A student who wishes to withdraw or transfer to another school should report to the high school office at least one day prior to departure to obtain a withdrawal form. The withdrawal process includes clearance with each teacher, the counselor, and LMC; payment of all fees/fines, return of all school materials and school-issued Chromebook, and all detentions served. Every withdrawal should be verified by a written statement from the parent. Students will be marked absent and/or truant with appropriate consequences until LHS receives an official records transfer request from the new school at which the student has enrolled. Records will not be sent with the student.

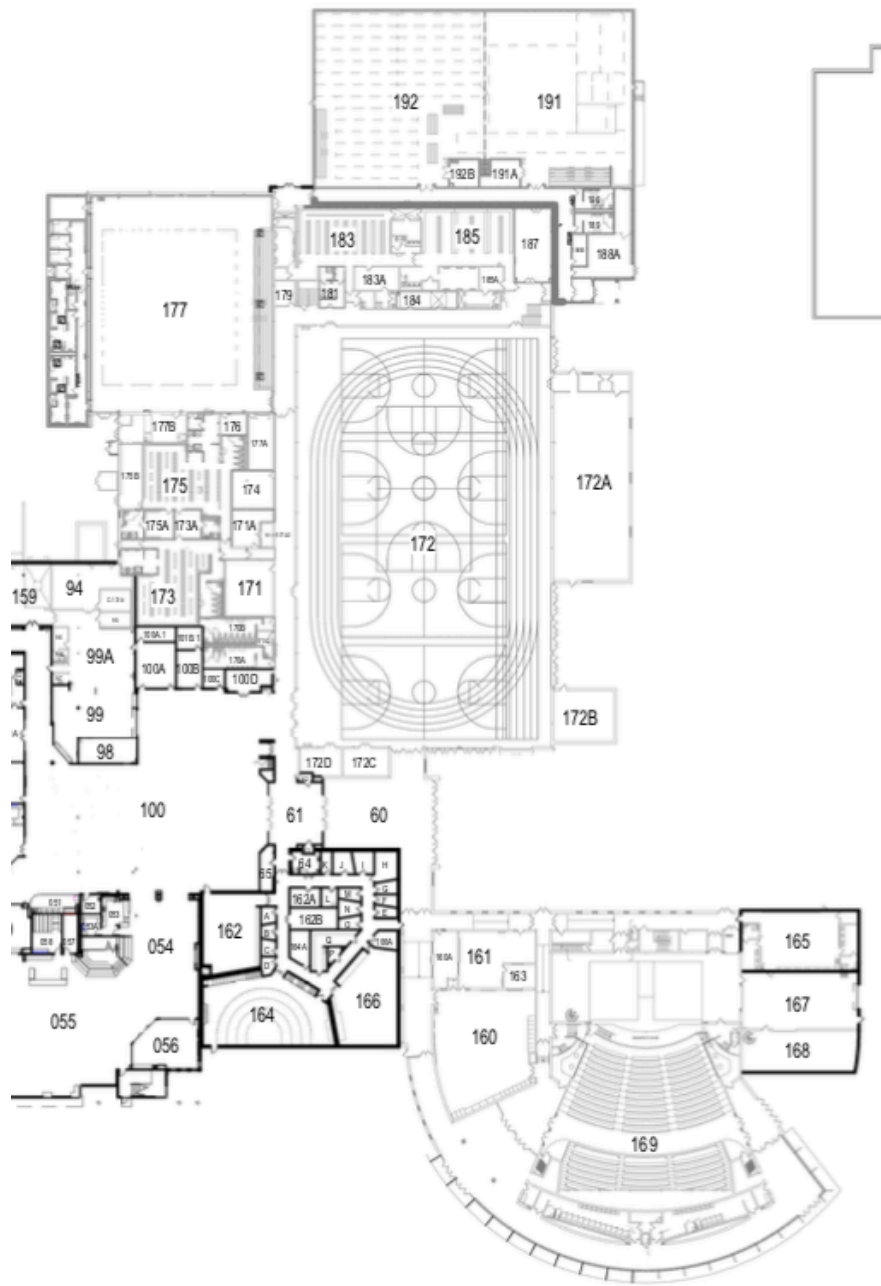
WORK PERMITS

Please contact the office to ensure that all necessary documentation is provided prior to an issue of the permit. The following documentation is needed to request a work permit with no exceptions: a letter from the employer with written parent consent, an original Social Security card, and \$10. In addition, you will need proof of identification that includes one of the following: birth certificate, baptismal certificate, state ID card, or driver's license. The School District of Wisconsin Rapids will request work permits be revoked for students who are truant.

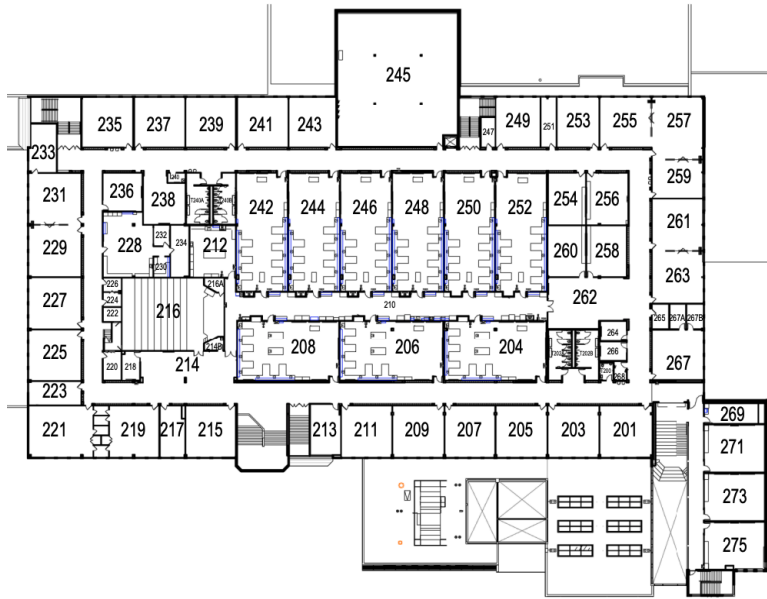
MAPS OF LINCOLN



1st Floor North



1st Floor South



2nd Floor



Wisconsin Rapids Area Middle School

1921 27th Ave. South Wisconsin Rapids, Wisconsin 54495

Telephone: (715) 424-6740

<https://www.wrps.org/schools/wrams/index.cfm>

Welcome to WRAMS!

Our school provides a wide variety of academic and co-curricular opportunities for sixth, seventh, and eighth grade students. This handbook has been prepared to help students stay organized, to give parents and guardians information, and to provide access to policies and practices.

The staff and administration at WRAMS are dedicated to creating an environment conducive to meeting students' academic and social needs. We are looking forward to working with you and having a great school year!

Together, the students and staff at Wisconsin Rapids Area Middle School work to create a supportive, equitable, inclusive learning environment.

Any modifications will be updated and reflected in the digital version of this handbook, which can be found at the WRAMS school website (linked above).

Tracy Ginter – Principal
Bill Oswald and Paul Rheinschmidt Ben Kessler - Associate Principals

2024-2025 Student Handbook - Cover Art By: _____

Name: _____	Grade: _____
Address: _____	Phone: _____
City: _____	Zip: _____
ID: _____	

General Information

WRPS MISSION STATEMENT

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 to a changing world.

WRAMS MISSION STATEMENT

At WRAMS we work together to provide safe, positive academic and social opportunities that encourage all students to grow into responsible, respectful, and resourceful citizens.

RELEASE OF STUDENT INFORMATION

Student Directory Data is defined as: student name, address, photographs, degrees and awards received, major field of study, participation in activities/sports, weight/height on athletic team, and name of school student most recently attended. The ability to release directory data helps WRPS to include a student in certain publications like the annual yearbook, honor roll and scholarship programs, and on athletic program rosters. At the high school level, WRPS does receive requests for student data from organizations such as colleges/universities, technical colleges, and armed forces recruiters for educational or career opportunity purposes. Parents or adult pupils must complete a "Release of Student Directory Data" form if they wish to restrict the release of student data. You can obtain this form from the school office. If no form gets completed, the District will fulfill its legal obligation to release directory data when requested.

VISITORS

All visitors must report to the office, scan a driver's license, and receive a visitor's pass upon arrival at school. Once the school day begins, all outside doors are locked. *No one is allowed to wait by student lockers, outside classrooms, or in the cafeteria during school hours.*

STUDENT SURVEYS

According to WRPS Policy #441, third party, student surveys will not be distributed without parent or guardian notification and an opportunity to request that the student not participate. Requests to inspect a survey can be made to the building principal. For additional information, feel free to contact an administrator.

SKYWARD FAMILY ACCESS

Family Access is a very useful tool via the internet for parents to keep up-to-date about different aspects of their student's educational progress. Family Access is available through any internet browser by going to the school website: www.wrps.org.

Each student is issued his/her own login and password. Also, each guardian listed in the district database has a login and password assigned to them. This is the same login/password used for ON-LINE ENROLLMENT VERIFICATION at the beginning of each school year. If a guardian is unsure about a login and/or password, click on "**Forgot your Login/Password?**" and follow the steps listed. Once logged in, the following information will be available: calendar, student information, grade books, message center, attendance, and schedule.

Status Changes

Changes to telephone numbers, e-mail addresses, and/or emergency contact information should be changed via the on-line enrollment verification in Skyward Family Access. If you do not have computer access, you can call the student services' secretary. This information will then be updated in Skyward.



FINAL VERSION
Board Approved 2-12-24
*Moved Autumn Break Day from
 October 25 to November 1*

*October 25 is a regular school day
 for students to be in attendance.*

**2024-2025
SCHOOL CALENDAR**

September 3	First Day for Students
September 27	Professional Development Day – NO SCHOOL
November 1	Autumn Break – NO SCHOOL
November 27	Record Keeping/Professional Development Day – NO SCHOOL
November 28-29	Thanksgiving Break – NO SCHOOL
December 23-January 1	Winter Break – NO SCHOOL
January 2	Students Return
January 20	Professional Development Day – NO SCHOOL
March 7	Recordkeeping/Professional Development Day – NO SCHOOL
March 24-28	Spring Break – NO SCHOOL
April 18	Professional Development Day – NO SCHOOL
May 26	Memorial Day – NO SCHOOL
June 5	Last Day for Students (<u>Half</u> -day) <i>(Wisc. Rapids Area Middle School Dismissal – 12:00 p.m.) (Lincoln High School Dismissal – 12:20 p.m.) (Elementary Dismissal – 1:00 p.m.) (Note: 4K students do not attend on the last day scheduled.)</i>

PLEASE NOTE:
Report cards issued at the end of each trimester:

1st Trimester: 9/3/24 – 11/26/24
 2nd Trimester: 12/2/24 – 3/4/25
 3rd Trimester: 3/5/25 – 6/5/25

BELL SCHEDULES



2024-2025 Schedule

6th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:38
2nd Hour	8:42-9:26
3rd hour	9:30-10:14
4th Hour	10:18-11:02
Lunch	11:02-11:28
5th Hour	11:32-12:16
6th Hour	12:20-1:04
7th Hour	1:08-1:52
8th Hour	1:56-2:37

7th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:38
2nd Hour	8:42-9:26
3rd hour	9:30-10:14
4th Hour	10:18-11:02
5th Hour	11:06-11:50
Lunch	11:50-12:16
6th hour	12:20-1:04
7th Hour	1:08-1:52
8th Hour	1:56-2:37

8th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:38
2nd hour	8:42-9:26
3rd hour	9:30-10:14
4th Hour	10:18-11:02
5th hour	11:06-11:50
6th Hour	11:54-12:38
Lunch	12:38-1:04
7th Hour	1:08-1:52
8th Hour	1:56-2:40



Late Start Schedule

6th Grade		7th Grade		8th Grade	
PLC	7:00-7:45	PLC	7:00-7:45	PLC	7:00-7:45
Warning Bell	7:54	Warning Bell	7:54	Warning Bell	7:54
RPT	7:55-8:20	RPT	7:55-8:20	RPT	7:55-8:20
1st Hour	8:24-9:04	1st Hour	8:24-9:04	1st Hour	8:24-9:04
2nd Hour	9:08-9:48	2nd Hour	9:08-9:48	2nd Hour	9:08-9:48
3rd Hour	9:52-10:32	3rd Hour	9:52-10:32	3rd Hour	9:52-10:32
4th Hour	10:34-11:14	4th Hour	10:34-11:14	4th Hour	10:34-11:14
Lunch	11:14-11:40	5th Hour	11:18-11:58	5th Hour	11:18-11:58
5th Hour	11:44-12:24	Lunch	11:58-12:24	6th Hour	12:02-12:42
6th Hour	12:28-1:08	6th Hour	12:28-1:08	Lunch	12:42-1:08
7th Hour	1:12-1:52	7th Hour	1:12-1:52	7th Hour	1:12-1:52
8th Hour	1:56-2:37 (+1)	8th Hour	1:56-2:37 (+1)	8th Hour	1:56-2:40 (+4)



Reset/Late Start Monday Schedule

6th Grade		7th Grade		8th Grade	
PLC	7:00-7:45	PLC	7:00-7:45	PLC	7:00-7:45
Warning Bell	7:54	Warning Bell	7:54	Warning Bell	7:54
Reset	7:55-8:50	Reset	7:55-8:50	Reset	7:55-8:50
1st Hour	8:54-9:30	1st Hour	8:54-9:30	1st Hour	8:54-9:30
2nd Hour	9:34-10:10	2nd Hour	9:34-10:10	2nd Hour	9:34-10:10
3rd Hour	10:14-10:50	3rd Hour	10:14-10:50	3rd Hour	10:14-10:50
4th Hour	10:54-11:30	4th Hour	10:54-11:30	4th Hour	10:54-11:30
Lunch	11:30-11:56	5th Hour	11:34-12:10	5th Hour	11:34-12:10
5th Hour	12:00-12:36	Lunch	12:10-12:36	6th Hour	12:14-12:50
6th Hour	12:40-1:16	6th Hour	12:40-1:16	Lunch	12:50-1:16
7th Hour	1:20-1:56	7th Hour	1:20-1:56	7th Hour	1:20-1:56
8th Hour	2:00-2:37 (+1)	8th Hour	2:00-2:37 (+1)	8th Hour	2:00-2:40 (+4)

DROP OFF & PICK UP INFORMATION

The doors open to WRAMS at 7:00 a.m. on regular school days. On Late Start and RESET Mondays, students will enter the building at 7:30 a.m. Students who are dropped off in the morning should be let out on the west side of the building and use Entrance A (main entrance) to enter the building. ~~Sixth grade students should enter using Entrance Y, seventh grade students through Entrance A, and eighth grade students through Entrance B.~~ In the afternoon, students who are picked up are to do so in the parking lot near the tennis court on the west side of the building. After buses leave, students can be picked up near the building. Pick up at the building itself is prohibited between 2:10 p.m. -2:45 p.m. to allow for buses to stage on all sides of the building.

BUSING

Transportation provided by the District is considered part of the school day. Inappropriate behavior on buses may result in disciplinary action at school as well as loss of transportation privileges.

443.2 STUDENT CONDUCT ON SCHOOL BUSES Parents/guardians and students must realize that the school bus is an extension of the classroom. The bus driver, as the teacher in the classroom, has the responsibility for the safety and welfare of the student while under his/her charge. Students must obey all rules that apply to bus riding for their own safety and protection as well as others aboard the school bus. Students and parents/guardians alike should be informed that misbehavior will not be tolerated. Students who misbehave on the school bus can be suspended from riding the school bus, in accordance with established procedures.

Specific conduct expectations and possible consequences for misbehavior can be found by clicking on [Bus Conduct](#).

BUS PASSES

In order to be issued a [bus pass](#), a student must be a regular bus student and provide Student Services with written parent consent. Permission by phone cannot be accepted.

CONTACT INFORMATION - Phone

Main Office	(715) 424-6740	Attendance Line	(715) 424-6765
Student Services	(715) 424-6745	Fax Number	(715) 422-6187

CONTACT INFORMATION - Email

All Wisconsin Rapids Public School email addresses consist of the staff member's **first name . last name @ wrps.net**

Student Services

WRAMS' Student Services includes 3 school counselors, a school social worker, a school psychologist, a **student engagement facilitator**, and a positive behavior coach who assist students with academic, career and social/emotional development. There is also a school resource officer available to students, staff, parents and guardians.

*Mr. Randy Chip	Counselor - 6th grade students	randy.chip@wrps.net
*Ms. Gretchen Niedbalski	Counselor - 7th/8th grade students A-K	gretchen.niedbalski@wrps.net
*Ms. Amanda Van De Hey	Counselor - 7th/8th grade students L-Z	amanda.vandehay@wrps.net
*Ms. Tessa Gruszynski	Social Worker	tessa.gruszynski@wrps.net
*Ms. Amanda Manzke	School Psychologist	amanda.manzke@wrps.net
*Ms. Sarah Arendt	Positive Behavior Coach	sarah.arendt@wrps.net
*Ms. Rebecca Mischnick	Student Engagement Facilitator	rebecca.mischnick@wrps.net
*Officer Dan Pelot	School Resource Officer	daniel.pelot@wrps.net

HEALTH SERVICES

All medication needs to be left with the school nurse. Prescription medications must be in a labeled pharmacy bottle along with the doctor's order. Over-the-counter medications such as ibuprofen and Tylenol shall only be given by the nurse or office staff and with parent permission noted in Skyward. This applies to cold and allergy medications as well. Any medication brought to school must be in its original, unopened container. The nurse or office staff will administer all medications. Also, the nurse may organize vision and hearing screenings, perform physical assessments and identify students with health problems that impact educational performance. Parents must notify the principal in writing if they do not want their child to participate in these activities.

FOOD SERVICES

A full, hot breakfast is offered at WRAMS along with the usual lunch options. The cost is ~~\$1.50~~ \$1.75 for breakfast and ~~\$2.35~~ \$2.50 for lunch. Additional milk is ~~\$0.45~~ \$0.50. Students may qualify for free or reduced lunch. Information is sent home at the beginning of the school year regarding eligibility. An automated meal system which allows students to deposit money into an account and enter a personal identification number (PIN) at the lunch line can be used for breakfast and lunch purposes. Breakfast and lunch may also be brought from home. Students are urged to eat nutritious meals in order to optimize their health and learning potential. *Therefore, students may not have food delivered nor have energy drinks in school.*

TECHNOLOGY USE

The Wisconsin Rapids District Network (WRDN) and the Internet are powerful educational resources, which allow the user to find, use, and place information on the worldwide electronic network. Use of these resources is a privilege, not a right. The District reserves the right to restrict or terminate WRDN or Internet access at any time. The District has the obligation to monitor the network activity to maintain the integrity of the WRDN and ensure adherence to District policies. Users of the WRDN should not assume that information stored and/or transmitted is confidential or secure. Just as there are social codes and behaviors which are acceptable at school, there are correct procedures and rules for the use of the WRDN resources. Student users and their parent(s)/guardian(s) will be provided information from Board Policy 365.1 and 365.1 Rule.

Library Media and Technology Services

WRAMS' Library Media and Technology Services provide support in accessing/using our print and digital resources and repairing/troubleshooting issues with district Chromebooks. In regard to Chromebook expectations, all students must abide by the procedures and regulations outlined in the WRPS Chromebook Handbook on the district's website.

Ms. Kirsten Johnson	Library Media Specialist / Instructional Technology Integrator	kirsten.johnson@wrps.net
Ms. Julie Lieber	Library Aide	julie.lieber@wrps.net
Mr. Justin Abraham	Instructional Technology Support Specialist	justin.abraham@wrps.net
Mr. Jordan Deadwyler	Instructional Technology Support Specialist	jordan.deadwyler@wrps.net
Ms. Tonya Hawke	Instructional Technology Aide	tonya.hawke@wrps.net

Wisconsin Rapids Public Schools
WRAMS
Responsible Use Policy (RUP)

Respect Yourself

- Choose online names that are suitable and respectful.
- Create passwords that are appropriate and keep log-in information confidential.
- Only visit sites that are appropriate and respect the rules of our RUP.
(If you wouldn't feel comfortable showing the website to your parents or grandparents, then it's inappropriate.)
- Only create/share information online that is appropriate and save/share pictures that are suitable and respectful.
- Always report anything that happens online which makes you feel uncomfortable or unhappy to a teacher or trusted adult.
- Talk to trusted adults, like your parents and teachers, about your online experiences.
- Secure or sign out on a computer or Chromebook when you are not using it.

Respect Others

- Send/receive email and other forms of communications that are purposeful and related to educational needs. Email should not be used for casual conversations or items unrelated to educational needs.
- Show you care by not sending or forwarding hurtful, insulting or inappropriate messages to other people.
- Avoid getting involved in conversations that are unkind, mean, or bullying in nature.
- Some websites are disrespectful because they show people behaving inappropriately or illegally—or are racist, biased or unkind. Show your respect for others by avoiding these sites. *(If you visit one by accident, close it and tell your teacher or an adult.)*
- Show respect for others' privacy by not trying to get onto their devices or into their online files without invitation.

Respect Property

- Use reliable sites when looking for information and images online.
- Attempt to use media (images, video and music) that you've been given license or permission to reuse. *(Without license or permission to reuse, be sure to cite all media appropriately.)*
- Respect our district's technology devices. Act appropriately when using them, do not change settings or vandalize them, and report any damage that you find.
- Limit your printing to appropriate school use. Do not print for personal purposes.

Responsible Use and Care of a Chromebook

Understand and accept responsibility for the following:

- Care and use of any District Chromebook in my possession.
- Ensure the Chromebook is brought to school each day fully charged and ready for use.
- Keep my Chromebook in its case at all times.
- Respect and be responsible for the treatment of all Chromebooks used in the District.
- Act in a responsible manner while using the Chromebook (following directives in class).
- Seek immediate repair through the school if the Chromebook becomes damaged or is not working properly.

Be aware of the following:

A district issued Chromebook remains the property of the School District of Wisconsin Rapids and is subject to examination by District personnel upon request at any time. As property of the district all Chromebooks will be filtered and monitored for web content and browsing history on and off school premises by web content and filtering software.

CO-CURRICULAR CODE SUMMARY

All students planning to participate in a school club or activity must have a signed code on file prior to participating. Both students and parents must agree and adhere to the expectations outlined in WRPS' code. This

requirement is met by completing on-line verification prior to the start of the academic year. Refer to the Co-Curricular Code Handbook, found on the WRAMS Athletics web page, for specific information. Questions can be directed to ~~Tim Bean~~ **Nathali Jones**, WRAMS' Athletic Director.

ACADEMIC HONESTY

WRPS Policy #443.9 prohibits cheating. Cheating is defined as an act of deception by which a student misrepresents mastery on an academic exercise which, in fact, has not been mastered. Cheating, copying, plagiarizing, or forging in connection with academic endeavors will be subject to disciplinary action. **Using Artificial Intelligence (AI), such as ChatGPT or others, to represent student work is prohibited unless permission has been granted by the classroom teacher. Student use of AI on assignments may be subject to disciplinary action.**

LOCKERS

WRPS Policy #5142.1 states that a student locker is provided by the school district for convenience in storing clothing and school-related materials. School lockers are the property of WRPS. At no time is exclusive control of the lockers relinquished. School authorities for any reason may conduct general inspections of lockers at any time, without notice, without student consent and without a search warrant.

Lockers shall be maintained and kept clean. Permission from an administrator must be obtained to change lockers. **LOCKERS ARE NOT TO BE SHARED.** The school is not responsible for lost items. It is recommended that valuables not be brought to school.

ATTENDANCE

State Law under Articles 118.15, sub-sections 1-5 state: "Any person having under control a child who is between the ages of 6 and 18 years of age shall cause such a child to attend school regularly during the full period and hours."

It is important for all WRAMS students to establish a positive attendance record. Absence from school, whether excused or unexcused, often has an adverse effect upon a student's academic progress. Learning takes place in many ways and places, and the best policy is to be in the right place at the right time. The learning atmosphere in a classroom is such that optimum conditions for education should result for the student. The exact situations, demonstrations, and activities can never be repeated for those pupils who miss a class. Each student should be in every class or study hall for which he/she is scheduled.

1. It is the responsibility of the student's parent or guardian to report absences from school on a daily basis by calling (715) 424-6740 or on Skyward Family Access.
2. All absences should be called in prior to the student's absence. A phone call is made home nightly as a reminder that your student has an unresolved absence which needs to be cleared up within 48 hours.
3. Excessive absences will be referred to the proper authorities for violation of the compulsory school attendance law, Wisconsin State Statute 118.16. Truant and habitually truant (more than five days unexcused per term) students will be processed under Municipal Code 866. Detentions, in-school suspension, Thursday school, referral to Social Services, mandatory court appearances and citations are all consequences of truancy.
4. According to State Statute 118.15(3)(c), a parent may excuse their child for 10 excused absences. After the 10 days of absence per year, the student will be required to provide documentation from a doctor or other health care professional, a probation officer or social worker, police officer or judge in order to be excused, Wisconsin State Statute 118.15.
5. WRPS may terminate a pupil's open enrollment in the succeeding trimester or school year if the student is habitually truant during either trimester in the current school year.

STUDENT EXPECTATIONS

School-Appropriate Attire

Remember the 3Cs when dressing for school; you should be Clean, Comfortable and Covered. Personal appearance should not be distracting, cause disruption or present unsafe situations.

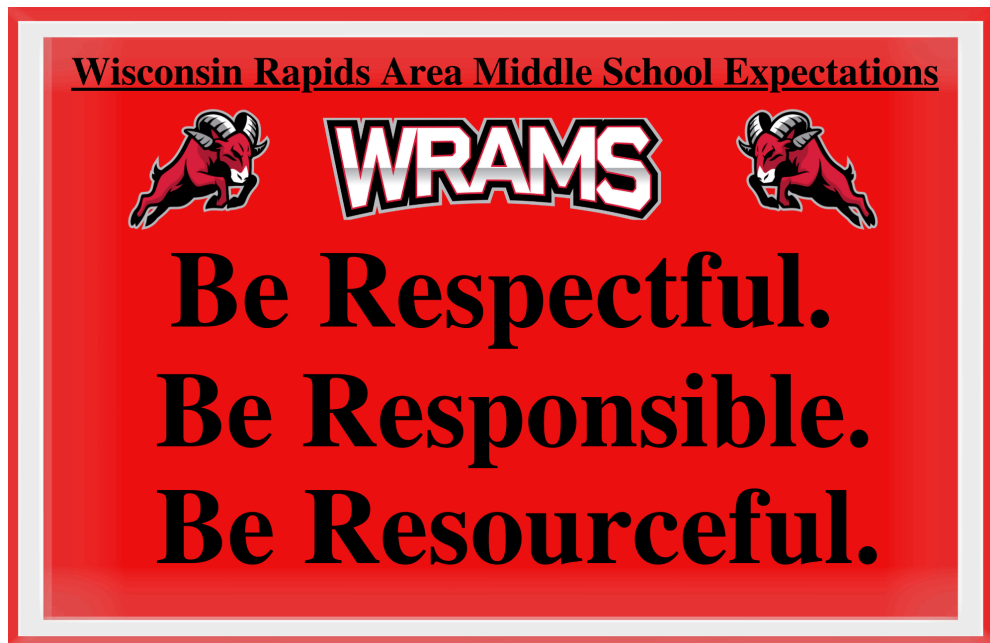
Therefore:

- ✓ Coats, outdoor vests, hats, and sunglasses are not worn to classes;
- ✓ Hoods are kept down;
- ✓ Undergarments are not showing;
- ✓ Pants, skirts and shorts must be worn at waist;
- ✓ Appropriate footwear is a must.

Note: Any fashion (dress, accessory or adornment) that is distracting from the learning process or presents a safety risk or conceals/covers identity; displays suggestive, offensive, obscene, sexually degrading or racially motivated graphics or statements; or pertains to drugs, alcohol or tobacco products is not permitted. **The wearing of actual physical flags, chains, ski masks or other face coverings and/or spikes are also explicitly prohibited. Students not meeting the dress expectations will be required to alter their clothing or contact a parent to bring more suitable attire.**

Helpful Hint: *Temperatures vary from room to room; however, WRAMS tends to be cool. It is recommended that students keep a sweatshirt or sweater in their locker.*

BEHAVIORAL STANDARDS



WRAMS provides an environment in which students can learn, feel safe and secure, and can seek help when it is needed. Sometimes students act inappropriately. These actions are divided into two categories: **minor** and **major**.

Minor infractions include such things as being late to class, not bringing materials, running in the halls, being loud in the halls, making inappropriate comments/gestures, throwing snowballs, kissing and other PDAs (Public Displays of Affection), as well as lunchroom problems such as running, not following directions and not cleaning up. These behaviors are handled primarily by the classroom teacher/supervisor who will discuss proper behaviors and work out plans for correcting the problem. Repeated minor infractions may result in administrative action such as lunch detention or in-school time out. If a student is sent to in-house, a phone call home will be made

by the staff member referring the student. While in in-house, the student will process through the referral with the goal of returning to class. If a student is still unable to meet behavior expectations after being sent to in-house, students may be referred to the in-school suspension room for a time specified by administration. Administration will call home to discuss this matter with the caregiver if a student is referred to the in-school suspension room.

Major infractions include fighting, disrespect to staff and guest teachers, failure to follow directions, continuous disruption, swearing at others, intimidation, harassment, assault, drugs/alcohol/tobacco use/distribution/ possession, and bringing a weapon to school. As defined by Wisconsin State Statute 939.22 a “dangerous weapon” means any firearm, whether loaded or unloaded, any device designed as a weapon for producing bodily harm, any electric weapon or any other device or instrument which, in the manner it is used or intended to be used, is calculated or likely to produce death or bodily harm. Because of the serious nature of **major** infractions, the consequences may involve time spent after school, parent conferences, removal from class, in-school and out-of-school suspension, and in some cases, a police referral. Students who are given out-of-school suspensions may be prevented from participating in extra activities, including field trips. Students bringing weapons to school or selling drugs, look-alikes, or prescription medications will **automatically** be involved in expulsion proceedings.

GRADING AND RETAKE POLICIES

GRADE LEVEL	GRADING & POLICY
6th	Skyward Gradebooks are weighted so that 60% of a student’s grade is based on summative assessment and 40% of their grade is based on formative assessment. There is not a minimum score that students must achieve in order to retake an assessment. Students may earn up to ½ the maximum score on a retake.
7th	Skyward Gradebooks are weighted so that 60% of a student’s grade is based on summative assessment and 40% of their grade is based on formative assessment. There is not a minimum score that students must achieve in order to retake an assessment. Students will earn the score they receive on the retake, regardless of original score. It will not be averaged, nor will the better of the two be given.
8th	Skyward Gradebooks are weighted so that 70% of a student’s grade is based on summative assessment and 30% of their grade is based on formative assessment. A maximum score of a ‘B’ may be earned on a retake. Retakes will only occur on summative assessments.

E-Learning Days

Students are expected to engage with instructional material via their teachers’ Canvas pages once the designated amount of traditional snow days have been utilized. Teachers will have the activities and work for the day posted on their Virtual Snow Day page by 7:25 a.m

Between 7:25 a.m. and 10:00 a.m., students should go into each course to be sure that they understand the expectations for the day’s activities and assignments. In the event that students have questions about the content or expectations, students can send email messages to their teachers. They can also join the Google Meet or Zoom meeting for the course in which they need additional support. Links to join meetings with their teachers will be posted in Canvas.

If a Chromebook is left at school, students should download the Canvas Student App in their phone’s app store. This will allow students to gain access to all course materials. Signing into Canvas to complete activities and assigned content is required for all classes.

You can also request a virtual meeting with your School Counselors, School Social Worker, Positive Behavior Coach, School Psychologist, or Student Engagement Facilitator. Please fill out the [‘Student Services Request Form’](#) in the Student Forms tab on your Chromebook to request a meeting. They will follow up with you through email.

ELECTRONIC DEVICES

Students may use cell phones and other electronic devices before and after school. Usage is prohibited during the instructional day including lunch. It is an expectation that phones be turned off and stored in lockers during the day. Mobile phones are not to be used in restrooms and locker rooms. Video recording in these areas is strictly prohibited. There are telephones available for use during the day, and messages are delivered between classes.

TOBACCO, ALCOHOL AND OTHER DRUGS

Smoking, chewing, or use of tobacco products and e-cigarettes is prohibited in the school building or on the school campus. WRAMS employs the use of detectors in the bathrooms and locker rooms. The devices detect vapors, as well as a combination of temperature, motion, and noise readings which can alert staff if something may be happening in the bathrooms that we don't condone. It is important to start the conversation around vaping with students who may be experimenting, so they understand the negative impact it has on their physical and mental well-being. It is illegal for anyone under the age of ~~18~~ 21 to possess tobacco products, according to State Law Section 158.983(2)(c). Violators of this policy will be referred to law enforcement. Possession, solicitation, use and/or transmission of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, inhalant, toxic substance or any chemical or controlled substance prohibited under state or federal law, intoxicating beverages, any paraphernalia associated with such controlled substances or the unauthorized possession, use and/or transmission of prescription drugs in or on school property is against school rules, WRPS Policy 443, and the law.

BULLYING - District Policy [411.5](#)

A complete copy of the bullying policy will be made available in the "back to school" packet that is sent home with each student at the beginning of the school year.

Student council members answered the following questions about bullying:

What is bullying?

- Bullying is a behavior that is intentional and hurtful to others.
- Bullying is recurring behavior (not just a one-time thing).
- Bullying is an imbalance of power, and it makes someone feel hurt, intimidated, and powerless.

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the District. This includes public transportation regularly used by students to go to and from school. Educational environments include every activity under school supervision.

What are the different types of bullying?

PHYSICAL bullying includes pushing, kicking, poking, punching, taking and damaging someone's belongings, throwing things at someone, or book checking.

VERBAL bullying includes spreading rumors, insulting someone, lying to get someone in trouble, writing nasty notes, or taunting someone.

SOCIAL bullying includes ignoring someone, excluding someone on purpose, encouraging others not to like someone.

CYBER bullying includes using technology to threaten, gossip, or impersonate another person.

What can I do if I feel I am being bullied?

- ✓ Avoid the bully.
- ✓ Tell the bully to stop.
- ✓ Tell a teacher/staff member. It's important to tell someone right away.

- ✓ Anonymously report an incident from your mobile phone using the STOPit App and school code **wrams**

SOS

If you are concerned about yourself or a friend, don't be afraid to **ACT**.

Acknowledge that you are seeing signs of depression or suicide in someone.

Care: Let them know you care and that you can help.

Tell a trusted adult.

- Wood County Mental Health Helpline: 715-421-2345
- The National Suicide Prevention Lifeline: Call 1-800-273-8255 to access free, 24/7, confidential support for people in distress, prevention, and crisis resources.
- HOPELINE: Text "HOPELINE" to 741741 or go to www.centerforsuicideawareness.org for 24/7 free trained crisis counselors.
- The Trevor Lifeline: A national organization focused on crisis and suicide prevention efforts among LGBTQ+ youth. (1-866-488-7386)

WRAMS STUDENTS ARE:

Responsible

Respectful

Resourceful



AFTER SCHOOL HOURS

Students remaining in the building after 2:45 p.m. must be under the supervision of an adult. Those waiting for late practice or a ride should wait in the cafeteria. *WRAMS Behavioral Expectations apply to all activities occurring on district property as well as district sponsored events (games and concerts at Lincoln High School are examples).*

Pupil Non-Discrimination Statement

The School District of Wisconsin Rapids is committed to equal educational opportunity for all District students. The District will not deny any person admission to, participation in, or the benefits of any curricular, extra-curricular, pupil services, recreational or other program or activity because of a person's gender, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, transgender status, gender identity, or physical, mental, emotional or learning disability, or any other characteristic protected under State or Federal civil rights laws. Incidents of discrimination or harassment should be reported to a teacher, administrator, supervisor, or other District employee to be addressed or forwarded on to District Compliance Officer Brian Oswald.

The District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. The District prohibits all forms of discrimination and harassment.

Special Statement Regarding Sex Discrimination Under Title IX

In compliance with the federal Title IX statutes and regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations, the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to the District's Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both. Please refer to Board Policy 411.11 for additional information.

WRPS Title IX Coordinator

Brian Oswald, Director of Human Resources
510 Peach Street
Wisconsin Rapids, WI 54494
P: 715-424-6710

**Statement Concerning Special Accommodations to Include in Handbooks, Newsletters,
and All School or District Related Communication**

WRPS is committed to ensuring that all students and parents have access to school district information, policies, procedures, and programs. If you need assistance with interpreter or translation services, or other special accommodations that would be helpful to you, please contact either your child's school office or call the Pupil Services Department at 715-424-6724 so that we can assist you.

Spanish

WRPS está comprometido/a a garantizar que todos los estudiantes y padres tengan acceso a la información del distrito escolar, pólizas, procedimientos y programas. Si necesita ayuda con servicios de intérpretes o traducción, o cualquier otra adaptación especial que le sea útil, por favor, póngase en contacto con la oficina de la escuela de su hijo/a o llame al Departamento de Servicios para Alumnos al 715-424-6724 para que podamos ayudarle.

Hmong

WRPS xav kom txhua tus menyuam thiab niam txiv sawsdaws tau kev pab ntawd lawv lus tsev kawm ntawv txog peb cov ntaub ntawv, kev cai, thiab lub hom phiaj. Yog koj xav tau kev pab txhais lus lossis lwm yam, thov hu rau koj tu menyuam lub tsev kawm ntawv lossis hu rau Pupil Services Department ntawd tu xov tooj 715-424-6724. Peb zoo siab pab koj.

12/4/23

WRPS Elementary Agenda Planner 2024-2025 SCHOOL CALENDAR

September 3	First Day for Students
September 27	Professional Development Day – NO SCHOOL
November 1	Autumn Break – NO SCHOOL
November 27	Record Keeping/Professional Development Day – NO SCHOOL
November 28-29	Thanksgiving Break – NO SCHOOL
December 23-January 1	Winter Break – NO SCHOOL
January 2	Students Return
January 20	Professional Development Day – NO SCHOOL
March 7	Recordkeeping/Professional Development Day – NO SCHOOL
March 24-28	Spring Break – NO SCHOOL
April 18	Professional Development Day – NO SCHOOL
May 26	Memorial Day – NO SCHOOL
June 5	Last Day for Students (<u>Half</u> -day)

(Wisc. Rapids Area Middle School Dismissal – 12:00 p.m.)

(Lincoln High School Dismissal – 12:20 p.m.)

(Elementary Dismissal – 1:00 p.m.)

(Note: 4K students do not attend on the last day scheduled.)

Wisconsin Rapids Elementary School Phone Numbers

Grant Elementary	715-424-6766	THINK Academy	715-424-6784
Grove Elementary	715-424-6769	Washington Elementary	715-424-6788
Howe Elementary	715-424-6772	Woodside Elementary	715-424-6793
Mead Elementary	715-424-6777		

WEEKLY SCHOOL SCHEDULE BASED ON LATE START MONDAYS

School	Building Opens Mondays	School Start Time Mondays	Building Opens Tue-Fri	School Start Time Tue-Fri
Central Oaks Academy	9:15 am	9:15 am	9:15 am	9:15 am
Grant Elementary	9:15 am	9:30 am	8:30 am	8:45 am
Grove Elementary	9:10 am	9:25 am	8:20 am	8:40 am
Howe Elementary	9:15 am	9:30 am	8:20 am	8:40 am
Mead Elementary	9:15 am	9:30 am	8:25 am	8:40 am
THINK Academy	9:20 am	9:35 am	8:40 am	8:50 am
Washington Elementary	9:15 am	9:30 am	8:30 am	8:45 am
Woodside Elementary	9:15 am	9:30 am	8:30 am	8:45 am

Attendance

School attendance is critical to the educational success of your child. Your child is expected to be in school every day unless he/she is ill or has other justifiable reasons for the absence. Therefore, we ask your understanding of and cooperation with attendance procedures. WRPS may terminate a pupil's open enrollment or boundary exception in the succeeding semester or school year if the student is habitually truant during either semester in the current school year.

State statute requires each school to report the frequency of and reasons for student absences. The truancy statute is not a district policy; it is state law. Under Wisconsin Statute 118.16(1)(a) and (c), a student is considered truant if school is in session and he/she is not in attendance without an acceptable excuse.

A child is considered a habitual truant when absent or tardy without an acceptable excuse for part or all of 5 or more days on which school is held during a semester.

“Part of a day” is defined by WRPS elementary buildings as:

Arrival after 10:00 AM is considered Absent AM, and is counted as a half-day absence.

Arrival after 2:00 PM, for afternoon sessions, is considered Absent PM, and is counted as a half-day absence.

Leaves before 10:00 AM is considered Absent AM, and is counted as a half-day absence.

Leaves before 2:00 PM is considered Absent PM, and is counted as a half-day absence.

If a parent does not contact the school office personally, leave a voice message on the attendance line, create a note in Family Access via Skyward, or send a note to the school reporting a student absence, the student absence is considered unexcused.

Excessive absences will be referred to the proper authorities for violation of the compulsory school attendance law. Truant and habitually truant (more than 5 days absent unexcused per term) students will be processed under municipal code 866. Referral to Social Services, mandatory court appearances and citations are all consequences of truancy.

When your child is going to be absent from school we ask that the parent/guardian notify the school office before 9:00 a.m. on the day of the absence. This may be done by calling the school office, attendance line, or on Skyward Family Access. Our school discourages parents from having their child leave school early. A child will not leave school without permission from the parent and school office. When it is absolutely necessary to leave early, for safety reasons, students leaving school during the day must be ‘signed out’ in the office by an adult.

Note: Whenever possible, appointments for doctors and dentists should be outside the regular school day. Parents are strongly encouraged to make appointments that are necessary after 3:45 p.m. Any child returning to school during the day must be signed in at the office by an adult.

Bullying

A complete copy of the District 411.5 Bullying Policy will be made available in the back to school packet that is sent home with each student at the beginning of the school year. The School District of Wisconsin Rapids strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school sponsored activities. The District consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process. Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying is repeated behavior and involves an imbalance of power.

Bullying behavior can be:

- **PHYSICAL** bullying includes pushing, kicking, poking, punching, taking and damaging someone’s belongings, throwing things at someone, or book checking.
- **VERBAL** bullying includes spreading rumors, insulting someone, lying to get someone in trouble, writing nasty notes, or taunting someone.
- **SOCIAL** bullying includes ignoring someone, excluding someone on purpose, encouraging others not to like someone.
- **CYBER** bullying includes using technology to threaten, gossip, or impersonate another person.

What can I do if I feel I am being bullied?

- Avoid the bully
- Tell the bully to stop
- Tell a teacher/staff member. It’s important to tell someone right away. Every student should feel safe and accepted in school.

The STOPit app is available for anyone to report bullying to a school administrator. STOPit is a simple, fast and fully anonymous tool used to report inappropriate behaviors, bullying, and potential threats to our WRPS schools. Enter this link, <https://appweb.stopitsolutions.com/> to navigate to the STOPit App Webpage.

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the District. This includes public transportation regularly used by students to go to and from school. Educational environments include every activity under school supervision. All school staff members and

school officials who observe or become aware of acts of bullying are required to report these acts to the building principal. Reports of bullying may be made verbally or in writing and may be made confidentially. Learn more about Board Policy 411.5 concerning bullying on the District webpage under "School Board Policies."

Clothing

School appropriate attire is an expectation. Personal appearance should not attract undesirable attention, cause disruption, present a health problem, or present unsafe situations for children in the school building. A teacher/administrator may ask students to change clothing or may contact parents for more suitable attire if these guidelines are not followed.

The following clothing must be avoided:

- Clothing that is distracting from the learning process or which contains comments, pictures, slogans or designs that are obscene, profane, lewd or vulgar.
- Clothing which harasses or threatens an individual or group of individuals because of sex, race, color, religion, handicap, national origin, sexual orientation, transgender status, gender identity, or physical, mental, emotional or learning disability, or any other characteristic protected under State or Federal civil rights laws.
- Clothing which advertises or promotes alcoholic beverages, tobacco products or illegal drugs.
- Clothing which is revealing.

Winter Clothing

All children must wear appropriate winter clothing (mittens or gloves, boots, hats, coats, snow pants, etc.) to be allowed to play outside during recess.

Electronic Devices

Our district elementary schools encourage that all personal electronic devices, including but not limited to cell phones, smart watches and gaming systems, be left at home. Any cell phones at school **must** be turned off and kept in the student locker/backpack throughout the ENTIRE day. Use of other smart devices for activities without staff approval may result in the device being stored in the locker to minimize distractions and maintain focus on learning. Specific technology tools, such as tablets, Chromebooks and iPads, may be provided for students by the District for learning activities. Our schools will not be responsible for lost, stolen, or damaged personal equipment while in a student's possession. If the items are discovered during the school day, they may be taken away and parents may be contacted.

Food from Outside Vendors

Fast food is not allowed at school for breakfast, lunch, or snack options. This includes items such as kid's meals, sugary drinks, soda, coffee/shakes, or other treats.

Internet Policy

WRPS expects responsible and appropriate use of network services and technology. A parent must sign the Responsible Use Policy (RUP) and agree to the terms to permit a child to use the Internet, e-mail and other District network services. Students agree to be respectful, responsible and safe with technology as well as adhere to and learn about digital citizenship. (Board Policy 365.1)

Medication Policy

Parents are encouraged to administer medication at home. When that is not possible, medication will be administered at district elementary schools when the following requirements are met:

Prescription Medication

The "*Physician/Dentist Orders for Administering Prescription Medication in School Form*" must be completed by the prescribing physician and parent and returned to school before any medication will be administered. **A new form must be signed annually.** Medication to be administered at school must be in **a current, pharmacy-labeled bottle** with the information on the bottle identifying the student, name of drug, dosage and physician's name. Prescription-labeled bottles can be obtained from your pharmacist upon request. Changes in dosage, medication, time of administration or discontinuing administration require a new *Physician/Dentist Order Form* to be completed.

Non-Prescription Medication

Over-the-counter (OTC) medications will be administered upon parental consent via the annual online enrollment verification process. **All medication must be provided by the parent in an unopened, original, labeled container that indicates the ingredients and dosing information.**

Elementary students are required to keep over-the-counter medication in the health office for administration by school personnel. Learn more about Board Policy 453.4 concerning medication administration procedures on the District webpage under “School Board Policies.”

Nursing Services

Each elementary school is provided scheduled nursing services on a weekly basis. A school nurse is always available for consultation even if the nurse is not at the school site. The nurse may perform physical assessments and identify students with health problems that impact educational performance. If you do not want your child to participate in these activities, you must notify the school principal in writing.

Release of Information

Student Directory Data is defined as: student name, address, photographs, degrees and awards received, major field of study, participation in activities/sports, weight/height on athletic team, and name of school student most recently attended. The ability to release directory data helps WRPS to include a student in certain publications like the annual yearbook or news stories. Parents must indicate through the online enrollment verification process if they wish to restrict the release of student data. It is important for you to understand the options and select your preferences as the district will fulfill its legal obligation to release directory data when requested.

School Closing – Cancellation

In the event of inclement weather or other health and safety concerns which causes a need for an emergency school closing, a message will be sent to all families via their provided contact information in Skyward as early as possible, with decisions made as close to 6:30 a.m. as possible. Also, notice of cancellation will be posted via local media outlets and on the WRPS main webpage at www.wrps.org.

If inclement weather develops during the morning while school is in session, contact regarding the early dismissal will be made by 10:00 a.m. to advise families that their elementary children will be sent home at 1:00. Lunch will be served to K-12 students before dismissal.

Remote Learning During a School Closure

The District is committed to providing students with continuity in educational services in the event of an emergency school closing, and supports innovative instructional design including the implementation of remote learning as a means of delivering quality instruction. The Superintendent may direct a full or partial day of remote/virtual learning for specific grade level(s) or for one or more District schools on any day that a school is closed.

Remote Learning Expectations:

1. In the event of an emergency school closing, all students shall participate in remote learning activities. All students will have access to remote learning materials and resources either through learning packets sent home in advance for students from 4K - Grade 5 and/or through the District’s learning management system for grades K-12.
2. The school will regularly communicate the remote learning plan to students and families through various methods including email, website, newsletters and learning management systems. Teachers will be available during regular school hours to provide support and answer questions via email or other communication methods which may include video/virtual meetings.
3. Teachers will have designated office hours which will be communicated to students and families, in order to answer questions and provide support. Families and students are encouraged to reach out to the teacher with any questions or concerns at any time.

Skyward/Qmlativ Family Access

Is a useful tool for parents to keep up-to-date about different aspects of their student’s educational progress. This is available through any internet browser by going to the school website: www.wrps.org Each student is issued their own login and password. Also, each guardian listed in the district database has a login and password assigned to them. This is the same login/password used for ON-LINE ENROLLMENT VERIFICATION at the beginning of each school year. Once logged in, the following information will be available: Calendar • Bus Schedules • Student Information • Message Center • Attendance

Changes to telephone numbers, e-mail addresses, and/or emergency contact information should be changed via the on-line enrollment verification in Skyward Family Access. If you do not have computer access, you can call the school office. This information will then be updated in Skyward.

Student Non-Discrimination and Anti-Harassment

The School District of Wisconsin Rapids is committed to equal educational opportunity for all District students. The District will not deny any person admission to, participation in, or the benefits of any curricular, extra-curricular, pupil services, recreational or other program or activity because of a person's gender, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, transgender status, gender identity, or physical, mental, emotional or learning disability, or any other characteristic protected under State or Federal civil rights laws. Please review board Policy 411 for additional information. Incidents of discrimination or harassment should be reported to a teacher, administrator, supervisor, or other District employee to be addressed or forwarded on to District Compliance Officer Brian Oswall.

Special Statement Regarding Sex Discrimination Under Title IX

In compliance with the federal Title IX statutes and regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations, the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to the District's Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both. Please refer to [Board Policy 411.11](#) for additional information. WRPS Title IX Coordinator:

Brian Oswall, Director of Human Resources
510 Peach Street, Wisc. Rapids, WI 54494
P: 715-424-6710 E: brian.oswall@wrps.net

Suicide Prevention Resources

If you are concerned about yourself or a friend, don't be afraid to ACT. ● Acknowledge that you are seeing signs of depression or suicide in someone. ● Care: Let them know you care and that you can help. ● Tell a trusted adult. Resource Hotlines ● Wood County Mental Health Helpline: 715-421-2345 ● The National Suicide Prevention Lifeline: Call 1-800-273-8255 to access free, 24/7, confidential support for people in distress, prevention and crisis resources. ● HOPELINE: Text "HOPELINE" to 741741 or go to www.centerforsuicideawareness.org for 24/7 free trained crisis counselors. ● The Trevor Lifeline: A national organization focused on crisis and suicide prevention efforts among LGBTQ+ youth. (1-866-488-7386)

Telephone

The school telephone is a business phone. Only in the case of a necessity will children be permitted to use the phone. Parents are encouraged to assist their children in deciding after school plans before leaving for school in the morning.

Transportation

At the beginning of the school year, students will receive a copy of the District Bus Policy and Rules. Parents and students need to read these rules and review them periodically at home. Improper and unsafe behavior on the bus can result in a removal from bus ridership. Specific route information can be found in Skyward/Qmlativ Family Access.

Video Surveillance

A video surveillance system is used for the purpose of maintaining a safe and orderly educational environment, for identifying disciplinary issues, for minimizing theft, vandalism, bullying and harassment, and for enforcing school policies and rules. Video recordings may become a part of a student's educational record. (Board Policy 731.2)

Visitors

All visitors must report to the office and sign in upon arrival at school. The District uses a Visitor Management System to build on the District's program of campus safety for students and faculty. The Raptor system will enhance our ability to track visitors, contractors, and volunteers in our schools. Upon entering our building ALL visitors will be asked to report directly to the school office and present a valid state-issued ID which will be scanned into the Raptor system and a sticker for the visitor will be printed. A sticker will be **REQUIRED for all visitors who will be moving beyond the school office**. The safety of our students and staff is our highest priority.

Web Site

The Wisconsin Rapids Public Schools provide an extensive Website for public use. Additional information regarding specific elementary schools may be found at www.wrps.org.





Wisconsin Rapids Public Schools Professional Development Plan 2024-2025

Wisconsin Rapids Public Schools Core Values/Collective Commitments

BECAUSE we believe ALL students can...

Achieve high levels of
academic growth

Develop/maintain healthy
social/emotional skills

THEN we believe that ALL....

**Teachers and PLC
Teams will:**

- Collaborate in meaningful ways with colleagues on assessments, student progress, curriculum and instruction
- Set high expectations for ALL students
- Utilize equitable practices to create a culture of inclusivity and accountability

**Building
Administrators will:**

- Know instruction well and support teachers in their professional development
- Promote a learning agenda and set high expectations while implementing conditions for learning
- Instill a belief that each and every student is capable of high levels of learning

**Central Office
Administrators will:**

- Develop instructional leadership capacity
- Create conditions for learning
- Develop data and evidence-based practices throughout the district
- Develop equitable practices

Professional Development Days Schedule 2024-2025

Date	Time	Responsibility
August 26, 2024	7:45 - 10:15	District Welcome Back
	10:30 - 3:15	Building / Inservice Day
August 27, 2024	7:45 - 3:15	<u>District Directed</u> 7:45 - 11:00 – Secondary Teachers / Management Tech - Qmulativ/EduClimber/Canvas 12:00 - 3:15 - Secondary Teachers / 6 -12 Department Meetings Elementary Teachers / New Reading Materials Training EC / 4K / Elementary Math Interventionists / Elementary Specialist Teachers = Department Meetings
August 28 - 29, 2024	7:45 - 3:15	Building / Inservice Days
September 27, 2024	7:45 - 3:15	Elementary Teachers / New Reading Materials Training and State Required Reading Training EC / 4K / Elementary Math Interventionists / Elementary Specialist Teachers = Department Meetings
	7:45 - 11:00	Secondary and Encore Departments - District Directed Department Meetings
	12:00 - 3:15	Lincoln/WRAMS/RCHS/COA - Building Directed Professional Development
November 27, 2024	7:45 - 11:00	K-12 Building Level Professional Development
	12:00-3:15	K-12 Recordkeeping - Off Campus Option w/logging of 3.25 hours
January 20, 2025	7:45 - 3:15	Elementary Teachers / State Required Reading Training EC / 4K / Elementary Math Interventionists / Elementary Specialist Teachers = Department Meetings
	7:45 - 11:00	Secondary and Encore Departments - District Directed Department Meetings
	12:00 - 3:15	Lincoln/WRAMS/RCHS/COA - Building Directed Professional Development
March 7, 2025	7:45 - 11:00	Elementary Teachers / State Required Reading Training EC / 4K / Elementary Math Interventionists / Elementary Specialist Teachers = Department Meetings Secondary and Encore Departments - District Directed Department Meetings
	12:00-3:15	K -12 Recordkeeping - Off Campus Option w/logging of 3.25 hours
April 18, 2025	7:45 - 3:15	Elementary Teachers / State Required Reading Training EC / 4K / Elementary Math Interventionists / Elementary Specialist Teachers = Department Meetings
	7:45 - 3:15	Secondary and Encore Departments - Building Directed
June 5, 2025	Afternoon	K -12 Recordkeeping
June 6, 2025	Full Day	Building Wrap Up / Check Out

Professional Development Day Understandings:

- All teachers will follow the above schedule on Professional Development Days.
- Professional staff will not be released for practices or rehearsals on professional days until 3:15.

Elementary Parent Involvement Evenings:

All elementary staff must be in attendance for two hours for the spring parent involvement evening. Compensatory time for this will be provided through one of the following options:

1. November 27, 2024 Recordkeeping Afternoon - can be completed off-campus while recording 3.25 hours
2. March 7, 2025 Recordkeeping Afternoon - can be completed off-campus while recording 3.25 hours
3. June 5, 2025 Recordkeeping in the Afternoon
4. June 6, 2025 Building Wrap Up - Check Out

The purpose of professional days is to achieve the following:

- Meet the district and building level professional development goals as set out in the WRPS Professional Development Plan.
- Provide collaboration time for teachers.
- Provide professional development for teachers at the building and District levels.
- Provide a cost effective means of providing professional development.
- Provide professional development time without taking teachers out of the classroom.

Definitions:

Building PD Initiatives - Building based activities that are determined by each building's Leadership Team and explained in the building's Professional Development Plan.

Teacher Collaboration - Two or more teachers working together to evaluate student performance (analyze assessments), plan lessons and units, or enhance teaching strategies. Special and individual projects may be approved at the discretion of the building principal. Administrators or teachers may plan a meeting, but teachers may choose whether or not to attend.

District/Grade Level Meetings - Activities determined by Curriculum Department, teacher leaders, CII Chairs, and administration.

Professional Learning Community (PLCs): An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The three ideas that drive the PLC process include a focus on learning, a collaborative culture and collective responsibility, and a results orientation. PLCs are committed to identifying Essential Learning Outcomes (ELOs), administering common assessments to measure student progress toward those ELOs, and collaborating and modifying instruction based on data collected to improve outcomes on common assessments.

DPI

Pupil Nondiscrimination

Self-Evaluation Report:

Fall 2023

***Complete Self Evaluation Report and Related Requirements**
DATE: March 2024

Wisconsin Rapids Public Schools

Approved by the School Board on
(insert date here)

PI 9.07 District Designee:
Steven Hepp
Director of Pupil Services
Steven.Hepp@wrps.net

DPI Contact: Paul Sherman, Pupil Nondiscrimination Program Consultant
Phone: 608-267-9157 Email: paul.sherman@dpi.wi.gov

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- XI. School district technology, including electronic communications by school district staff.
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Section I - General Overview of PI-9 Pupil Nondiscrimination

The self-evaluation required by PI 9.06, Wis. Admin. Code, is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

Cycle I: Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. **The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin’s pupil nondiscrimination law.**

Cycle II: In 2000-2001, districts were required to conduct a second self-evaluation, which was referred to as Cycle II. **The Cycle II evaluation required more than an assessment of whether compliance has been achieved with the procedural requirements of the law.** In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity.

Cycle III: In 2006-2007, districts were required to complete Cycle III of the self-evaluation. **Reporting requirements under Cycle III were much different** than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate these three elements, create an evaluation report, and assure the department of their work:

- “Methods, practices, curriculum, and materials used in ... counseling...”
- “Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district”
- “Participation trends and patterns and school district support of athletic, extracurricular and recreational activities”

Cycle IV: In 2011-12, districts were once again required to complete the self-evaluation. **Cycle IV required districts to evaluate the same three elements** as in Cycle III, create an evaluation report, and assure the department of their work.

Cycle V: In 2017-18, districts were once again required to complete the self-evaluation. **Cycle V required districts to evaluate the same three elements** as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

Cycle VI: In 2023-24, districts were once again required to complete the self-evaluation. **Cycle VI requires districts to evaluate the following elements:**

- School board policies and administrative procedures.
- Enrollment trends in classes and programs.
- Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.
- Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.

- Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.
- School district efforts to achieve equality of educational opportunity and nondiscrimination.
- School district technology, including electronic communications by school district staff.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> -Sex -Ancestry -Sexual orientation -Race -Religion -National Origin -Creed -Pregnancy, marital or parental status -Physical, mental, emotional or learning disability </div>	<p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ul style="list-style-type: none"> a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>

Section II - Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle Report

The following individuals were responsible for the development, writing and/or review of the Pupil Nondiscrimination Self Evaluation Cycle IV Report:

Name	Position
Craig Broeren	Superintendent
Maurine Hodgson	Executive Assistant to the Superintendent
Steven Hepp	Director of Pupil Services
Elizabeth Van Berkel	Assistant Director of Pupil Services
Roxanne Filtz	Director of Curriculum and Instruction
Jennifer Wilhorn	Assistant Director of Curriculum and Instruction
Brian Oswald	Director of Human Resources
Phillip Bickelhaupt	Director of Technology
Jean Westover	Student Database Manager
Ronald Rasmussen	Lincoln High School Principal
Kelly Zywicki	Lincoln High School Associate Principal
Tracy Ginter	Wisconsin Rapids Area Middle School Principal
Amanda Van De Hey	School Counselor
Chris Feidt	High School Athletic Director
Tim Bean	Middle School Athletic Director
Eric Siler	CTE/Youth Apprenticeship Coordinator
Scout Gerndt	Assistant Athletic Director (High School)
Julie Kolarik	Woodside Principal

Opportunities to Participate in the Writing, Development, Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle IV Report 9.06(2)

Opportunity to participate in the final review of this report was offered to pupils, teachers, administrators, parents, and residents of the school district in the following manner: Open meeting portion of a scheduled school board meeting

- Committee meetings
- Individual meetings
- Discussion item at an administrative meeting
- Public notice in a local newspaper
- Online survey or comments

Section III District Profile - Wisconsin Rapids Public Schools

The Wisconsin Rapids School District serves over 4,600 students between the ages of 3-21, across 12 school locations. The community of the greater Wisconsin Rapids area has a population of 34,061.

Our Mission

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 to a changing world.

Our Governing Values

WE BELIEVE...*each student is the first consideration of the educational process.*

WE BELIEVE...*each student can learn.*

WE BELIEVE...*in a safe, caring, and respectful learning environment.*

WE BELIEVE...*all students should become effective citizens of the community, state, nation, and the world.*

WE BELIEVE...*meaningful home, school, and community involvement is vital to continuous improvement.*

WRPS Strategic Plan

District Enrollment Data Set

The following data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of the study. This data was derived and disaggregated from the Wisconsin Department of Public Instruction WISE Dash Database. The school district submits data annually to this state-wide system. The district recommends caution in the review of data, especially from the 2019-20 and the 2020-21 school years. This data has been included, but will limit some of the ability to examine multi-year trends or patterns. This was primarily due to the significant impact of the pandemic on the data of the school during those years. Some of the data from the 2021-22 school year may also be impacted due to the district offering virtual learning options. During those times co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were greatly impacted. For this reason, the 2022-23 data will be the primary focus and given greater emphasis in determining recommendations or considerations for improvement. It is also important to note that all data present in the WISE Dash system for the 2023-24 school year has not been validated or updated, and should be disregarded from the graphs and charts provided below.

The following information was used as a baseline when comparing and analyzing the overall composition of the student population by sex and disability. (Although data on race, national origin and English language learners is a component of the PI-9 statute, in most cases, DPI guidelines on data disaggregation suggests that the student enrollment must be five or more to

identify the population for analysis.)

Year	District Total	Female %	Male %	Am. Indian %	Asian %	Black %	Hispanic %	White %	Two+ %	ELL %	Free / Reduced %	SwD %
2020 - 2021	5232	49%	51%	1.3%	4.9%	2.2%	6.2%	81%	4.5%	2.7%	52.4%	17.9%
2021 - 2022	5059	48.6%	51.3%	1.2%	4.8%	2.3%	6.5%	80.2%	5%	2.3%	55.6%	18.1%
2022 - 2023	4903	48.5%	51.4%	1.2%	5.1%	2.3%	6.3%	79.9%	5.1%	2.5%	53.8%	18.9%

Section IV - School Board Policies and Administrative Procedures

The purpose of this section is to ask the district to examine the board policies and procedures that have been adopted by the board.

By evaluating this area, school districts will have an opportunity to:

- Ensure that policies include all protected categories listed under Wis. Stat. 118.13.
- Ensure that policies address harassment or that there is a separate anti-harassment policy
- The policies are published annually, are easily accessible and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process.

Summary Report Data

Findings:

- Ensure that policies include all protected categories listed under Wis. Stat. 118.13.
 - Policies include protected categories listed under Wis. Stat. § 118.13; however, there are some inconsistencies in category definitions among policies
- Ensure that policies address harassment or that there is a separate anti-harassment policy
 - Policies do address harassment where appropriate, and there is a separate student non-discrimination and anti-harassment policy in place as well as a separate sexual harassment and non-discrimination policy which both clearly outline the definition and prohibition of such behaviors, and the procedures to be followed by persons interested in submitting a complaint or report of discrimination or harassment
- The policies are published annually, are easily accessible and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process.
 - Policies are appropriately published annually and are easily accessible on the District website; furthermore, they clearly articulate the compliance officers, complaint timeline, and procedures for the complaint process

Method of Analysis:

- A comprehensive review of all existing policies and administrative procedures was conducted
- A review of District annual publications as required under State Statute occurred
- A review of the District website occurred

Supporting Information:

The following Board Policy information was reviewed from the District Website (www.wrps.org)

- 110 Educational Philosophy
- 253 Policy Implementation
- 310 Instructional Goals
- 323.1 Holidays and Special Events
- 333 Parents Rights in the Curriculum
- 341.2 Health Education
- 342.1 Local Agency Special Ed Program

- 345.1 Grading System
- 345.3 Homework
- 345.4 Promotion/Retention
- 345.5 Graduation Requirements
- 346 Testing Program
- 349 Parent Rights and District Programs/Activities
- 361 Instructional Materials
- 361 Exhibit 1 Checklist for Evaluation of Instructional Materials for Bias
- 361.1 Library Materials
- 361.1 Rule Procedures for Selection & Reconsideration of Library Materials
- 361.1 Exhibit 1 Library Bill of Rights
- 361.1 Exhibit 1A Access to Resources and Services in the School Library Media Program
- 363 Guidance Program
- 364 Psychological Services
- 365.1 Rule Network & Internet Response Use & Internet Safety Guidelines for Students
- 370 Co-Curricular Activities
- 371 Student Organizations
- 371.1 Equal Access
- 371.1 Rule Guidelines for Equal Access
- 376 Intramural Athletics
- 377 Interscholastic Competition
- 378 Student Performances
- 378 Rule Guidelines for Student Performances in Public Events (references to Junior High)
- 383 School Symbols
- 386 Religion in the Schools
- 410 Student Policy Goals
- 411 Student Non-Discrimination and Anti-Harassment
- 411.11 Sexual Harassment and Rule 1 and Rule 2
- 411.5 Bullying
- 420 School Admissions
- 422 Admission of Non-Resident Pupils
- 424 Participation of Non-Public School Students in District Programs and Activities
- 426 Homeless Education Program and Rule
- 432 School Attendance Boundaries
- 440 Student Rights and Responsibilities
- 441 Student Surveys
- 443 Student Conduct
- 443.1 Student Dress
 - Student Handbooks
- 443.3 Smoking and/or Use of Tobacco/Nicotine Products or Electronic Devices by Students
- 443.7 Student Activism
- 444 Married Students/School-Aged Parents
- 447 Student Discipline and Rule

- 447.1 Physical Force and Corporal Punishment
- 452 Student Aid Programs
- 460 Student Awards and Scholarships and Rule
- 522.4 Code of Ethics - Professional Staff
- 522.5 Staff Political Activities
- 522.7 Network and Internet Acceptable Use and Internet Safety Policy for Staff
- 522.7 Rule - Network and Internet Acceptable Use and Internet Safety Guidelines for Staff
- 723.1 Emergency School Closings
- 760 Food and Nutrition Services Program
- WRPS Annual Notice

Recommendations for Improvement and Implementation Strategies:

- Update policies to ensure all protected categories are listed appropriately and consistently in accordance with Wis. Stat. § 118.13
- Continually monitor policy revisions to ensure any changes in protected category language are appropriately included in peripheral policies which may be impacted

Section V – Enrollment trends in classes and programs

The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district.

By evaluating this area, school districts will have an opportunity to:

- Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability, and national origin.
- Particular programs and courses that merit attention include advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Summary Report Data

Findings:

- Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability, and national origin.
 - Females, on a 3-year average, participate in AP courses at a 61.38% rate, and in Dual Enrollment at a 74.8% rate compared to their overall district enrollment of 49%.
 - Asian students are represented equally for their population percentages in upper-level courses. All other minority populations are underrepresented.
 - 6% of ELL are enrolled in transcripted courses at Mid-State Technical College in the most recent year. ELL students make up 3% of the total population at Lincoln. Therefore, ELL students have enrolled in multiple courses in the most recent year at MSTC.

- 9% of SwD students are enrolled in transcripted courses at Mid-State Technical College in the most recent year which accounts for ½ of our SwD student population earning college credit. This increased from 3% in the first year of analysis.
 - Previous trends at WRAMS have shown a higher percentage of male students in accelerated Math; however, the 22-23 school year shows a balance in percentages.
 - WRAMS elective courses: female populations enroll at a higher rate than male students.
 - WRPS secondary school strives to ensure steady progress each year toward increased enrollment in courses and programs by underrepresented groups, encompassing various demographics such as race, gender, disability, and national origin. Classes are continually evaluated through PLC teams and CII. This is imperative for fostering inclusivity and equitable educational opportunities. By actively working to diversify content and courses, WRAMS AND LHS strive to have their student body reflected in the content present in the courses.
 - District Gifted and Talented Program numbers are not included in the gathered data.
- Particular programs and courses that merit attention include advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.
 - Career and Technical Education/Vocational courses are balanced populations with the percentages of the total population
 - All school buildings aim to reduce or eliminate systemic barriers for students to have a comprehensive and enriching educational experience. Advanced Placement, dual credit and start college now programming provides avenues for nurturing exceptional abilities, and vocational education classes offer valuable skills for various career paths. Addressing these disparities promotes fairness and ensures that all students, regardless of background, have access to a well-rounded and fulfilling education, thus fostering a more inclusive and enriching learning environment.

Method of Analysis:

- Reviewed and analyzed population and enrollment trends.
- Reviewed registration documents, Program Showcase and attendance data, ACP curricula, and AP letters based on PSAT scores.

Supporting Information: Appendix A

The following information was reviewed:

- High School Program of Studies
- Middle School Program of Studies
- Class Program Enrollment

Recommendations for Improvement and Implementation Strategies:

- To reduce barriers for non-English speaking families it would be beneficial for the district to translate the Programs of Studies into Spanish and Hmong.
- Provide, upon request, all communication in Spanish and Hmong.
- Investigate opportunities to include a more culturally diverse curriculum in all upper-level courses, to balance upper-level courses for gender and ethnicity.

- Evaluate individual student IEPs, and promote areas of strength to promote dual enrollment, AP, and upper-level courses.
- Meet with students from culturally diverse backgrounds, investigate their potential barriers, and encourage their enrollment in dual credit, AP, and upper-level courses.
- WRAMS and LHS will continue to evaluate current course offerings and investigate new ways to foster the educational experience for all students, regardless of their background or ability.
- The district should do a more comprehensive job tracking participation in the Gifted and Talented Program so that in the future we can ensure participation is reflective of our student population.

Section VI - Methods, Practices, Curriculum and Materials used in instruction, counseling, and assessment

The purpose of this section is to ask the district to examine the methods, practices, curriculum, and materials used in PK-12 school counseling to determine whether all students are being included in the learning process.

By evaluating this area, school districts will have an opportunity to:

- Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.

Summary Report Data

Findings:

- Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.
 - The Wisconsin Rapids School District counselors follow the American School Counseling Association (ASCA) Model which is a K-12 comprehensive School Counseling program. Through this Model, WRPS provides all students with academic, social/emotional, and career development. The counseling program provides school counseling curriculum, responsive services, and individual student planning and support.
 - The ASCA K-12 Comprehensive School Counseling Model is organized by domains, standards, and benchmarks. The domains are Academic, Social/Emotional, and Career Development. Each are Described below.
 - Academic Development: Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
 - Social/Emotional Development: Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.
 - Career Development: Standards guiding the school counseling programs to help students 1) understand the connection between school and the world of work, and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
 - Student Screeners for student behavioral and emotional needs
 - SAEBRS as a district-wide screening tool
 - Brief Adolescent Depression Screener 6-12
 - YRBS (6-12)

- Available Resources for Students and Families
 - Caring Closet
 - Rapids Family Backpack program
 - Care Solace (Mental Health Navigator)
 - Gaggle Therapy
 - Engage
 - Graduation Specialist
 - Title VI Program
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.
 - School counselors work with students, parents, school staff, and the community to provide resources and support to all stakeholders through a magnitude of avenues. K-12 counseling staff is committed to promoting life-long learning, personal and academic growth, social and emotional health, and to aiding students in becoming responsible, culturally aware, and productive members of society.
 - Current staffing for school counselors in the district
 - Elementary - 7 Full-time counselors and 1 part-time counselor
 - Middle School - 3 Full-time counselors
 - High School - 5 Full-time counselors
 - Opportunities for Parent Involvement
 - Parent involvement at WRAMS for ACP meetings
 - Individual and group Counseling
 - Yearly parent/student meetings at LHS
 - ACP promotes extracurricular activities
 - barriers for some students to take part
 - Career planning occurs at IEP meetings of LHS students
 - ACP and SEL Lessons
 - Implementation of Move this World K-5. Common K-5 lessons for Social/Emotional behaviors, including essential questions and common non-negotiable resources used across the district
 - Implementation of 7 Mindsets 6-12

Method of Analysis:

- Review of district materials and resources
- Input from various stakeholders
- Discussion of strengths and areas for improvement

Supporting Information: Appendix B

The following information was reviewed:

- Academic and Career Planning Map
- Counseling Standards
- ASCA Student Standards, Mindset, Behaviors
- 7 Mindsets Middle School Scope & Sequence
- WRAMS program of studies
- LHS Program of Studies
- Community/family/student Resources
- Sophomore Meeting checklist
- Junior Meeting checklist

- Senior Meeting checklist

Recommendations for Improvement and Implementation Strategies:

- Ensure all staff emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.
- Evaluate and work to increase parent engagement and involvement throughout the school year.
- Continue to be aware, maintain and purchase resources and materials based on our counseling standards.
- Work together to review our available resources for academic and career planning (ACP).
- Work together to review our available resources for our social emotional learning instruction.
- Professional Development and time to work with the resources
- Evaluating implementation and student engagement data of SEL and ACP curriculum resources.
- Develop systems to ensure all staff are aware of available resources and programs so they can better communicate with students and families.

Section VII – Trends and Patterns of Disciplinary Actions, including suspensions, expulsions, and handling of pupil harassment

The purpose of this section is to evaluate trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:

- Ensure disciplinary actions and procedures are applied consistently to all students.
- Harassment policies define harassment, provide examples, explain the consequences, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
- Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint
- Responses to harassment are prompt, firm, and effective.

Summary Report Data

Findings:

- Ensure disciplinary actions and procedures are applied consistently to all students.
 - The strategies used by WRPS elementary schools to address and keep track of behaviors are multifaceted. The integration of anecdotal notes, SST/SIT forms, delineation of major/minor incidents, and/or EduClimber within a professional learning community model contributes to a comprehensive behavioral tracking system tailored to each schools multi-level system of supports. All elementary schools utilize Skyward for ISS/OSS data, as well as have begun to embrace EduClimber as a tool to track and manage student behavior. All elementary schools enter incidents in EduClimber for bus behavior incidents and for SST/SIT meetings data. The anecdotal data, combined when appropriate/available with the EduClimber data is used to support student behavioral growth. The collaborative nature of PLCs enhances each building’s system where educators share insights, strategies, and best practices and may or may not keep track of that data with agendas.

- Within WRPS Secondary Schools, the implementation and tracking of discipline are crucial components of fostering a positive and conducive learning environment. To achieve this, WRAMS and LHS have established a comprehensive code of conduct outlining behavioral expectations, consequences for rule violations, and a system for enforcing disciplinary measures. School administration collaborates with teachers, staff, and parents to ensure consistency in disciplinary approaches. Behavior Solutions Teams have guided this collaborative work. Tracking discipline involves using documentation systems, both in eduClimber and Skyward, to record major, minor, and behavior incidents, thresholds, outcomes, corrective action, and/or next steps. This data is a valuable tool for assessing the effectiveness of disciplinary measures, identifying trends or patterns in student behavior, and refining strategies to promote a safe and respectful school climate. Additionally, WRPS secondary schools utilize counseling services, behavior plans, and proactive measures such as 7 Mindsets for Social and Emotional Education to address underlying issues and promote positive behavior among students.
- Disciplinary measures, including suspension and expulsions, are applied consistently to all students. Educational opportunities are provided for children in the district who are suspended or expelled (SwD students specifically.) Pupil nondiscrimination policies address harassment and/or bullying. Responses to inappropriate behaviors are prompt, firm, and effective. Students, staff and parents/guardians are aware of how to report misconduct and how to file a complaint of bullying or harassment.
- Buildings have established Behavior Solution Teams that analyze data and determine supports.
- Both major and minor incidents are documented and analyzed regularly
- Behavior thresholds are established, and notifications auto generated
- Responses to inappropriate behaviors are prompt, firm, and effective.
- In secondary buildings males are 75% of all suspensions, Black, Hispanic, and Two+ are suspended at a higher rate. Hispanic population suspension has constantly decreased.
- At both WRAMS and LHS, student expulsion rates have decreased. Of total expulsions, male students make up about 66%.
- WRAMS- 56% OSS are SwD, at a higher rate in comparison to the total population
- A Behavioral Threat Assessment is completed to determine if there is a threat to any person within WRPS or the property of WRPS.
- Harassment policies define harassment, provide examples, explain the consequences, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
 - Pupil nondiscrimination policies address harassment and/or bullying.
 - The District's harassment policies define harassment, provide examples, explain the consequences, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
- Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint
 - Students, staff, and parents/guardians are aware of how to report misconduct and how to file a complaint of bullying or harassment as per the student handbooks and newsletters.
- Responses to harassment are prompt, firm, and effective.
 - All reports of bullying/harassment are investigated and all information is tracked including progress and/or any actions taken on a confidential spreadsheet. When appropriate, bullying and harassment is reported to the appropriate authorities.

Method of Analysis:

- Review of district discipline data and response narratives
- Review of Student Handbooks and other communication regarding policies around discipline and expectations.
- Discussion of strengths and areas for improvement
- Review of District Policies

Supporting Information: Appendix C

The following information was reviewed:

WRAMS Behavior Flowchart

WRAMS Behavior Matrix

WRAMS Student Handbook

WRAMS Parent & Guardian Information

Discipline Document

LHS Student Handbook

LHS Student/Parent Orientation Video

LHS Flowcharts

- Attendance/Tardies
- Cell Phones
- Insubordination/Failure to Comply
- Language/Disrespect

District Policies

- 411 Student Non-Discrimination and Anti-Harassment
- 411.11 Sexual Harassment and Rule 1 and Rule 2
- 411.5 Bullying

Recommendations for Improvement and Implementation Strategies:

- Explore offsite alternative secondary programming for students that are not successful in a traditional classroom and/or school environment.
- Continual review of current procedures and policies to ensure consistency and equality for student disciplinary actions.
- Behavior Solutions Teams regularly review referrals and behavior incident write-ups per staff member and per incident type and utilize the MLSS process to provide support to both staff and students as needed.
- Review of specific disciplinary infractions to determine various demographic representations
- Review of disciplinary data by staff member/ teacher

Section VIII - Participation Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities

The purpose of this section is to review participation in PK-12 athletic, extracurricular, and recreational activities to determine trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Ensure that interscholastic athletic programs for boys and girls are comparable.
- Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.

Summary Report Data

Findings:

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
 - 8th Grade Fall Sports Day: Each spring, the LHS Athletic Department hosts any 8th grader that is interested in playing a fall sport. This leads to an increased connection to current 8th graders who will be part of the freshman class.
 - Not being in athletics doesn't mean students aren't being active
 - Powerlifting, a winter activity, has seen involvement starting with 44, then 90, then 83.
 - Cheer & dance, figure skating, and even ski & snowboard club also aren't taken into account in the winter athletic numbers. This can explain why winter participation is lower.
 - High School Activities
 - Activities at Lincoln High School are student-driven, meaning that if a faculty advisor is found and 10 students want to participate in a school-appropriate club, it will be formed.
 - Lincoln High School holds an activity day in their cafeteria where all clubs are represented and where students can get more information if interested.
 - Current clubs target most, if not all, students at Lincoln High School in some capacity.
 - Club size is dependent on the interest of the current student body. Fluctuates from year to year.
 - Numbers for clubs are increasing steadily from when they were nothing a few years ago when school was virtual/cohorts.
 - Elementary Narrative:
 - All WRPS elementary schools agree, extracurricular activities are important to the holistic development of elementary-aged students. Each elementary school offers a diverse range of extracurricular activities that vary between the schools and among grade levels and fluctuate over the years. Examples of these include; cup stacking, basketball, kindness club, choir, focus group, and/or running club. There is one extracurricular activity that is found in every elementary school at the fifth grade level and consistently through the years; safety patrol. While demographic data is not readily accessible for any of the activities, an examination of individual school records could potentially provide this information and is included for safety patrol.
 - Secondary Narrative:
 - Students' participation in extracurricular activities and sports is paramount as it contributes significantly to their comprehensive

development. Beyond the confines of the traditional secondary classrooms, these activities provide students with opportunities to cultivate essential life skills such as teamwork, leadership, time management, and resilience. Engaging in extracurriculars fosters a sense of belonging and camaraderie, enhancing social skills and building lasting friendships. Furthermore, when students participate in one of the 35+ athletic teams, they contribute to their physical well-being, instill healthy habits, and promote an active lifestyle. These activities also play a pivotal role in shaping character teaching valuable lessons in discipline, goal-setting, and perseverance. Involvement in one of the 60+ co-curricular extracurriculars enriches a student's overall educational experience. It prepares them for the challenges they may encounter in various facets of life, ensuring a more well-rounded and capable individual emerges from their academic journey. The imbalances in enrollment across demographic groups are an area LHS and WRAMS will continue to improve. All students, regardless of gender or ethnicity, should feel a sense of belonging. Their contributions foster a sense of inclusivity and equality within the school community. It will be a continued goal to improve the participation of minority students and students with disabilities to participate in extracurricular activities.

- Ensure that interscholastic athletic programs for boys and girls are comparable.
 - The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in compliance with the three-part test if it meets any one of the following parts of the test:
 - The number of male and female athletes is substantially proportionate to their respective enrollments; or
 - The institution has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
 - The institution is fully and effectively accommodating the interests and abilities of the underrepresented sex.
 - High School Athletics
 - Fall Sports: Over the three year period there was an increase in total athletes in two of the three years. The percentage of white athletes dropped, while Hispanic and two+ increased. Girls were offered six sports versus boys with three. The numbers in volleyball have increased every year however girls swim and cross country have decreased each year.
 - Winter Sports: Total athletes increased by four the first year analyzed but then dropped eleven in the last year resulting in a net (-7) over the three years. Male involvement grew while female involvement dropped. The percentage of white athletes dropped, while Hispanic and two+ increased. Girls and boys both offered four sports. The numbers in girls' basketball and gymnastics have been slightly declining, but we have seen an increase in girls' wrestling.
 - Spring Sports: We had a decline in athletes over the past three years. This fall in participation can be attributed to an overall drop in enrollment by 330 students. In Addition, while numbers for softball and soccer are staying steady, there has

- been a decline in girl's track & field participation. Asian and Hispanic percentages increased the most. Gender numbers are nearly equal in years one and three. Girls offered three sports vs boys with four.
 - Middle School Athletics
 - Over a three year span, participation numbers increased by 252 students on average. Gender participation remains about even with 48% of our athletes being girls and 52% of our athletes being boys. White athletes make up 84% of our participation numbers and the other 16% come from the other ethnic groups combined.
 - Athletics are becoming more diverse
 - Female Involvement in Winter Sports: The introduction of girls' wrestling and hockey has led to an increase of female athletes.
- Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.
 - Middle School Athletics
 - Over a three year span, participation numbers increased by 252 students on average. Gender participation remains about even with 48% of our athletes being girls and 52% of our athletes being boys. White athletes make up 84% of our participation numbers and the other 16% come from the other ethnic groups combined.
 - Winter Sports: Total athletes increased by four the first year analyzed but then dropped eleven in the last year resulting in a net (-7) over the three years. Male involvement grew while female involvement dropped. The percentage of white athletes dropped, while Hispanic and two+ increased. Girls and boys both offered four sports. The numbers in girls' basketball and gymnastics have been slightly declining, but we have seen an increase in girls' wrestling.
 - Spring Sports: We had a decline in athletes over the past three years. This fall in participation can be attributed to an overall drop in enrollment by 330 students. In Addition, while numbers for softball and soccer are staying steady, there has been a decline in girl's track & field participation. Asian and Hispanic percentages increased the most. Gender numbers are nearly equal in years one and three. Girls offered three sports vs boys with four.
- Other Findings
 - Athletics are becoming more diverse
 - Minimal Participation from the volleyball program outside of fall season
 - Impact of Club organizations on school participation
 - Sport Specialization
 - The phenomenon of an athlete choosing to pursue a single sport year-round, rather than in a wide variety of sports throughout the school year.
 - Volleyball specialization has a big impact on the girls participating in girls' basketball and track & field
 - Total athletes lower as years go by
 - School enrolment dropping
 - Ability to get jobs in their offseason/instead of playing a sport
 - Cuts
 - Typically, cuts only appear in volleyball on the girls' side, and in basketball on the boys' side.
 - Less Three Sport Athletes

- In general, we have had less female athletes coming to Lincoln who were involved in a sport in the prior year. Decrease in female participation over the past three years.
- Lack of transportation hinders some students from participating in sports at the middle school level.
- Fall Numbers Increasing: Fall Sports leading the way with football and volleyball account for almost half of all fall athletes

Methods of Analysis

- Data collection via Skyward
- Evaluating trends in athletics (WIAA Statewide Participation)

Supporting Information: Appendix D

The following information was reviewed:

Activities/Sports

Athletics/Club Data

Enrollment by Activity

Elementary Safety Patrol Enrollment

Safety Patrol Criteria

Recommendations for Improvement and Implementation Strategies

- Similar to an activity fair for activities, do an interest fair for winter and spring sports
 - Can't rely solely on meetings during RPT where other clubs have meetings at the same time.
- Promote sports and activities on video screens throughout the school and athletic wing
- Poll the student body to determine the following:
 - Sport interest
 - Sports involved in
 - What do you do outside of your sports season (work, clubs, nothing, etc.)
 - What sports, if any, do we not have that you would like to see offered?
- Get students to understand that just because you haven't done a given sport up until high school, doesn't mean you can't try it.
- Celebrate our Athletes
 - Social recognition is one of the highlights that an athlete strives for. Giving them recognition can lead to more participation.
 - Wisconsin Valley Student-Athlete Spotlight
 - Announcements
- Get non-athletes to attend more contests
 - Exposure to athletic contests can increase participation rates.
 - Special event nights that include students
- Explore ways to reduce transportation barriers for students
- Encourage extracurricular involvement for SwD at IEP meetings
- Analysis of lower socioeconomic status students and their participation in extracurricular activities and athletics
- Investigate options to expand intramural activities at both LHS and WRAMS
- Develop a system for collection of club/activity rosters where data is not collected.

Section IX - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition Provided or Administered by the District

The purpose of this section is to evaluate the patterns in awarding scholarships and other forms of recognition and achievement and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

By evaluating this area, school districts will have an opportunity to:

- Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate
- Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parents/guardians are informed.
- Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Findings:

- Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate
 - Elementary Narrative:

All WRPS elementary schools recognize the need for recognizing and providing awards to elementary-aged students. Each elementary school provides recognition/awards that meet the needs of their students and are unique to their particular multi level system of support. Examples of these include; monthly recognition through all school assemblies, via social media and school announcements, awards and recognition for individual students within classrooms. These vary from reading awards to attendance awards to behavior awards. There is very little, if any, demographic data that is collected for these types of recognitions/awards. There are commonalities that exist among elementary schools where students are recognized/awarded. These include Noetic and Math 24 competitions and Spelling Bees. While demographic data is not readily accessible for any of the activities, an examination of individual school records could potentially provide this information.
 - Secondary Narrative:

Recognizing students who actively engage in extracurricular activities and athletics is essential to fostering a supportive and inclusive school culture. However, it is crucial to address disparities in recognition based on gender and ethnic background. Surprisingly, females are often acknowledged at a higher percentage than their male counterparts, showcasing the need for a more balanced and equitable approach to celebrating student achievements. Furthermore, there exists a noticeable discrepancy in the recognition of various ethnic groups, with non-Asian minority students receiving less acknowledgement relative to their total population in comparison to their white peers. The same can be said for students with disabilities receiving less recognition than their regular education peers. Addressing these imbalances is pivotal for promoting diversity

and ensuring that all students, regardless of gender or ethnicity, feel valued for their contributions, fostering a sense of inclusivity and equality within the school community. It will be a continued goal to improve the participation of minority students and students with disabilities to participate in extracurricular activities and, therefore, have the opportunity to be recognized.

- A greater percentage of females are in clubs and organizations compared to their male counterparts. Females receive a similar percentage of all awards received comparable to club and organization enrollment.
 - Except for Asian students, students with diverse ethnic backgrounds, are underrepresented in all areas of extracurricular activities, and awards are at a comparable rate to their percentages
 - Students with disabilities are involved in clubs at a comparable rate to their percentage of the total population.
-
- Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parents/guardians are informed.
 - Students are made aware of scholarship opportunities during an all-class meeting held in October. A representative from Incurage meets with the Senior class to explain the process.
 - In December, the Incurage scholarship process is publicized via the Lincoln High School newsletter, weekly updates from the Principal, and posts on official social media channels.
 - Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.
 - LHS works in collaboration with Incurage Community Foundation to determine the majority of scholarship recipients.
 - Most recognition and awards are participation-based at WRAMS
 - The Incurage Community Foundation (a non-school district organization) reviews the majority of the scholarships awarded.

Methods of Analysis

- Review of Awards/Recognition Data

Supporting Information: Appendix E

The following information was reviewed:

Awards/Recognition

Awards/Scholarships

Recommendations for Improvement and Implementation Strategies

- Explore transportation options for students who want to participate in afterschool activities.
- Analysis of lower socioeconomic status students and their participation in extracurricular activities and athletics.
- Track award information in Student Information System, Qmlativ.

Special Note: The following legal requirements should be followed for scholarships, awards, gifts and grants: (Please consult the DPI website for details and statute citations.)

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory. To determine if the overall effect is non discretionary, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships.

Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

Section X – School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination

The purpose of this section is to evaluate the district’s efforts to achieve equality of education opportunity and nondiscrimination. Focusing on the district’s efforts and progress in closing academic achievement gaps and creating a school environment that does not discriminate based upon the protected categories listed in Wis. Stat. 118.13.

By evaluating this area, school districts will have an opportunity to:

- Ensure that staff have high expectations for all students
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination
- The school environment is welcoming to all students and parents/guardians who visit the building.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

Summary Report Data

Findings:

- Ensure that staff have high expectations for all students
 - Reviewed District & Building level mission statements. Mission statements were created through collaboration efforts between staff and administrators.
 - Reviewed Title I plans for Howe, Mead, Grove, and River Cities High School. Title I plans were developed by staff and parent input was taken into consideration.
 - Reviewed the District Level Strategic Plan which has a commitment to the MLSS process and the use of PLCs
 - Reviewed District Achievement Reports
 - These were used to develop building-level and district-level goals around supporting all students.
 - Achievement reports include specific data relating to each grade level, ethnic group, disability, and socioeconomic status. The reports and presentations highlight district plans for increasing achievement.

- Disproportionality information examined find root as to why some students are identified as Special Education at a higher level than others
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination
 - Reviewed Professional Development opportunities
 - Found the district has multiple equity related professional development opportunities offered each school year
 - Our district has a higher number of cultural events surrounding our Native American students.
 - Examined the Curriculum Selection Rubric
 - The rubric looks for bias and discrimination within the educational materials being selected for use within the district
- The school environment is welcoming to all students and parents/guardians who visit the buildings.
 - Professional Development, Committees, and various contracts with outside agencies provide opportunities for developing a welcoming environment for all students and parents/guardians.
 - District contracted with US2 to provide training to staff focused on recognizing and decreasing biases within themselves and the school community
 - District worked with CESA 6 Center 4All to perform equity walks in three Elementary Schools that specifically focused on the culture and climate within the buildings for all students and families
 - Professional development was provided to staff in order to have a better understanding of the needs of our students and families in order to provide a welcoming environment for all.
 - WRPS provides programs such as FAST to increase parent involvement and collaboration.
 - Title I schools host events looking for parent input and involvement
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.
 - Reviewed Professional Development opportunities
 - Our district has a higher number of Professional Development surrounding our Native American students.
 - Found the district has multiple equity related professional development opportunities offered each school year
 - Reviewed IDEA Notifications and Disproportionality data

Method of Analysis:

- Reviewed Supporting Information

Supporting Information: Appendix F

Professional Development
 Cultural Enrichment
 Committees
 Equity Walk Document
 Strategic Plans

- 2020-2021
- 2021-2022
- 2022-2023

Achievement Reports

Mission Statements

Title I Plans

Families and Schools Together: Pitsch, Washington

Recommendations for Improvement and Implementation Strategies:

- Ensure that staff have high expectations for all students
 - A uniform district-wide PLC process that allows collaboration across buildings and grade levels will help support student growth across the district.
 - PLCs should focus on all areas of development including academic, social, emotional, and behavioral growth.
 - A uniform system for ensuring PLCs are done with fidelity would help ensure the needs of all students are being examined.
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination
 - Our district has a higher number of Professional Development surrounding our Native American students compared to other racial groups. This could be due to the Title VI program goals and funding aimed at increasing cultural knowledge and awareness. The district should consider how they can incorporate cultural events for a variety of populations.
 - Buildings should share the variety of educational opportunities they provide to Central Office administration.
- The school environment is welcoming to all students and parents/guardians who visit the buildings.
 - Our district has a higher number of cultural events surrounding our Native American students compared to other racial groups. This could be due to the Title VI program goals and funding aimed at increasing cultural knowledge and awareness. The district should consider how they can incorporate cultural events for a variety of populations.
 - The district could look at how written information is provided to families to ensure that it is inclusive for Non English speaking families and for families who are unable to read printed materials.
 - The district could continue to contract with organizations focused on Equity, to review the school environment, survey stakeholders, and create plans around the data to improve school environments.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.
 - Our district has a higher number of Professional Development surrounding our Native American students compared to other racial groups. This could be due to the Title VI program goals and funding aimed at increasing cultural knowledge and awareness. The district should consider how they can incorporate cultural events for a variety of populations.

Section XI – School District Technology, including Electronic Communications by School District Staff

The purpose of this section is to evaluate the availability of Pupil Nondiscrimination policies and materials for students, parents, and staff.

By evaluating this area, school districts will have an opportunity to:

- Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
- Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.
- The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Summary Report Data

Findings:

- Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
 - Looked at various forms of communication used at the District level
 - WRPS Webpage
 - Skylert
 - Skyward Message Center
 - All communication methods include all students and families. The WRPS webpage is open to any individual for the purposes of consumption of data and the ability to search for various documentation.
 - All families are included (who choose to do so) in Skylert and Skyward Message Center.
 - Certain Skylert notifications are sent in the home language when possible.
- Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.
 - A survey has been made available for students, teachers, parents and community members to review the self evaluation document and provide feedback
- The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.
 - Upon completion of Self Evaluation Report will be available
 - Upon completion of Self Evaluation the PI-1198 Assurance will be provided to the Department of Public Instruction.

Method of Analysis:

- Visually reviewed webpage
- Ran search queries on the webpage

Supporting Information: Appendix G

The following information was reviewed:

School Board Policies on Webpage

Pupil Non-Discrimination Policy and statements posted on website

Recommendations for Improvement and Implementation Strategies:

- Develop a method to ensure that all students, parents, and community members have an opportunity to participate in the self-evaluation process
- Review location and ability to locate Pupil Non-discrimination statements on the District webpage.

- Include a statement on communications that if individuals need translation services to contact us.
- Use a variety of languages that are present in WRPS.
- Post the WRPS Pupil Nondiscrimination Self Evaluation Report when it has been finalized and submitted.
- Submit PI-1198 Assurance to the Department of Public Instruction by required due date

GLOSSARY:

ACP: Academic and Career Planning

AP: Advanced Placement

ELL: English Language Learners

Free/Reduced: Students receiving free/reduced meals.

IEP: Individual Education Plan

ISS: In-School Suspensions

MLSS: Multi Level Systems of Supports

OSS: Out of School Suspensions

PLC: Professional Learning Community

SEL: Social Emotional Learning

SIT: Student Intervention Team

SOS: Signs of Suicide

SST: Student Success Team

SwD: Students with Disabilities

Two+: Students identified as more than one race.

YRBS: Youth Risk Behavior Survey

CESA 5 Recommendations

WRPS Literacy Audit 2023-2024

Overview

In the spring of 2023, Wisconsin Rapids Public Schools requested that CESA 5 conduct a literacy audit of their 4K-12 schools over the 2023-2024 school year. In the fall of 2023, all elementary and secondary teachers of literacy/reading, interventionists, special education co-teachers, LMS staff, and building administrators were asked to complete literacy surveys to determine which instructional practices, materials, assessments, and strategies are currently being used across the district. Staff members were also asked to speak to their perceptions of literacy vision, strengths, and areas of need. Survey responses were received from 13 administrators, 184 teachers (146 at elementary and 38 at secondary), 18 interventionists, and 2 Library/Media Specialists.

Between November and early December 2023, a random sample of observations and interviews were conducted at each school building 4K-12 with an effort made to be equally distributed across grade levels and factor in a variety of years of teaching experience. Two literacy consultants from CESA 5 visited classrooms to observe instructional practices and classroom structures. Approximately 50 observations took place in one or more literacy contexts of reading, writing, and phonics/word study instruction in grades 4K through 5 at the elementary level. Approximately 12 observations took place across middle school and high school English/Language Arts classrooms. Observations lasted between 15-60 minutes in length depending on schedules and availability. Teacher interviews were conducted with randomly selected English/Language Arts teachers across grades 4K through 12. Twenty-three teachers were interviewed during the audit process.

Summaries and key findings from these interviews, observations, and surveys have been synthesized in the subsequent sections of this Literacy Audit report. It should be noted that throughout the report, just because something wasn't observed during our time in the district, doesn't mean that it isn't currently in place in practice.

Literacy Vision

- A. Revisit/redefine the literacy vision of Wisconsin Rapids Public Schools (WRPS) and ensure this vision is widely communicated to all staff members and stakeholders. In addition, the district must lead teachers through a comparison of Balanced versus Structured literacy to support upcoming changes as a result of Act 20.

Action Steps

- a. *March 1, 2024 Professional Development Day Activities*
- b. *6-12 began these conversations, centering their discussion around "What are we doing in practice versus what we are saying we are doing?"*
- c. *Elementary level began an introduction to the structured/balanced literacy approaches and the implications for next school year.*

Curriculum

- A. K-12 will be undergoing curriculum map revision and curriculum resource purchases within the next 2 years. As a result:
- a. Create both a short-term and long-term implementation plan that includes professional learning and support for all staff members affected by the acquisition and implementation practices.
 - b. Administrators receive training on new resources and training on Best Practice "look-fors" as well as knowledge of materials that are expected to be used in classrooms.
 - c. Ensure that the future use of any supplementary materials are district-approved, rigorous, and aligned to both the ELA standards and the district's literacy vision.
 - d. Provide guidance and time to ensure this curriculum is culturally responsive, rigorous, aligned to the standards, and guarantees vertical alignment.
 - e. Create pacing guides with unit plans along with clear learning objectives that include formative and summative assessments that are fully developed. The purpose is for teachers and students to know exactly what they will learn and how they will learn by the end of each unit.
 - f. An explicit resource should be considered for instruction around grammar and syntax at the high school level.
 - g. 4K should have a common instructional approach and common resources for handwriting instruction.

Action Steps

- a. *Elementary administrators are in the process of receiving the literacy training alongside the pilot teachers and interventionists.*
- b. *The District will create a master list of supplementary materials that could be used to supplement the acquisition purchases. Any materials used as supplementary must be on that list or pre-approved by the ELA coordinator.*
- c. *4K is completing LETRS training this year.*
- d. *4K plans to review the elementary acquisition materials and determine which pieces could be implemented in their program*

Standards and Assessment

- A. Engage in a crosswalk process with the Wisconsin Standards for English Literacy to ensure that materials are aligned and any instructional gaps be addressed consistently.
- B. Review and/or develop current common assessments and calibrate expectations specifically in the components of phonics, fluency, vocabulary, and writing at the elementary level.
- C. Review and/or develop current common assessments and calibrate expectations specifically around vocabulary, grammar, and syntax at the secondary level.
- D. Include any data digs and curriculum review timelines and processes into any literacy implementation plan(s).

Action Steps

- a. *Set aside time for grade level meetings across the district K-5 to work on common assessments and report card standards in light of the newly acquired materials. This work is currently started at MS/HS levels and will continue into next year.*
- b. *Possibly bring back a District Data Retreat - in August with possibly paying participants with stipends or DEU hours. Using MySabres, report card, Forward Exam, math and reading screener data at the K-8 level. The information gleaned in this work could be shared at the building level during the first Late Start Monday PLC time.*

Instructional Practices

- A. Look for resources that include high-leverage instructional routines that all teachers can implement with integrity.
- B. Ensure ongoing professional learning and coaching opportunities are provided to staff members to support the transfer to classroom practice to promote student success.
- C. Vet literacy resources that provide instructional opportunities as well as offer the guidance and support educators need to utilize the following best practices effectively:
 - a. High levels of questioning, academic language, the use of visuals as teaching tools and scaffolds, and real-world critical thinking opportunities
- D. Clearly communicate learning objectives, expectations, and assessment criteria to students to help them understand what is expected of them and how they will be evaluated.
- E. Support teachers to use a variety of summative and formative assessment methods that elevate higher-level thinking and a greater depth of knowledge
- F. Reinforce the balance between teacher talk and student talk.
- G. Teachers create documentation of differentiated instruction in the classroom which should include documenting conferring with students.

Action Steps

- a. *This work needs to begin by sharing the results of this Audit with larger audiences so we can blend PD support in with this information.*
- b. *These recommendations could be the starting point of several PLC meetings throughout the year. Keep the information in the forefront.*
- c. *Provide purposeful professional development in high-leverage instructional routines, not just in materials.*

Classroom Environment

- A. The practice of student choice and voice needs to be elevated by teachers in the classroom.
- B. At the elementary level, consider re-grouping texts by phonics skills and by theme or topic for other trade books.
- C. Leveled texts will remain in classrooms, but texts can be reorganized or repurposed for other uses in the classroom as we move toward the Science of Reading.
- D. There could be a shift from word walls to sound walls. Any curricular resources that the district is considering should be consistent with any possible shifts.

Action Steps

- a. *Choice and Voice - at secondary, this is happening in each unit even though it was not observed by the auditors.*
- b. *Excellent classroom and school level libraries that promote Choice and Voice at all levels.*
- c. *Continue the District conversation around literacy vision - including rich reading options available to students. Make sure this is a part of our vision and mission and is referred to constantly.*
- d. *Determine the purpose of the classroom libraries and communicate that with the teachers and clearly show the connection to our teaching philosophy.*
- e. *Be cautious not to "jump on a bandwagon" but rather be thoughtful about how this could be rolled out and at what levels.*

Intervention and MLSS

- A. (Wide variety of interventions at the Tier 2 or 3 level at Elementary) Review the current intervention resources and ensure alignment to the Science of Reading and core instruction moving forward to ensure research-based, evidence-aligned resources are in place that best meet the needs of learners.
- B. (There were few Tier 2 or 3 interventions noted at the secondary level across instructional contexts.) Review the current intervention resources and ensure alignment to the Science of Reading and core instruction to ensure research-based, evidence-aligned resources are in place to best meet the needs of learners, especially students in need of phonics or foundational skills intervention at the secondary level.
- C. Revisit diagnostic assessments currently utilized to ensure appropriate diagnostics are administered to students.
- D. Building teams should examine their procedures for gathering data, analyzing data, making decisions and providing intervention and enrichment support based on data.
- E. Review current intervention structures and resources to ensure that interventions in and out of the classroom are systemic and systematic across the district.
- F. Engage in quality professional learning opportunities for teachers to understand and implement interventions effectively and efficiently.
- G. Connect with the CESA 5 MLSS team for guidance and feedback around district structures moving forward.

Action Steps

- a. *Anything we use for Tier 3 intervention needs to be ACT 20 compliant. We may have some leverage with Tier 2. Elementary reading interventionists will be reviewing all interventions in May 2024 and update the approved intervention list as needed.*

- b. MindPlay is targeted for phonetic foundational skills. There is a plan in place to refresh the use of MindPlay at the secondary level. This was discussed on the March 1 2024 PD day.*
- c. Read 180 covers a great deal of the expectations of ACT 20.*
- d. PD at the secondary level to inform what Strong Tier I reading instruction is and how to manage behavior in order to determine if the perceived deficit is reading or behavior.*
- e. Discuss with special education teachers on how to support learning versus work completion and what this could look like.*
- f. The screener and diagnostic assessment questions and concerns should be addressed and answered when we receive information from the state about the required screener and approved diagnostic assessments.*
- g. Smaller intervention group discussions will occur as we move forward.*

Collaboration and Professional Learning

- A. The required training for Act 20 should occur prior to the district's literacy vision work and acquisition cycle.
- B. Elevate teacher knowledge about the Science of Reading.
- C. Create a short-term and long-term implementation plan that includes initial and ongoing professional learning and coaching support for all staff members impacted by the acquisition.
- D. Administrators receive training on new instructional resources. The district adopts or develops implementation "best practice" look-fors to ensure appropriate feedback from administrators related to implementation of materials be provided to teachers in an ongoing manner. It is recommended that this administrative team regularly meet and calibrate around expectations of use and implementation to support consistency across the District.
- E. Continue to ensure time for collaboration, provide opportunities for educators to observe each other in practice, and provide opportunities for experienced teachers to mentor others.
- F. Elevate and prioritize PLC and collaboration practices that involve analyzing data and using data to inform instruction.

Action Steps

- a. PD in relation to ACT 20 is rolling already and decisions are being made as to what we need for PD during summer 2024 and the school year of 2024-2025 .*
- b. ACT 20 at the elementary administrative level is a standing topic for all 2024-2025 Elementary Administration meetings.*
- c. PLC and collaboration practices are being reviewed as we move to Universal Late Start with PLC meetings in the 2024-2025 school year.*
- d. Promote the "Reflection Piece" that is required through the Educator Effectiveness process.*
- e. Provide "look fors" for secondary administrators when they observe classrooms and teachers.*
- f. As elementary administrators go through trainings during 2024-2025 common "look fors" will be developed as a team.*

Delivery of Information to Stakeholders

- CESA Meeting - February 15
- ELA Coordinators Discussion - February 19 & 26
- Secondary coordinators discussion - February 27
- ELA PD (takeaways only) - March 1
- COA - March 12th
- Janix - March 13 and April 10
- District ELA CII - March 13
- ELA Coordinators Discussion - March 14
- Secondary Admin - March 21
- ELA Coordinators Discussion - April 3
- Elementary Teachers at building meetings - April 19
- District CII April 24
- ESC May 6, 2024



Northern Germany

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March 25 - April 04, 2026

Day 1 Start tour

Day 2 Berlin

DDR Museum visit
Ritter chocolate workshop

Day 3 Guten Tag Berlin

Meet your tour director and check into hotel
Berlin City Walk: Alexanderplatz, Bebelplatz, Hackesche Höfe, Nikolai Quarter, Museum Island

Day 4 Berlin landmarks

Berlin guided sightseeing tour
Berlin Wall Memorial and Documentation Center visit
Optional Potsdam excursion: Neues Palais guided visit, Sanssouci Palace gardens, The Russian Colony

Day 5 Berlin--Bremen

Travel to Bremen via Wolfsburg
Phaeno Center visit
Bremen night watchman tour

Day 6 Bremen landmarks

Bremen guided walking sightseeing tour: Marktplatz, Bremen Town Musicians statue, Bremer Rathaus, Böttcherstrasse, Schnoor quarter, St. Peter's Cathedral visit
Botanika Green Science Centre visit

Day 7 Bremerhaven

Bremerhaven harbor guided bus tour
German Emigration Center Bremerhaven visit

Day 8 Bremen--Hamburg

Klimahaus Bremerhaven visit
Travel to Hamburg
Hamburg Tour Director-led sightseeing tour: Old Town, Hamburg Rathaus, St. Nikolai Memorial, Speicherstadt, Mönckebergstrasse

Day 9 Hamburg

Miniatur Wunderland visit
Lübeck guided excursion: Holstentor, Old Town, Museumsquartier St Annen, Marienkirche, Lübecker Rathaus

Day 10 Hamburg

Planten un Blomen visit

Day 11 End tour

