



AGENDA

Wisconsin Rapids Board of Education  
**Educational Services Committee**

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

Anne Lee, Chairman  
John Benbow, Jr.  
Katie Bielski-Medina  
Larry Davis  
Sandra Hett  
Mary Rayome  
May John Krings, President

May 1, 2017

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

TIME: Immediately following the Business Services Committee and Personnel Services  
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Secondary Agenda Planners: 2017-18
  - B. Art Acquisition
  - C. Gifted and Talented Education Services Plan
  - D. Professional Development Plan: 2017-18
- IV. Updates
  - A. Professional Days: 2017-18
  - B. Student Travel Update
- V. Consent Agenda Items
- VI. 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.



## BACKGROUND

Wisconsin Rapids Board of Education  
**Educational Services Committee**

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

Anne Lee, Chairman  
John Benbow, Jr.  
Katie Bielski-Medina  
Larry Davis  
Sandra Hett  
Mary Rayome  
John Krings, President

May 1, 2017

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

TIME: Immediately following the Business Services Committee and Personnel Services  
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Secondary Agenda Planners: 2017-18

Proposed changes for the 2017-18 Agenda Planners for Lincoln High School (LHS), East Junior High School (EJH), and Wisconsin Rapids Area Middle School (WRAMS), are set out in Attachments A, B and C, respectively. Administrators from each of the three buildings will be present to explain the proposed modifications.

The administration recommends approval of the proposed modifications to the Lincoln High School Agenda Planner for the 2017-18 school year as set out in Attachment A.

The administration recommends approval of the proposed modifications to the East Junior High School Agenda Planner for the 2017-18 school year as set out in Attachment B.

The administration recommends approval of the Wisconsin Rapids Area Middle School Agenda Planner for the 2017-18 school year as set out in Attachment C.

- B. Art Acquisition

In February of 2017, the Board of Education approved the Wisconsin Rapids Public Schools Art curriculum, including their mission, vision, best instructional practices, and curriculum maps. Besides working hard to develop their curriculum, the K-12 Art Department has devoted time to identifying purchases to support their curriculum. Patricia Larsen, CII Subcommittee Chairperson for Art, will be present to

explain to the committee the department's acquisition proposals as set out in Attachment D.

The administration recommends approval of the art acquisition as set out in Attachment D in the amount of \$96,275.19.

C. Gifted and Talented Education Services Plan

The Wisconsin Rapids Public Schools Gifted and Talented Services (GATES) Plan was last updated by the Board of Education in the spring of 2013. Since that time the program has changed from having one full time coordinator to two coordinators. Tina Wallner, Principal of Grove School services the elementary schools and Kelly Bluell, Lincoln High School Math Teacher, services the secondary schools.

Under the leadership of Kelly and Tina, the GATES committee was brought together to review the plan. Several changes and updates have been made. Both Kelly and Tina will be present to review these updates with you, as well as share the GATES web-site that was recently developed.

This information was shared with the Council for Instructional Improvement (CII). The CII recommends approving the revised GATES Plan. (25=yes, 0=unsure, 0=no)

The administration recommends approval of the Gifted and Talented Educational Services Plan as set out in Attachment E.

D. Professional Development Plan: 2017-18

Attachment F sets out the proposed Professional Development Plan for the 2017-18 school year. The plan was created with input from the CII, Quality Educator Committee (QEC), CII Sub-Committee Chairs, and the Administrative Team. Before creating this plan, each group reviewed the WRPS 2017-18 Strategic Plan Initiatives and discussed progress made on goals set for 2016-17. Kathi Stebbins-Hintz, Director of Curriculum and Instruction, will be present to explain the proposed plan.

The CII recommends approving the plan. (25=yes, 0=unsure, 0=no)

The administration recommends approval of the 2017-18 Professional Development Plan as set out in Attachment F.

IV. Updates

A. Professional Days: 2017-18

Attachment G sets out the schedule for Professional Days for the 2017-18 school year. Professional 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 providing professional development.
- Provide professional development time without taking teachers out of the classroom.

The 2017-18 Professional Day schedule reflects a May, 2016 decision by the Board of Education to eliminate the 7.5 hour individual professional development requirement and add a scheduled professional day to the teacher calendar.

#### B. Student Travel Update

Twenty-two students from Lincoln High School will be traveling to Switzerland, Italy, Southern France and Spain to experience art and architecture from June 13 through June 23, 2017. Students will be chaperoned by Jeanine Kleman and Dustin Anderson, WRPS Art teachers.

#### V. Consent Agenda Items

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

#### VI. Future Agenda Items/Information Requests

Agenda items are determined by 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:

- Carl Perkins Grant (June)
- Homeless Education Services (June)
- Achievement Gap Reduction (AGR) Report (June)
- WRPS Mental Health and Behavior Committee Update (July)
- WRPS Academic and Career Planning Update (July)

# Wisconsin Rapids Lincoln High School

1801 16th Street South  
Wisconsin Rapids, Wisconsin 54494  
Telephone: (715) 424-6750  
<http://www.wrps.org/schools/lincoln/index.cfm>  
Facebook: WR Lincoln High School  
Twitter: LincolnHS\_WRPS



## 2017-2018 Student Handbook

**This Agenda Belongs To:**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Email Address: \_\_\_\_\_

## TABLE OF CONTENTS

**Mission, Welcome & Introduction, & Non-Discrimination & Harassment Statement.....Page 3**

**Academics.....Page 4**

Academic Integrity	Grading For Learning
College Entrance Requirements	Graduation Credit Requirements
Coming Attractions	Make-Up Procedures for Absences
Daily Schedule	Response to Intervention (RtI)
Dropping/Adding Classes	School Materials
Concurrent Enrollment Courses	Technology Use
Grades	Transcript Requests
Grade Scale	Youth & Course Options

**Expectations & Discipline.....Page 9**

Attendance Regulations	Drugs
Bullying & Harassment	Gangs & Gang Activity
Classroom Conduct, Expulsion, Suspension	Looks & Actions
Detention/Thursday School	P.R.I.D.E.
Discipline Procedures	Student Bill of Rights
Dress For Success	Theft/Vandalism
	Tobacco

**General Information.....Page 16**

18 years old	Parking
BYOD--Bring Your Own Device	Prescription Medications
Cafeteria	PRIDE System
Co-Curricular Code of Conduct	Release of Student Information
Dance Rules	School Resource Officer
Family Night	Searches: General & Canine
Fees	Student Services
Graduation Ceremony	Student Surveys
Health Center	Video Surveillance
Identification Cards	Visitor Policy
Lab/Tech Ed Safety	Volunteer Program
Lockers	Withdrawal
National Honor Society	Work Permits

**Maps of Lincoln High School.....Page 23**

\*\*This handbook is current as of 4/13/17. The most up to date version is available at <http://www.wrps.org/schools/lincoln>

## **OUR MISSION**

To develop the skills and attributes necessary for students to achieve excellence in academics, activities, citizenship, and relationships.

## **WELCOME & INTRODUCTION**

A sincere welcome to you, the student body of Lincoln High School, as we begin the 2017-2018 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 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 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:

Ryan Christianson, 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](http://www.wrps.org) and click on School Board Policy 411.

## **ACADEMICS**

### **ACADEMIC INTEGRITY**

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 occurs when an individual takes the writings and/or ideas of another person and presents them as his/her own. Plagiarized ideas may be taken from written materials such as books, newspapers, and magazines, as well as electronic media including the Internet & videos.
2. Allowing a person to copy your work & submit it as his/her own.
3. Doing another person's work for him/her.
4. Buying or selling work or answers.
5. Providing another person with answers to homework, tests or quizzes.
6. Copying or stealing teachers' answer keys or teacher's edition texts.

Consequences are left to the individual teacher after consultation with the building administrator. They may include the following:

- The student may receive a zero for the assignment, quiz or test involved or be permitted to complete an alternate assignment.
- A report and action will be made in the student's discipline file.
- Subsequent offenses may result in detention time, suspension of the student and/or the removal of the student from the class with the grade of "F."
- Ineligibility for admission into National Honor Society.

### **COLLEGE ENTRANCE REQUIREMENTS**

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

### **COMING ATTRACTIONS**

September 5	First Day for Students
September 29	Professional Development Day - No School
October 2 - 7	Homecoming Week
October 17	PTV 4:30 p.m. - 7:00 p.m.
October 27	Professional Development Day - No School
November 22 - 24	Thanksgiving Break - No School
December 1	Record Keeping / Professional Development Day - No School
December 4	Term 2 Begins
Dec. 25-Jan. 1	Winter Break - No School
January 2	Professional Development Day - No School
January 29	PTV 4:30 p.m. - 7:00 p.m. & Registration Expo
February 5 - 10	Fire on Ice Week



February 27	Junior ACT Assessment
February 28	Junior WorkKeys Assessment
March 2	Record Keeping / Professional Development Day - No School
March 8	Term 3 Begins
March 26 - 30	Spring Break - No School
April 2	Professional Development Day - No School
April 4 & 5	Sophomore FORWARD Assessment
April 30	PTV 4:30 p.m. - 7:00 p.m
May 1 & 2	Sophomore ASPIRE Assessment
May 5	Prom
May 28	Memorial Day - No School
June 3	Graduation
June 6	Last Day for Students

### DAILY SCHEDULE

Tuesday, Wednesday, Thursday			Monday, Friday		
1	7:35 AM	8:43 AM	1	7:35 AM	8:50 AM
2	8:50 AM	10:02 AM	2	8:57 AM	10:16 AM
3A Lunch	10:05 AM	10:35 AM	3A Lunch	10:19 AM	10:49 AM
3A Class	10:38 AM	11:47 AM	3A Class	10:52 AM	12:08 PM
3B Class	10:09 AM	11:17 AM	3B Class	10:23 AM	11:38 AM
3B Lunch	11:17 AM	11:47 AM	3B Lunch	11:38 AM	12:08 PM
4	11:54 AM	1:02 PM	4	12:15 PM	1:30 PM
5	1:09 PM	2:17 PM	5	1:37 PM	2:52 PM
I/E or PLC	2:21 PM	2:52 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. A student may request a schedule change in Student Services. This could be a drop or add. There needs to be a compelling reason for the change to take place. *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 administration. Full procedures are available in Student Services.

### CONCURRENT ENROLLMENT COURSES

LHS is pleased to be partnering with UW-Wood County to offer concurrent enrollment course options. Successful completion of concurrent enrollment courses will result in students earning college credit on a UW-Wood County transcript. That credit is guaranteed transferable to any of the UW two-year college campuses or 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 University of Wisconsin 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. Please contact your counselor for eligible courses.

## 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

A	100-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	F	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
Mathematics	3
Social Science	3
Science	3
Health	0.5
Physical Education	1.5
Financial Literacy	0.5
IT Fundamentals I	0.5
Electives	8
<b>Total Credits:</b>	<b>24</b>

### 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 risk of a late penalty. Tests and quizzes 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 homework, project, etc. \*
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, or through Google classroom/Moodle.

### 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 supports 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.

### INTERVENTION/ENHANCEMENT PERIOD

Our I/E 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 two days per week for students to focus on maintaining academic standing in all courses, improve work, and ultimately improve grades. Expectations include:

- Mandatory attendance. Consequences for missing I/E are the same for missing any other class time during the school day. Students may not be excused for work.
- Behavior that is not conducive to learning during I/E will result in discipline.
- All normal school rules apply to I/E 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.

### **SCHOOL MATERIALS**

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

### **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 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 - Network & Internet Acceptable Use & Internet Safety, and then be required to sign the Acceptable Use Policy (AUP) form. This information will be distributed to sophomores during orientation. 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 AUP form.

### **TRANSCRIPT REQUESTS**

High School 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. Cost for this service is \$4.25 for current students and \$6.25 for graduates per request (price is subject to change without notice). Please contact Student Services or visit the Student Services link on the LHS website if you have questions.

### **YOUTH OPTIONS & COURSE OPTIONS**

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.

## **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 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 LHS 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) 424-6765 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 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 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. After the 10 days of absence, 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. WRPS may terminate a pupil's open enrollment in the succeeding semester or school year if the student is habitually truant during either trimester in the current school year.
4. 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.
5. Students who must be absent because of participation in school activities are required to make up all work at the discretion of the teacher.
6. Any student who participates in or attends a school sponsored night activity must have attended the full day of instruction unless the absence was pre-approved by administration.
7. 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.

8. 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.
9. Refusal to identify yourself upon request of school personnel is not permitted and will result in suspension.
10. Falsified telephone calls or notes concerning attendance will result in detentions.
11. Any student coming in late for whatever reason or leaving for any reason **MUST SIGN IN** or **OUT** in the office.
12. 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**

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, they owe the classroom teacher a detention. A student may lose privileges.
3. On the 4th 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.
4. If a student is tardy a 5th time and thereafter, he/she will be sent to the office and the consequence is an automatic Thursday school, and a truancy warning letter will be sent home.
5. A student is considered absent after arriving to class 5 minutes after the period has started.

#### **BULLYING**

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 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 which disrupts or prevents a safe and positive educational environment may be considered cyberbullying. Cyber bullying 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."

#### **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 hearing 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. 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) determining 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. No teacher shall keep a pupil after 5:00 p.m. unless the parents have been notified.

### **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**

To maintain the health and safety of students and promote a professional learning environment, LHS staff, students and parents have established the following rules:



- No coats, outdoor vests, chains, hats, headwear, hoods, blankets, bandanas or sunglasses may be worn. These items must be stored in a locker.
- Clothing should always completely cover the torso (e.g., no bare midriffs). When standing up, the shirt must touch the top of pants or skirt.
- Short shorts or skirts are not allowed. Extension to the mid- thigh is a minimum length requirement. All pants must be worn at waist level.
- Students must wear appropriate footwear at all times.
- Clothing items such as backless tops, halter tops, strapless tops and spaghetti-strapped tops are not allowed, except when being worn as a layering piece. All tops must have straps at least one-inch wide on both shoulders and be high enough in front to minimize chest cleavage. Undergarments must be worn and shall not be visible.
- Any fashion (dress, accessory or adornment) that is distracting from the learning process or presents a safety risk; displays suggestive, offensive, obscene, sexually degrading or racially motivated graphics or statements; or pertains to drugs, alcohol or tobacco products is not permitted.

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 that 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.

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.

### **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 is 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.

### **LOOKS AND ACTIONS**

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

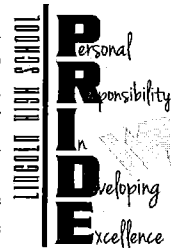
1. Students are required to fully cooperate with school administration and staff at all times. Failure to do so will result in disciplinary actions including out-of-school suspension.
2. Purses, handbags, book bags, laser pointers, and nuisance items should be left in lockers and not brought into classrooms.
3. Overt student affection is inappropriate behavior in the building, on campus, or at school sponsored activities.
4. Student assemblies will be held periodically throughout the school year. Student attendance is mandatory at these events.
5. The use of cell phones and other electronic devices during instructional time is prohibited 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 Commons study hall time. If a student is found using a cell phone during an unauthorized time, the cell phone will be confiscated and turned over to school administration. Students unwilling to turn the phone over to administration will be out of school suspended.
6. 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 Sections 947.01 and Board Policy 443.8.
7. 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.
8. Any student bringing a firearm or other weapons to school will be suspended and referred for expulsion according to Wisconsin State Statutes Section 948.605 and 948.61.
9. 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.
10. Locker Room Privacy. WRPS shall observe measures intended to

protect the privacy rights of individuals using school locker rooms. No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time. Please see Locker Room Guidelines for more information.

11. Hoverboards, segways and other personalized vehicles are not allowed on school property.

### **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 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 gov't.

### **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**

Smoking, chewing, or use of tobacco products and e-cigarettes / vapor 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 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.)

### **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.

#### **BYOD—BRING YOUR OWN DEVICE**

Students, staff, and guests to Lincoln High School will be able to bring in their own technology devices and access the District's wireless network. The purpose of the School District of Wisconsin Rapids' wireless service is to provide a learning environment that mirrors students' off-campus world while maximizing instructional time and tools, creating collaboration and networking opportunities, and meeting the learning styles and needs of students. Students who bring their own device are subject to rules and guidelines outlined in the Acceptable Use Policy (AUP). The school is not liable for any physical damage, loss, or theft of the device. Technology support is not available for personally owned computers or electronic devices.

#### **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 which encourages students to deposit money into an account and have the 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 west 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. Administration reserves the right to deny guests the privilege to attend school dances.
- Students registering guests 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 junior high school students may attend. The LHS dances are senior high, 10-12 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.
- 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 have a good attendance record for the previous 30 days with attendance the day of and before the dance and not have frequent or severe discipline referrals the previous 30 days.
- 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.
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, alcohol, and/or drugs. If this occurs, it will be dealt with by administration and appropriate consequences will follow.
7. All purses, bags, and jackets are subject to search by school staff members.

### **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. 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 & passing grades must be submitted the day prior to the practice.)
2. Participated in graduation practice. The principal may waive this for good and sufficient reason.
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. 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 Volunteer Center, Room 217.

#### **LAB/AG/TECHED 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. 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**

Juniors who have met the scholastic requirement of a 3.5 or above cumulative grade point average will be notified in February of their eligibility for 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 after 2nd Term about the status of

their membership and an induction ceremony will be held in Spring for those who have been accepted. Students who have a Skyward documented academic honesty violation are ineligible for NHS.

### **PARKING**

If parents consider it necessary for their children to drive to school and they wish to park on school property, a parking fee and sticker is 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. Vehicles parked on school property are subject to searches by school administration.

- Student 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 in all driving areas on school property.
- 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.
- Anyone in possession of another person's sticker will face suspension and a referral to the police for theft. Students found to be using a duplicated or otherwise fraudulent parking sticker are also subject to disciplinary consequences.
- Student drivers must park their vehicles in the south parking lot only and in parking spaces designated for student parking. 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 school administration, parked cars 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 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.

### **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 change in prescription must be accompanied by a new prescription order.



- All prescription medicine must be kept in the school nurse's office.

For nonprescription 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 the 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 or I/E Period. Sophomores and Juniors who qualify will, upon approval of parent and administration, be allowed to leave campus during their study hall or I/E Period. 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 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 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.

### **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.

### **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)

### **VISITOR POLICY**

LHS does not allow high school age visitors to attend classes during the school day. Only in specific situations will exceptions be made to this rule (i.e., a transfer student to LHS who would like to get familiar with the schedule and building before attending classes). If a request is made to visit, it must be submitted in writing to administration at least 24 hours before a requested visit day. While the school understands the desire to showcase LHS, we also must protect the academic integrity of our classes. Therefore, we discourage students from bringing visitors except in extraordinary circumstances.

### **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 a Community Passport. Passports are available in the Student Volunteer Center, Room 217.

### **WITHDRAWAL**

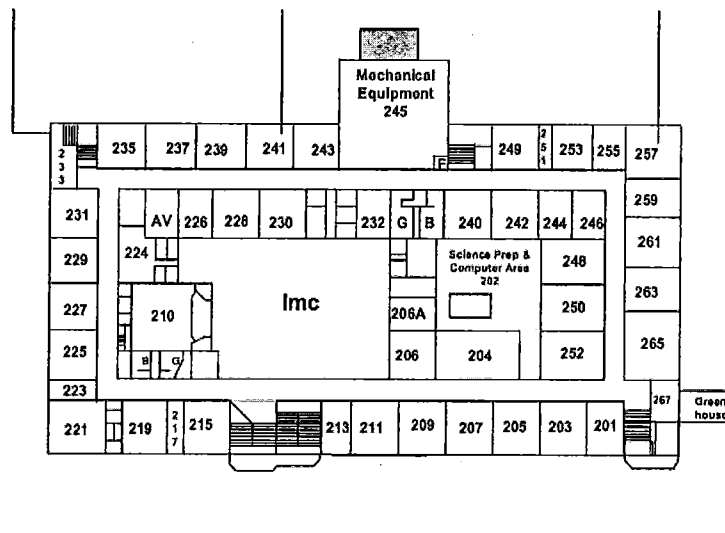
A student who wishes to withdraw or transfer to another school should report to the high school office at least one day prior to departure to obtain a withdrawal form. The withdrawal process includes clearance with each teacher, the

counselor, and LMC; payment of all fees/fines, 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: letter from the employer with written parent consent, 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 to be revoked for students who are truant.

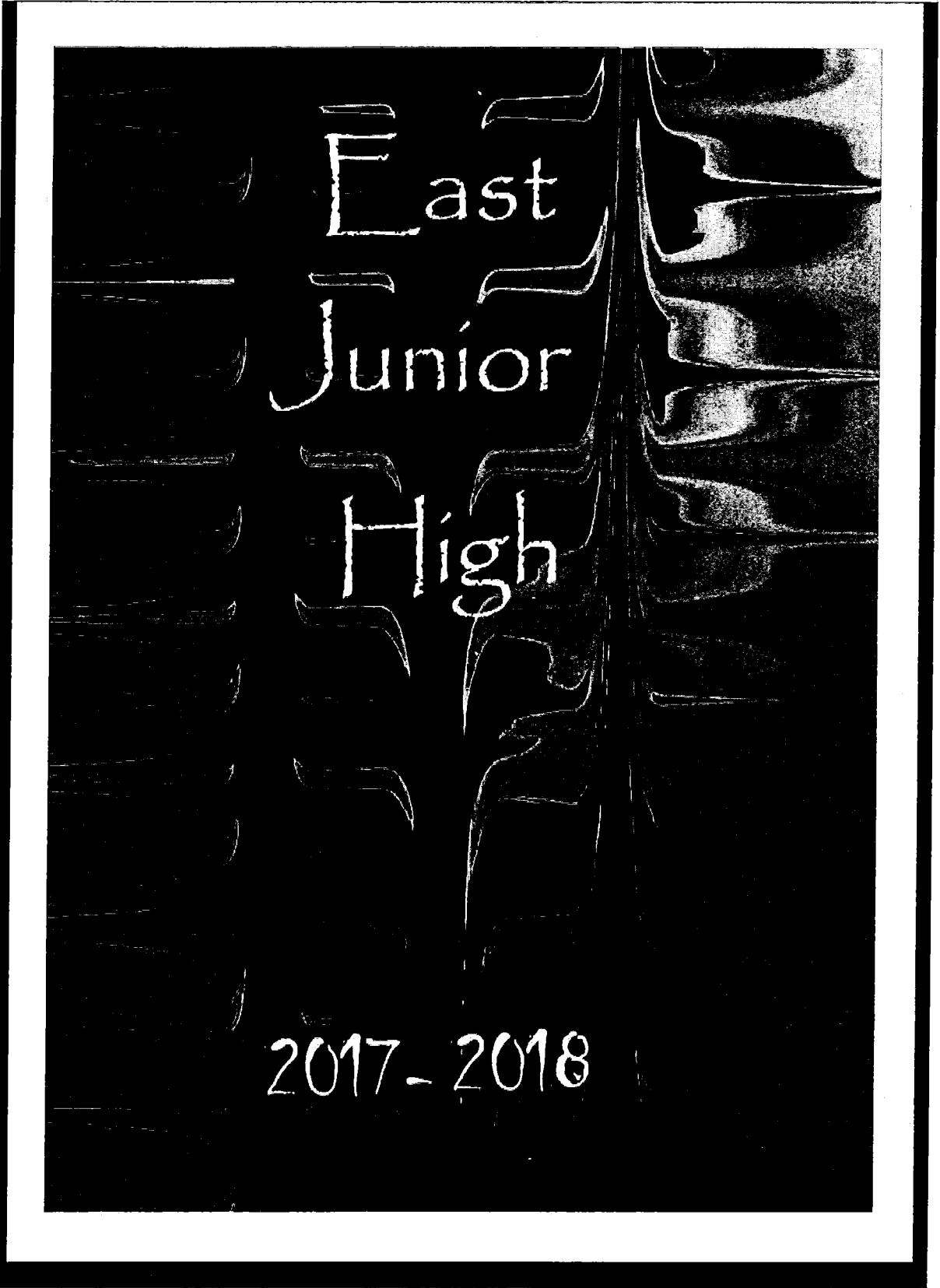
### MAPS OF LINCOLN



**2nd. Floor Plan**  
Scale 1" = 80'-0"







**WOOD COUNTY**

# **CRIME STOPPERS**

**"CRIME DOESN'T PAY...WE DO!"**

**877-325-STOP  
(7867)**



Contact



Facebook

**TEXT A TIP:**

[www.woodcountycrimestoppers.com](http://www.woodcountycrimestoppers.com)

[www.facebook.com/WoodCountyCrimeStoppers](http://www.facebook.com/WoodCountyCrimeStoppers)

**East Junior High School**  
**STUDENT HANDBOOK**

**Mr. Kevin Yeske**  
Principal

**Mrs. Patti Ritchay**  
Assistant Principal

Cover Design by: ~~Caroline Narel~~  
*Zoey Vreeland*

***This agenda belongs to:***

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/TOWN \_\_\_\_\_ ZIP CODE \_\_\_\_\_

PHONE \_\_\_\_\_

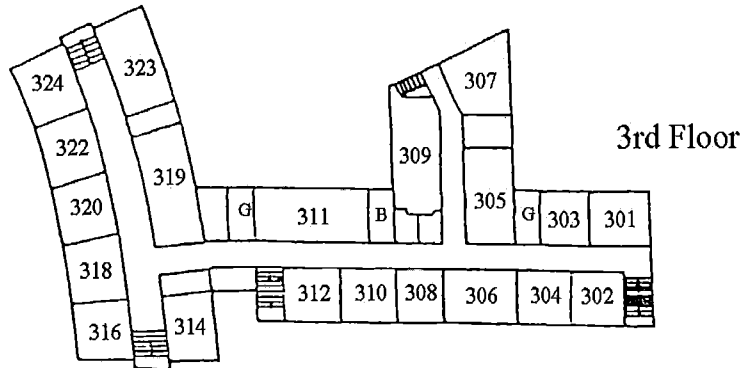
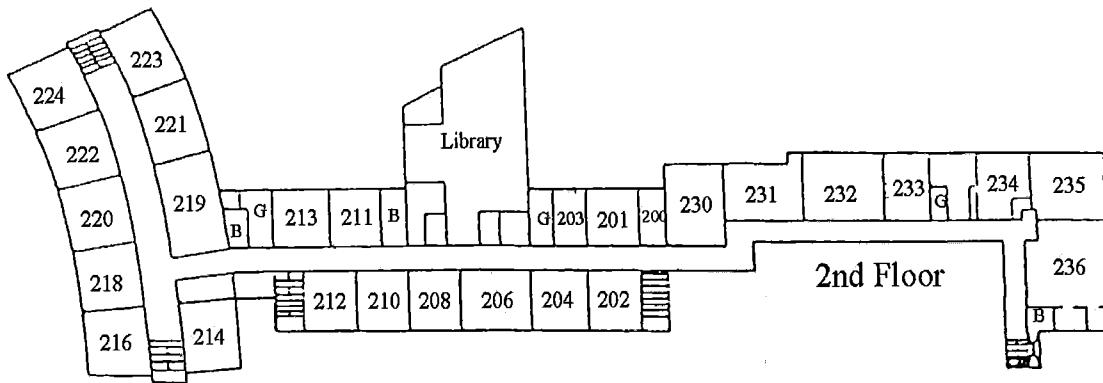
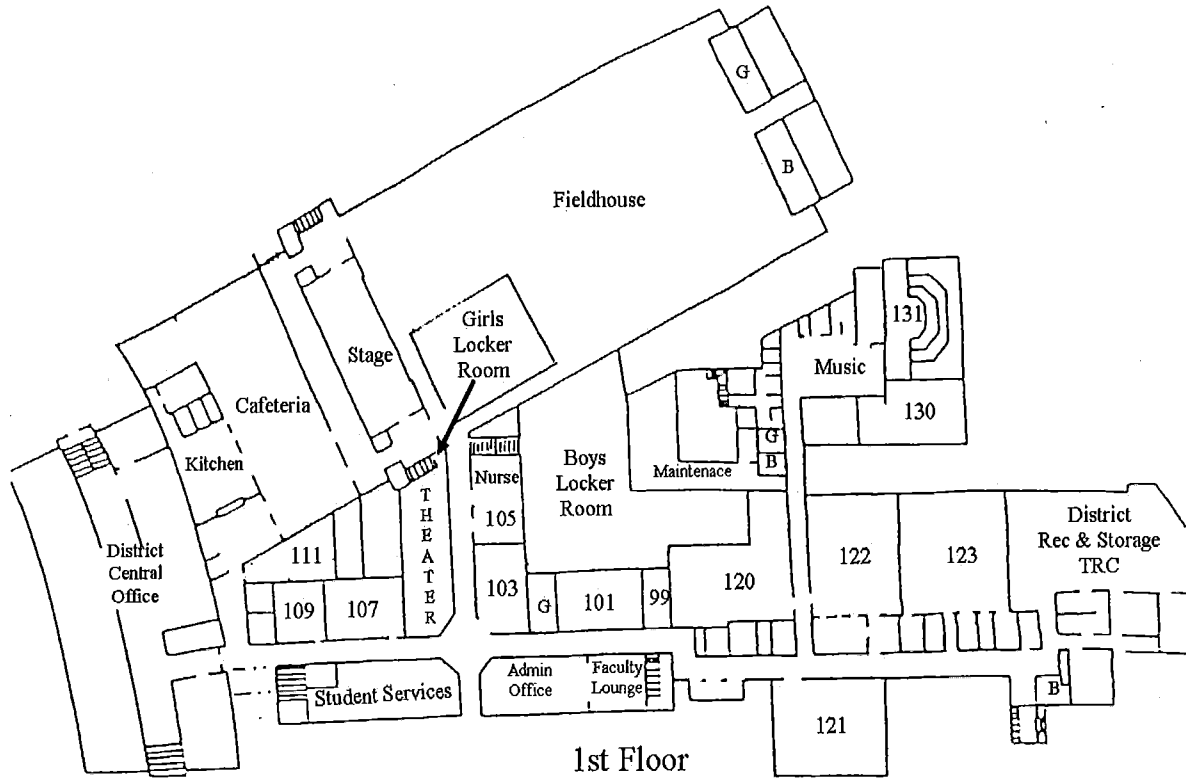
STUDENT NO. \_\_\_\_\_



PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

Printed on recyclable paper







## **WELCOME ... TO EAST JUNIOR HIGH!**

The Junior High offers a wide variety of educational and extra-curricular activities. We urge you to take advantage of these different opportunities in your quest to mature into a young adult. Work hard in your classes and know that you have a dedicated staff of professionals here to help you.

Your agenda planner has been prepared to help you get the most out of this year. The effective use of the planner should help ensure your success.

Have a great year!

### **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.

### **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 law.

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:

Ryan Christianson  
Director of Human Resources  
School District of Wisconsin Rapids  
510 Peach Street  
Wisconsin Rapids, WI 54494

To review Board Policy 411 concerning Student Non-Discrimination and Anti-Harassment, go to 3

[www.wrps.org](http://www.wrps.org) and click on School Board Policy 411.

### **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 the 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.

### **IMPORTANT PHONE NUMBERS**

Main Office- - - - - 715-424-6730  
Attendance Line- - - - - 715-424-6765  
Student Services- - - - - 715-424-6735  
Fax Number - - - - - 715-422-6270

### **ATTENDANCE**

~~Students are expected to attend school regularly. The State of Wisconsin (Wis. Stat. 118.15) requires attendance of all youth up to age 18. If you must be absent from school, please follow these procedures.~~

- ~~Parents should call the attendance phone number, 715-424-6765, and leave a message or send a note.~~
- ~~If a parent does not call by the end of the day, an automated call will go out with a reminder. You will be asked to call the attendance line regarding the absence or send a note with the student when they return.~~
- ~~Students are expected to make up all missed work. Students coming to school late should stop at the office and sign in. Students who are late may receive school consequences.~~



## **EXCUSED ABSENCES**

The administration reserves the right to decide whether or not an absence is excused according to past practice and state statute. Examples of excused absences include, but are not limited to:

- Illness
- Medical appointment
- Funeral of family members
- Family emergency
- Court appearances
- Religious holidays

*If a student is absent less than three days, please refer to the East Junior High Daily Homework page on the district website.* If students are absent for ~~3~~ **three** or more days, parents can call the Student Services office at 715-424-6735 to make arrangements to pick up work. Work can be picked up during normal business hours or later by making special arrangements.

## **ATTENDANCE / APPOINTMENTS**

Students are expected to attend school regularly. The State of Wisconsin (Wis. Stat. 118.15) requires attendance of all youth up to age 18. If you must be absent from school, please follow these procedures.

- *Parents should call the attendance phone number, 715-424-6765, and leave a message stating the reason for the absence.*
- *Unverified absences will be marked unexcused until a phone call is received.*
- *Automated Skylert messages as well as phone calls home will be made in an attempt to verify absences.*
- *Parents may call or send a note with the student to verify an absence.*
- *Parents should call the attendance line or send a note for any student leaving early for an appointment. The student will be issued a pass to get out of class at the designated time. Students must always sign out in the office before leaving. If a note or call was received in advance prior to the time leaving, parents do not have to come into the building. Students may leave on their own after signing out.*
- *Only legal parents or guardians may pick up students during the school day unless the parent or guardian designates an alternate person either verbally or in writing.*
- *Students are expected to complete all missed work from an absence.*

## **VISITORS/GUESTS**

~~———— All visitors and guests are asked to check into the main office as they enter the building. Staff members are encouraged to politely ask visitors if they are in need of assistance or to direct them to the office so that they may check in. To help identify visitors within the building, guests and visitors will be given a visitor badge. Parents are encouraged to visit school. Calling one or two days prior to visiting is helpful. Only adults are allowed to visit students.~~

## **TARDIES**

~~———— Students arriving to school or class late, but within the first 15 minutes may be considered tardy and subject to discipline. Students arriving to school or class late, but after the first 15 minutes may be considered truant and subject to discipline. Students coming to school late must stop at the office and sign in.~~

## **LATE ARRIVALS**

*Students arriving to school within the first half hour without an acceptable excuse will be considered tardy and may be subject to school consequences. Students arriving beyond the first half hour of the school day without an acceptable excuse will be considered “unexcused truant” and may receive school consequences. Oversleeping or missing the bus are not acceptable excuses for arriving late. Students coming in late must stop in the office and sign in.*

*Students who are tardy to classes throughout the day will receive consequences according to the policy of the classroom teacher.*

## **TRUANCY**

Missing school without an acceptable excuse for all or part of a day is truancy. Students missing school without an acceptable excuse may be counseled, receive school consequences, and/or be referred to the police for a truancy citation under Municipal Code 866. Under Wisconsin State Statutes 118.15, "A child may not be excused by a parent/guardian for more than 10 days in a school year." Students missing more than 10 days for illness may be required to obtain a doctor's excuse.

If a student is absent five days without an acceptable excuse, they could be considered a "habitual truant." Parental contacts, individual counseling, program or curricular changes, referral to Human Services, and/or additional citations could be consequences for habitual truancy.

Students with approved open enrollment applications must meet attendance expectations. Students determined to be habitually truant may have the open enrollment approval rescinded and be returned to attend school in their resident district. As a result of habitual truancy, future applications to attend Wisconsin Rapids School District under open enrollment may be denied in accordance with State Statutes and Board Policy.

## **EXAMPLES OF TRUANCY**

Truancy includes, but is not limited to:

- Oversleeping/missing the bus
- Skipping any or all of the school day
- Forgetting to notify school of an absence by telephone or note
- Missing all or part of a school day without an acceptable reason
- Failing to provide a medical excuse if required

## **WITHDRAWAL PROCEDURES**

Students withdrawing or transferring to another school should report to Student Services at least one day prior to departure to obtain a withdrawal form. The withdrawal process includes clearance with the teachers, Student Services, the library, and administration. Every withdrawal must be verified by a parent or guardian.

## **VISITORS/GUESTS**

*All visitors and guests are asked to check into the main office as they enter the building. Staff members are encouraged to politely ask visitors if they are in need of assistance or to direct them to the office so that they may check in. To help identify visitors within the building, guests and visitors will be given a visitor badge. Parents are encouraged to visit school. Calling one or two days prior to visiting is helpful. Only adults are allowed to visit students.*

## **HALLWAY BEHAVIOR**

Open containers of food or beverages are not allowed in the halls or lockers and may be confiscated by teachers or supervisors.

Students are expected to follow the guidelines listed below when in the hallway:

- Keep your hands to yourself.
- Always walk.
- Keep your voices low and use appropriate language.
- Be sure to leave a pathway open.
- Stay to the right when walking in the halls.
- Public displays of affection are not acceptable.

## FOOD SERVICE

The Junior High serves full breakfast and lunch meals. Students are able to add money to their lunch and breakfast account daily before 10:30 a.m. Money can be dropped off in the office before school or placed in the red box outside the attendance window. Parents may also make deposits online by going to [www.mymealtime.com](http://www.mymealtime.com).

Students may purchase a second lunch entrée, second milk, and/or one second serving of vegetable/potato at lunch; however each item must be charged individually to comply with the National School Lunch Program. Each additional item purchased will be listed separately on the student's MealTime account history.



Students will be informed by the lunch supervisor when they have only two (2) lunches left in their account. Students are able to “charge” two lunches when their account runs out. If questions arise about this, a report can be run to validate deposits and withdrawals.

Students will be asked to help clean up their tables and the floor before they are dismissed from the cafeteria. Students who violate cafeteria rules are subject to disciplinary consequences that will include not eating with their friends, or if serious enough, not being allowed to eat in the cafeteria.

Any food brought in for lunch should be for the individual student only. Parents should not send treats or lunches for groups of students during the lunch periods. If you choose to bring lunch for your student, please drop it off in the main office. Parents are not allowed in the cafeteria.

Students may not leave the building for lunch unless accompanied by their own parent/guardian or a staff member. Prior approval is required.

## POSTERS/PUBLICATIONS/SALES

All posters and publications must be submitted to, approved by, and signed by the principal before they are posted and/or distributed. All fundraisers must be approved by the principal to be conducted during school hours.

## STUDENT SERVICES

The Junior High Student Services Department is designed to be of assistance to students and parents in a variety of ways. Counselors are available to help with personal concerns and career or educational planning. Students are assigned to counselors according to the first letter of their last name as follows:

**A-H—Mr. Bondioli**  
**I-R—Mrs. Van De Hey**  
**S-Z—Mrs. Lisitza**

It is important that students and their counselor get to know each other.

Counselors help identify students' special talents and needs. They assist in communication between parents and teachers, students and teachers and sometimes parents and students. If a parent would like to arrange a conference with a teacher or group of teachers, the parent should contact the counselor. Counselors also assist students in staying organized, understanding schedules, dealing with student conflicts, and planning for success. Students should feel free to see their counselor about any concern. The Student Services staff is here for the students and wants to help in anyway they can. Stop in and make an appointment with your counselor or just drop in and say, “Hello.”

Student Services coordinates student registration, course selection, and schedule creation. Questions related to these topics should be directed to your child's counselor. Schedule or teacher changes after a grading period begins will only be considered for health concerns, IEP modifications, or computer error. Dropping a course will result in a failing grade unless the course change qualifies under one of the listed exceptions. Consultation with your counselor, and administrative approval, is required.

## AODA

Alcohol and Other Drugs Awareness is taught through the health curriculum. Counseling, guest speakers, and special programs educate students, helping them make proper choices. If you are having issues with alcohol or drugs, see your counselor.

## AGENDA PLANNERS

The agenda planner is an important tool for students. It should be carried at all times so students can write down their assignments and keep due dates organized. Student passes are located in the agenda planner. Each student is allowed six (6) passes per semester per class. Students should show their agenda planner to adults when asked.

The agenda planner needs to be replaced when lost or when it is in need of repair. Replacement cost is \$5.00 per planner.

## TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

Textbooks and other instructional materials are furnished by the District for your use. You are responsible for returning these in good condition to your teachers at the end of the school year. Lost materials must be paid for and damages to materials by students will be assessed a fine according to department guidelines.

## EAST JUNIOR HIGH STAFF

### E-MAIL

If you want to contact a staff member at school by e-mail, go to the WRPS website or please use the following procedure.

- 1) Type in the staff member's first name
- 2) Type in a period
- 3) Type in the staff member's last name
- 4) Type in @wrps.net

For example, Mr. Bondioli's e-mail:  
Chris.Bondioli@wrps.net

## BEHAVIOR EXPECTATIONS

Most student management problems are dealt with in the classroom by the teacher, student, parents and perhaps counselors/psychologists. In the event the situation is not resolved or is of a serious nature, the student may be referred to the office for disciplinary action. The consequence shall depend on the seriousness of the offense, and upon previous referrals to the office. Students may also receive Activity/Athletic Code consequences. The school administration reserves the

right to exercise discretion where circumstances warrant. The administration will decide the appropriate level that best fits the misbehavior.

Parents are notified in writing or by phone when students have been sent to the office for serious misbehaviors. The right of students to get an education is important. Sometimes a student misbehaves in class or school and causes a disruption. Parents are advised of all actions taken and are encouraged to be a part of the solution. Parents, student, teachers, and administrators may meet to discuss ongoing misbehavior. A plan of improvement may be created.

## MINOR INFRACTIONS

Minor infractions are handled primarily by the classroom teacher or immediate supervisors. Minor infractions include, but are not limited to:

- Disrespect to others
- Tardiness
- Classroom disruptions
- Minor scuffles
- Throwing objects
- Swearing
- PDA (public displays of affection)
- Name calling
- Inappropriate comments or gestures
- Bus misconduct
- AUP Violation
- *Cell phone use*

Consequences for minor infractions may include warnings, detentions, *or* in school suspensions, ~~or Thursday Evening School~~. Consequences are at the discretion of the staff member and school administration after all factors are considered.

## MAJOR INFRACTIONS

Major infractions are handled primarily by the administration or law enforcement. Major infractions include but are not limited to:

- Gross disrespect to staff members
- Theft/possession of stolen property
- Destruction or vandalism of property
- Repeated harassment
- Bullying
- Threatening or intimidating statements
- Physical attack, fight, assault
- Sexual misconduct

## **FIREARMS AND WEAPONS**

Bomb threat (Wis. Stat. 947.015), possessing, using or threatening with a weapon; weapon is defined as “any firearm, whether loaded or unloaded, any device designed as a weapon of producing bodily harm, any electric weapon or any other device or instrumentality which, in the manner it is used or intended to be used, is calculated or likely to produce death or bodily harm.” (Wis. Stat. 939.22, 948.605 & 948.61), physical attack of a staff member, repeated violation of school rules.

Students engaging in these activities may be suspended up to fifteen (15) days pending expulsion hearing before the Board of Education.

## **ALCOHOL, TOBACCO, E-CIGARETTES AND OTHER DRUGS**

A drug is any substance that alters perception or behavior reducing that 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.

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.



## **ACADEMIC DISHONESTY**

Academic honesty is expected in all circumstances. Cheating, copying, plagiarizing or forging in connection with academic endeavors and/or school procedures, you will be subject to disciplinary action.

## **GRADING**

~~Progress reports will be available every six weeks. Official report cards are issued at the end of semester one and semester two. Student progress may be monitored on Skyward. To obtain access to Skyward call Technology Support at 715-424-6700, x1037 or call Student Services at 715-424-6735.~~

## **GRADE REPORTS**

*Official trimester report cards, as well as mid-trimester reports, will be available electronically through Skyward within one week after the grading period ends. If you have any questions about how to access your students’ grade report, please contact the East Junior High registrar at 715-424-6730, ext. 3110.*

## **COMMUNICATION**

*Skyward Family Access is utilized for efficient and timely communication. Parents/guardians have the ability to check Family Access for current grades, newsletters, messages, and grade reports. Skylert/School Messenger is also an important school communication tool for schoolwide and district announcements. Both Family Access and Skylert information can be found on the WRPS webpage under “For Parents”, then find the corresponding link on the left.*

*Daily homework and lesson objectives can be found by accessing [www.wrps.net](http://www.wrps.net), then going to schools, East Junior High, and the “Daily Homework” link on the left side of the page.*

*The “Wisconsin Rapids East Jr. High” Facebook page has daily information including announcements, lunch menus and links to the school newsletter. It also contains pictures and videos of student activities.*

## **BULLYING**

~~Bullying is not permitted or tolerated at East Junior High School. A person is bullied when he or she is exposed repeatedly and over time, to negative actions on the part of one or more persons. Bullying can include physical aggression, social aggression, verbal or written aggression, intimidation, sexual harassment, or racial harassment. Students who engage in bullying behaviors will be disciplined according to school and district policy. Students and staff are working hard to create a safe learning environment for everyone.~~

## **BULLYING AND CONFLICTS**

*Bullying is not permitted or tolerated at East Junior High. A person is bullied when he or she is exposed repeatedly and over time to negative actions on the part of one or more persons. Often, an imbalance of power exists. Bullying can include physical aggression, intimidation, sexual harassment, or racial harassment. A multi-faceted approach combining consequences (school and/or law enforcement), proper reporting (by the student or bystanders) and active disassociation can make a difference. Students who engage in bullying behaviors will be disciplined according to school and district policy.*

*Conflicts often arise between students and are often misconstrued as bullying. Conflicts result from two or more students involved in a negative situation often starting verbally, through phone or text messages, rumors or social media. At East Junior High we choose to teach healthy conflict resolution through discussions with counselors, staff or administration and/or peer mediation. Students and parents need to be vigilant in disassociating themselves from the problem and other persons who may be part of it.*

## **BUS TRANSPORTATION**

Bus riding is a privilege. Students are expected to follow all bus expectations for the safety of themselves and others. Students that jeopardize the safety of others on the bus, may be issued school consequences or loss of bus riding privileges.

In order to be issued a bus pass, a student must be a regular bus student and provide the office with written, parent consent. Permission by phone cannot be accepted.

## ACTIVITIES CODE

Our school offers a wide variety of extra-curricular activities which you are encouraged to join. These activities include sports, clubs, community service organizations, and student government. By participating in these activities, you can develop your talents and interests. Students receiving more than one failing grade for any grading period will not be allowed to participate until the requirements of the activities code are met.

Activity codes are distributed by advisors and coaches at the beginning of each season or activity and are in effect year round. You will sign an activity code the first year you attend junior high. This code will be in effect during the time you are here. Codes should be read and the signature page returned to the office. Any violations of the code will result in not being able to participate in some contests. The code prohibits use of alcohol, drugs, or other harmful substances. The code requires students to follow school rules, serve detentions the day they are assigned, and be good representatives of our school. Please read and understand the code requirements.

## LOCKERS

School District Policy 445.1 states that a student locker is provided by the school district for your convenience to store clothing and school-related materials. School lockers are the property of WRPS, and we maintain exclusive control of lockers provided. School authorities for any reason may conduct periodic general inspections of lockers at any time, without notice, without student consent, and without a search warrant.

You are issued your own locker. It is your responsibility to maintain and clean your locker. Permission from an administrator must be obtained to change lockers. No student shall enter another student's locker.

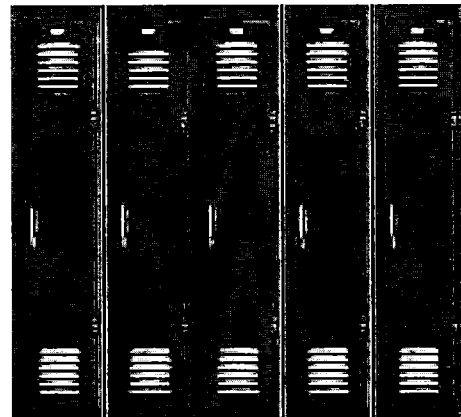
Lockers are not to be shared. The school is not responsible for lost items. It is recommended that you not bring valuables to school. Please report malfunctioning lockers to the office immediately.



## SPECIAL DAY GUIDELINES

Birthdays and other achievements are important days for Junior High students. Parents/Family members sometimes bring flowers, balloons, or treats to school. Other times, deliveries are made to school or lockers are decorated. Feel free to continue these traditions, but please use the following guidelines in order to provide the least disruptions to the school day:

- ◆ Any food brought in should be for the individual student only. Please do not send cakes, cupcakes, cookies or other treats to be shared at lunch. They can be shared with a student's Eagle Time class with the teacher's approval. Pizza or fast food should not be brought in for an entire lunch table. Please reserve the "Birthday Celebration" for after school.
- ◆ Flower or balloon deliveries by floral companies or by parents will remain in the office until the end of the day. The student will be made aware of the delivery, but will not be allowed to carry any balloons or flowers around school.
- ◆ Locker decorating can only be done before or after school from 7:20-7:30 or 2:38-3:30. If you are here before or after school, please check in at the office. Balloons are not allowed to be placed on lockers. The decorations must be confined to the individual locker and not carry over to other lockers.
- ◆ Parents/Family members should always check into the office first when bringing any item in for a student.





## SCHOOL NURSING SERVICES

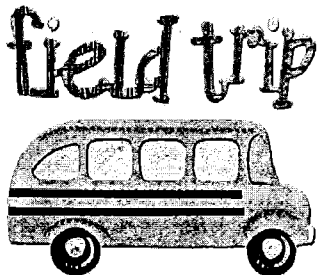
A part-time school nurse is available in case you become ill or are injured. All accidents need to be reported to the nurse or office immediately. All prescription medication needs to be left with the nurse in a labeled pharmacy bottle along with the doctor's order. Over-the-counter medications, in their original container, may be kept in a student locker as long as parental permission is on file in Skyward. Medications kept in the locker should not be shared with others. Violations of this may result in disciplinary action. If you become ill during the course of the day, you may report to the school nurse or school secretary. A parent will be called if it is necessary for you to leave school. You will not be allowed to leave school without someone contacting your parent/guardian or a responsible adult listed in Skyward as a guardian or emergency contact.

The school nurse organizes appropriate programs such as vision and hearing screenings. In addition, 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.



## SCHOOL SPONSORED EVENTS

School sponsored events are offered in some classes or after school hours, and are designed to enhance curriculum, extend learning, give students real world opportunities and promote socialization. Students with disciplinary, truancy and/or academic issues may be excluded from participation. School sponsored events are never an excuse for late or missing work.

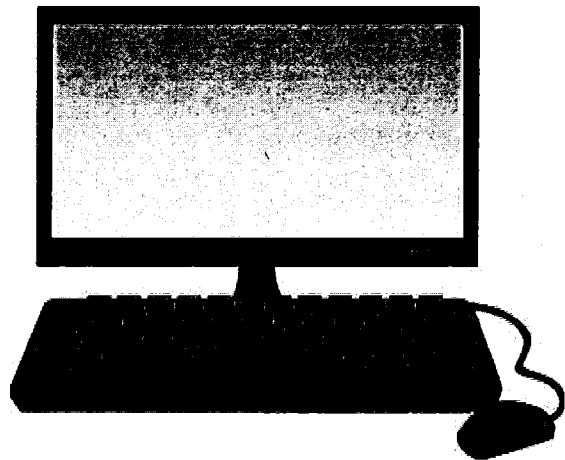


## ACCEPTABLE USE POLICY (AUP)

All students sign the AUP when they first arrive at East Junior High. The policy gives the rules and regulations that need to be followed in order to operate any computer at school. The computers are provided as tools to help you learn and are not to be used for recreational purposes. Students are prohibited from the following activities:

- \* Using the WRDN (Wisconsin Rapids District Network) for illegal, inappropriate or obscene purposes,
- \* Disrupting or disabling the WRDN,
- \* Using the network for personal gain or personal use, for example printing pictures to take home or for your locker, advertising your business, or selling something using the WRDN,
- \* Attempting to gain access to someone else's files,
- \* Sharing your password with someone else,
- \* Sending messages that harass or offend others or disrupt the educational setting,
- \* Making changes to the desktop, computers settings, or downloading/installing software,
- \* Invading other people's privacy.

Consequences could include warnings, detentions, suspension or removal from the network depending on the severity and frequency of the misconduct. Computers are wonderful tools. Use them for their intended purpose.

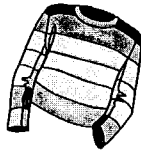


## DRESS

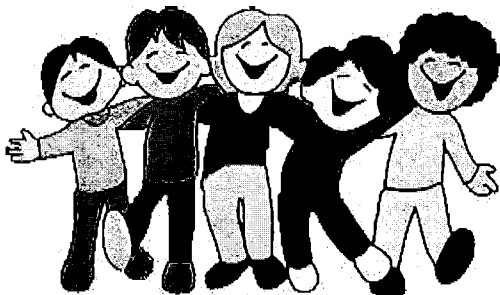
In any situation, good personal grooming is an asset. Your personal appearance should not attract undesirable attention to yourself, cause disruption, present a health problem, or present unsafe situations for you or others in the building. The following clothing must be avoided:



- a. Any clothing which is revealing, excessively torn, or shows undergarments. This includes low cut tops, short skirts and shorts, boxers and bra straps. (shorts should *must* be mid-thigh length)
- b. Clothing and/or accessories with comments, pictures, slogans, or designs that are obscene, profane, lewd, vulgar or contain sexual innuendo.
- c. Clothing and/or accessories which harass or threaten an individual or group of individuals because of sex, color, race, religion, handicap, national origin or sexual orientation.
- d. Clothing and/or accessories which advertise or promote alcoholic beverages, tobacco products, illegal drugs, or gang activity *or clothing that displays weapons.*
- e. Hats, hoods, winter coats, jackets, chains, outdoor vests, masks, and bedroom slippers *and blankets.*
- f. Loose fitting clothing, dangling jewelry or belts, and scarves/ties should be avoided in lab classes.
- g. Purses, handbags, book bags, *and cinch sacks* ~~laser pointers, and nuisance items~~ should be left in lockers and not brought into classrooms.
- h. *Laser pointers and nuisance items should be left in lockers and not brought into classrooms.*



In all instances, you are to follow the instructions of staff members when your clothing choices cause concern. The administration may ask you to alter or change your clothing or contact your parents for more suitable attire if one or more of these guidelines are not being followed. Individual teachers/administrators will discuss these guidelines with you during the first days of school and during orientation. Any question can always be referred to the office.



## STUDENT SURVEYS

According to School Board Policy 441, student surveys will not be distributed without parent/guardian notification and an opportunity to request that the student not participate. Request to inspect a survey can be made to the building principal. For additional information, feel free to contact an administrator.



## EJH LANGUAGE POLICY

In schools, places of business, and other public venues, it is important to use language that does not include blatant swearing, derogatory slang, racist, sexist, or sexual references. In an effort to educate students about this, the following policy will be enforced.

Students who swear or use inappropriate slang, racist, sexist, or sexual references will have the following consequences:

- 1st offense – Warning by teacher. Teacher will e-mail the office so it is recorded.
- 2nd offense – Conference with administrator.
- 3rd offense – Lunch detention. Discipline form completed and parent contact.
- 4th offense – After school detention.
- 5th offense – Referral to Police Liaison and disorderly conduct ~~citation~~ *referral*.

Students who use profanity to insult, threaten, or intimidate a staff member will be suspended out of school.

## EAGLE TIME

Eagle Time is a time for students to meet with teachers for academic support, attend co-curricular activities, complete assignments, make up work, receive tutoring or study quietly. Students who are struggling academically should speak to their school counselor so a collaborative effort can be made to determine appropriate support.



## CELL PHONE & ELECTRONIC DEVICE POLICY:

Students may use cell phones for calling or texting before and after school, and during passing times. Cell phone use is prohibited during class time, in the hallways and bathrooms during class times, *and* Eagle Time ~~and lunch~~. It is our goal to teach students responsible use of electronic devices. Given the time throughout the day that students may check their phones, it is an expectation that phones will be off (silent) and out of sight during class time. This includes the use of ear buds or portable speakers when playing music. Cell phone use is never allowed in locker rooms.



A student who feels ill during the day, should first see the nurse or office staff before texting or calling a parent to pick them up from school.

Students may use electronic devices (eBooks, music devices, cell phones, ipads, chrome books, etc...) at the teacher's discretion for curriculum related activities with direct teacher supervision.

No electronic devices of any kind may be used at lunch. Lunch is a time for conversing and socializing with friends.

*Students are not allowed to take pictures or videos of other students or staff members without prior consent. Students caught taking pictures or videos and using them in a negative manner will lose their electronic device privileges and may be banned from having a device at school.*

### Consequences:

1st offense: Student pick up device after school, warning given

2nd offense: Student pick up device after school, two *one* lunch detentions issued

3rd offense: Parent or guardian pick up device, student will serve ~~one week~~ of *two* lunch detentions

4th offense or more: ~~Parent/guardian must pick up the device, Thursday School assigned. Phone call home, parent/guardian must pick up the device, and one week of lunch detentions.~~

Students that *who* are non compliant and refuse to give up the device when asked, ~~will receive a Thursday School~~ *may be banned from having any electronic devices at school.*

## BEFORE AND AFTER SCHOOL

For everyone's safety, students must remain on school property once they are dropped off by a parent or bus in the morning.

Students remaining on school property after 2:45 p.m. must be under the supervision of an adult. Students waiting for late practice will wait in areas designated by their coaches. Students who cause disruptions after school will not be allowed in the building or on school property after school.

### 2016-2017 DATES TO REMEMBER

September 1	First Day for Students
September 5	Labor Day—No School
October 3	Prof. Develop. Day—No School
October 28	Autumn Break—No School
November 7	Prof. Develop. Day—No School
November 24-25	Thanksgiving Break—No School
December 26-30	Winter Break—No School
January 2	Students Return
January 19	Record Keeping Day—No School
January 20	Prof. Develop. Day—No School
March 3	Prof. Develop. Day—No School
March 27-31	Spring Break—No School
April 14	Good Friday—No School
May 29	Memorial Day—No School
June 2	Students Last Day
	(Early Dismiss)

### 2017-2018 DATES TO REMEMBER

September 5	First Day for Students
September 29	Prof. Develop. Day—No School
October 27	Prof. Develop. Day—No School
November 22-24	Thanksgiving Break—No School
December 1	Recordkeeping/Prof. Develop. Day—No School
December 25-January 1	Winter Break—No School
January 2	Prof. Develop. Day—No School
January 3	Students Return
March 2	Recordkeeping/Prof. Develop. Day—No School
March 26-30	Spring Break—No School
April 2	Prof. Develop. Day—No School
May 28	Memorial Day—No School
June 6	Last Day for Students
	(EJH Dismissal – 1:00 p.m.)

## **DAILY SCHEDULE**

7:20.....Warning Bell  
7:30-8:18.....Period 1  
8:22-9:10.....Period 2  
9:14-10:02.....Period 3  
10:06-10:54.....Period 4  
10:54-11:24.....A Lunch  
10:58-11:46.....Period 5A  
11:28-12:16.....Period 5B  
11:46-12:16.....B Lunch  
12:20-1:08.....Period 6  
1:12-2:00.....Period 7  
2:04-2:38.....Eagle Time

## **DAILY SCHEDULE**

*8th Grade*  
*1st period*                   7:30-8:18 am  
*2nd period*                   8:22-9:10 am  
*3rd period*                   9:14-10:05 am  
*4th period*                   10:09-10:57 am  
*5th period*                   11:01-11:49 am  
*Lunch*                        11:49-12:19 pm  
*6th period*                   12:23-1:11 pm  
*7th period*                   1:15-2:03 pm  
*Eagle Time*                 2:07-2:38 pm

*9th Grade*  
*1st period*                   7:30-8:39 am  
*2nd period*                   8:43-9:52 am  
*3rd period*                   9:56-11:07 am  
*Lunch*                        11:07-11:37 am  
*4th period*                   11:41-12:50 pm  
*5th period*                   12:54-2:03 pm  
*Eagle Time*                 2:07-2:38 pm

# East Eagle Expectations

## Classroom & Instructional Areas

Respect Yourself	Respect Others	Respect Your Environment
Be prepared with materials <ul style="list-style-type: none"> <li>• Agenda planner</li> <li>• Pencil</li> </ul>	Maintain eye contact with speaker	Respect classroom materials and equipment
Be on time <ul style="list-style-type: none"> <li>• Out of hallways</li> <li>• In the classroom</li> </ul>	Be respectful of others opinions and comments	Be prepared to work/learn
Dress appropriately	Respect other students' materials and equipment.	Keep classroom clean

## Eagle Time & Study Hall

Respect Yourself	Respect Others	Respect Your Environment
Use your time wisely <ul style="list-style-type: none"> <li>• Work on assignments</li> <li>• Read quietly</li> </ul>	Be considerate of other students' work time	Keep classroom clean
Be on time <ul style="list-style-type: none"> <li>• Out of the hallways</li> <li>• In the classroom</li> </ul>	Quiet work time	Treat property and equipment in the room with respect
Come prepared with agenda planner and necessary passes	Listen quietly during announcements	



- Respect Yourself
- Respect Others
- Respect Your Environment

## Library & Computer Labs

Respect Yourself	Respect Others	Respect Your Environment
Keep your password confidential	Keep your hands to your own keyboard and computer	Respect your work station <ul style="list-style-type: none"> <li>• Report any problems with your computer hardware or settings right away</li> <li>• Leave the work station as you found it for the next student</li> <li>• Maintain universal settings</li> </ul>
Follow AUP guidelines and remember internet safety	Maintain a positive learning climate	Treat property and equipment in the room with respect
Come prepared with agenda planner & needed materials	Sign up in advance for library/lab access; get a pass in your agenda planner	Use computers for curricular purposes <ul style="list-style-type: none"> <li>• Teacher directed activities only</li> </ul>

### Hallways

Respect Yourself	Respect Others	Respect Your Environment
The purpose of passing time is to transition from one class to the next	Hands to yourself	Hands to yourself
Low voices (volume)	Always walk	Leave pathway open
Appropriate language	Leave pathway open	Stay to the right; especially on the stairs

### Locker Room & Gymnasium

Respect Yourself	Respect Others	Respect Your Environment
Be on time • Out of the hallways • In the locker room	Keep hands and feet to yourself	Keep space clean
Come prepared to class • Agenda planner • Change of clothes	Use language that promotes positive interactions	Be responsible for your belongings • Lock your locker
Cell phones prohibited in locker rooms	Respect other students' possessions	Respect equipment • Balls, Rackets, Standards, etc.
Demonstrate good sportsmanship at all times	Respect all students' abilities	Respect facilities • Lockers, Bleachers, Score Clocks, etc.

### Cafeteria

Respect Yourself	Respect Others	Respect Your Environment
Eat a balanced meal	Be quiet on your way to and from the cafeteria	Take a seat immediately • No saving seats • Up to 12 students at a table; 6 on each side
Ask permission before going to the restroom	Respect one another's space at the table • Keep hands and feet to yourself • Eat only your own food	Keep your area clean • Trash • Tray • Floor
Be responsible to have a lunch or money in your account	Keep conversation fair & friendly and at a decent voice level	Follow adult instructions
	Treat others the way they want to be treated	

### Bus

Respect Yourself	Respect Others	Respect Your Environment
Be on time	Hands and feet to yourself	Keep bus clean and free from damage Low voice
Be prepared	Move over and allow others to sit	
Keep track of valuable property	Obey rules of the bus company	Use language that promotes positive interactions
Remain seated	Follow driver instructions	Treat others the way they want to be treated

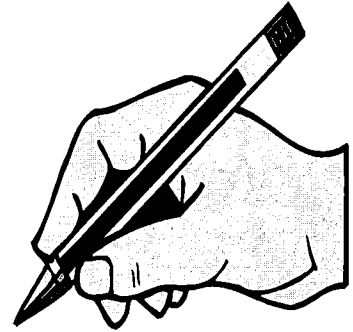
# Think Like a Writer: A Student Reference Page

## Ideas

- What is my message?
- Is my message clear?
- Do I have enough information?

## Organization

- Do I have a strong beginning?
- Did I tell things in order?
- Does everything link to my message?
- Do I have a strong ending?



## Voice

- Do I really *like* this paper?
- Does this writing sound like me?
- How do I want my readers to feel?
- My favorite part is \_\_\_\_\_.

## Word Choice




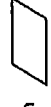

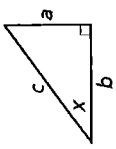
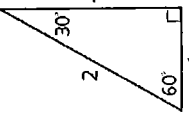
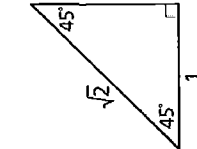



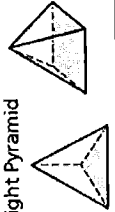


- Have I used some words I really *love*?
- Can my reader tell what my words *mean*?
- Have I used any **NEW** words?
- My favorite word in this paper is \_\_\_\_\_.

## Sentence Fluency

- Did I use sentences?
- How *many* sentences?
- How *many different ways* did I begin my sentences?
- Did I use some *long* sentences?
- Did I use some *short* sentences?

## Conventions

- Did I leave *spaces* between words?
- Does my writing go from *left to right* on the page?
- Did I use a *title*?
- Did I put my *name* on my paper?
- Did I leave *margins* on the left? The right? The bottom?
- Did I use *capital* letters in the right spots?
- Did I use *periods* or *question marks*?
- Did I do my **BEST** on *spelling*?
- Could another person read this?

Shape	Formulas for Area (A) and Circumference (C)	Coordinate Geometry Formulas
	$A = \frac{1}{2}bh = \frac{1}{2} \times \text{base} \times \text{height}$	Let $(x_1, y_1)$ and $(x_2, y_2)$ be two points in the plane. slope = $\frac{y_2 - y_1}{x_2 - x_1}$ where $x_2 \neq x_1$ midpoint = $\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$ distance = $\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
	$A = lw = \text{length} \times \text{width}$	<b>Polygon Angle Formulas</b> Sum of degree measures of the interior angles of a polygon: $180(n - 2)$ Degree measure of an interior angle of a regular polygon: $\frac{180(n - 2)}{n}$ where $n$ is the number of sides of the polygon
	$A = \frac{1}{2}(b_1 + b_2)h = \frac{1}{2} \times \text{sum of bases} \times \text{height}$	<b>Equations of a Line</b> Slope-Intercept Form: $y = mx + b$ where $m$ = slope and $b$ = $y$ -intercept Point-Slope Form: $y - y_1 = m(x - x_1)$ where $m$ = slope, $(x_1, y_1)$ = point on line
	$A = bh = \text{base} \times \text{height}$	<b>Combinations and Permutations</b> $nCr = \frac{n!}{r!(n-r)!}$ $nPr = \frac{n!}{(n-r)!}$
	$A = \pi r^2 = \pi \times \text{square of radius}$ $C = 2\pi r = 2 \times \pi \times \text{radius}$	<b>Formulas for Right Triangles</b>  $\sin x = \frac{a}{c} = \left(\frac{\text{opp}}{\text{hyp}}\right)$ $\cos x = \frac{b}{c} = \left(\frac{\text{adj}}{\text{hyp}}\right)$ $\tan x = \frac{a}{b} = \left(\frac{\text{opp}}{\text{adj}}\right)$ Pythagorean Theorem: $a^2 + b^2 = c^2$
<b>Figure</b>	<b>Formulas for Volume (V) and Surface Area (SA)</b>	<b>Special Right Triangles</b>  
	$V = lwh = \text{length} \times \text{width} \times \text{height}$ $SA = 2lw + 2hw + 2lh = 2(\text{length} \times \text{width}) + 2(\text{length} \times \text{height})$	<b>Interest Formulas</b> Simple Interest: $A = P(1 + rt)$ Compound Interest: $A = P(1 + \frac{r}{n})^{nt}$ $A$ = amount (including interest) $P$ = principal $r$ = interest rate (expressed as a decimal) $n$ = number of compoundings per year $t$ = number of years
	$V = Bh = \text{area of base} \times \text{height}$ $SA = \text{sum of the areas of the faces}$	<b>Quadratic Equations</b> Let $ax^2 + bx + c = 0$ , where $a \neq 0$ . Then $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ $x$ -coordinate of vertex = $-\frac{b}{2a}$
	$V = Bh = \text{area of base} \times \text{height}$ $SA = 2B + Ch = (2 \times \text{area of base}) + (\text{circumference} \times \text{height})$	<b>Distance Traveled</b> $d = rt$ distance = rate $\times$ time
	$V = \frac{1}{3}Bh = \frac{1}{3} \times \text{area of base} \times \text{height}$ $SA = B + \frac{1}{2}Pl = \text{area of base} + (\frac{1}{2} \times \text{perimeter of base} \times \text{slant height})$	
	$V = \frac{1}{3}Bh = \frac{1}{3} \times \text{area of base} \times \text{height}$ $SA = B + \frac{1}{2}Cl = \text{area of base} + (\frac{1}{2} \times \text{circumference} \times \text{slant height})$	
	$V = \frac{4}{3}\pi r^3 = \frac{4}{3} \times \pi \times \text{cube of radius}$ $SA = 4\pi r^2 = 4 \times \pi \times \text{square of radius}$	



# Hallway Passes

## Semester One

### 1<sup>st</sup> Hour

Date	Time Out	Destination	Teacher

### 5<sup>th</sup> Hour

Date	Time Out	Destination	Teacher

### 2<sup>nd</sup> Hour

Date	Time Out	Destination	Teacher

### 6<sup>th</sup> Hour - 8<sup>th</sup> GRADE ONLY

Date	Time Out	Destination	Teacher

### 3<sup>rd</sup> Hour

Date	Time Out	Destination	Teacher

### 7<sup>th</sup> Hour - 8<sup>th</sup> GRADE ONLY

Date	Time Out	Destination	Teacher

### 4<sup>th</sup> Hour

Date	Time Out	Destination	Teacher

### Eagle Time

Date	Time Out	Destination	Teacher

# Hallway Passes

## Semester Two

**1<sup>st</sup> Hour**

Date	Time Out	Destination	Teacher

**5<sup>th</sup> Hour**

Date	Time Out	Destination	Teacher

**2<sup>nd</sup> Hour**

Date	Time Out	Destination	Teacher

**6<sup>th</sup> Hour - 8<sup>th</sup> GRADE ONLY**

Date	Time Out	Destination	Teacher

**3<sup>rd</sup> Hour**

Date	Time Out	Destination	Teacher

**7<sup>th</sup> Hour - 8<sup>th</sup> GRADE ONLY**

Date	Time Out	Destination	Teacher

**4<sup>th</sup> Hour**

Date	Time Out	Destination	Teacher

**Eagle Time**

Date	Time Out	Destination	Teacher

# Wisconsin Rapids Area Middle School

1921 27<sup>th</sup> Ave. South Wisconsin Rapids, Wisconsin 54495

Telephone: (715) 424-6750

<http://www.wrps.org/schools/west/index.cfm>



## Welcome to WRAMS!

Our school provides a wide variety of academic and co-curricular opportunities especially for sixth and seventh 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!

Tracy Ginter – Principal

Brian Oswald- Associate Principal

Cover Art By:

2016-2017 Student Handbook

### *This agenda belongs to:*

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_


CITY/TOWN \_\_\_\_\_ ZIP CODE \_\_\_\_\_

PHONE \_\_\_\_\_

STUDENT NO. \_\_\_\_\_



PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

Printed on recyclable paper 

CPSIA: Premier Agendas Inc, Bellingham, WA, PY2014-15

## 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.

### 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.

### 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. It is illegal for anyone under the age of 18 to possess tobacco products, according to State Law Section 158.983(2)(c). Violators of this policy will be referred to law enforcement.

2

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.

### 2017-2018 Calendar of Events



September 5	First Day for Students	4
September 29	Professional Development	11
	<b>*No School</b>	
October 19	Conferences (3:30-7:30 p.m.)	
October 27	Professional Development	
	<b>* No School</b>	
Nov. 22-24	Thanksgiving Vacation	
	<b>*No School</b>	
November 30	End of First Trimester	
December 1	Start of Second Trimester	
Dec.25-Jan. 1	Winter Vacation	
	<b>*No School</b>	
January 2	Professional Development	
	<b>*No School</b>	
January 3	Students Return	
March 2	Record Keeping Day	
	<b>* No School</b>	
March 7	End of Second Trimester	
March 8	Start of Third Trimester	
March 26-30	Spring Break	
	<b>*No School</b>	
April 2	Professional Development	
	<b>*No School</b>	
May 28	Memorial Day	
	<b>*No School</b>	
June 6	Last Day for Students (dismiss 1 p.m.)	

**\* There is no school for all students.**

### VISITORS

All visitors must report to the office and sign in upon arrival at school. Once the school day begins, all outside doors are locked with the exception of the office door labeled "A." *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, student surveys will not be distributed without parent or guardian notification and an opportunity to request that the student not participate. Request to inspect a survey can be made to the building principal. For additional information, feel free to contact an administrator.

## SKYWARD FAMILY ACCESS

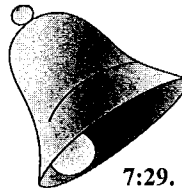
This is a very useful tool via the internet for parents to keep up-to-date about different aspects of their student's educational progress. This is available through any internet browser by going to the school website: [www.wrps.org](http://www.wrps.org)

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. 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
- 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.



## DAILY SCHEDULE

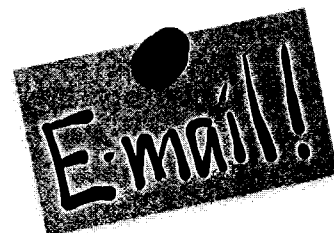
7:29.....	Warning Bell
7:30-8:19.....	Period 1
8:23-9:08.....	Period 2
9:12-9:57.....	Period 3
10:01-10:46.....	Period 4
10:50-11:20.....	<u>6th Grade Lunch</u>
10:50-11:35.....	Period 5 (7)
11:24-12:09.....	Period 5 (6)
11:39-12:09.....	<u>7th Grade Lunch</u>
12:13-12:58.....	Period 6
1:02-1:47.....	Period 7
1:51-2:39.....	Period 8

## Contact Information

<b>Main Office</b>	715-424-6740
<b>Attendance Line</b>	715-424-6765
<b>Student Services</b>	715-424-6745
<b>Fax Number</b>	715-422-6187

All Wisconsin Rapids Public School email addresses consist of the staff member's

*first name . last name @ wrps.net*





**PUPIL**  
**NONDISCRIMINATION**

**STATEMENT**

The Wisconsin Rapids Public School 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, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, mental, emotional or learning disability. Please review Board Policy 411, Wis. Stats. 118.13, and Wisc. Adm. Code PI-9 for additional information.

Discrimination complaints should be placed in writing and directed to the building principal.

**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.



**SCHOOL COUNSELING**

Students are encouraged to meet with their school counselor and see them when needed. They may do this by making an appointment directly with their counselor or through the student services secretary. Counselors assist students with academic planning, as well as social and emotional concerns. Parents and guardians can make appointments by calling the student services office, 715-424-6745, or emailing the counselor. WRAMS has three counselors working with student by last name:

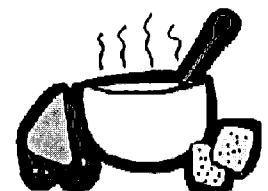
\* **Mr. Chip** A - Jo  
[Randy.Chip@wrps.net](mailto:Randy.Chip@wrps.net)

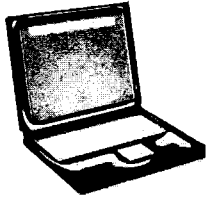
\* **Mrs. Niedbalski** Jp - Sp  
[Gretchen.Niedbalski@wrps.net](mailto:Gretchen.Niedbalski@wrps.net)

\* **Mrs. Derringer** Sq - Z  
[Stephanie.Derringer@wrps.net](mailto:Stephanie.Derringer@wrps.net)

**FOOD SERVICES**

A full, hot breakfast is offered at WRAMS along with the usual lunch options. The cost is \$1.25 for breakfast and \$2.15 for lunch. Additional milk is \$0.35. 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) or guardian(s) will be asked to sign the Student Consent and Waiver form (Board Policy 365.1). This policy and the Student Consent and Waiver form will be distributed at orientation and explained upon initial log in to the network. Once completed, the policy stays in effect for the entire time the student is enrolled at WRAMS.

## 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. Refer to the Co-Curricular Code Handbook, found on the WRAMS Athletics web page, for specific information. Questions can be directed to Chris Feidt, WRAMS' Athletic Director.

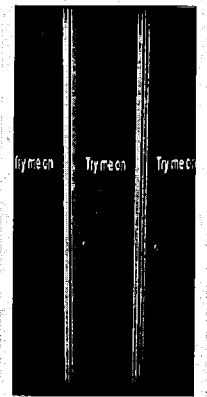


## ACADEMIC HONESTY

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.

## 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.

## 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.

## ATTENDANCE

State Law under Articles 118.15, subsections 15 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.”*

Students with approved open enrollment applications must meet attendance expectations. Students determined to be habitually truant may have the open enrollment approval rescinded and be returned to attend school in their resident district. As a result of habitual truancy, future applications to attend Wisconsin Rapids School District under open enrollment may be denied in accordance with State Statutes and Board Policy. Therefore, 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 by entering the information on Skyward Family Access on the day of the absence.

The school administration reserves the right to reject any request for absence. The administration will also determine whether or not an absence is to be excused based on state statute. Excused absences include:

- Illness
- Medical appointments
- Funeral
- Family emergency
- Court appearance
- Religious/cultural holidays

## Student Expectations

### School-Appropriate Attire

Personal appearance should not attract undesirable attention, cause disruption, present a health problem or present unsafe situations.



Thus, the following rules have been established:

- ✓ No coats, outdoor vests, hats, headwear, hoods, or sunglasses may be worn.
- ✓ Any clothing which is revealing or shows undergarments is inappropriate.
- ✓ All pants must be worn at waist level.
- ✓ Students must wear appropriate footwear at all times.
- ✓ Shorts and skirts must be mid-thigh
- ✓ Any fashion (dress, accessory or adornment) that is distracting from the learning process or presents a safety risk; displays suggestive, offensive, obscene, sexually degrading or racially motivated graphics or statements; or pertains to drugs, alcohol or tobacco products is not permitted.

*Students not meeting the dress code 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

1. *Be Prepared*
2. *Be Prompt*
3. *Respect Self, Others, and Property*
4. *Use Appropriate Language*
5. *Follow Directions*

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 will result in administrative action such as time after school or in-school time out.

**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.

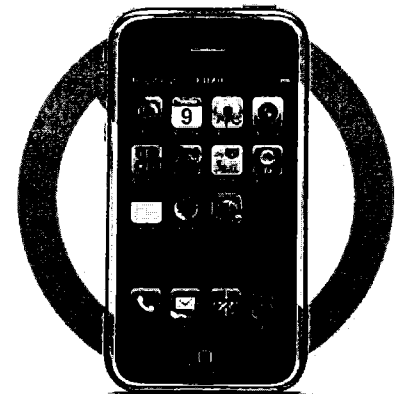
As defined by Wisconsin State Statute 939.22 a "dangerous weapon" means any firearm, whether loaded or unloaded, any device designed as a weapon for producing bodily harm, any electric weapon or any other device or instrument which, in the manner it is used or intended to be used, is calculated or likely to produce death or bodily

harm. Because of the serious nature of **major** infractions, the consequences will 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.

**Please note:** 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.

## ELECTRONIC DEVICES

Students may use cell phones and other electronic devices before and after school. Usage is prohibited during the school day including lunch. It is an expectation that phones be turned off and stored in lockers during the day. Cell phones or any devices with imaging capabilities are never allowed in locker rooms in accordance with State Statute.



There are telephones available for use during the day, and messages are delivered between classes.


<b>Take Care</b>	<b>of yourself of others of this place</b>
----------------------	--

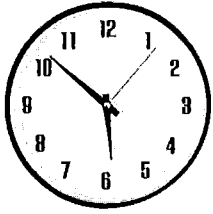
A Rubric for Student Citizenship if used to measure and communicate progress on the Behavioral Standards:

**WRAMS Behavioral Standards  
Rubric for Student Citizenship**

<b>The student is...</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>
<b>Responsible</b>	<input type="checkbox"/>	<input type="checkbox"/> In promptness <input type="checkbox"/> In preparedness <input type="checkbox"/> Completing homework <input type="checkbox"/> Meeting deadlines <input type="checkbox"/> Focusing on learning
<b>Respectful</b>	<input type="checkbox"/>	<input type="checkbox"/> Respecting self, others and property <input type="checkbox"/> Displaying a positive attitude <input type="checkbox"/> Exercising self-control <input type="checkbox"/> Using appropriate language <input type="checkbox"/> Following directions
<b>Resourceful</b>	<input type="checkbox"/>	<input type="checkbox"/> Using class time effectively <input type="checkbox"/> Participating in class <input type="checkbox"/> Utilizing resources <input type="checkbox"/> Applying technology appropriately

The following reference identifies how the Behavioral Standards apply throughout the building:

 Expected Behaviors by Area	<b>Be Prepared</b>	<b>Be Prompt</b>	<b>Respect self, others, and property</b>	<b>Use Appropriate Language</b>	<b>Follow Directions</b>
<b>Gym/Locker Room</b>	Make sure that you have gym clothes	Be in class ASAP	Behave as you would in class	Don't talk back to the teachers	Listen to safety precautions
<b>Bus Arrival/Dismissal</b>	Have materials ready for the day and for home	Be at bus stop and on bus on time	Treat others kindly as you ride	Talk quietly and use appropriate words	Follow the bus driver's directions
<b>Cafeteria</b>	Have planned what you are going to eat	Wash your hands before you eat	Keep your hands to yourself	Keep your voice down	Keep food on your own tray
<b>Classroom/Homeroom</b>	Have something to do if you're finished with all class work	Have supplies ready and be in your seat by the bell	Think before you do	Use language expected in school	Do what teachers ask, listen, and help others
<b>Hallway/Bathroom</b>	Plan ahead what you need before next hour	Use your time wisely	Keep hallways clean	Use words wisely	Control your actions
<b>Library</b>	Bring books and use time wisely	Check out a book and go back to class when done	Keep hands to self and be polite	Use inside voices	Be quiet; don't go to the library to socialize



## 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 East Junior and Lincoln High School are examples).*

## Bullying

**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.

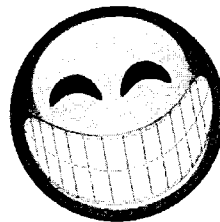
### What can I do if I feel I am being bullied?

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

### Don't be a bystander, be an upstander!

If you ignore bullying or just stand and watch, you could be sending a message that you think bullying is acceptable behavior. Every student should feel safe and accepted in school. We encourage students at WRAMS to stand up when they see bullying behavior. Tell a staff member right away. Don't encourage a bully. Support the person who is being bullied.

## WRAMS STUDENTS ARE:



RESPONSIBLE

RESPECTFUL

RESOURCEFUL

## **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.












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:

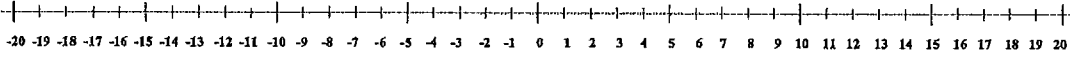
Ryan Christianson  
Director of Human Resources  
School District of Wisconsin Rapids  
510 Peach Street  
Wisconsin Rapids, WI 54494

To review Board Policy 411 concerning Student Non-Discrimination and Anti-Harassment, go to [www.wrps.org](http://www.wrps.org) and click on School Board Policy 411.

# Wisconsin Mathematics Formula Reference Sheet

Shape	Formulas for Area (A) and Circumference (C)
	$A = \frac{1}{2}bh = \frac{1}{2} \times \text{base} \times \text{height}$
	$A = lw = \text{length} \times \text{width}$
	$A = \frac{1}{2}(b_1 + b_2)h = \frac{1}{2} \times \text{sum of bases} \times \text{height}$
	$A = bh = \text{base} \times \text{height}$
	$A = \pi r^2 = \pi \times \text{square of radius}$ $C = 2\pi r = 2 \times \pi \times \text{radius}$
Figure	Formulas for Volume (V) and Surface Area (SA)
	$V = lwh = \text{length} \times \text{width} \times \text{height}$ $SA = 2lw + 2hw + 2lh = 2(\text{length} \times \text{width}) + 2(\text{length} \times \text{height}) + 2(\text{width} \times \text{height})$
	$V = Bh = \text{area of base} \times \text{height}$ $SA = \text{sum of the areas of the faces}$
	$V = Bh = \text{area of base} \times \text{height}$ $SA = 2B + Ch = 2 \times \text{area of base} + (\text{circumference} \times \text{height})$
	$V = \frac{1}{3}Bh = \frac{1}{3} \times \text{area of base} \times \text{height}$ $SA = B + \frac{1}{2}Pl = \text{area of base} + (\frac{1}{2} \times \text{perimeter of base} \times \text{slant height})$
	$V = \frac{1}{3}\pi r^2 h = \frac{1}{3} \times \text{area of base} \times \text{height}$ $SA = B + \frac{1}{2}Cl = \text{area of base} + (\frac{1}{2} \times \text{circumference} \times \text{slant height})$
	$V = \frac{4}{3}\pi r^3 = \frac{4}{3} \times \pi \times \text{cube of radius}$ $SA = 4\pi r^2 = 4 \times \pi \times \text{square of radius}$

Equations of a Line	Time
Slope-Intercept Form: $y = mx + b$ where $m = \text{slope}$ and $b = y\text{-intercept}$	60 seconds (sec) = 1 minute (min) 60 minutes = 1 hour (hr) 24 hours = 1 day (d) 7 days = 1 week (wk) 4 weeks (approx.) = 1 month
Point-Slope Form: $y - y_1 = m(x - x_1)$ where $m = \text{slope}$ , $(x_1, y_1)$ = point on line	365 days 52 weeks (approx.) } 1 year 12 months
Coordinate Geometry Formulas Let $(x_1, y_1)$ and $(x_2, y_2)$ be two points in the plane. slope = $\frac{y_2 - y_1}{x_2 - x_1}$ where $x_2 \neq x_1$	10 years = 1 decade 100 years = 1 century
Distance Traveled $d = rt$ distance = rate $\times$ time	
	1
	$\frac{1}{2}$
	$\frac{2}{3}$
	$\frac{3}{4}$
	$\frac{4}{5}$
	$\frac{5}{6}$
	$\frac{6}{7}$
	$\frac{7}{8}$
	$\frac{8}{9}$
	$\frac{9}{10}$
	$\frac{10}{10}$



## 2016-17 Art Acquisition

<b>Elementary</b>
-------------------

Drying Racks	\$ 2,829.76
Papermaking Kit	484.42
I-Pads (15/building)	56,000.00
I-Pad Cases, Printers, Storage, Ink	8,680.00
Kiln	2,658.89
<b>TOTAL</b>	<b>\$70,653.07</b>

<b>WRAMS</b>	
2 Kilns	<b>TOTAL</b>
	<b>\$5,317.78</b>

<b>Lincoln High School</b>	
Digital Cameras & Accessories (already spent)	\$11,206.00
Lighting Kit	\$849.99
Exposure Unit for Silkscreening	\$399.99
Video Cameras & Accessories	2115.02
Glass & Pottery Kiln Accessories	\$2,812.86
Glass & Pottery Storage	299.00
Pottery Wheels	2,522.50
Torch Hoses for Casting Jewelry	98.98
<b>TOTAL</b>	<b>\$20,304.34</b>

<b>GRAND TOTAL</b>	<b>\$96,275.19</b>
--------------------	--------------------



Gifted and Talented Educational Services Plan  
(GATES)

*“All educators  
for all students”*

**Wisconsin  
Rapids Board of  
Education**  
Approved May ,  
2017

## Table of Contents

GATES Advisory Committee & Staff.....	3
WRPS Mission Statement .....	4
Mission, Vision & Philosophy .....	5
Statutory Requirements .....	6
Related Standards & Board of Education Policy .....	7
NAGC Standards Alignment .....	8
Definitions of Gifted and Talented .....	10
Characteristics of Gifted and Talented .....	11
Characteristics of Gifted Plans & WRPS Commitments .....	12
Referral, Evaluation & Identification of Student Needs .....	13
Continuum of Services/ RtI .....	16
Student Movement through Tiers .....	20
Staff Development .....	20
Monitoring & Accountability .....	20
Twice Exceptional Learners.....	21
Roles & Responsibilities .....	22
GATES Coordinator .....	22
Teacher & Administrator .....	23
Counselor & Interventionist.....	24
School Psychologist, Support Staff & Parents .....	25
Glossary of Terms .....	26
Additional Resources.....	29
References .....	30
Appendices	
A. Definitions of Gifted and Talented.....	35
B. Board of Education Rule 421 .....	36
C. Referral Form .....	38
D. Permission to Test Form .....	39
E. Differentiation Concept Map .....	40
F. WRPS Acceleration Guidelines/Form.....	41
G. Leadership Checklist .....	49
H. Visual .....	50
I. Music/Performing Arts Checklist.....	51



## **Gifted and Talented Educational Services Advisory Committee**

The School District of Wisconsin Rapids thanks the following people who were instrumental in the creation and/or review of this plan:

Kelly Bluell	GATES Coordinator (secondary)
Tina Wallner	Building Administrator /GATES Coordinator (elementary)
Jill Dillon	Parent
Mary Pat Erdmann	Elementary Teacher
Shannon Huff	School Psychologist
Tari Jahns	Parent
Stacy Moyer	Math Teacher/Leadership
Gretchen Niedbalski	Counselor
Jeanne Olson	Music Teacher
Traci Pronga	RtI Teacher (elementary)
Dana Rice	Art Teacher
Kathi Stebbins-Hintz	Director of Curriculum & Instruction
Lisa Sullivan	RtI Teacher (elementary)
Cathy Tritz	Secondary Teacher/Creativity
Abbigail Wills	Secondary Teacher/Special Ed

## **Gifted and Talented Educational Services Staff**

**Kathi Stebbins Hintz**, Director of Curriculum and Instruction  
Phone: 715-424-6721 ext. 1053  
Email: [kathi.stebbins@wrps.net](mailto:kathi.stebbins@wrps.net)

**Kelly Bluell**, GATES Coordinator (secondary 6 -12)  
Phone: 715-424-6750 ext. 4174  
Email: [Kelly.bluell@wrps.net](mailto:Kelly.bluell@wrps.net)

**Tina Wallner**, GATES Coordinator (elementary K-5)  
Phone: 715-424-6769 ext. 2101  
Email: [tina.wallner@wrps.net](mailto:tina.wallner@wrps.net)

**Brenda Woyak**, Curriculum Secretary  
Phone: 715-424-6721 ext. 1057  
Email: [brenda.woyak@wrps.net](mailto:brenda.woyak@wrps.net)

## MISSION, VISION AND PHILOSOPHY

### **Wisconsin Rapids Public School District 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.”*

***Myth:*** *Gifted students don’t need help; they’ll do fine on their own*

***Truth:*** *Would you send a star athlete to train for the Olympics without a coach? Gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities. Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits. The role of the teacher is crucial for spotting and nurturing talents in school.*

## **Gifted and Talented Educational Services Mission:**

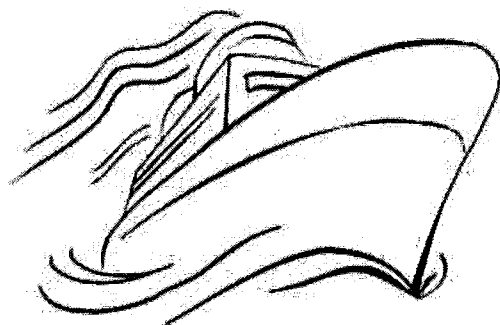
*"Our mission is to provide the best education for every student which includes meeting the unique educational needs of gifted and talented (GT) students. The Wisconsin Rapids Public School District is committed to meeting these needs by providing continuous and systematic educational and support services. These services will motivate, challenge, and support our gifted and talented students academically, socially, and emotionally by developing their talents in order to achieve purposeful outcomes."*

## **Gifted and Talented Educational Services Vision:**

*"Students in the Wisconsin Rapids Public School District who are gifted and talented in any of the five areas: intellectual, academic, artistic, creative, or leadership will receive education and support commensurate with their abilities, needs, and potential throughout their K-12 education."*

## **Gifted and Talented Educational Services (GATES) Philosophy**

Gifted students have unique academic, social, and emotional needs. While all students have personal strengths, some have abilities and talents that go beyond the core curriculum. Such students often require access to differentiated or advanced curriculum in order to realize their full potential. School district staff including administrators, teachers, interventionists, related support staff, GATES coordinators, psychologists, and counselors, as well as parents, must be involved with planning, implementing, supporting, and evaluating the Gifted and Talented Educational Services provided to our students.



**"A rising tide lifts all ships"**

## **Gifted and Talented Statutory Requirements**

**Wisconsin Statute 121.02(1)(t):** Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

**Wisconsin Statute: s. 118.35, Wis. Stats.** Programs for gifted and talented pupils.

1. In this section, “gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
4. From appropriations under s. 20.255(2)(FY), the department shall award grants to nonprofit organizations, cooperative educational service agencies (CESAs), institutions within the University of Wisconsin System, and the school district operating under ch. 119 for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

**Wisconsin Administrative Code (Section PI 8.01(2)(t)2) Requirements**

1. Establish a plan and designate a person to coordinate the gifted and talented program
2. Identify gifted and talented pupils as defined in sec. 118.35 (1).
  - a. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts.
  - b. A pupil may be identified as gifted or talented in one or more of the categories under sec 118.35 (1).
  - c. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance.
  - d. Identification tools shall be appropriate for the specific purpose for which they are being employed.
  - e. The identification process and tools shall be responsive to factors such as, but not limited to, pupils’ economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115.

## **Gifted and Talented - Related State Standards**

Referenced from: <http://www.dpi.wi.gov/cal/gift-rel-std.html>

### **Standard (b).**

Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented pupils as well as materials, resources, and appropriate strategies for use with gifted and talented children and youth in the classroom.

### **Standard (e).**

Provide guidance and counseling services to gifted and talented students - critically important to overall program success.

### **Standard (k).**

District curriculum plans should include objectives, content, and resources which challenge the most able and most talented children in any classroom.

### **Standard (n).**

Many gifted children are at risk and need special attention, counsel, and support to help them realize their potential.

### **Standard (p).**

Pupils identified as gifted or talented may require special accommodations in programming which is outside the normal sequence of a course(s) or the standard requirements for graduation.

### **Standard (s).**

Data derived from a testing program may be used as part of multiple-criteria identification processes.

## **WRPS BOARD OF EDUCATION POLICY 342.4**

The School District of Wisconsin Rapids recognizes that all students are unique and valuable individuals and all students possess gifts and talents. Some students, however, are gifted and talented to an extraordinary degree. Such students need specially planned educational services where pace, level of instruction and support are matched with each student's unique capabilities and social and emotional needs. The School District of Wisconsin Rapids accepts the complex challenge of identifying and meeting such needs through implementation of a Gifted and Talented Educational Services plan aligned with the District Response to Intervention process. This plan will incorporate the key characteristics of effective gifted and talented plans as set forth by the Wisconsin Department of Public Instruction: systemic, collaborative, sustainable, responsive, fluid, appropriate, comprehensive, aligned, and measurable.

Reports on Gifted and Talented Educational Services will be provided to the Board of Education on a periodic basis.

## Alignment to National Association of Talented Children (NAGC) Standards

The National Association of Talented Children (NAGC) has developed and outlined program standards, student outcomes, and evidence-based practices to guide our district's actions to best meet the needs of gifted and talented students.

**Standard 1: Learning and Development-** Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

- Staff will receive professional development to foster the use of gifted and talented differentiation and culturally responsive instructional strategies with students.
- The educators will collaborate with families in accessing resources to develop the gifts and talents of students.
- The pupil services staff will work to provide social-emotional supports and academic career planning ensuring individual success for our gifted and talented students.

**Standard 2: Assessment-** Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

- The staff will utilize the Response to Intervention Process and Professional Learning Communities to establish comprehensive, cohesive, and on-going procedures for identifying and serving students with gifts and talents.
- The Gifted and Talented Educational Services (GATES) Coordinators will keep an electronic profile folder for each student identified for gifted and talented services. It will include referral, evaluation and identification data.
- The Director of Curriculum and Instruction will periodically survey students and parents in the gifted and talented program for information regarding services and achievement.

**Standard 3: Curriculum Planning and Instruction-** Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

- The WRPS District will offer high quality, challenging learning opportunities.
- The staff offers differentiated instruction and a continuum of services for students with varied ability levels.
- The WRPS District is committed to continuous teacher development within curriculum development and instructional pedagogy.

**Standard 4: Learning Environments-** Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21<sup>st</sup> century to ensure specific outcomes.

- The WRPS district will create learning environments that support high expectations, leadership, trust among diverse learners, and offer specific feedback that focuses on developing student potential.
- The WRPS District will work to develop social and communication skills needed for 21<sup>st</sup> century citizens.
- Staff members will model culturally responsive practices.

**Standard 5: Programming-** Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systemically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

- The WRPS Director of Curriculum and Instruction provides oversight to the K-12 GATES Coordinator(s).
- The WRPS District will implement a service delivery model to serve the needs of gifted and talented students that consists of a continuum of services ranging from differentiation in the classroom to acceleration.
- The WRPS GATES Advisory Council will engage families and community stakeholders in the monitoring and evaluation of the district's gifted and talented services.

**Standard 6: Professional Development-** All educators build their knowledge and skills using the NAGCCEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards.

- The Director of Curriculum and Instruction will be responsible for coordinating learning opportunities to ensure maintenance of highly qualified teachers who are able to meet the unique needs of talented students, as well as provide differentiated instruction.
- Classroom teachers and other certified staff will use differentiation to meet the needs of students and will be offered professional development opportunities.

## Definitions of Students with Gifted and Talented Needs

There are many definitions for what it means to be “Gifted and Talented.”

The Wisconsin Rapids Public School District will use the following definition from Wisconsin School Law, Chapter 118.35:

“Gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in **intellectual, creative, artistic, leadership or specific academic areas** and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

See Appendix A for additional definitions.

### Bright or Gifted?

Bright children who work hard and are high achievers may appear to be gifted. How do you tell the difference? What about students who are creatively gifted?

<b>BRIGHT</b>	<b>GIFTED</b>
Enjoys school	Enjoys learning
Is pleased with own learning	Is self-critical
Answers the questions	Questions the answers
Is interested	Is curious
Is attentive	Is selectively mentally engaged
Generates advanced ideas	Generates complex, abstract ideas
Absorbs information	Manipulates information
Memorizes well	Guesses and infers well
Learns with ease	Already knows
Needs 5 or 6 repetitions to master	Needs 1 to 3 repetitions to master
Completes assignments on time	Initiates projects and extensions of assignments
Performs at the top of the group	Is beyond the group
Grasps the meaning	Infers and connects concepts
Gets As	May not be motivated by grades
Enjoys the company of age peers	Prefers the company of intellectual peers
Understands complex abstract humor	Creates complex abstract humor
Smart	Intellectual

*Adapted from (Szabos, 1989) & (Kingore, 2004)*



## Characteristics of Students with Gifts and Talents

Some common characteristics associated with giftedness are listed below. Some of these may be noted as early as age 5.

### **General Intellectual**

- Shows keen insight into cause-effect relationships
- Has exceptional ability to solve problems
- Has phenomenal memory
- Has an extraordinary vocabulary at an early age
- Has an exceptional understanding of complex or abstract ideas
- Displays knowledge or behavior that is not taught/coached, but surface on their own
- Asks many and unusual questions

### **Specific Academic Area**

- Displays a passion for a topic of interest or particular content area
- Precocity in math and language tasks
- Displays amazing curiosity and questioning
- Makes independent contact with or carries on correspondence with experts in a field
- Puts extensive efforts into a project- time is of no consequence

### **Creativity**

- Possesses strong visual, thinking, imaginative, oral or written skills and demonstrates the ability to explore, invent or design artifacts that show these particular skills
- Can adapt, improve, transfer or modify their original idea/artifact or presentation
- Prefers variety and novelty
- Individual way of solving problems by testing and/or challenging limits
- May not be aware of norms
- Advanced sense of humor and understanding of jokes and puns

### **Leadership**

- Relates to and motivates other people
- Initiates and organizes others for activities with little effort
- Demonstrates high levels of self-assurance when making decisions or convincing peers
- Sees problems from many perspectives
- Listens to and respects the opinions of others (or debates the opinions of others)
- Displays ethical behavior and strong communication skills

### **Visual/ Performing Arts**

- Shows very high ability in visual arts i.e. paintings, sculpting, and/or arranging media
- Ability to problem solve independently with new techniques, equipment, media
- Possesses unusual ability to create, perform, or describe music
- Possesses unusual talent in drama or dance
- Interested in or uses artistic ability to express or evoke feelings without prompting
- Persists with an artistic vision

## Key Characteristics of Gifted Education Plans

Engaging in conversations is an important part of developing a district GT plan. Through shared vision and collaborative discussion, local school district teams can make decisions that respond to the needs of their students and maximize the resources in their communities. The notion that “one size does not fit all” applies to gifted and talented plans as well as to classroom instruction. This means that gifted education may look different from school district to school district. With this in mind, however, there are nine key characteristics that should frame the planning. According to those descriptions, a district GT plan should be: **Systemic, Collaborative, Sustainable, Responsive, Fluid, Appropriate, Comprehensive, Aligned, and Measurable.**

*Adapted from the Wisconsin Department of Public Instruction Website*

In conjunction with the above key characteristics, the WRPS district has chosen the following commitments to embrace as the foundational components of our district GATES plan.

### We Are Committed To:

- Providing programming K -12 including identifying students early and providing continuous monitoring
- Aligning with state and NAGC standards
- Serving all areas of Giftedness
- Providing on-going professional development for teachers, staff and administration
- Meeting individual intellectual, social and emotional needs
- Serving diverse populations
- Creating a nurturing environment
- Partnering with parents/guardians and community members
- Differentiating classroom instruction
- Conducting annual GT program reviews

## **Referral, Evaluation and Identification of Students with Gifted & Talented Needs**

The Wisconsin Rapids Public School District adheres to the Wisconsin Standard (T) requirement stating gifted and talented students shall be identified as required in s.118.35(1), Stats. This identification shall include multiple criteria that are appropriate for the category of giftedness including intelligence, achievement, leadership, creativity, product evaluations, and referrals. A pupil may be identified as gifted or talented in one or more of the categories under s.118.35(1), Stats.

WRPS utilizes data from a series or balanced assessments to identify students with gifted and talented needs. These assessments may include screeners, pre-assessments, reading or math benchmarks, standardized tests, rating scales, classroom assessments/products, portfolios, referrals, and teacher or community member observations.

### **Referring Students for Gifted and Talented Educational Services**

Pre-Kindergarten or Kindergarten students who display characteristics of intellectual giftedness may be evaluated for early admission to kindergarten or first grade as described in the Board of Education Rule 421 (Appendix B).

#### **K - 12 Students**

1. **Teacher Referral**  
When students demonstrate mastery of topics prior to instruction and/or exceed grade level expectations, they are providing evidence of their possible need for gifted services. If the classroom teacher is providing a Tier 2 intervention with a student, s/he will submit a referral to the Gifted-Talented coordinator and communicate the needs of the student. The GATES Coordinator will create an educational plan and maintain records of students who require Tier 2 or Tier 3 interventions. The GATES Coordinator will convene a Student Intervention Team (SIT) meeting for any student requiring a Tier 3 gifted intervention.
2. **GATES Coordinator Referral**  
The GATES Coordinator will review standardized test scores to alert staff of the potential need to evaluate students for gifted and talented services. Test score review can help in the identification of gifted underachievers and gifted students in traditionally underrepresented populations.
3. **Student/Parent/Guardian Referral**  
Any student or parent/guardian has the ability to refer a student for gifted and talented educational services in one or more of the areas of giftedness. The Gifted and Talented Referral Form may be obtained from the classroom teacher, counselor or the GATES Coordinator. See Appendix C.

## **Evaluating Students for Gifted and Talented Educational Services**

Once a referral is received by the GATES Coordinator, the GATES Coordinator will gather and review evidence based on the area of giftedness. A minimum of three pieces of evidence must be present to indicate a need for gifted and talented educational services. If three pieces of evidence are not available or the evidence presented is not sufficient, the GATES Coordinator will contact the parent/guardian for permission for additional testing. See Appendix D for Permission to Test Form. WRPS uses the following documentation and tests for the 5 areas of giftedness:

### **General Intellectual**

- Full scale IQ test score at or above 130
- Aptitude test score at or above the 97th percentile
- Documentation of student performance 1 or more years beyond peers
- Other evidence of intellectual giftedness

### **Specific Academic Area**

- Standardized or achievement test scores
- Benchmark Exams
- Previous and current course grades
- Teacher Recommendation
- Demonstration of student performance 1 or more years beyond peers
- Other evidence of content area giftedness
- Interviews with GATES Coordinator or District Content Area Coordinator

### **Creativity**

- Torrance Test of Creative Thinking (TTCT) 85 or above
- Student generated evidence
- Third party recommendation
- Other assessment results for creativity

### **Leadership**

- Leadership Checklist (See Appendix G)
- Teacher referral or recommendation
- Third party recommendation
- Other leadership assessments
- Student-generated evidence (awards or recognitions)

### **Visual and Performing Arts**

- Artistic Checklist (See Appendix H or I)
- Student-generated evidence (portfolio, awards, recognition, etc)
- Third party recommendation
- Other assessments for the visual or performing arts

## Identifying and Serving Gifted & Talented Students

- a. The GATES Coordinator will notify parents, teachers, administrators, and school counselors of the assessment and evaluation results.
  
- b. If a student is determined to be gifted intellectually or academically, and s/he is not receiving interventions, or if the interventions are not adequately meeting student needs, a Student Intervention Team (SIT) meeting will be scheduled. The team may consist of the GATES Coordinator, classroom teacher(s), parents, counselor, administrator, student and others. This team will review data and collaborate to create an intervention plan to meet the student needs. Subsequent meetings will be scheduled to review student progress and make adjustments to the plan as needed.
  
- c. If a student is determined to be gifted in the areas of creativity, leadership or visual/performing arts, the GATES Coordinator will communicate with classroom teacher(s), parents, counselor, administrator, student and others on how to best meet the student needs, and if necessary, hold a SIT meeting. The GATES Coordinator will also provide opportunities of growth and learning for these areas of giftedness beyond the classroom as requested.

For a list of clubs, organizations, course offerings, competitions, conferences, and other opportunities for the 5 areas of giftedness, please see our district's GATES webpage at:

<https://sites.google.com/a/wrps.net/gates2/home>

For a complete list of honors, AP and advanced placement course that Lincoln High School offers, please see our Program of Studies at:

[http://www.wrps.org/schools/lincoln/lhs\\_program\\_of\\_studies.cfm](http://www.wrps.org/schools/lincoln/lhs_program_of_studies.cfm)

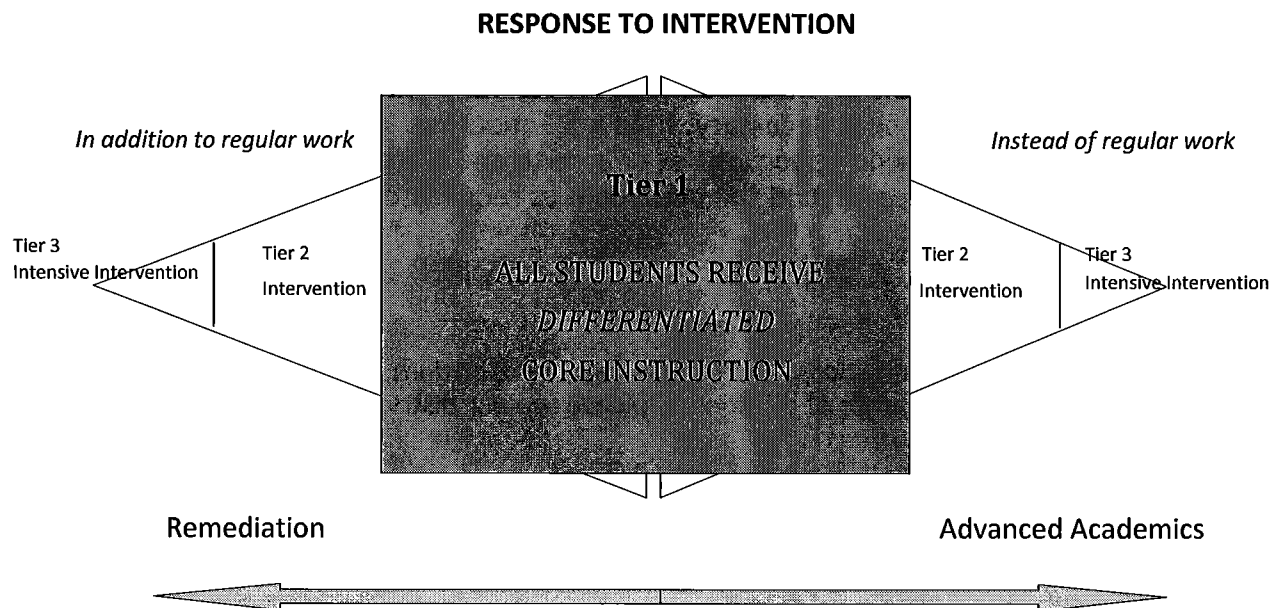
## Continuum of Services

The Wisconsin Rapids Public School District uses the Response to Intervention (RtI) three-tiered model to provide appropriate services for all students including those with intellectual and academic gifts and talents. Since RtI is a District-wide initiative it is an effective way to provide systematic and continuous services beyond the core curriculum. The RtI process provides students with:

- high quality differentiated core instruction
- ongoing assessments to identify learning needs
- a tiered system of evidence-based interventions to meet learning needs
- progress monitoring to ensure that interventions are appropriate and are resulting in adequate student growth

RtI creates an integrated and seamless continuum of service for students. It must be implemented using culturally-responsive and evidence-based practices. It requires effective building leadership and ongoing collaboration among educators with a motto of “all educators for all students”.

Services for students with intellectual/academic gifts and talents are depicted on the right side of the following diagram:



For additional information on the Wisconsin Response to Intervention model please refer to the following website: <http://dpi.wi.gov/rti/>

For additional information on RtI within the Wisconsin Rapids Public Schools please see the WRPS RtI Guide: <http://www.wrps.org/curriculum/rti.cfm>

## **Rtl and the Gifted**

Wisconsin has defined Rtl as a process for ALL students, including those with gifts and talents. While the general framework for Rtl is the same for students with advanced learning needs as it is for students in need of additional help, there are some differences.

The eight essential components of Rtl are:

1. Evidence-based curriculum and instruction
2. Ongoing assessment
3. Collaborative teaming
4. Data-based decision-making
5. Fidelity of implementation
6. Ongoing training and professional development
7. Community and family involvement
8. Strong leadership

Each element is part of an interrelated process that should be applied to every student. Rtl creates an integrated and seamless continuum of services that encompasses all staff through a multi-tiered service delivery model. The WRPS District's Gifted and Talented Services adheres to the principles of Rtl as the foundation of our practice.

Key points to remember when implementing Rtl for the gifted are:

1. The learning needs of students gifted in any curricular area, not just reading and/or math, will be met using the components of the Rtl process.
2. Differentiation of the core curriculum must include advanced level content, creativity, novelty, metacognition and critical thinking skills to address advanced learning needs.
3. Pre-assessment is essential to identify those students who already know the material prior to instruction. For students scoring at the test ceiling, above grade-level testing may be necessary.
4. Students will not be required to receive instruction on material for which they have already demonstrated mastery. Challenge interventions will be offered in place of the core curriculum when classroom expectations have been exceeded. Subject or grade level acceleration may sometimes be necessary.
5. Successful intervention challenges may result in the need for even more intensive interventions moving forward.
6. Professional development, collaboration time, and intervention resources provided for Rtl implementation must include options for gifted students.
7. Building level teams should review data to identify students with advanced learning needs including potentially gifted underachievers and those from underrepresented demographic groups.
8. If screening data indicates that more than 20% of students at a grade level in a content area are in need of enrichment, the District needs to address the core curriculum.

## **Gifted and Talented Educational Services at each Tier of the RtI model**

### **TIER 1**

Students receive high quality, culturally responsive, research-based, core instruction aligned with State Standards and differentiated to match their advanced learning needs. Differentiation is NOT additional work; it is different work (Appendix E). Techniques may include, but are not limited to:

- Anchor activities
- Choice menus
- Learning centers
- Tiered assignments
- Adjusting questions
- Hardest problem first
- Enrichment activities
- Alternate assignments/assessments
- Leveled texts/learning materials

Teachers and other professional staff members continually review data from a balanced system of formal and informal assessments including screeners, pre-assessments, reading benchmark data, standardized test results, classroom assessments and teacher observations. This data is used to identify student learning needs, monitor and document progress and adjust instruction as needed. Counseling support is provided to students as needed. For additional information on enrichment types or differentiation ideas, please see Appendix E or our GATES webpage at: <https://sites.google.com/a/wrps.net/gates2/home>

If Tier 1 differentiated instruction is not enough to keep a student learning at an appropriate level and pace, the teacher will contact the GATES Coordinator to collaborate on the provision of Tier 2 gifted interventions. Signs that a student has learning needs beyond Tier 1 may include:

- Continued demonstration of proficiency, even when provided with more depth, breadth, complexity, and higher level challenges.
- Lack of appropriate progress from where the student started. Gifted students learn at a much faster pace relative to their age peers. They should not be expected to slow down or wait for others to catch up.

### **TIER 2**

Small groups of students receive strategically targeted instruction based on deepened learning goals. Creative scheduling and staffing may be required to create flexible grouping opportunities which allow gifted students to work with others of similar ability.

Tier 2 gifted interventions may include, but are not limited to:

- Grouping strategies which allow for advanced work with others of similar ability
- Curriculum compacting



- Alternate assignments/activities/projects offering greater complexity and requiring higher level thinking skills
- Alternate Assessments based on higher level thinking
- Academic competitions
- Enrichment options
- Online programs
- Specialized curriculum

Tier 2 gifted intervention plans will be shared with parents/guardians. Counseling support will be provided to students as needed. A small number of students may require more advanced instruction than what can be provided through Tier 2 interventions. When this situation arises, the GATES Coordinator will convene a SIT meeting. For additional information on enrichment types or differentiation ideas, please see Appendix E or our GATES webpage at: <https://sites.google.com/a/wrps.net/gates2/home>

### **TIER 3**

At the SIT meeting, parents and school staff will review the data and collaborate to create an intervention plan to meet student needs. Intervention at Tier 3 is individualized and intensive. It typically replaces most or all of the grade-level core instruction in one or more content areas.

Tier 3 Interventions may include, but are not limited to:

- Curriculum compacting
- Online or Advanced level coursework
- Independent projects
- Working with a mentor
- Dual enrollment
- Subject or grade level acceleration (See Appendix F)
- Youth Options

Extensive counseling support is provided for course and career planning as well as for addressing the social/emotional concerns of the gifted student. For additional information on enrichment types or differentiation ideas, please see appendix E or additional information on the variety of honors, AP and advanced placement courses offered, please see the Lincoln High School Program of Studies which can be found at: [http://www.wrps.org/schools/lincoln/lhs\\_program\\_of\\_studies.cfm](http://www.wrps.org/schools/lincoln/lhs_program_of_studies.cfm) or our GATES webpage at: <https://sites.google.com/a/wrps.net/gates2/home>

## STUDENT MOVEMENT THROUGH THE TIERS

Student movement through these RtI tiers is a fluid process based on student needs. Needs are determined through an ongoing, balanced system of assessments. A student may need intervention at some times and not others; in some subjects or all subjects. Needs are continually assessed and instruction/intervention is adjusted as needed.

*"A pupil from whom nothing is ever demanded which he cannot do, never does all he can."* -John Stuart Mill

## STAFF DEVELOPMENT

Recognizing and understanding the needs of gifted learners and then providing challenging and enriching opportunities to meet those needs requires specialized knowledge and skills. Research shows that over 60% of teachers have received little or no training in gifted and talented educational strategies (Farkas & Duffet, 2008). To address this contradiction, the Wisconsin Rapids Public School District will provide professional development in the area of gifted and talented education to ensure that WRPS staff understands the learning needs of gifted students and are equipped with the necessary strategies to successfully meet those needs. Furthermore, training opportunities, collaboration time, and student interventions provided for RtI implementation will include options for gifted education.

*"It must be as socially acceptable to support genius that is intellectual as it is to support genius that is athletic."*  
- Michael Clay Thompson

## MONITORING & ACCOUNTABILITY

This Plan of Service will be monitored through the WRPS GATES Advisory Committee. This Committee consists of parents, teachers, counselors, administrators, gifted and talented coordinator, and other interested parties. The Committee will meet periodically to monitor services and make recommendations.

*"Excellence in education is when we do everything that we can to make sure they become everything that they can"*  
- Carol Tomlinson

## **TWICE EXCEPTIONAL LEARNERS**

Students with disabilities may also be gifted and talented. Identification of these students is problematic. Their disability often masks their gift, and conversely, they may use their gifts to compensate for their disability. This may cause both exceptionalities to appear less extreme. In addition, the frustrations associated with unidentified strengths and disabilities may result in behavioral and social/emotional issues. In order for these children to reach their potential, it is essential that their strengths be recognized and nurtured, at the same time as their disability is appropriately accommodated. WRPS school personnel will work together to identify gifts and disabilities and provide services for both, so that students may reach their full potential.

### **Appropriate Identification**

School personnel need to be sensitive to clues that may reveal *contradictions* in abilities. Possible examples are:

- above grade extensive vocabulary/struggle with spelling basic words
- strong verbal expression/poor or illegible handwriting
- sophisticated sense of humor/difficulty engaging in social aspects of the classroom
- difficulty sitting still/can become deeply immersed in special interests or creative activities
- shows aptitude in creativity, leadership, visual/performing arts / performs poorly in academic areas

These types of contradictions may be indicators of possible twice exceptionality worth further investigation. Educators who suspect a student may be twice exceptional should contact a school psychologist to conduct a comprehensive evaluation in order to make an accurate diagnosis.

### **Helpful strategies**

- Use interventions and provide opportunities which nurture the student's potential in their area of strength.
- Identify learning gaps and provide explicit instruction in those areas.
- Identify a case manager who is responsible for facilitating communication and collaboration between and among counselors, special educators, gifted educators, and general educators. The GATES Coordinator should be part of the IEP team.
- Connect students to resources or technology tools to accommodate areas of disability
- Provide course options that ease course load and accelerate strength areas such as summer school and online/blended courses.
- When transitioning from one school/grade to another, provide information on student progress in areas of exceptionalities.
- Provide social and emotional support through counseling services

For additional information on Twice Exceptional Learners, please visit the WRPS GATES Webpage at: <https://sites.google.com/a/wrps.net/gates2/home>

## **ROLES/RESPONSIBILITIES**

The primary responsibilities of the various stakeholders involved in the delivery of Gifted and Talented Educational Services include, but are not limited to, those listed below:

### **GATES Coordinator(s)**

**Major Role:** Monitor GT Programming in the K - 12 buildings and provide resources and support

**Responsibilities:**

- Review data to help identify students with advanced learning needs
- Collaborate with teachers and other school personnel for students in need of Tier 2/3 gifted interventions
- Convene SIT meeting for students in need of Tier 3 gifted interventions
- Collaborate with counselors for students in need of support/guidance
- Conduct classroom searches for students with talents in all areas of giftedness
- Maintain records on students with gifts and talents
- Communicate and collaborate with parents and other school personnel to meet the learning needs of students with gifts and talents
- Work with administrators to ensure the GATES plan is effectively implemented throughout the Wisconsin Rapids Public Schools
- Manage resources for Gifted and Talented Educational Services
- Provide resources and expertise to support staff, students and parents.
- Provide new teachers with background and information about the GT program.
- Work with classroom teachers and administrators to provide staff development including: providing resources, planning assistance, modeling, and providing assistance with differentiation strategies to meet the needs of GT students.

## **Teachers (all content areas)**

### **Major Role: Referral and Delivery Agent of Programming**

#### **Responsibilities:**

- Screen/pre-assess and review data to identify students in need of challenge/enrichment, including those who may be underachievers or twice exceptional
- Ensure differentiated lessons include options for advanced students
- Submit a referral for and collaborate with GATES Coordinator for students requiring Tier 2/3 gifted interventions
- Guide and support students in learning how to self-advocate
- Communicate and collaborate with parents and other school personnel to meet the learning needs of students with gifts and talents
- Engage in professional development activities related to gifted education
- Provide feedback in the identification process and attend SIT meetings

## **Administration**

### **Major Role: Monitor and manage GT Programming in their building**

#### **Responsibilities:**

- Provide Professional Development opportunities in the area of gifted education
- Ensure that “intervention time” includes opportunities for those in need of gifted interventions/enrichment
- Allow for flexible/creative scheduling so that gifted students have opportunities to work with similar ability peers.
- Ensure adequate resources are available for meeting gifted education needs
- Monitor and ensure implementation and continuous delivery of GT programming in their buildings by collaborating with the GT Coordinator
- Include information about the GT Program in building handbooks for teachers and newsletters for parents

## **School Counselors**

**Major Role:** Support

**Responsibilities:**

- Assist in the referral and/or identification of students in need of advanced learning opportunities and related counseling needs
- Provide students with individual and group counseling
- Collaborate with parents and other school personnel to maximize opportunities for students with gifts and talents.
- Engage in professional development activities related to gifted education
- Provide assistance with course scheduling, Youth/Course Options, Independent Study Options, and college planning
- Attend SIT meetings, as requested, for students needing Tier 3 interventions

## **Interventionists**

**Major Role:** Support

**Responsibilities:**

- Assist in the review of data and identification of students with advanced learning needs
- Provide additional diagnostic testing as needed
- Assist in the referral and/or identification of students in need of advanced learning opportunities
- Assist teachers in providing programming options for gifted-talented students
- Engage in professional development activities related to gifted education

## **School Psychologists**

**Major Role:** Support

**Responsibilities:**

- Assist in the review of data and identification of students with advanced learning needs
- Provide additional diagnostic testing as needed
- Participate in SIT meetings, as requested, for students requiring Tier 3 interventions

## **Support Staff**

**Major Role:** Support

**Responsibilities:**

- Work with classroom teachers to provide resources, strategies, and ideas for gifted students
- Work with gifted-talented students whose programming needs require direct contact when appropriate

## **Parents**

**Major Role:** Provide support and advocacy

**Responsibilities:**

- Provide opportunities and encouragement for your child to explore a wide variety of activities, books, movies, art, music, cultures, and other experiences
- Communicate and collaborate with school personnel in efforts to identify and meet student learning needs
- Guide and support your child in learning how to cope with both failure and success
- Guide and support your child in learning how to advocate for himself/herself

## GLOSSARY OF TERMS

**Acceleration:** Interventions that move a student through an educational program at a faster than normal rate.

**Achievement test:** A test that measures what students have learned in a specific content area relative to the expected achievement of average students.

**Aptitude test:** A standardized test designed to predict an individual's ability to learn certain skills.

**Cluster Grouping:** A grouping method that places the top five to eight high ability students in the same grade level in one classroom.

**Compacted Curriculum/Compacting:** Streamlining the regular curriculum to “buy time” for enrichment, accelerated content, and independent study. Usually involves “testing out” of classroom content and using that time for challenge or enrichment activities.

**Concurrent Enrollment:** Allowing students to attend classes in more than one building level during the same school year.

**Contracting:** Allows students to contract for grades and/or choose from a variety of available project/product options. This strategy allows students an option to eliminate repetition of material already mastered, moving at their own pace, while insuring mastery of content, through enrichment and/or acceleration.

**Differentiated Instruction:** A matching of instruction to meet the different needs of learners in a given classroom by modifying delivery, time, content, process, product, and the learning environment. One or more of these elements can be modified to provide differentiation.

**Early Entrance to School:** Allowing selected gifted children showing readiness to perform schoolwork to enter kindergarten or first grade one to two years earlier than the usual beginning age.

**Evidence-Based Instruction (EBI):** Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

**Flexible grouping:** Grouping students based on readiness, interests, and abilities on an assignment-by-assignment basis.

**Grade-Skipping/Grade Acceleration:** Double promoting a student such that he/she bypasses one or more grade levels.



**Higher-Order Thinking Skills:** Questioning in discussions or providing activities based on processing that require analysis, synthesis, valuation, or other critical thinking skills.

**Independent Study Projects:** Structured projects agreed upon by student and supervising teacher that allows a student to individually investigate areas of high interest or to advance knowledge.

**Intelligence Quotient (IQ):** A measure of cognitive ability as determined by a standardized test.

**Differentiated Educational Plan (DEP):** A formal written plan for managing and delivering instruction for a child with extraordinary differences in ability or educational needs.

**Intervention:** Provided by school staff, these are learning activities designed to help a student improve performance relative to a specific, realistic, and measurable goal. Interventions are based upon valid information about present levels of performance relative to grade-level expectations, realistic implementation with fidelity, and may include modifications and accommodations. Interventions are multi-tiered, research-based, target-specific skills, time limited and parent inclusive.

**Learning Contracts:** Student and teacher jointly develop a contract for accomplishment of learning outcomes(s); often involves a streamlining of regular class work.

**Mentoring:** Establishment of a one-to-one relationship between a student and an outside-of-school expert in a specific topic area or career.

**Problem-Based Learning:** Providing students with unstructured problems or situations for which they must discover the answers, solutions, concepts, or draw conclusions and generalizations.

**Progress Monitoring:** The ongoing process of collecting and analyzing assessment data to determine student progress toward specific skill goals or general outcomes. At Tier 2 and Tier 3, progress monitoring data is used to make instructional decisions about the effectiveness of intervention to accelerate student learning that increases the learning rate and enables the student to meet a specific goal designed to meet at least minimum proficiency levels.

**Response to Intervention (RtI):** A process for achieving higher levels of academic and behavioral success for all students through high quality research-based instruction and interventions, regular monitoring of student progress using multiple measures, and collaborative, data-based educational decision making.

**Single-Subject Acceleration:** Allowing students to move more quickly through the progression of skills and content mastery in one subject where great advancement or proficiency has been observed; other subjects may be at grade level.

**Student Intervention Team (SIT):** A group of people who meet regularly to review data, and discuss, plan and monitor interventions for students whose learning needs are not being met by differentiated classroom instruction. The team for a gifted student may consist of the classroom teacher, GATES Coordinator, parent(s), administrator, guidance counselor, and others.

**Systematic Instruction:** A carefully planned sequence for targeted instruction.

**Talent/Ability Grouping:** Grouping students of like ability or like interest on a regular basis during the school day for pursuit of advanced knowledge in a specific content area.

**Targeted Intervention:** Focused instruction on an identified skill.

**Tier 1 Intervention:** Evidence-based core curriculum and differentiated instructional practices provided to all students in a classroom.

**Tier 2 Intervention:** Tier 2 intervention is strategic and targeted intervention that is implemented as a result of assessment that indicates a student is not making adequate gains from Tier 1 instruction/programs. Tier 2 intervention is typically delivered in small groups of students with similar skill concerns.

**Tier 3 Intervention:** Tier 3 interventions are for students who require highly individualized, systematic, and explicit instruction to accelerate learning rate and/or to support learning. Intervention is considered to be intensive and is typically delivered one-on-one or in very small groups of students (2-3) with similar skill needs.

**Within-Class Ability/Performance Grouping:** Grouping of students, so that those of similar ability work together on a short- or long-term basis.

**Youth Options:** College courses offered to students for both college and high school credit.

## ADDITIONAL RESOURCES

### General information:

[www.nagc.org](http://www.nagc.org) The National Association for Gifted Children

[www.watg.org](http://www.watg.org) The Wisconsin Association for Talented & Gifted

[www.world-gifted.org](http://www.world-gifted.org) The World Council for Gifted and Talented Children

[www.hoagiesgifted.org](http://www.hoagiesgifted.org) Hoagies Gifted Education Page

[www.tagfam.org](http://www.tagfam.org) Families of the Talented and Gifted

[www.sengifted.org](http://www.sengifted.org) Supporting Emotional Needs of the Gifted

[www.uniquelygifted.org](http://www.uniquelygifted.org) Resources for gifted children with special needs

### Programs:

[www.wcaty.org](http://www.wcaty.org) The Wisconsin Center for Academically Talented Youth

[www.ctd.northwestern.edu/ctd/](http://www.ctd.northwestern.edu/ctd/) The Center for Talent Development at Northwestern University

<http://epgy.stanford.edu/> The Education Program for Gifted Youth (EPGY) at Stanford University

[www.gifted.uconn.edu](http://www.gifted.uconn.edu) Neag Center for Gifted Education and Talent Development

[www.davidsongifted.org](http://www.davidsongifted.org) The Davidson Institute for Talent Development

Join the WISGIFT Listserv to receive announcements and participate in discussions about GT topics with other concerned people throughout the state.

### To SUBSCRIBE:

1. Send an e-mail message to [lyris@listmanager.uww.edu](mailto:lyris@listmanager.uww.edu)
2. In the message area type **SUBSCRIBE WISGIFT-L**
3. Leave the subject line blank and don't include your e-mail signature

See the GATES link on the District website: [www.wrps.net](http://www.wrps.net) for a listing of current interventions, activities, and resources available to students, teachers and parents.

Please contact the WRPS GATES Coordinator for a current list of print resources available to gifted students, parents, and teachers. There are books and articles on a variety of topics which can be borrowed upon request.

## REFERENCES

American School Counselor Association. (2007). *American school counselor association (asca) position statement on gifted and talented student programs*. Retrieved from [http://www.schoolcounselor.org/files/PS\\_Gifted.pdf](http://www.schoolcounselor.org/files/PS_Gifted.pdf)

Boswell, C., & Carlile, V. D. (2010). *Rtl for the gifted student*. Hawthorne, NJ: Educational Impressions, Inc.

Brody, L. E., & Mills, C. J. (1997). *Gifted children with learning disabilities: A review of the issues*. *Journal of Learning Disabilities*, 30, 282-296.

Callahan, C. M., & Kauffman, J. M. (1982). *Involving gifted children's parents: Federal law is silent, but its assumptions apply*. *Exceptional Education Quarterly*, 3(2), 50-55.

C. Coleman, M. R., & Hughs, C. E. (2009). Meeting the needs of gifted students within an Rtl framework. *Gifted Child Today*, 3(3), 14-17.

Coleman, M. R., & Johnsen, S. K. (2011). *Rtl for gifted students*. Waco, Texas: Prufrock Press Inc.

Dix, J. & Schafer, S. A. (1996). "From Paradox to performance: Practical strategies for identifying and teaching GT/LD students." *Gifted Child Today*, 19 (1) 22-29

Farkas, S. & Duffet, A. (2008). Results from a national teacher survey. In Thomas B. Fordham Institute, *High-achievement students in the era of NCLB* (pp. 50-82). Washington, DC: Author

Gentry, M. L. (1999). "Promoting Student Achievement and Exemplary Classroom Practices through Cluster Grouping: A Research-Based Alternative to Heterogeneous Elementary Classrooms" (Research Monograph 99138). Storrs, Connecticut: University of Connecticut, The National Research Center on the Gifted and Talented.

Hall, M., Poole, D., Rearden, M., Carlstrom, R., Smith, S., & Speaks, J. Montana Office of Public Instruction, (2009). *Response to intervention and gifted and talented education*. Retrieved from website: [http://opi.mt.gov/PDF/Gifted/Rtl\\_GTFramework.pdf](http://opi.mt.gov/PDF/Gifted/Rtl_GTFramework.pdf)

Hughes, C. E., & Rollins, K. (2009). Rtl for nurturing giftedness: Implications for the Rtl school-based team. *Gifted Child Today*, 32(3), 31-39.

Janos, P.M. and Robinson, N.M. (1985). "Psychosocial development in intellectually gifted children." F.D. Horowitz and M. O'Brian (Eds.) *The Gifted and Talented: Developmental Perspectives* (149-195). Washington DC: American Psychological Association.

Kennedy, D.M. (1995). "Plain Talk about Creating a Gifted-Friendly Classroom." *Roeper Review*, v17, n4, 232-34.

Kingore, B. (2004). *High Achiever, Gifted Learner, Creative Learner. Understanding Our Gifted.*

Kulik, J. A. (1992). "An analysis of the research on ability grouping: Historical and contemporary perspectives" (RBDM 9204). Storrs, Connecticut: University of Connecticut, The National Research Center on the Gifted and Talented.

Kulik, J. A. and C.-L. C. Kulik (1992). "Meta-analytic findings on grouping programs." *Gifted Child Quarterly* 36(2): 73.

McEachern, A. G., & Bornot, J. (2001). "Gifted students with learning disabilities: Implications and strategies for school counselors." *Professional School Counseling*, 5, 34-41.

National Association for Gifted Children. (2010). *2010 pre-k-grade 12 gifted programming standards*. Retrieved from [http://www.nagc.org/uploadedFiles/Information\\_and\\_Resources/Gifted\\_Program\\_Standards/K-12\\_programming\\_standards.pdf](http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K-12_programming_standards.pdf)

Plucker, J.A. & Callahan, C.M. (2008) *Critical Issues and Practices in Gifted Education*, Waco, Texas: Prufrock Press Inc.

Rakow, S. (2012). Helping gifted learners soar. *Educational Leadership*, 69(5), 34-40.  
Reis, S., & McCoach, D. (2000).

The underachievement of gifted student: what do we know and where do we go?. *Gifted Child Quarterly*, 44(3), 152-170.

Reis, S.M., Westberg, K.L., Kulikowich, J.K., Caillard, f., Herbert, T.P., Plucker, J., et al. (1993). "Why not let high ability students start school in January? The Curriculum Compacting Study" (Research Monograph No. 93106). Storrs: National Research Center for the Gifted and Talented, University of Connecticut.

Renzulli, J. (1978). What makes giftedness? Re-examining the definition. *Phi Beta Kappan*, 60, 180-184, 261.

Renzulli, J.S., & Reis, S.M. (1994). "Research related to the school wide enrichment triad model." *Gifted Child Quarterly*, 38(1), 7-20.

Robinson, A., Shore, B. M., & Enersen, D. L. (2007). *Best practices in gifted education - an evidence-based guide*. Waco, Texas: Prufrock Press Inc.

Robinson, S.M., (1999). "Meeting the needs of students who are gifted and have learning disabilities." *Intervention in School and Clinic*, 34, 95-204.

Rogers, K.B. (1991) "The relationship of grouping practices to the education of the gifted and talented learner." (Research Monograph No. 9102). Storrs, Connecticut: University of Connecticut, The National Research Center on the Gifted and Talented.  
Rogers, K. B. (2002). *Re-forming gifted education*. Scottsdale AZ: Great Potential Press.

Rogers, Karen B. and Richard D. Kimpston, (1992). "Acceleration: What We Do vs. What We Know." *Educational Leadership*, Oct. 1992.

Rollins, K., Mursky, C. V., Shah-Coltrane, S., & Johnsen, S. K. (2009). Rtl models for gifted students. *Gifted Child Today*, 32(3), 20-30.

Sloan, W. M. (2010). A Conversation with Tamara Fisher Meeting the Learning Needs of Gifted Students with Rtl. *ASCD*, 52(3), 4-5.

Sousa, D. A. (2009). *How the gifted brain works*. (2 ed.). Thousand Oaks, CA: Corwin

Sternberg, R.J., & Zhang, L. (1995, September). What do we mean by giftedness? A pentagonal implicit theory. *Gifted Child Quarterly*, 39, 88-94.

Stone, S., Himebauch, R., Mursky, C., Ginter, G., Kohn, Y., & Kueht, J. (2005). *Gifted and talented resource guide for educators, coordinators, and administrators in Wisconsin public schools*.

Szabos, J. (1989). Bright child, gifted learner. *Challenge*, 34. Good Apple.

Tannenbaum, A.J. and Baldwin, L.J. (1983). "Giftedness and Learning Disabilities: A Paradoxical Combination." In Fox, L.H., Brody, L. and Tobin, D., *Learning Disabled/Gifted Children: Identification and Programming*. Baltimore, MD: University Park Press.

Tomlinson, Carol Ann (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, Carol Ann (1997). "The do's and don'ts of instruction: what it means to teach gifted learners well." *Instructional Leader*, Texas Elementary Principals and Supervisors Association.

VanTassel-Baska, J., Zuo, L., Avery, L. D., & Little, C. A. (2002). "A curriculum study of gifted student learning in the language arts." *Gifted Child Quarterly*, 46, (1) 30-44.

Whitmore, J.R. (1980). "Giftedness, conflict and underachievement." Boston: Allyn & Bacon.

Winebrenner, S. (2001). *Teaching gifted kids in the regular classroom*. Minneapolis, MN: Free Spirit Publishing Inc.

Winner, E. (1996) "Gifted Children: Myths and Realities." Basic Books, NY.

Wisconsin Department of Public Instruction. (2012). *Rtl and gifted education*.

Retrieved from <http://www.dpi.wisconsin.gov/cal/rti-gifted.html>

Wisconsin Department of Public Instruction. (2012). *Statutes and rules for gifted education*. Retrieved from <http://dpi.wi.gov/cal/gift-law.html>

Ysseldyke, J.E., Tardrew, S., Betts, J., Thill, T., & Hannigan, E. (2004). "Use of an instructional management system to enhance math instruction of gifted and talented students." *Journal for Education of the Gifted*, 27 (4), 293-310.

## **APPENDICES**

Appendix A: Definitions of Gifted and Talented.....	35
Appendix B: Board of Education Rule 421 .....	36
Appendix C: Referral Form .....	38
Appendix D: Permission to Test Form.....	39
Appendix E: Differentiation Concept Map .....	40
Appendix F: WRPS Acceleration Guidelines/Forms .....	41
Appendix G: Leadership Checklist.....	49
Appendix H: Visual/ Performing Arts Checklist.....	50
Appendix I: Music/Performing Arts Checklist .....	51



## Definitions of Students with Gifted and Talented Needs

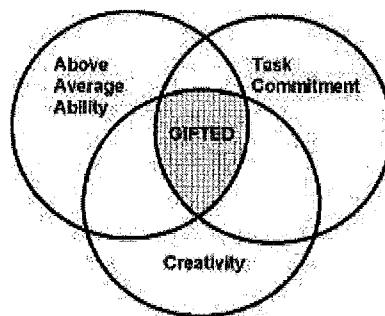
**Wisconsin Definition:** “Gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in **intellectual, creative, artistic, leadership or specific academic areas** and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

**The Federal Definition of Gifted and Talented in NCLB (US):** The term “gifted and talented”, when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities. (Title IX, Part A, Section 9101(22), p. 544)

**Note:** *States and districts are not required to use the federal definition, although many states, including Wisconsin, base their definitions on the federal definition.*

**National Association for Gifted Children (NAGC) definition:** Gifted individuals are those who demonstrate outstanding levels of aptitude (*defined as an exceptional ability to reason and learn*) or competence (*documented performance or achievement in top 10% or rarer*) in one or more domains. Domains include any structured area of activity with its own symbol system (*e.g., mathematics, music, language*) and/or set of sensorimotor skills (*e.g., painting, dance, sports*).

**Joseph Renzulli’s model:** In this model, gifted behavior results from the interaction of above average abilities, creativity, and task commitment. (Renzulli, 1978)



### The Pentagonal Implicit Theory of Giftedness

There are five “necessary and sufficient conditions that gifted persons have in common “:

1. *Excellence* - A gifted person must be extremely good at something.
2. *Rarity* - (S)he must possess a high level of an attribute that is uncommon relative to peers.
3. *Productivity* - The superior trait must (potentially) lead to productivity.
4. *Demonstrability* - The trait also must be demonstrable through one or more valid tests.
5. *Value* - The superior performance must be in an area that is valued by society.

(Sternberg & Zhang, 1995)

## 421 – Rule Guidelines for Early Admission to Kindergarten or First Grade

Requests for early admission to kindergarten or first grade shall be submitted and evaluated as follows:

1. Parent(s)/guardian(s) who wish early admission for their students in kindergarten or first grade must make written application to the Director of Pupil Services, stating the reasons for the request, prior to May 1.
2. An evaluation of the child's potential for long-term advanced performance shall be conducted and shall:
  - a. Consider the child's emotional stability, and social and mental maturity.
  - b. Be conducted by a certified school district psychologist in conjunction with other Pupil Services Department staff.
  - c. Be conducted at no cost to the parent(s)/guardian(s).
3. After the evaluation has been completed, a conference shall be held with the parent(s)/guardian(s) to consider the appropriateness of early admission.
4. Admission or exemption from the Wisconsin mandatory kindergarten completion requirement will be based on the following conditions:
  - a. Kindergarten
    1. The child demonstrates the social, emotional, physical, and mental maturity normally expected for advanced performance in kindergarten and beyond.
  - b. First Grade
    1. The child was admitted to and successfully completed kindergarten under (a) above; or
    2. The child successfully completed a program for five-year-old children which the school district deems equivalent to kindergarten; or
    3. Before either commencing or completing first grade, the child moved into Wisconsin from a state, country, or territory in which completion of 5-year-old kindergarten is not a prerequisite to entering first grade; or
    4. Before either commencing or completing first grade, the child moved into Wisconsin from a state, country, or territory in which completion of 5-year-old kindergarten is a prerequisite to entering first grade and the child was exempted from the requirement to complete 5-year-old kindergarten in the state, country, or territory from which the child moved.

5. The decision to grant early admission to kindergarten or first grade before the legal entrance age, and/or without completion of 5-year-old kindergarten, shall be made by the building principal.

If admission is denied under this policy, the child's parent(s)/guardian(s) may appeal to the Superintendent of Schools. The Superintendent shall meet with the child's parent(s)/guardian(s) to discuss the admission request, review relevant student data related to the request, and make a decision. The Superintendent's decision shall be final.

6. A child who is of compulsory attendance age (six years old), who has not completed five-year-old kindergarten, and who has not been granted an exemption to the mandatory kindergarten completion requirement, shall be placed in 5-year-old kindergarten in the District, or be expected to meet compulsory attendance requirements through other means authorized by state law.
7. The Wisconsin Rapids Public Schools does not discriminate in the methods, practices, and materials used for evaluating students on the basis of gender, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental, sexual orientation or physical, mental, emotional or learning disability or handicap in its educational programs or activities.

LEGAL REF: Section 118.33(6)(cm) Wis. Statutes  
Wisconsin Act 41, 2009

APPROVED: April 9, 1979

REVISED: October 12, 1981  
November 11, 1991  
August 13, 2001  
December 10, 2001  
February 11, 2008  
August 8, 2011



# GATES REFERRAL FORM

WISCONSIN  
RAPIDS  
PUBLIC  
SCHOOLS

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

This student is being referred for possible identification as gifted in the following area(s):

*Please check all that apply:*

*Reason:*

General intellectual ability

\_\_\_\_\_

Specific academic area(s)

Mathematics

\_\_\_\_\_

Science

\_\_\_\_\_

Reading

\_\_\_\_\_

Writing

\_\_\_\_\_

Social Studies

\_\_\_\_\_

Creative thinking

\_\_\_\_\_

Visual or performing arts

\_\_\_\_\_

Leadership

\_\_\_\_\_

***Use back of form if more space is needed.***

Document supporting your referral may be attached to this form. Number of attachments \_\_\_\_\_

\_\_\_\_\_  
Name of person initiating referral      Relationship to student      Phone or Email

\_\_\_\_\_  
Signature      Date

***Please return completed form to school.***  
School personnel, please route form to GATES Coordinator

Referral received by \_\_\_\_\_ Date \_\_\_\_\_



## Parent/Guardian Permission

WISCONSIN  
RAPIDS  
PUBLIC  
SCHOOLS

I authorize permission for a Gifted & Talented evaluation for my child \_\_\_\_\_

The following assessments may be used:

- SAGES-2 (Screening Assessment for Gifted Elementary and Middle School Students)
- TOMAGS (Test of Mathematical Ability for Gifted Students)
- TTCT (Torrance Test of Creative Thinking)
- Leadership checklist
- Portfolio evaluation
- Other

---

---

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

.....

Please return the completed form to WRPS GATES Coordinator in one of the following ways:

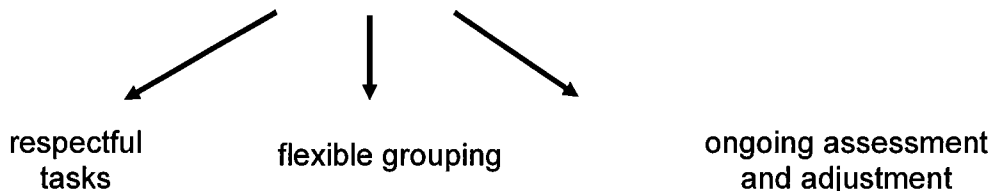
1. Return form to school office  
(School personnel, please route form to GATES Coordinator)
2. Scan and email to [kelly.bluell@wrps.net](mailto:kelly.bluell@wrps.net) (secondary) or  
[tina.wallner@wrps.net](mailto:tina.wallner@wrps.net) (elementary)

# Differentiation of Instruction

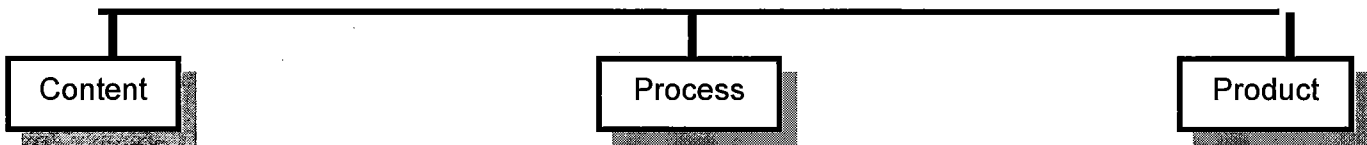
is a teacher's response to learner's needs



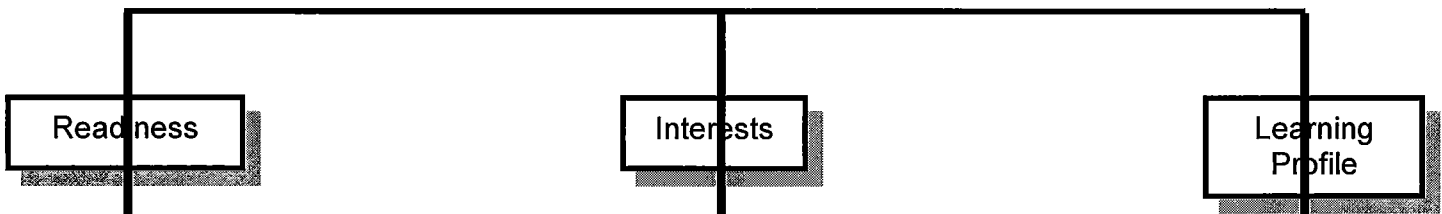
guided by general principles of differentiation, such as



Teachers can differentiate



according to student's



through a range of instructional and management strategies such as

multiple intelligences jigsaw taped material anchor activities varying organizers varied texts varied supplementary materials literature circles	tiered lessons tiered centers tiered products learning contracts small-group instruction group investigation orbitals independent study	4MAT varied questioning strategies interest centers interest groups varied homework compacting varied journal prompts complex instruction
---	--	--

(Tomlinson, 1999)



## Student Acceleration Procedures

The Wisconsin Rapids Public School District recognizes the need for educational alternatives when a student exhibits evidence of unusually high academic proficiency in one or more areas of the curriculum. In some cases acceleration may be necessary to meet a student's needs.

- ✘ Subject Acceleration - when outstanding achievement is evident in one or more subject areas, but not all areas.
- ✘ Whole Grade Acceleration - when outstanding achievement is evident across all subject areas.

### Referral

- ✘ A student may be referred for acceleration through the Student Intervention Team (SIT) process or by a parent/guardian or professional staff member outside of the RtI process.
- ✘ Referrals are initiated by submitting a "student acceleration referral form." Forms may be obtained from any school office or from the District web site.
- ✘ Completed forms must be submitted to the Gifted and Talented Educational Services (GATES) Coordinator by March 1<sup>st</sup> to be considered for acceleration beginning the following school year or by November 1<sup>st</sup> to be considered for acceleration for the 2<sup>nd</sup> semester. Referrals received outside of this timeframe will be evaluated at the discretion of school staff.

### Evaluation

- ✘ The GATES Coordinator will review the student records for evidence of outstanding ability and/or achievement:
  - ✓ unusually high or above grade level performance in at least two assessments such as: EXPLORE, PLAN, MAPS, ACT, WKCE/Smarter Balanced Assessment, SAGES, TOMAGS, SRI Lexile, STAR, etc.
  - ✓ evidence that classroom work is consistently above grade level.
- ✘ If such evidence is not present, the person initiating the referral will be notified by letter within 30 days of submitting their request.
- ✘ If appropriate evidence exists, the coordinator will assemble an acceleration evaluation team to conduct an evaluation. The team will be comprised of:
  - A Parent or Guardian
  - Current teacher(s) and teacher at the grade level of proposed acceleration
  - Counselor
  - Administrator (or designee)
  - GATES Coordinator
  - Others as needed (school psychologist, curriculum coordinator, Department Chairperson)
  - The student must be available for evaluation

- ✘ Examination of evidence of student readiness for acceleration:

	<b>Subject acceleration</b>	<b>Grade acceleration</b>
<b>Academic</b>	<ul style="list-style-type: none"> <li>• The student must score <math>\geq 85\%</math> on an objective assessment which covers the learning outcomes of the course being skipped.</li> <li>• Student work samples, awards, and other special recognition may be used for assessing readiness in the visual and performing arts.</li> </ul>	<ul style="list-style-type: none"> <li>• The Iowa Acceleration Scale will be used as a decision making tool. This tool uses weighted scales to objectively score students in multiple areas including ability, aptitude, and achievement.</li> </ul>
<b>Social/Emotional</b>	<ul style="list-style-type: none"> <li>• Based on informal evaluation by educators, counselor, psychologist (optional) and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• The Iowa Acceleration scale will be used as a decision making tool. This tool uses weighted scales to objectively score students in multiple areas including social/emotional factors.</li> </ul>
<b>Student Attitude</b>	<ul style="list-style-type: none"> <li>• The student must express a desire for acceleration.</li> </ul>	<ul style="list-style-type: none"> <li>• The student must express a desire for acceleration.</li> </ul>

Acceleration Decision

- ✘ After reviewing the evidence the evaluation committee will reach a decision by consensus. If consensus cannot be reached the administrator will make the final decision.
- ✘ A parent/guardian shall be notified, in writing, of the outcome of the evaluation within 60 days of initiation of the referral process. This notification shall include instructions for appealing the outcome of the evaluation process.

*A parent/legal guardian of the referred student may appeal, in writing, the decision of the student acceleration evaluation committee to the District Superintendent (or designee) within five days of being notified of the committee's decision. The Superintendent (or designee) shall review the appeal and notify the parent/legal guardian who filed the appeal of his or her final decision within fifteen days of receiving the appeal. The Superintendent's decision shall be final.*



## Acceleration

- ✘ If the decision is made to move forward with acceleration, a six week trial shall begin at the beginning of the next semester. During this trial period:
  - ✓ Counseling and support will be available through the student's guidance counselor.
  - ✓ The student may be withdrawn from accelerated placement, with no repercussions, upon written request of the parent/guardian.
  - ✓ There will be a six-week review of progress.
    - If progress is acceptable at this time, the accelerated placement shall become permanent and further progress will be reported during regular reporting periods (report cards, progress reports, conferences, etc.).
    - If progress is not acceptable at this time, the evaluation committee, with the addition of the new teacher(s), will re-convene to discuss options such as additional support, more time, or termination of accelerated placement.
- ✘ If acceleration requires travel between buildings, transportation arrangements will be made by the District Transportation Coordinator. If parents provide transportation, a stipend (not to exceed the cost if the District were to transport) will be provided at the current mileage rate in the District.
- ✘ Standardized tests will be taken at the accelerated grade level for those students who have been whole grade accelerated. They will be taken at the base grade level for students who are subject accelerated.
- ✘ Elementary report cards for subject accelerated students will be completed by both the grade level teacher and the teacher in the area of subject acceleration. Each will complete the appropriate section of the report card for their respective grade level and subject(s).
- ✘ Extracurricular eligibility will be based on the accelerated grade level for those students who are whole grade accelerated and at the base grade level for those students who are subject accelerated.
- ✘ High school courses taken prior to grade 9 will not result in credit toward graduation. All credits for graduation will be earned while the student is in grades 9-12.
- ✘ Grades from high school courses taken prior to grade 9 will not be calculated in the student's GPA. High school GPA will be calculated from classes taken while the student is in grades 9-12.
- ✘ High school transcripts will note high school courses completed prior to high school.





# STUDENT ACCELERATION EVALUATION

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Phone/Email \_\_\_\_\_

Type of acceleration requested \_\_\_\_\_

### Academic Readiness:

Test	Score	% Tile	Comments

Further evaluation required:

### Social, emotional, and motivational readiness:

Based on interview with the student and information from parents/guardians, teacher, counselor, school psychologist, and other school personnel, this student:	Yes	No
1. Understands and desires acceleration		
2. Has adequate social-emotional development or accelerated placement		

Other observations/comments by the evaluation team:

Requested Acceleration is recommended for approval:  Yes  No Date \_\_\_\_\_

*Evaluation committee members please sign on reverse side.*

**Acceleration Evaluation Committee Members**

Name

Title

Signature

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Administrator approval for Acceleration as described:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Building

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Building

Original to cumulative file / Copies to: GATES Coordinator, parent/guardian, person initiating referral (if not parent/guardian)



# IOWA ACCELERATION EVALUATION RESULTS

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

Are any critical items checked:

- Yes      Whole grade acceleration is not recommended
- No        Continue

Is the AAA subtotal score <10?

- Yes      Whole grade acceleration is not recommended
- No        Continue

### IOWA ACCELERATION SCALE GRAND TOTAL:

Academic Ability, Aptitude and Achievement subtotal \_\_\_\_\_ of a possible 22 points  
 School and Academic Factors subtotal \_\_\_\_\_ of a possible 22 points  
 Developmental Factors subtotal \_\_\_\_\_ of a possible 9 points  
 Interpersonal Skills subtotal \_\_\_\_\_ of a possible 16 points  
 Attitude and Support subtotal \_\_\_\_\_ of a possible 11 points

Add the five subtotals for a GRANT TOTAL of  of a possible 80 points

INTERPRETING THE IOWA ACCELERATION SCALE GRAND TOTAL	
60-80 points	<b>Excellent</b> candidate for whole-grade acceleration Acceleration is recommended
46-59 points	<b>Good</b> candidate for whole-grade acceleration Acceleration is recommended
35-45 points	<b>Marginal</b> candidate for whole-grade acceleration There is no clear recommendation. Carefully consider options
34 or fewer points	Whole-grade acceleration is <b>NOT recommended.</b>

Decision regarding whole-grade acceleration:

- Acceleration request is approved
- Partial acceleration is approved
- Acceleration request is denied
- Other \_\_\_\_\_

Plan:

Team Members:

NAME (PRINT)	TITLE	SIGNATURE

Administrator Approval:

Name \_\_\_\_\_ Signature \_\_\_\_\_

Original to student cumulative file/Copies to parent, GATES Coordinator



# Leadership Characteristics Checklist

Student Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Teacher completing form \_\_\_\_\_ Date \_\_\_\_\_

- Instructions: Check (3) if the characteristic or behavior is noted frequently  
 Check (2) if the characteristic or behavior is noted occasionally  
 Check (1) if the characteristic or behavior is seldom noted  
 Check (0) if the characteristic or behavior has not been observed

Characteristic/Behavior	0	1	2	3
1. Seems to enjoy people. Is sociable and interacts easily with others of all ages.				
2. Is well liked and respected by others. Is often asked for ideas and suggestions. Is looked to by others when something must be decided.				
3. Can stimulate, motivate and influence others. (May have the ability to manipulate)				
4. Can express himself/herself well. Clearly articulates ideas. Gives directions clearly and effectively.				
5. Carries responsibility well. Reliable. Does a good job making sure the task gets done and done well.				
6. Tends to direct activities in which he/she is involved.				
7. Is accepted by others as their leader. Is someone people are willing to follow.				
8. Can perceive the mood of a group and adjust accordingly. Will adopt a non-leadership or shared leadership role when needed.				
9. Can coordinate/organize the work of multiple individuals				
10. Adapts readily to new situations. Is flexible. Does not seem disturbed by change.				

Please list an example(s) of demonstrated leadership:

Other comments: *(use the back of this sheet if more space is needed)*

Please save a completed form and email it to [tina.wallner@wrps.net](mailto:tina.wallner@wrps.net) for gr. K-5 or [kelly.bluell@wrps.net](mailto:kelly.bluell@wrps.net) for gr. 6-12. Thank you.



### Visual/Performing Arts Checklist

Student name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of person completing checklist: \_\_\_\_\_

Relationship to student: \_\_\_\_\_ Email and/or phone #: \_\_\_\_\_

**INSTRUCTIONS:**      Check (3) if the characteristic or behavior is noted frequently  
                                  Check (2) if the characteristic or behavior is noted occasionally  
                                  Check (1) if the characteristic or behavior is seldom noted  
                                  Check (0) if the characteristic or behavior has not been observed

Characteristic/behavior	0	1	2	3
1. <i>Communicates their vision in visual/performing arts.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Unusual ability for aesthetic expression.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>Compelled to perform/produce.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>Exhibits creative expression.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>Desire for creating original product.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>Keenly observant of surroundings.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <i>Continues experimentation with preferred medium.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>Excels in demonstrating the visual/performing arts.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>Vivid imagination.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please list or attach an example(s) of demonstrated artistry:

Other comments:

*Please complete the form and send to [kelly.bluell@wrps.net](mailto:kelly.bluell@wrps.net) or [tina.wallner@wrps.net](mailto:tina.wallner@wrps.net). Thank you.*





<b><i>Musical Behavior and Performance</i></b>	<b><i>Evidence(Please Comment)</i></b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Performs with natural, fluid sense of rhythmic pulse and/or a keen awareness of pitch, tone, melody, and harmony					
Works to improve performance capabilities through focused attention, cognitive and physical preparation , and skill practice					
Projects advanced musical expression beyond age or grade level (i.e. musicality)					
Applies knowledge and skills to create musical compositions					
<b><i>Intensity</i></b>	<b><i>Evidence(Please Comment)</i></b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Shows focused concentration when engaged in musical tasks					
Is self-motivated and works independently on musical activities					
Critiques and refines musical performances and/or compositions; seeks feedback on own musical activities					
Shows persistence and perseverance in musical tasks					

Please give a specific example for each statement that you rated a 4 in the above chart:

Please add any additional comments describing specific strengths or weaknesses of this student that would be helpful in determining the potential talent of this student in music:

Return or email completed form to district GATES Coordinator: [tina.wallner@wrps.net](mailto:tina.wallner@wrps.net) or [kelly.bluell@wrps.net](mailto:kelly.bluell@wrps.net)

*Adapted from WMEA Music Identification Handbook*

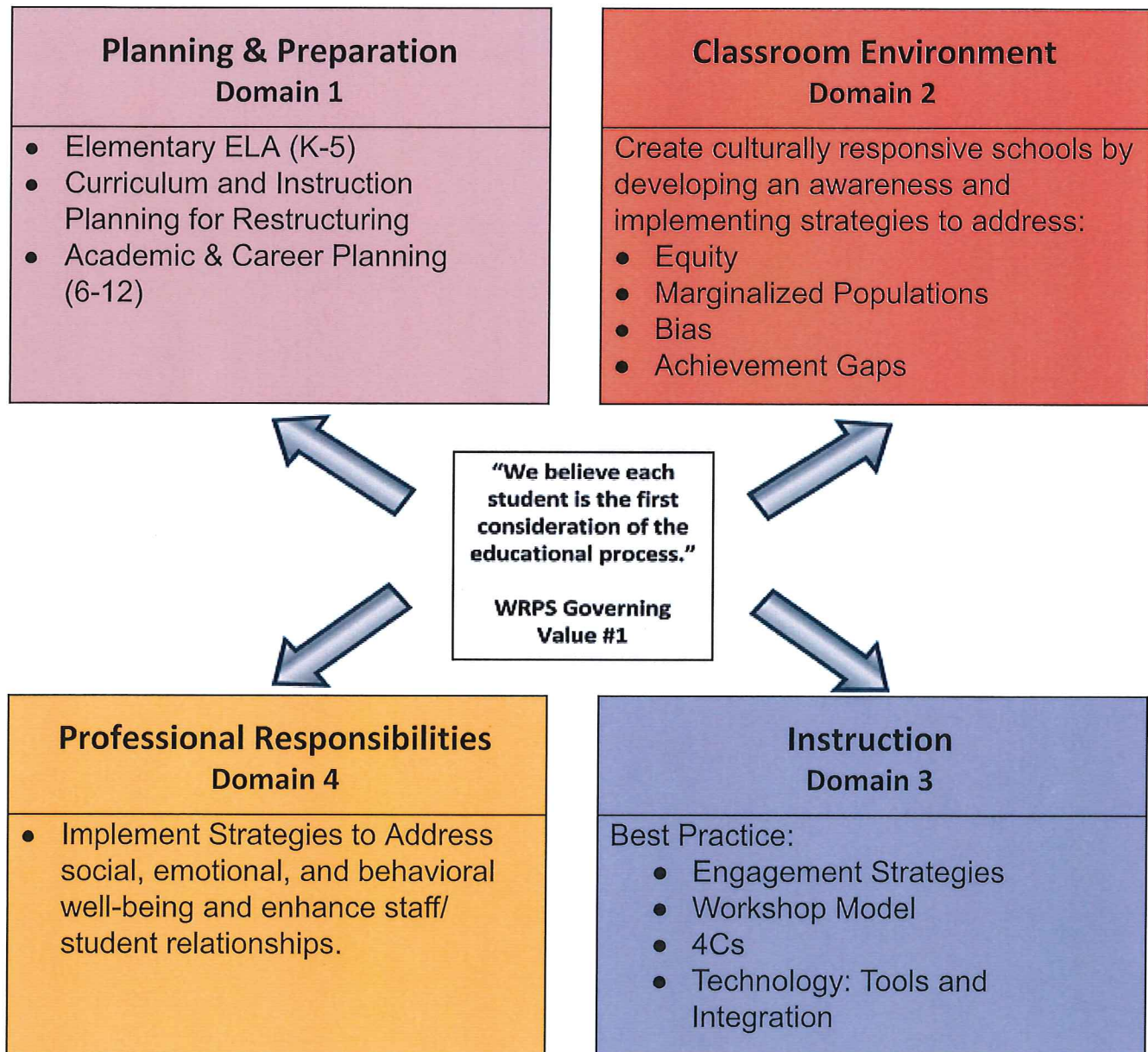
# Wisconsin Rapids Public Schools

## PROFESSIONAL DEVELOPMENT PLAN

### 2017-18

#### **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.”*



## Curriculum Sub Committee (CII) Goals 2017-2018

### Important Links

Strategic Plan:

[http://media.wrps.org/pdf/Strategic\\_Plan\\_Approved\\_2017-03-13.pdf](http://media.wrps.org/pdf/Strategic_Plan_Approved_2017-03-13.pdf)

Technology Plan:

<https://sites.google.com/a/wrps.net/2012-215-wrps-combined-information-and-technology-literacy-plan/>

WRPS Curriculum:

<https://drive.google.com/drive/folders/0B6ZJD1L2s9bUfkI2UFpMZ2Y4LXpaQHUI1NXBKNVIFaEtYniMZ3Rid2hlRm5pTHo1bGdpLUE>

## CII Subcommittees

ART	CAREER AND TECHNICAL EDUCATION	HEALTH	INFORMATION TECHNOLOGY/ LIBRARY MEDIA
<ul style="list-style-type: none"> <li>Phase 1</li> <li>Year 1-3 implementation</li> <li>Professional development</li> <li>Collaboration</li> <li>Implementation of new materials, and technology</li> <li>Begin mapping 6-12 courses for restructuring</li> <li>Develop common assessments</li> </ul>	<ul style="list-style-type: none"> <li>Continue implementation of communication plan and professional development plan, including Carl Perkins initiatives.</li> <li>Revise curriculum, assessments, and materials with the new CTE standards.</li> <li>Develop curriculum and district maps based on new CTE standards, research and community needs.</li> <li>Implement ACP as required</li> <li>Identify concerns and curricular changes that will relate to 6-12 grade realignment.</li> </ul>	<ul style="list-style-type: none"> <li>Continue K-5 material implementation.</li> <li>Continue collaboration to discuss and implement best practices.</li> <li>Provide professional development as needed.</li> <li>Review and implement ACP in 8th grade.</li> <li>Implement new 8th grade curriculum and materials.</li> <li>Begin High School curriculum updates.</li> </ul>	<ul style="list-style-type: none"> <li>Align current K-12 ITL curriculum maps to updated WI ITL Standards.</li> <li>Align Technology Plan with Wisconsin Digital Learning Plan.</li> <li>Review, update and provide support for Projects 4-8.</li> <li>Focus Professional Development on:               <ul style="list-style-type: none"> <li>4C's (critical thinking, creativity, communication and collaboration).</li> <li>Tech Tools and Integration.</li> <li>Explore and evaluate devices, infrastructure and curricular changes as it relates to a 1:1 computing environment.</li> <li>Identify concerns and curricular changes that will relate to 6-12 grade realignment.</li> </ul> </li> </ul>

LANGUAGE ARTS	COUNSELING	MATH	Music
<ul style="list-style-type: none"> <li>K-5: Provide professional development and training in Words Their Way.</li> <li>K-5: Continue supporting the Writing Units of Study.</li> <li>K-5: Continue professional learning about the workshop model.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to integrate ASCA mindset standards in curriculum mapping (K-12).</li> <li>Provide professional development relating to ACP and mental health initiatives (K-12).</li> <li>Identify common lessons, objectives, learning targets and resources in counseling curriculum (K-12).</li> <li>Review implementation goals of ACP initiatives, curriculum and learning objectives with the stakeholders in order to analyze progress made for student success (6-12).</li> </ul>	<ul style="list-style-type: none"> <li>K-5: Support teachers in the utilization of new common assessments aligned with report card standards.</li> <li>K-5: Continue to focus on developing number sense, conceptual understanding, and fluency.</li> <li>K-12: Provide professional development related to best practice and current research.</li> <li>K-12: Introduce WRPS math website.</li> <li>6-12: Implement ACP as required.</li> <li>6-12: Explore resources and PD opportunities for the next acquisition.</li> <li>6-12: Assist with curricular changes related to the upcoming restructuring.</li> </ul>	<ul style="list-style-type: none"> <li>Review and revise curriculum and continue mapping K-12.</li> <li>Research, evaluate, and discuss materials and technology that support the revised curriculum.</li> <li>Present curriculum maps and materials selection to Educational Services Committee and Board of Education for approval.</li> <li>Continue to provide staff development and support in the area of assessment.</li> </ul>

## CII Subcommittees

PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	WORLD LANGUAGE
<ul style="list-style-type: none"> <li>Review 6 - 8 and 9 - 12 Curriculum map and modify as needed to support the realignment of the 8/9 grades.</li> <li>Review and implement ACP initiatives.</li> <li>Elementary Golf Unit Training Course Workshop</li> <li>Continued professional development to support collaboration and best practice within our programs.</li> <li>Professional development with Adaptive Physical Education and IEP Form review.</li> </ul>	<ul style="list-style-type: none"> <li>K-5 in Phase 2 (year 4)</li> <li>6-12 in Phase 2 (year 5)</li> <li>K-5: Develop "Meets Goal" report card statements by grade level</li> <li>6-12: Continue NGSS Alignment and mapping</li> <li>6-12: Align and map ACT CRS-Science to scope and sequence</li> <li>6-12: Implement ACP as required</li> <li>6-12: Complete Course Structure and Course Proposals related to Restructuring by end of September.</li> </ul>	<ul style="list-style-type: none"> <li>Finish writing 6-12 district and curriculum maps for all Social Studies courses (due December 2017).</li> <li>Pilot materials next fall for 6 - 12 classes unaffected by scope and sequence change.</li> <li>Review and pilot (if possible) resources for new classes at the secondary level (spring 2018).</li> <li>Complete writing k - 5 district and curriculum map ( August 2017).</li> <li>Gather input and pilot curriculum materials in primary grades (Fall 2017 - Spring 2018).</li> <li>Present updated curriculum and recommend acquisition of materials to Educational Services Committee and Board for approval (K - 12).</li> </ul>	<ul style="list-style-type: none"> <li>Continue professional development based on best practice.</li> <li>Continue to develop and discuss results of common assessments.</li> <li>Continue work with curriculum mapping (Unit map level).</li> <li>Support teachers transitioning to teaching on the trimester schedule.</li> <li>Continue work to implement the GEAC.</li> </ul>

## District Standing Committees

ADMINISTRATION	ASSESSMENT COMMITTEE	BEHAVIOR AND MENTAL WELLNESS	EDUCATOR EFFECTIVENESS
<ul style="list-style-type: none"> <li>Develop strategies to enhance relationships with teachers and promote educator efficacy.</li> <li>Lead discussions about social justice with building staff.</li> <li>Gain an understanding of trauma sensitive schools .</li> </ul>	<ul style="list-style-type: none"> <li>For elementary report cards, develop common assessments and definitions of proficiency standards.</li> <li>Work with CII Sub-Committees to develop common assessments for each discipline.</li> <li>Continue reading and research to agree upon consistent assessment philosophy and practices for grades 6-12.</li> </ul>	<ul style="list-style-type: none"> <li>All professional and support staff will receive professional development in causes of student misbehavior and methods of prevention and intervention.</li> <li>Behavior and Mental Health Committee will explore, study and develop a system to address behavior intervention in WRPS.</li> <li>The system that the Behavior and Mental Health Committee develops will be disseminated throughout the district and building committees for feedback with the ultimate goal adoption by the Board of Education for approval.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers will complete their evaluation in My Learning Plan.</li> <li>EE Coaches will visit two elementary classrooms per month to provide support and coaching.</li> <li>The EE process will be refined to include component clusters and the 4C's.</li> </ul>

# Charlotte Danielson's FRAMEWORK FOR TEACHING

## DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
- Content and the structure of the discipline
  - Prerequisite relationships
  - Content-related pedagogy
- 1b Demonstrating Knowledge of Students**
- Child and adolescent development
  - Learning process
  - Special needs
  - Students' skills, knowledge, and language proficiency
  - Students' interests and cultural heritage
- 1c Setting Instructional Outcomes**
- Value, sequence, and alignment
  - Clarity
  - Balance
  - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
- For classroom use
  - To extend content knowledge and pedagogy
  - Resources for students
- 1e Designing Coherent Instruction**
- Learning activities
  - Instructional materials and resources
  - Instructional groups
  - Lesson and unit structure
- 1f Designing Student Assessments**
- Congruence with instructional outcomes
  - Criteria and standards
  - Design of formative assessments
  - Use for planning

## DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
- Accuracy
  - Use in future teaching
- 4b Maintaining Accurate Records**
- Student completion of assignments
  - Student progress in learning
  - Noninstructional records
- 4c Communicating with Families**
- Information about the instructional program
  - Information about individual students
  - Engagement of families in the instructional program
- 4d Participating in a Professional Community**
- Relationships with colleagues
  - Participation in school and district projects
  - Involvement in culture of professional inquiry
  - Service to the school
- 4e Growing and Developing Professionally**
- Enhancement of content knowledge and pedagogical skill
  - Receptivity to feedback from colleagues
  - Service to the profession
- 4f Showing Professionalism**
- Integrity/ethical conduct
  - Service to students
  - Advocacy
  - Decision-making
  - Compliance with school and district regulation

## DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
- Teacher interaction with students, including both words and actions
  - Student interaction with students, including both words and actions
- 2b Establishing a Culture for Learning**
- Importance of content and of learning
  - Expectations for learning and achievement
  - Student pride in work
- 2c Managing Classroom Procedures**
- Instructional groups
  - Transitions
  - Materials and supplies
  - Performance of classroom routines
  - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
- Expectations
  - Monitoring student behavior
  - Response to student misbehavior
- 2e Organizing Physical Space**
- Safety and accessibility
  - Arrangement of furniture and use of physical resources

## DOMAIN 3: Instruction

- 3a Communicating With Students**
- Expectations for learning
  - Directions for activities
  - Explanations of content
  - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
- Quality of questions/prompts
  - Discussion techniques
  - Student participation
- 3c Engaging Students in Learning**
- Activities and assignments
  - Grouping of students
  - Instructional materials and resources
  - Structure and pacing
- 3d Using Assessment in Instruction**
- Assessment criteria
  - Monitoring of student learning
  - Feedback to students
  - Student self-assessment and monitoring of progress
- 3e Demonstrating Flexibility and Responsiveness**
- Lesson adjustment
  - Response to students
  - Persistence

**Elementary Professional Development Days Schedule  
2017-18**

	Time	Responsibility
Sept. 29	7:45 - 11:00	District - Words Their Way <sup>^</sup>
	12:00 - 1:30	Building PD Initiatives <sup>^</sup>
	1:45 - 3:15	Teacher Collaboration <sup>^</sup>
Oct. 27	7:45 - 8:30	District - Review Writing Units and WTW <sup>**</sup>
	8:45 - 11:00	Grade Level Meetings - Review Writing Units and WTW <sup>**</sup>
	12:00 - 1:30	Teacher Collaboration
	1:45 - 3:15	Building PD Initiatives
Dec. 1	7:45 - 11:00	District - Behavior & Mental Wellness
	12:00 - 3:15	Record Keeping
Jan. 2	7:45 - 11:00	Building PD Initiatives
	12:00 - 3:15	Teacher Collaboration
March 2	7:45 - 11:00	Building PD Initiatives
	12:00 - 3:15	Record Keeping
April 2	7:45 - 11:15	District - Reading Units Trainer
	12:15-3:15	District - Reading Units Trainer
June 6 pm	Afternoon	Record Keeping
June 7	Full Day	Record Keeping

\*Teachers may choose between WTW training on August 21 p.m., August 29 p.m., or September 29 a.m.  
<sup>^</sup>WRPS Behavior and Mental Wellness Committee will attend training on Adverse Childhood Experiences (ACEs)  
<sup>\*\*</sup>WRPS Special Education Department will meet separately

Summer of 2018: One day follow-up for grade levels on Reading Units

## Secondary Professional Development Days Schedule 2017-2018

	Time	Responsibility
Sept. 29	7:45 - 8:30	District - Academic & Career Planning*
	8:45 - 11:00	Department Meetings - Academic & Career Planning*
	12:00 - 1:30	Building PD Initiatives*
	1:45 - 3:15	Teacher Collaboration*
Oct. 27	7:45 - 8:30	District**
	8:45 - 11:00	Department Meetings**
	12:00 - 1:30	Teacher Collaboration
	1:45 - 3:15	Building PD Initiatives
Dec. 1	7:45 - 11:00	District - Behavior & Mental Wellness
	12:00 - 3:15	Record Keeping
Jan 2	7:45 - 11:00	Building PD Initiatives
	12:00 - 3:15	Teacher Collaboration
Mar 2	7:45 - 11:00	Building PD Initiatives
	12:00 - 3:15	Record Keeping
April 2	7:45 - 3:15	TBD - District/Building
June 6 pm	Afternoon	Record Keeping
June 7	Full Day	Record Keeping

\*WRPS Behavior and Mental Wellness Committee will attend training on Adverse Childhood Experiences (ACEs)

\*\*WRPS Special Education Department will meet separately

### 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
- Morning sessions will begin at 7:45 a.m. and end at 11:00 a.m. Afternoon sessions will begin at 12:00 p.m. and end at 3:15 p.m. Lunch will be from 11:00 a.m. to 12:00 p.m.