



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

Mary Rayome, Chairperson
John Benbow, Jr.
Katie Bielski-Medina
Troy Bier
Larry Davis
Sandra Hett
John Krings, President

May 3, 2021

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

TIME: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Elementary Math Acquisition – Grades K-5
 - B. School Counseling Acquisition – Grades K-12
 - C. Professional Development Plan (2021-2022)
 - D. Professional Development Day Schedule
 - E. District New Colleague/Mentor Handbook
 - F. Reduction of Class Sizes at the Elementary Level Using ESSER Dollars
 - G. Agenda Planners
 - H. Secondary Code of Conduct Handbook
 - I. Gaggle Purchase – ESSER Grant
 - J. Turn It In Purchase – ESSER Grant
 - K. No Red Ink Purchase – ESSER Grant
 - L. Policy 347 Rule (1) – Guidelines for the Control and Maintenance of Student Records
- IV. Updates
 - A. ESSER Expenditures under \$25,000.00
 - B. Grant Applications
 - C. The Effect of Multiple Quarantines on Benchmark Book Progress
 - D. PAC – Operations and COVID
 - E. Virtual Enrollment Updates
- IV. Consent Agenda Items
- V. 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.



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BACKGROUND

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May 3, 2021

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI
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TIME: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Elementary Math Acquisition – Grades K-5

The District Math Council for Instructional Improvement is requesting that Wisconsin Rapids Public Schools adopt the Bridges and Number Corner series from The Math Learning Center as the K-5 district math series beginning in the 2021-2022 school year. Kim Akey, District Math Coordinator, will present the proposal in detail as well as the work of the Math CII Committee that brought them to this unanimous decision.

The total cost of the acquisition for materials to cover a 10-year period is \$319,334.55 with a recurring yearly cost for student consumable workbooks and manipulative replacements estimated at \$34,200.00. Attachment A provides the quotes for the math acquisition.

The administration recommends approval of the proposed math curriculum acquisition of \$319,334.55 to be paid using ESSER grant dollars and the estimated yearly costs of \$34,200.00 to be paid from District Curriculum Referendum dollars.

- B. School Counseling Acquisition – Grades K-12

The Wisconsin Rapids Public Schools (WRPS) School Counseling Department has embarked in its initial curricular acquisition process. Dr. Dani Scott, Director of Pupil Services, will be present to share the work that the Counseling Committee completed in preparation for the acquisition proposal as well as the materials that were decided on.

The total cost for the K-12 Counseling 7-year acquisition is \$64,161.98. The Behavior and Mental Wellness Grant will pay for \$25,000 of the acquisition with the rest being paid for with ESSER grant dollars. Attachment B provides the details of this purchase.

The administration recommends approval of the proposed counseling curriculum acquisition of \$64,161.98 to be paid using Behavior and Mental Wellness grant dollars and ESSER grant dollars.

C. Professional Development Plan (2021-2022)

Attachment C sets out the proposed Professional Development Plan for the 2021-2022 school year. The plan was created with input from the Quality Educator Committee, the Council for Instructional Improvement (CII), Instructional Coaches, and the administrative team. The WRPS Strategic Plan goals set out for 2021-2022 were taken into consideration when developing the plan. Roxanne Filtz, Director of Curriculum and Instruction, will be present to explain the proposed plan.

The administration recommends approval of the 2021-2022 Professional Development Plan as set out in Attachment C.

D. Professional Development Day Schedule

Attachment D sets out the proposed schedule for the Professional Development Days for the 2021-2022 school year. The schedule was developed with input from the Quality Educator Committee, curriculum coordinators, the Council for Instructional Improvement Committee and administrative team.

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

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

The administration recommends approval of the proposed Professional Development Day Schedule for the 2021-2022 school year.

E. District New Colleague/Mentor Handbook

The WRPS New Colleague Mentor Program began in school year 2008-2009. Since that time it has undergone some revisions. The Quality Educator Committee oversees the work of the New Colleague/Mentor Program and has made updates to the New Colleague/Mentor Handbook to reflect these changes and more accurately reflect our current practice. Attachment E outlines the proposed changes to the document.

The administration recommends approval of the proposed changes/ revisions to the New Colleague/Mentor Handbook as presented in Attachment E.

F. Reduction of Class Sizes at the Elementary Level Using ESSER Dollars

The COVID 19 global pandemic has caused significant learning loss for many of our elementary aged students. The federal government has recognized these challenges to teaching and learning across the United States and has addressed ways for states to help combat the learning losses of our students. A majority of this help has come in the form of Federal Grants. While there is some flexibility associated with these grants, the latest round given to the states clearly specifies that 20 percent of the dollars must be spent on addressing learning loss in a proportionate manner across all schools in a district, ensuring that districts respond to students' social, emotional and academic needs and address the disproportionate impact of COVID 19 on underrepresented student subgroups.

Decreasing class sizes is not a solution in and of itself, but it is one small piece of a larger puzzle that will address ways we can help all students succeed.

Attachment F presents a plan for increasing staffing at the elementary level by 5.0 FTE. This increase in section numbers will be for two years, with the idea that such an increase, as well as other modifications in engagement, lesson delivery, intervention help, instructional coaching and other strategies, will help to close the achievement gaps our children are experiencing at the youngest grade levels. The Central Office Administration group has also studied the attrition likelihood of being able to retain these hires after the two years have been complete. The increase will be funded through ESSER Grant dollars for two years. A total two-year cost is estimated to be about \$760,000.00.

The administration recommends approval of the proposed increase in staffing at the elementary level for school years 2021-2022 and 2022-2023 at an estimated cost of \$760,000.00 for two years to be funded through ESSER grant dollars.

G. Agenda Planners

Proposed changes for the 2021-2022 Agenda Planners for Lincoln High School (LHS), Wisconsin Rapids Area Middle School (WRAMS) and the Wisconsin Rapids elementary schools are set out in Attachments G, H and I respectively. Ron Rasmussen, Tracy Ginter and Tina Miller, District Building Administrators, will present the proposed modifications.

The administration recommends approval of the proposed modifications to the LHS Planner for the 2021-2022 school year.

The administration recommends approval of the proposed modifications to the WRAMS Planner for the 2021-2022 school year.

The administration recommends approval of the proposed modifications to the elementary school Planner for the 2021-2022 school year.

H. Secondary Code of Conduct Handbook

Ron Rasmussen, Lincoln High School Principal, will share changes to the Wisconsin Rapids Public Schools Co-Curricular Activities Code of Conduct for Grades 6- 12. The proposed revisions are set in Attachment J.

The administration recommends approval of the suggested revisions to the Wisconsin Rapids Public Schools Co-Curricular Activities Code of Conduct.

I. Gaggle Purchase – ESSER Grant

Gaggle Therapy provides mental health and support services to students using a secure video platform. These services are provided by licensed therapists who have experience working with children and teenagers. Students participate in weekly 45-minute video therapy sessions. Sessions can occur during or outside of the school day depending on the students' needs and availability. Gaggle Therapy follows all FERPA and HIPAA guidelines. There are no out of pocket costs for parents or families. Districts pay a retainer fee and are able to use the services as needed. Unused services can be refunded or rolled over to the next year. The retainer fee is based on 1 percent of a district's student population receiving eight sessions at \$110 per session. The retainer fee for WRPS (50 students) would be \$44,000. Group sessions (maximum of eight students) are available for \$200 per session.

The district already uses Gaggle's Safety Management System which monitors computer usage. The system identifies any inappropriate searches, alarming content, or crisis situations such as self-harm or suicidal comments. Building administrators are notified of any flagged activity. Attachment K provides the quote for this purchase.

The administration recommends approval of the purchase of Gaggle Therapy for \$44,000.00 as proposed above to be funded through ESSER dollars.

J. Turn It In Purchase – ESSER Grant

Turn It In is a program that allows teachers to check for similarity in student work. Students submit work, the work is run through the originality program, and a percentage is assigned to the work. This percentage tells the teacher and student how similar their work is to internet sources and/or to other student work. All work that is submitted using this program becomes a part of the student repository which allows us to build a database of student work and it discourages student cheating. We have successfully used this program in the district since August 2015. The 3-year quote is provided as Attachment L. The quote is for all students in Grades 8 through 12.

The administration recommends approval of the 3-year purchase of Turn It In for a total cost of \$26,216.25 to be paid through ESSER grant dollars.

K. No Red Ink Purchase – ESSER Grant

No Red Ink is a software program that will allow staff to individualize grammar education. This program has been used extensively at the 7th and 9th grade levels, but staff and students have only had access to the free program. The premium program offers new levels of differentiation and a completely reimaged focus on writing and how to teach writing while including individual grammar instruction. This program will address gaps in grammar instruction and will allow staff to meet students where they are at with their grammar knowledge. The quote for three years is included as Attachment M. The quote is for all students in grades 6 through 12.

The administration recommends approval of the purchase of No Red Ink for \$53,300.00 to be funded through ESSER grant dollars.

L. Policy 347 Rule (1) – Guidelines for the Control and Maintenance of Student Records

Beginning with the 2019-20 school year, the District has been piloting the collection of Directory Data release information from parents through the “Online Enrollment Verification” process at the beginning of the year. Prior to this, a physical form was sent home for parents to complete and return. The move to the new, streamlined process has gone well, and has eliminated the need for staff to spend time collecting and individually entering paper forms. In order to continue utilizing this method with parents/guardians each year, Board Policy 347 Rule (1) – Guidelines for the Control and Maintenance of Student Records needs to be updated since it reflects the prior method in which Directory Data consent was handled (Attachment N).

The administration recommends approval of the noted revisions for Policy 347 Rule (1) – Guidelines for the Control and Maintenance of Student Records for first reading.

IV. Updates

A. ESSER Expenditures Under \$25,000.00

SAM Site License for Microsoft Office (3-year membership)

WRPS has encumbered ESSER funds in the amount of \$18,000 for K-12 SAM Site License for Microsoft Office 2019 (3-year membership). SAM is a Student Assessment Management System that will be used in LHS's Information Technology I course that is required for graduation and LHS's Advanced Information Technology II course, a dual credit course.

SAM supports learning loss by helping instructors identify students that are at-risk of not mastering the curriculum competencies with specialized assessments and allows the instructors to develop individualized learning plans for students. It allows interactive and adaptive technology for students with disabilities and facilitates real-world scenarios and assessments while teaching practical skills

Ultrasonic Musical Instrument Cleaner

Currently the music department sends out all of the district brass instruments from the middle and high schools to be cleaned at the end of the school year. The typical cost of this practice is about \$60-\$150 each instrument, depending on the size of the instrument. Past practice was to send out instruments on a rotating basis, but in light of the COVID-19 pandemic, the cleaning will need to occur more frequently.

The District purchased a Sonic Instrument Cleaner from ProSeries at the cost of \$11,800.00 to be funded through ESSER grant dollars.

Houghton Mifflin Harcourt Digital and Hard Copy Materials for 6-12 English Language Arts (ELA)

When the ELA department purchased the Collections program for grades 6-12 six years ago, the online versions of the program would expire after year six. As a result, the department now needs to extend that software purchase for three years to get to the purchasing year of their acquisition cycle.

Grades 6, 7, and 9 chose to purchase the teacher versions of the online software. These three grade levels believe that they can use the print materials we currently own and supplement the teaching materials with the new online platform.

Grade 8 would like to purchase the classroom package which gives every student and teacher access to the online version of Collections.

The cost of the 3-year purchase is a total of \$19,972.60 and will be covered through ESSER grant dollars.

Math Intervention – Bridges

Bridges Intervention provides targeted instruction and assessment for essential K–5 mathematics skills within a tiered system of support. The small-group instruction and ongoing progress monitoring are consistent with a Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) framework. Intended to complement regular math instruction, Bridges Intervention is ideal for small groups and can also be used with individuals. Students work with models that spur thinking and build confidence—starting with manipulatives, moving to two-dimensional representations and then mental images. Organized by content rather than grade, progress monitoring is key to the program. Each focused, 30-minute session is matched to student needs.

In order to address learning losses, the District purchased the Bridges Intervention program at a cost of \$20,204.80, to be funded through ESSER grant dollars.

Solution Tree PLC On Site National Conference

The District recently learned of an opportunity to be a "satellite host" for a Solution Tree PLC conference August 2-4. The times would be 9:00 a.m. - 4:45 p.m. on August 2 and 3 and 9:00 a.m. - 12:45p.m. on August 4.

What this would mean is that WRPS could use the PAC (or other large space) to broadcast a live PLC conference and then use other rooms at Lincoln High School for breakout rooms. We would ensure social distancing in choosing room sizes/locations.

Breakout sessions will be hosted by PLC national experts Tim Brown, Luis Cruz, Timothy Kanold, Anthony Muhammed, Mike Mattos among others. This opportunity would allow us to bring the PLC conference to a large amount of our WRPS teachers.

The cost of the conference is \$24,000. At this point we have just over 100 staff members who have expressed an interest in attending. This conference would be funded through ESSER grant dollars.

B. Grant Updates

Peer Review and Mentor Grant

Each school year the District provides a comprehensive "New Colleague Program" in consortium with surrounding districts. During the 2021-2022 school year, Port Edwards will be partnering with WRPS in our consortium. The program provides an orientation program, monthly seminars, a mentor, and other support systems to make new colleagues' adjustment to their district a successful one. WRPS received this grant last school year and would like to apply for the Peer Review and Mentor Grant once again in order to defray some of the costs of this successful program. The District is applying for the maximum amount of \$25,000.00.

School-Based Mental Health Services Grant

This is a competitive grant program offered by DPI, and awarded to eligible applicants who demonstrate a need for better mental health access and services for children and youth. It is a requirement of the grant to have a community partner(s). WRPS is once again partnering with Aspirus Riverview Hospital and Clinics, Boys and Girls Club, and Advocates Psychotherapy Services. WRPS received this grant in 2019. We are once again applying and hope to receive the maximum amount of \$75,000. We will continue to work with community based providers along with the WRPS Behavior and Mental Wellness Committee and Equity Committee to provide access and mental health services and support to WRPS students and staff.

C. The Possible Impact of Quarantining on District Benchmark Book Data Results

At its April meeting, the Board of Education had asked if the District could determine the possible impact of multiple classroom quarantines or number of students quarantined for significant time periods on our District Benchmark Books data. Ms. Filtz will present her findings related to this request. The report is included as Attachment O.

D. PAC – Operations and COVID Updates

Mr. Broeren, Superintendent, will be present to provide updates on the Performing Arts Center and response to COVID.

E. Off Campus Enrollment

Ms. Filtz, Director of Curriculum and Instruction, will provide an enrollment update of the off-campus/virtual programs. Attachment P provides the number of students enrolled as of April 23, 2021.

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

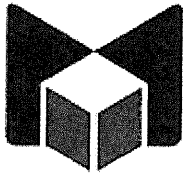
Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

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

- CTE Updates and Grant Proposals (June)
- Pupil Academic Standards (July)
- Achievement Gap Reduction (July)
- End of Year Report (July)
- Seclusion and Restraint (August)
- Parent CII Representatives (September)
- ESSA Update (September)
- ACP Update (October)

Sales Order Quote

Attachment A



The Math Learning Center
P.O. BOX 12929
Salem, OR 97309-0929
1-800-575-8130 Fax 503-961-0132
mathlearningcenter.org

Quote Number 00001701
 Customer Number 0059337
 Quote Date 4/23/2021
 Expiration Date 9/30/2021

Address Information

Bill To Name	Wisconsin Rapids Public Schools	Ship To Name	WISCONSIN RAPIDS PS
Bill To	510 Peach St Wisconsin Rapids, Wisconsin 54494-4663 United States	Ship To	510 PEACH ST WISCONSIN RAPIDS, Wisconsin 54494-4663 United States

Product Code	Product	Quantity	List Price	Discount	Total Price
2B0	Bridges 2ED Gr K Package (4 Boxes)	24.00	\$1,500.00		\$36,000.00
2NC0SB5	NUMBER CORNER 2ED GR K STUDENT BOOK 5/PKG	80.00	\$18.00	50.00%	\$720.00
2B0SB5	BRIDGES 2ED GR K STUDENT BOOK 5/PKG	80.00	\$18.00	50.00%	\$720.00
2B0HC5	BRIDGES 2ED GR K HOME CONNECTIONS BOOK 5/PKG	10.00	\$36.00	50.00%	\$180.00
2B0RNI	GRADE K REQUIRED NOT INCLUDED ITEMS FOR 30 STUDENTS	26.00	\$315.00		\$8,190.00
2B1	Bridges 2ED Gr 1 Package (4 Boxes)	22.00	\$1,500.00		\$33,000.00
2NC1SB5	NUMBER CORNER 2ED GR 1 STUDENT BOOK 5/PKG	80.00	\$18.00	50.00%	\$720.00
2B1SB5	BRIDGES 2ED GR 1 STUDENT BOOK 5/PKG	80.00	\$18.00	50.00%	\$720.00
2B1HC5	BRIDGES 2ED GR 1 HOME CONNECTIONS BOOK 5/PKG	10.00	\$36.00	50.00%	\$180.00
2B1RNI	GRADE 1 REQUIRED NOT INCLUDED ITEMS FOR 30 STUDENTS	25.00	\$275.00		\$6,875.00
2B2	Bridges 2ED Gr 2 Package (4 Boxes)	22.00	\$1,500.00		\$33,000.00
2NC2SB5	NUMBER CORNER 2ED GR 2 STUDENT BOOK 5/PKG	80.00	\$18.00	50.00%	\$720.00
2B2SB5	BRIDGES 2ED GR 2 STUDENT BOOK 5/PKG	80.00	\$18.00	50.00%	\$720.00
2B2HC5	BRIDGES 2ED GR 2 HOME CONNECTIONS BOOK 5/PKG	10.00	\$36.00	50.00%	\$180.00
2B2RNI	GRADE 2 REQUIRED NOT INCLUDED ITEMS FOR 30 STUDENTS	25.00	\$275.00		\$6,875.00
2B3	Bridges 2ED Gr 3 Package (4 Boxes)	23.00	\$1,500.00		\$34,500.00
2NC3SB5	NUMBER CORNER 2ED GR 3 STUDENT BOOK 5/PKG	80.00	\$18.00	50.00%	\$720.00
2B3SB5	BRIDGES 2ED GR 3 STUDENT BOOK 5/PKG	80.00	\$36.00	50.00%	\$1,440.00
2B3HC5	BRIDGES 2ED GR 3 HOME CONNECTIONS BOOK 5/PKG	10.00	\$36.00	50.00%	\$180.00
2B3RNI	GRADE 3 REQUIRED NOT INCLUDED ITEMS FOR 30 STUDENTS	24.00	\$365.00	50.00%	\$4,380.00
2B4	Bridges 2ED Gr 4 Package (4 Boxes)	22.00	\$1,500.00		\$33,000.00
2NC4SB5	NUMBER CORNER 2ED GR 4 STUDENT BOOK 5/PKG	80.00	\$18.00	50.00%	\$720.00
2B4SB5	BRIDGES 2ED GR 4 STUDENT BOOK 5/PKG	80.00	\$36.00	50.00%	\$1,440.00
2B4HC5	BRIDGES 2ED GR 4 HOME CONNECTIONS BOOK 5/PKG	10.00	\$36.00	50.00%	\$180.00
2B4RNI	GRADE 4 REQUIRED NOT INCLUDED ITEMS FOR 30 STUDENTS	23.00	\$150.00		\$3,450.00
2B5	Bridges 2ED Gr 5 Package (4 Boxes)	23.00	\$1,500.00		\$34,500.00
2NC5SB5	NUMBER CORNER 2ED GR 5 STUDENT BOOK 5/PKG	80.00	\$18.00	50.00%	\$720.00
2B5SB5	BRIDGES 2ED GR 5 STUDENT BOOK 5/PKG	80.00	\$36.00	50.00%	\$1,440.00
2B5HC5	BRIDGES 2ED GR 5 HOME CONNECTIONS BOOK 5/PKG	10.00	\$36.00	50.00%	\$180.00
2B5RNI	GRADE 5 REQUIRED NOT INCLUDED ITEMS FOR 30 STUDENTS	24.00	\$135.00		\$3,240.00

Sales Order Quote

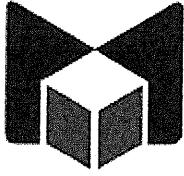
2BPKTG	BRIDGES 2ED GR PRE-K TEACHERS GUIDES	5.00	\$200.00		\$1,000.00
2B0TG	BRIDGES 2ED GR K TEACHERS GUIDES	6.00	\$400.00		\$2,400.00
2B1TG	BRIDGES 2ED GR 1 TEACHERS GUIDES	5.00	\$400.00		\$2,000.00
2B2TG	BRIDGES 2ED GR 2 TEACHERS GUIDES	6.00	\$400.00		\$2,400.00
2B3TG	BRIDGES 2ED GR 3 TEACHERS GUIDES	6.00	\$400.00		\$2,400.00
2B4TG	BRIDGES 2ED GR 4 TEACHERS GUIDES	5.00	\$400.00		\$2,000.00
2B5TG	BRIDGES 2ED GR 5 TEACHERS GUIDES	5.00	\$400.00		\$2,000.00
2BPKSK5	PRE-K STUDENT MANIP KIT 5-PACK	9.00	\$62.50	60.00%	\$225.00
2B0SK5	GR K STUDENT MANIP KIT 5-PACK	11.00	\$125.00	60.00%	\$550.00
2B1SK5	GR 1 STUDENT MANIP KIT 5-PACK	10.00	\$125.00	60.00%	\$500.00
2B2SK5	GR 2 STUDENT MANIP KIT 5-PACK	10.00	\$125.00	60.00%	\$500.00
2B3SK5	GR 3 STUDENT MANIP KIT 5-PACK	9.00	\$125.00	60.00%	\$450.00
2B4SK5	GR 4 STUDENT MANIP KIT 5-PACK	7.00	\$125.00	60.00%	\$350.00
2B5SK5	GR 5 STUDENT MANIP KIT 5-PACK	7.00	\$125.00	60.00%	\$350.00

Total Price	\$266,015.00
Freight %	7.00%
Freight Amount	\$18,621.05
Tax	\$0.00
Grand Total	\$284,636.05

As of January 25, 2021, our shipping/handling fees have changed.

- A standard shipping/handling fee of 10% is applied to the order total.
- The shipping and handling fee is reduced to 7% for purchase orders paid by check or ACH.
- All orders are subject to a minimum \$10 fee.

Sales Order Quote



The Math Learning Center
P.O. BOX 12929
Salem, OR 97309-0929
1-800-575-8130 Fax 503-961-0132
mathlearningcenter.org

Quote Number 00001705
 Customer Number 0059337
 Quote Date 4/23/2021
 Expiration Date 9/30/2021

Address Information

Bill To Name WISCONSIN RAPIDS PS
 Bill To 510 PEACH ST
 WISCONSIN RAPIDS, Wisconsin 54494-4663
 United States

Ship To Name WISCONSIN RAPIDS PS
 Ship To 510 PEACH ST
 WISCONSIN RAPIDS, Wisconsin 54494-4663
 United States

Product Code	Product	Quantity	List Price	Total Price
2BPK	Bridges 2ED Gr Pre-K Package (2 Boxes)	1.00	\$1,200.00	\$1,200.00
2B0	Bridges 2ED Gr K Package (4 Boxes)	2.00	\$1,500.00	\$3,000.00
2B1	Bridges 2ED Gr 1 Package (4 Boxes)	3.00	\$1,500.00	\$4,500.00
2B2	Bridges 2ED Gr 2 Package (4 Boxes)	3.00	\$1,500.00	\$4,500.00
2B3	Bridges 2ED Gr 3 Package (4 Boxes)	1.00	\$1,500.00	\$1,500.00
2B4	Bridges 2ED Gr 4 Package (4 Boxes)	1.00	\$1,500.00	\$1,500.00
2B5	Bridges 2ED Gr 5 Package (4 Boxes)	2.00	\$1,500.00	\$3,000.00

Total Price	\$19,200.00
Freight %	0.00%
Freight Amount	\$0.00
Grand Total	\$19,200.00

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Salem, OR 97309-0929
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Quote Number 00001703
Customer Number 0059337
Quote Date 4/23/2021
Expiration Date 9/30/2021

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Bill To Name WISCONSIN RAPIDS PS
Bill To 510 PEACH ST
WISCONSIN RAPIDS, Wisconsin 54494-4663
United States

Ship To Name WISCONSIN RAPIDS PS
Ship To 510 PEACH ST
WISCONSIN RAPIDS, Wisconsin 54494-4663
United States

Product Code	Product	Quantity	List Price	Total Price
2BESNK	2BESNK	20.00	\$400.00	\$8,000.00

Total Price	\$8,000.00
Freight %	0.00%
Freight Amount	\$0.00
Tax	\$0.00
Grand Total	\$8,000.00

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- All orders are subject to a minimum \$10 fee.

seville classics®

April 9, 2021

Seville Classics, Inc.
19401 Harbongate Way
Torrance, CA 90501

Bill to:	Ship to:
Wisconsin Rapid Public Schools	

Payment Method	Shipping Method:
sevilleclassics.com - Purchase Order	Freight Shipping (~7-10 days)
	Total Shipping Charges: \$0

Products	SKU	Unit Price	Qty	Unit Tax	Ext Price
LARGE 6-DRAWER STORAGE BIN ORGANIZER CART, FROSTED WHITE	WEB915	\$49.99	150	\$0	\$7,498.50

Subtotal: \$7,498.50
Tax: \$0
Grand Total: \$7,498.50

K-12 School Counseling Curricular Purchase		
Overview	Building Total	Department Total
K-12 Resources		\$13,200.00
Elementary		\$40,052.06
Grant Elementary	\$8,669.42	
Grove Elementary	\$5,940.97	
Howe Elementary	\$4,880.61	
Mead Elementary	\$4,027.75	
THINK Academy	\$5,670.58	
Washington Elementary	\$6,603.83	
Woodside Elementary	\$4,258.90	
Middle School		\$10,237.46
High School		\$672.46
Grand Total		\$64,161.98

Teachers Pay Teachers School Access

Subscription cost approx \$4400/year for up to 20 counselors to have access to up to 600 resource licenses per year

Price per Year Total Cost - 3 Years

\$4,400.00

\$13,200.00

**PAYMENT TERMS:**

Payment Due	Net 30 (from invoice date)
Payment Frequency*	Up Front/ Annual
Payment Method	Check
Currency	USD

*If Payment Frequency is Annual, each Term will be billed separately. Fees for the applicable Term will be invoiced at the start of the Term.

SUBTOTAL	\$13,200.00
Estimated Tax*	Tax Exempt
TOTAL	\$13,200.00

*Sales tax ultimately charged may differ. The final sales tax amount will be calculated when an invoice is created.

Directions: If you need to reference a purchase order for this order, you can write the PO # in the box to the right and submit your signed PO with this signed Quote.

Purchase Order # (if applicable, for reference only)

Authorized Signature

Name: _____

Title: _____

Date: _____

Terms & Conditions:

This Quote is for the purchase of successive 12 Service Terms ("Terms") as indicated by the number of Terms designated herein (collectively the "Subscription Commitment"), where each Terms includes access to the TpT School Access platform for the number of users and the number of resource licenses designated herein. The Platform Fee covers standard platform features currently available. TpT may introduce additional features available at an additional cost during the course of Subscription Commitment that Customer may be able to purchase by executing a Quote for such additional services and paying applicable fees. This Quote and your use of the TpT School Access Services is governed by our TpT School Access Subscription Terms ("Terms") found at the following URL: <http://bit.ly/TpTSchoolAccessTerms> which Terms are incorporated by reference into this Quote and together with this Quote and our Privacy Policy form the "Agreement". By signing this Quote, Customer agrees to be bound by this Agreement and the individual signing represents and warrants that he or she is authorized to bind Customer to the Agreement. Customer acknowledges and agrees that any reference to a purchase order in this Quote or any associated invoice is solely for Customer's convenience in record keeping, and no such reference or any delivery of Services to Customer following any issuance of a purchase order shall be deemed as Company's acknowledgement of or agreement to any terms or conditions associated with any such purchase order or in any way be deemed to modify, alter, supersede or supplement the Agreement. The terms and conditions of the Agreement are the exclusive agreement of the parties with respect to the subject matter hereof and no other terms or conditions shall be binding upon Company or otherwise have any force or effect.



Company: Teacher Synergy LLC

Send Purchase Order to:

Attn: School Purchasing Department
PO Box 1411
New York, NY 10276

Date Issued: 04/21/2021
Expiration Date: 05/31/2021

Send Payment to:

Teacher Synergy LLC
75 Remittance Drive – Department 6759
Chicago, IL 60675-6759

SUBSCRIBER DETAILS:

Customer: Lincoln High School
1801 16TH ST S
WISC RAPIDS, WISCONSIN, 54494

Sales Representative	TpT Quote ID
Sudhir Mazumdar	Q015656

Account Contact:

Name: Jenna Peterson
Email Address: jenna.peterson@wrps.net

Invoicing Contact:

Name: Jenna Peterson
Email Address: jenna.peterson@wrps.net

SUBSCRIPTION DETAILS:

USERS	SERVICE TERM(S)
Up to 20	Start Date: 05/05/2021 End Date: 05/04/2024 Number of Terms: 3 Duration per Term (months): 12

SERVICE	QUANTITY	PRICE PER TERM
Easel by TpT (Digital Suite)	1	\$1,400.00
Resource Licenses	600	\$3,000.00

ADDITIONAL SERVICES:

SERVICE	LIST PRICE	DISCOUNT	PRICE
Professional Development	\$500	100%	\$0

Lincoln High School & River Cities High School

Item	Link	Unit Price	# of Units	Total Price
Bulk mini stress balls	Sensory	\$17.49	1	\$17.49
Sensory fidget toys set	Sensory	\$21.99	2	\$43.98
Variety bubble sensory fidget toy	Sensory	\$11.99	5	\$59.95
EDsportshouse 32 pack sensory fidget toys set	Sensory	\$25.95	2	\$51.90
2PCS Push Pop Bubble Sensory Fidget Toy	Sensory	\$15.99	5	\$79.95
BeYumi Marble Fidget Toys	Sensory	\$16.99	2	\$33.98
Smile Stress Balls for kids & adults	Sensory	\$13.97	2	\$27.94
Galaxy Stress Balls for Kids	Sensory	\$24.49	1	\$24.49
Star Stress Balls - Assorted Pack	Sensory	\$10.95	3	\$32.85
Bulk Lined Pocket Journal	Counseling	\$10.99	2	\$21.98
Colorful Blank Notebook Journals	Counseling	\$19.99	2	\$39.98
Hardcover Leatherette Journals (1 navy, 1 black)	Counseling	\$89.00	2	\$178.00
Hardcover Leatherette Journals (4 pack) (1 wine, 1 aqua, 1 green)	Counseling	\$19.99	3	\$59.97
Total Cost				\$672.46

WRAMS

Item	Link	Price Per Unit	Number of Copies	Total Price
SOAR	SOAR		We would like books and the app- for under 100 students and 2 teacher licenses.	\$5,769.98
Girls in Real Life Situations	Girls in Real Life Situations	\$42.99	1	\$42.99
DBT Skills in Schools	DBT Skills in Schools	\$35.59	1	\$35.59
Boys 2 Mentors	Boys 2 Mentors	\$105.00	2	\$210.00
Teens Together Grief Support Curriculum	Teens Together Grief Support Curriculum	\$39.95	1	\$39.95
The Tumaini Way	The Tumaini Way	\$56.05	2	\$112.10
Stopping the Pain	Stopping the Pain	\$14.79	2	\$29.58
Virtues Project	Virtues Project	\$69.99	1	\$69.99
Anxiety Workbook for Teens	Anxiety Workbook for Teens	\$11.67	2	\$23.34
Mind Up	Mind Up	\$16.79	1	\$16.79
Student Success Skills	Student Success Skills	\$85.00	1	\$85.00
Just Be U	Just Be U	\$379.00	1	\$379.00
Mental Health Workbook	Mental Health Workbook: 6 Books in 1: The Attachment Theory, Abandonment Anxiety, Depression in Relationships, Addiction Recovery, Complex PTSD, Trauma, CBT Therapy, EMDR and Somatic Psychotherapy	\$36.80	1	\$36.80
Rise Above	Rise Above	\$12.99	2	\$25.98
Mind Over Mood	Mind Over Mood, Second Edition: Change How You Feel by Changing the Way You Think	\$16.95	2	\$33.90
School Counseling to Close the Achievement Gap	School Counseling to Close the Achievement Gap: A Social Justice Framework for Success 1st Edition	\$29.69	2	\$59.38
The Anger Workbook for Teens	The Anger Workbook for Teens: Activities to Help You Deal with Anger and Frustration	\$23.46	2	\$46.92
Conquer Negative Thinking for Teens	Conquer Negative Thinking for Teens: A Workbook to Break the Nine Thought Habits That Are Holding You Back	\$14.96	2	\$29.92

The Body Image Workbook for Teens	<u>The Body Image Workbook for Teens: Activities to Help Girls Develop a Healthy Body Image in an Image-Obsessed World</u>	\$16.77	2	\$33.54
Coping with Cliques	<u>Coping with Cliques: A Workbook to Help Girls Deal with Gossip, Put-Downs, Bullying, and Other Mean Behavior</u>	\$15.89	2	\$31.78
The Growth Mindset Workbook	<u>The Growth Mindset Workbook for Teens: Say Yes to Challenges, Deal with Difficult Emotions, and Reach Your Full Potential</u>	\$18.95	2	\$37.90
The Executive Functioning Workbook	<u>The Executive Functioning Workbook for Teens: Help for Unprepared, Late, and Scattered Teens</u>	\$17.28	2	\$34.56
The Shyness and Social Anxiety Workbook	<u>The Shyness and Social Anxiety Workbook for Teens: CBT and ACT Skills to Help You Build Social Confidence</u>	\$16.77	2	\$33.54
Beyond the Blues	<u>Beyond the Blues (A Workbook to Help Teens Overcome Depression)</u>	\$13.29	2	\$26.58
The Think Confident, Be Confident Workbook	<u>The Think Confident, Be Confident Workbook for Teens: Activities to Help You Create Unshakable Self-Confidence and Reach Your Goals</u>	\$16.95	2	\$33.90
The Social Media Workbook for Teens	<u>The Social Media Workbook for Teens: Skills to Help You Balance Screen Time, Manage Stress, and Take Charge of Your Life</u>	\$13.29	2	\$26.58
The Gender Quest Workbook	<u>The Gender Quest Workbook: A Guide for Teens and Young Adults Exploring Gender Identity</u>	\$17.08	2	\$34.16
The ADHD Workbook for Teens	<u>The ADHD Workbook for Teens: Activities to Help You Gain Motivation and Confidence</u>	\$14.96	2	\$29.92
ReTHINK Card Deck	<u>ReTHINK Card Deck</u>	\$15.29	1	\$15.29
The One Circle Set	<u>The One Circle Set</u>	\$2,853.00		\$2,853.00
Total Cost				\$10,237.46

Grant Elementary

Item	Link	Price
The Crayon Box that Talked	Diversity	\$11.59
Cupcake	Self Esteem	\$14.11
Elmer	Diversity	\$13.99
ABC I Like Me	Self Esteem	\$7.99
Hooray for You	Self Concept	\$1.29
I Like Myself	Self Concept	\$13.39
The Rainbow Fish	Sharing	\$9.99
I am Responsible	Responsibility	\$19.99
Giraffes Can't Dance	Accepting Differences	\$13.59
My Secret Bully	Bullying	\$17.99
The Recess Queen	Bullying	\$13.69
Stop Picking on Me	Bullying	\$7.99
Words Are Not for Hurting	Kindness	\$11.95
One of Those Days	Attitude	\$13.69
Just Kidding	Bullying	\$16.99
Grumpy Cat	Feelings	\$5.97
Glad Monster, Sad Monster	Feelings	\$11.69
How Are You Peeling	Feelings	\$7.99
How Full is Your Bucket for Kids	Kindness	\$9.99
My Many Colored Days	Feelings	\$15.29
Today I Feel Silly and Other Moods...	Feelings	\$14.49
ABC of Jobs	Careers	\$14.98
Try and Stick with It	Perseverance	\$11.99
Book Set: Julia Cook Books	Julia Cook Complete Book Set	\$811.10
Book: Consent for Kids	Consent for Kids	\$12.69
Worry Says What?	Worry	\$7.99
Hey Warrior	Anxiety	\$29.99
Hey Awesome	Anxiety	\$34.63
When Miles Got Mad	Anger	\$11.70
The Band-Aid Chicken	Bullying	\$9.95

My Magic Breath	<u>Mindful Breathing</u>	\$16.49
Hair Like Mine	<u>Differences</u>	\$9.89
Sulwe	<u>Diversity</u>	\$9.94
Hair Love	<u>Diversity</u>	\$6.90
I am Enough	<u>Diversity</u>	\$12.45
When My Worries Get Too Big	<u>Anxiety</u>	\$17.39
The Worrywarts	<u>Anxiety</u>	\$8.98
What If?	<u>Anxiety</u>	\$5.48
How Big Are Your Worries Little Bear	<u>Anxiety</u>	\$15.95
There's a Bully in My Brain	<u>Anxiety</u>	\$12.86
The Huge Bag Of Worries	<u>Anxiety</u>	\$11.99
Help Your Dragon Deal with Anxiety	<u>Anxiety</u>	\$12.69
Doodleville	<u>Coping w/ Big Feelings</u>	\$9.74
We All Belong	<u>Diversity</u>	\$12.61
Scribble Stones	<u>Kindness</u>	\$16.19
All Are Welcome	<u>Diversity/ Inclusion</u>	\$11.98
I Can Do Hard Things	<u>Positive Affirmations</u>	\$11.66
Horton Hatches the Egg	<u>Responsibility</u>	\$14.99
Have You Filled a Bucket Today?	<u>Kindness</u>	\$11.69
You Matter	<u>Self Concept</u>	\$12.29
CBT Workbook for Kids- Anxiety	<u>Anxiety</u>	\$10.20
Not in Room 204	<u>Abuse</u>	\$7.99
Each Kindness	<u>Kindness</u>	\$13.35
I Call My Hands Gentle	<u>Safety</u>	\$1.23
Bounce Back: A Book about Resilience	<u>Resilience</u>	\$25.98
Weird	<u>Bullying</u>	\$9.99
Tough	<u>Bullying</u>	\$9.99
Dare	<u>Bullying</u>	\$9.99
Always and Forever	<u>Grief</u>	\$9.99
The Lovables In the Kingdom of Self Esteem	<u>Self Concept</u>	\$14.68
Mr Peabody's Apples	<u>Rumors</u>	\$31.28

The Invisible Boy	<u>Inclusion/ Friendship</u>	\$10.59
Group Curriculum Bundle	<u>Small Group Counseling</u>	\$217.00
Skin Like Mine	<u>Skin like mine</u>	\$8.95
Zones of Regulation- Dry Erase	<u>Zones of Regulation Dry Erase</u>	\$10.99
Play it Safe- Pre K	<u>Play it Safe- Pre K</u>	\$329.00
Play it Safe- K	<u>Play it Safe- K</u>	\$329.00
Play it Safe- 1	<u>Play it Safe- 1</u>	\$329.00
Play it Safe- 2	<u>Play it Safe- 2</u>	\$329.00
Play it Safe- 3	<u>Play it Safe- 3</u>	\$229.00
Play it Safe- 4	<u>Play it Safe- 4</u>	\$229.00
Play it Safe- 5	<u>Play it Safe- 5</u>	\$229.00
Resisting Drugs DVD	<u>Resisting Drugs DVD</u>	\$99.00
Resisting cigarettes DVD	<u>Resisting Cigarettes DVD</u>	\$99.00
Your Body Belongs to You Book	<u>Abuse</u>	\$6.99
My Body Belongs to Me	<u>Abuse</u>	\$28.91
A Terrible Thing Happened	<u>A Terrible Thing Happened</u>	\$9.99
Talk about Touch	<u>Talk about Touch</u>	\$12.95
My Body is Private	<u>My Body is Private</u>	\$6.99
Laurie Tells	<u>Laurie Tells</u>	\$12.95
Let's Talk About Body Boundaries, Consent, and	<u>Lets Talk about...</u>	\$9.95
My Magical Dreams	<u>Careers</u>	\$15.52
That Uh-Oh Feeling	<u>Protective Behaviors</u>	\$14.89
Crumpled Feelings	<u>Forgiveness</u>	\$14.95
Smart Guidance: Mind Your Mindset	<u>Lessons</u>	\$49.95
Monday, Wednesday & Every Other Weekend	<u>Divorce/Family Change</u>	\$24.98
Strictly No Elephants	<u>Inclusion</u>	\$13.99
Some Bunny to Talk to	<u>Going to Therapy</u>	\$9.50
Horrible Bear	<u>Friendship</u>	\$10.99
I Can Be Anything Don't Tell Me I Can't	<u>Careers</u>	\$14.62
Clothesline Clues To Jobs People Do	<u>Careers</u>	\$7.49
Listening with my heart	<u>positive self talk</u>	\$11.77

The day You Begin	<u>Diversity</u>	\$13.49
Why Would Someone Want to Die	<u>Suicide</u>	\$10.00
StarBound	<u>Starbound Small Group</u>	\$29.95
My Daddy Is In Jail	<u>Incarceration</u>	\$14.95
My Night Dad Went To Jail	<u>Incarceration</u>	\$8.49
Far Apart, Close In Heart	<u>Incarceration</u>	\$13.99
Spoon	<u>Differences</u>	\$12.79
Somebody Cares	<u>Neglect</u>	\$9.99
Sam Speaks Out	<u>Protective Behaviors</u>	\$10.52
Angryman	<u>Protective Behaviors</u>	\$12.79
Mae Among the Stars	<u>Careers</u>	\$15.99
Good News Bad News	<u>Conflict Resolution</u>	\$12.79
Sticks	<u>Perseverance</u>	\$16.19
I Can Say No	<u>Protective Behaviors</u>	\$9.95
How To Grow A Friend	<u>Friendship</u>	\$16.99
The Power of One	<u>Kindness</u>	\$15.63
Better Than You	<u>Friendship/Bragging</u>	\$13.99
Quiet Please Owen McPhee	<u>Listening</u>	\$11.99
Lena's Shoes Are Nervous	<u>1st Day of School</u>	\$10.99
Rainboy	<u>Inclusion</u>	\$7.99
Goodbye, School	<u>Transition</u>	\$14.52
The Buddy Bench	<u>Friendship</u>	\$17.95
Mixed: A Colorful Story	<u>Differences</u>	\$12.59
Deep Breaths	<u>Friendship/Mindfulness</u>	\$14.99
Everyone..	<u>Empathy</u>	\$14.99
Your Fantastic Elastic Brain	<u>Growth Mindset</u>	\$13.99
Invisible Weapons	<u>Bullying DVD</u>	\$79.95
Some Secrets Should Never Be Kept	<u>Protective Behaviors</u>	\$9.95
Do You Have A Secret	<u>Protective Behaviors</u>	\$7.99
No Means No	<u>Protective Behaviors</u>	\$15.95
What If A Stranger Approaches You	<u>Stranger Safety</u>	\$7.49

Eyes That Kiss In The Corners	Diversity	\$14.39
What Does It Mean To Be Kind	Kindness	\$14.60
Accept And Value Each Person	Acceptance	\$11.99
The Career Game Workbooks	Career Explorer Workbook	\$520.00
imagination like mine	diferences	\$9.95
Rain Brings Frogs	positive thinking	\$10.99
Zero	Self Concept	\$14.45
One	bullying	\$11.12
Two	friendship	\$15.03
Little Yogi Deck	self regulation	\$17.96
A Little Spot Takes Action	Emotions	\$43.72
A little Sport of Life Skills	Life Skills	\$39.72
Conscious Discipline Self Regulation Pack	Self Regulation	\$70.00
Conscious Discipline Feeling Buddies	Feeling Buddies	\$325.00
A Kids Book About White Privilege	White Privilege	\$19.95
Newmark Book Set	Newmark Link	\$1,295.00
Zones of Regulation Book and Game Bundle - A	Ordering Page	\$162.39
26 Books on difficult topics	26 Books Link	\$259.74
4th Grade Second Step Curriculum	Second Step 4th Grade Kit	\$439.00
Be Careful and Stay Safe Book	Be Careful and Stay Safe Book	\$11.99
My Body Belongs to Me: From my Head to my T	Protective Behaviors	\$8.20
You Can Keep Yourself Safe	Protective Behaviors DVD	\$149.95
Berenstain Bears Learn About Strangers	Strangers	\$4.99
What Happens When Someone I Love Has Can	Cancer	\$9.99
Cancer Party	Cancer	\$9.99
How to Care for a Very Sick Bear	Cancer	\$10.39
TPT Allowance		\$300.00
A Little Spot Book Set - Feelings	Feelings	\$43.73
A Little Spot Teacher's Guide	SEL	\$33.96
Total Cost		\$8,669.42

Grove Elementary

Item	Link	Price
Book Set: Julia Cook Books	Julia Cook Complete Book Set	\$811.10
Book: Consent for Kids	Consent for Kids	\$12.69
Worry Says What?	Worry	\$7.99
Hey Warrior	Anxiety	\$29.99
Hey Awesome	Anxiety	\$34.63
When Miles Got Mad	Anger	\$11.70
The Band-Aid Chicken	Bullying	\$9.95
My Magic Breath	Mindful Breathing	\$16.49
Hair Like Mine	Differences	\$9.89
Sulwe	Diversity	\$9.94
Hair Love	Diversity	\$6.90
I am Enough	Diversity	\$12.45
When My Worries Get Too Big	Anxiety	\$17.39
The Worrywarts	Anxiety	\$8.98
What If?	Anxiety	\$5.48
How Big Are Your Worries Little Bear	Anxiety	\$15.95
There's a Bully in My Brain	Anxiety	\$12.86
The Huge Bag Of Worries	Anxiety	\$11.99
Help Your Dragon Deal with Anxiety	Anxiety	\$12.69
Doodleville	Coping w/ Big Feelings	\$9.74
We All Belong	Diversity	\$12.61
Scribble Stones	Kindness	\$16.19
All Are Welcome	Diversity/ Inclusion	\$11.98
I Can Do Hard Things	Positive Affirmations	\$11.66
Horton Hatches the Egg	Responsibility	\$14.99
Have You Filled a Bucket Today?	Kindness	\$11.69
You Matter	Self Concept	\$12.29
CBT Workbook for Kids- Anxiety	Anxiety	\$10.20
Not in Room 204	Abuse	\$7.99
Each Kindness	Kindness	\$13.35

I Call My Hands Gentle	Safety	\$1.23
Bounce Back: A Book about Resilience	<u>Resilience</u>	\$25.98
Weird	<u>Bullying</u>	\$9.99
Tough	<u>Bullying</u>	\$9.99
Dare	<u>Bullying</u>	\$9.99
Always and Forever	<u>Grief</u>	\$9.99
The Lovables In the Kingdom of Self Esteem	<u>Self Concept</u>	\$14.68
Mr Peabody's Apples	<u>Rumors</u>	\$31.28
The Invisible Boy	<u>Inclusion/ Friendship</u>	\$10.59
Group Curriculum Bundle	<u>Elementary School Small Group Cou</u>	\$217.00
Skin Like Mine	<u>Skin like mine</u>	\$8.95
Zones of Regulation- Dry Erase	<u>Zones of Regulation Dry Erase</u>	\$10.99
Zones of Regulation- Storybook Set	<u>Zones Storybook Set</u>	\$35.99
Zones of Regulation- Navigating the Zones G	<u>Zone Game</u>	\$54.99
Play it Safe- Pre K	<u>Play it Safe- Pre K</u>	\$329.00
Play it Safe- K	<u>Play it Safe- K</u>	\$329.00
Play it Safe- 1	<u>Play it Safe- 1</u>	\$329.00
Play it Safe- 2	<u>Play it Safe- 2</u>	\$329.00
Play it Safe- 3	<u>Play it Safe- 3</u>	\$229.00
Play it Safe- 4	<u>Play it Safe- 4</u>	\$229.00
Play it Safe- 5	<u>Play it Safe- 5</u>	\$229.00
Resisting Drugs DVD	<u>Resisting Drugs DVD</u>	\$99.00
Resisting cigarettes DVD	<u>Resisting Cigarettes DVD</u>	\$99.00
Your Body Belongs to You Book	<u>Abuse</u>	\$6.99
My Body Belongs to Me	<u>Abuse</u>	\$28.91
A Terrible Thing Happened	<u>A Terrible Thing Happened</u>	\$9.99
Talk about Touch	<u>Talk about Touch</u>	\$12.95
My Body is Private	<u>My Body is Private</u>	\$6.99
Laurie Tells	<u>Laurie Tells</u>	\$12.95
Let's Talk About Body Boundaries, Consent, a	<u>Let's Talk about...</u>	\$9.95
My Magical Dreams	<u>Careers</u>	\$15.52

That Uh-Oh Feeling	Protective Behaviors	\$14.89
Crumpled Feelings	<u>Forgiveness</u>	\$14.95
Smart Guidance: Mind Your Mindset	<u>Lessons</u>	\$49.95
Monday, Wednesday & Every Other Weekend	<u>Divorce/Family Change</u>	\$24.98
Strictly No Elephants	<u>Inclusion</u>	\$13.99
Some Bunny to Talk to	<u>Going to Therapy</u>	\$9.50
Horrible Bear	<u>Friendship</u>	\$10.99
I Can Be Anything Don't Tell Me I Can't	<u>Careers</u>	\$14.62
Clothesline Clues To Jobs People Do	<u>Careers</u>	\$7.49
Listening with my heart	<u>positive self talk</u>	\$11.77
The day You Begin	<u>Diversity</u>	\$13.49
Why Would Someone Want to Die	<u>Suicide</u>	\$10.00
StarBound	<u>Starbound Small Group</u>	\$29.95
My Daddy Is In Jail	<u>Incarceration</u>	\$14.95
My Night Dad Went To Jail	<u>Incarceration</u>	\$8.49
Far Apart, Close In Heart	<u>Incarceration</u>	\$13.99
Spoon	<u>Differences</u>	\$12.79
Somebody Cares	<u>Neglect</u>	\$9.99
Sam Speaks Out	<u>Protective Behaviors</u>	\$10.52
Angryman	<u>Protective Behaviors</u>	\$12.79
Mae Among the Stars	<u>Careers</u>	\$15.99
Good News Bad News	<u>Conflict Resolution</u>	\$12.79
Sticks	<u>Perseverance</u>	\$16.19
I Can Say No	<u>Protective Behaviors</u>	\$9.95
How To Grow A Friend	<u>Friendship</u>	\$16.99
The Power of One	<u>Kindness</u>	\$15.63
Better Than You	<u>Friendship/Bragging</u>	\$13.99
Quiet Please Owen McPhee	<u>Listening</u>	\$11.99
Lena's Shoes Are Nervous	<u>1st Day of School</u>	\$10.99
Rainboy	<u>Inclusion</u>	\$7.99
Goodbye, School	<u>Transition</u>	\$14.52

The Buddy Bench	<u>Friendship</u>	\$17.95
Mixed: A Colorful Story	<u>Differences</u>	\$12.59
Deep Breaths	<u>Friendship/Mindfulness</u>	\$14.99
Everyone..	<u>Empathy</u>	\$14.99
Your Fantastic Elastic Brain	<u>Growth Mindset</u>	\$13.99
Invisible Weapons	<u>Bullying DVD</u>	\$79.95
Some Secrets Should Never Be Kept	<u>Protective Behaviors</u>	\$9.95
Do You Have A Secret	<u>Protective Behaviors</u>	\$7.99
No Means No	<u>Protective Behaviors</u>	\$15.95
What if A Stranger Approaches You	<u>Stranger Safety</u>	\$7.49
Eyes That Kiss In The Corners	<u>Diversity</u>	\$14.39
What Does It Mean To Be Kind	<u>Kindness</u>	\$14.60
Accept And Value Each Person	<u>Acceptance</u>	\$11.99
The Career Game Workbooks	<u>Career Explorer Workbook</u>	\$520.00
imagination like mine	<u>differences</u>	\$9.95
Rain Brings Frogs	<u>positive thinking</u>	\$10.99
Zero	<u>Self Concept</u>	\$14.45
One	<u>bullying</u>	\$11.12
Two	<u>friendship</u>	\$15.03
Little Yogi Deck	<u>self regulation</u>	\$17.96
A Little Spot Takes Action	<u>Emotions</u>	\$43.72
A little Sport of Life Skills	<u>Life Skills</u>	\$39.72
Conscious Discipline Self Regulation Pack	<u>Self Regulation</u>	\$70.00
Conscious Discipline Feeling Buddies	<u>Feeling Buddies</u>	\$325.00
A Kids Book About White Privilege	<u>White Privilege</u>	\$19.95
Be Careful and Stay Safe Book	<u>Be Careful and Stay Safe Book</u>	\$11.99
My Body Belongs to Me: From my Head to m	<u>Protective Behaviors</u>	\$8.20
You Can Keep Yourself Safe	<u>Protective Behaviors DVD</u>	\$149.95
What Happens When Someone I Love Has C	<u>Cancer</u>	\$9.99
Cancer Party	<u>Cancer</u>	\$9.99
How to Care for a Very Sick Bear	<u>Cancer</u>	\$10.39

Total Cost

\$5,940.97

Howe Elementary

Item	Link	Price
Book Set: Julia Cook Books	Julia Cook Complete Book Set	\$811.10
Book: Consent for Kids	Consent for Kids	\$12.69
Hair Like Mine	Diversity	\$9.89
Band-aid Chicken	Band-Aid Chicken Link	\$9.95
Not in Room 204	Abuse	\$7.99
Each Kindness	Kindness	\$13.35
I Call My Hands Gentle	Safety	\$1.23
Worry Says What?	Worry	\$7.99
That's My Story Too	Lesson Plans	\$36.95
Hey Warrior	Anxiety	\$29.99
Hey Awesome	Anxiety	\$25.25
When Miles Got Mad	Anger	\$11.70
Skin Like Mine	Skin like mine	\$8.95
Sulwe	Diversity	\$9.94
Hey Awesome	Anxiety	\$25.25
Zones of Regulation Book and Game Bundle	Ordering Page	\$71.99
Zones Stop, Opt, and Go Dry Erase Poster	Ordering Page	\$10.99
Zones Tools to Try Card Decks Across the Ages	Ordering Page	\$35.99
Zones of Regulation Dry Erase Poster	Ordering Page	\$10.99
One big heart	Inclusion	\$15.99
Mr. Peabody's Apples	Apples	\$46.09
26 Books on difficult topics	26 books	\$259.74
Play It Safe 5K	Play It Safe!® - Child Abuse Prevention Program - Online Viewing - Tarrant County - Elementary School	\$329.00
Play It Safe 1st		\$329.00
Play It Safe 2nd		\$329.00
Play It Safe 3rd		\$229.00
Play It Safe 4th		\$229.00

Play It Safe 5th			\$229.00
Resisting drugs DVD	https://nationalschoolproducts.com/collections/drug-prevention-health-education/products/25-smart-ways-to-resist-drugs-dvd		\$99.00
Resisting cigarettes DVD	https://nationalschoolproducts.com/collections/drug-prevention-health-education/products/25-smart-ways-to-resist-smoking-dvd		\$99.00
Your Body Belongs to You Book	<u>Your Body Belongs to You</u>		\$7.66
My Body Belongs to Me	<u>My Body Belongs to Me</u>		\$28.91
A Terrible Thing Happened	<u>A Terrible Thing Happened</u>		\$9.99
Talk about Touch	<u>Talk about Touch</u>		\$12.95
My Body is Private	<u>My Body is Private</u>		\$6.99
Laurie Tells	<u>Laurie Tells</u>		\$12.95
Let's Talk About Body Boundaries, Consent, and Respect	<u>Lets Talk about...</u>		\$9.95
My Magical Dreams	<u>Careers</u>		\$15.49
That Uh-Oh Feeling	<u>Protective Behaviors</u>		\$14.89
Crumpled Feelings	<u>Forgiveness</u>		\$14.95
Powerful You	<u>Lessons</u>		\$28.95
Smart Guidance: Mind Your Mindset	<u>Lessons</u>		\$49.95
Monday, Wednesday & Every Other Weekend	<u>Divorce/Family Change</u>		\$24.98
Strictly No Elephants	<u>Inclusion</u>		\$12.89
Some Bunny to Talk to	<u>Going to Therapy</u>		\$9.50
Horrible Bear	<u>Friendship</u>		\$10.15
I Can Be Anything Don't Tell Me I Can't	<u>Careers</u>		\$14.62
Clothesline Clues To Jobs People Do	<u>Careers</u>		\$7.49
Listening with my heart	<u>positive self talk</u>		\$12.17
The day You Begin	<u>Diversity</u>		\$13.49
Superheroes Social Skills	<u>Social Skills-Small Group</u>		\$865.00
Why Would Someone Want to Die	<u>Suicide</u>		\$10.00
StarBound	<u>Starbound Small Group</u>		\$29.95
My Daddy Is In Jail	<u>Incarceration</u>		\$14.95

My Night Dad Went To Jail	Incarceration	\$8.49
Far Apart, Close In Heart	<u>Incarceration</u>	\$13.99
Spoon	<u>Differences</u>	\$12.79
Somebody Cares	<u>Neglect</u>	\$8.99
Sam Speaks Out	<u>Protective Behaviors</u>	\$6.52
Angryman	<u>Protective Behaviors</u>	\$12.79
Mae Among the Stars	<u>Careers</u>	\$15.99
Good News Bad News	<u>Conflict Resolution</u>	\$12.79
Sticks	<u>Perseverance</u>	\$16.19
I Can Say No	<u>Protective Behaviors</u>	\$9.95
Bee-Wigged	<u>friendship</u>	\$6.99
Those Shoes	<u>gratitude</u>	\$6.99
Zach Gets Frustrated	<u>self regulation</u>	\$12.99
Zach Makes Mistakes	<u>mistakes</u>	\$12.99
Zach Hangs In There	<u>resilience</u>	\$12.61
Zach Apologizes	<u>apologizing</u>	\$12.99
Zach Stands Up	<u>assertion/bullying</u>	\$12.99
Stephanie's Ponytail	<u>peer pressure</u>	\$6.95
One	<u>bullying</u>	\$11.12
Two	<u>friendship</u>	\$15.03
The Cool Bean	<u>kindness</u>	\$9.48
The Bad Seed	<u>positive change</u>	\$10.96
The Couch Potato	<u>healthy choices</u>	\$13.28
The Good Egg	<u>self acceptance</u>	\$12.99
Something Beautiful	<u>gratitude</u>	\$7.99
A Bug and a Wish	<u>assertion</u>	\$10.95
Total Cost		\$4,880.61

Mead Elementary

Item	Website Link	Price
I am Human	A book on Empathy	\$7.29
I am Love	A book on Compassion	\$8.28
I am Peace	A book on Mindfulness	\$7.10
I am One	A book on Action	\$9.99
I am Yoga	Mindfull Exceress	\$7.99
A kids book about-26 books that teach about difficult subjects	Diversity	\$259.74
The Ant Hill Disaster	Julia Cook	\$9.95
The Anti-Text Anxiety Society	Julia Cook	\$9.49
A Bad Case of Tattle Tongue	Julia Cook	\$9.89
Be Where Your Feet Are	Julia Cook	\$9.89
Bully B.E.A.N.S.	Julia Cook	\$9.95
But it's Not My Fault	Julia Cook	\$9.95
Don't Be Afraid to Drop	Julia Cook	\$9.95
A Flickerof Hope	Julia Cook	\$9.95
Foster Care: One Dog's Story of Change	Julia Cook	\$9.50
The Great Compromise	Julia Cook	\$10.95
How to be Comfortable in Your Own Freatthers	Julia Cook	\$9.79
I can't find whatchamacallit?	Julia Cook	\$9.79
I have Ants in My Pants	Julia Cook	\$9.95
I'm Stretched	Julia Cook	\$9.95
Jumping Into Kindergarten	Julia Cook	\$7.79
Study Skills... Not!!!	Julia Cook	\$9.39
Well I can Top That!	Julia Cook	\$10.95
What Shoes Will You Wear?	Julia Cook	\$9.95
What's In It for Me?	Julia Cook	\$10.95
Peer Pressure Gauge	Julia Cook	\$214.95
Responsible Me!	Julia Cook	\$22.95
Blueloon	Julia Cook	\$9.95
Blueloon activity Book	Activity book	\$9.95
Its my may or the highway	Julia Cook	\$10.95

Conscious Discipline - Toolkit (English & Spanish version)	<u>Classroom Curriculum</u>	\$325.01
Social Skill Actives for Kids	<u>Counseling Group</u>	\$11.00
CBT Workbook for kids	<u>Counseling Group</u>	\$9.72
CBT toolbox for children and Adolescents	<u>Counseling Group</u>	\$20.48
Anxiety Relief for kids	<u>Counseling Group</u>	\$16.16
Coping Skills for kids	<u>Counseling Group</u>	\$18.69
You matter	<u>Self identity</u>	\$12.29
Elementary School Small Group Curriculum Bundle	<u>Small group</u>	\$217.00
Mr. Peabody's Apples	<u>Rumors</u>	\$31.75
Not in Room 204	<u>Abuse</u>	\$7.99
The Werid Sersers by Erin Frankle	<u>Bullying</u>	\$27.00
G.I.R.L.S Small group	<u>Small group</u>	\$42.99
A little spot of Emotion	<u>Feelings</u>	\$43.73
A Little Spot takes action	<u>resilince</u>	\$43.73
A little spot life skill	<u>Life skills</u>	\$39.40
Ninja life hacks: leadership	<u>Leadership</u>	\$42.62
Ninja life hacks:Growth mindset	<u>Growth mindset</u>	\$42.50
Ninja life hacks emotions and feelings	<u>emotions</u>	\$41.95
Mindfulness for kids	<u>mindful actives 6-10</u>	\$11.99
Mindfulness workbook for kids	<u>mindful actives 8-14</u>	\$10.79
Sulwe	<u>Diversity</u>	\$9.94
I am enough	<u>Diversity</u>	\$12.45
Trauma-Informed Social-Emotional Toolbox for Children & Adolescents	<u>Trauma informed care</u>	\$26.99
CBT Toolbox for Children and Adolescents	<u>Trauma informed care</u>	\$20.48
Some secrets should never be kept	<u>Child protection</u>	\$9.95
Your body belongs to you	<u>Child protection</u>	\$6.99
Play it safe 5k	<u>Play it Safe@ - Online and Hard Copy Child Abuse Prevention Program - Online Viewing - Tarrant County - Elementary School</u>	\$329.00
Play it safe 1st grade		\$329.00

Play it safe 2nd grade		\$329.00
Play it safe 3rd grade		\$229.00
Play it safe 4th grade		\$229.00
play it safe 5th grade		\$229.00
Hair like mine	<u>differences</u>	\$9.89
skin like mine	<u>diversity</u>	\$8.95
imagination like mine	<u>diferences</u>	\$9.95
Say Something	<u>bullying</u>	\$9.95
Rain Brings Frogs	<u>positive thinking</u>	\$10.99
Alexander And The Terrible, Horrible, Very Bad Day	<u>Attitude</u>	\$7.17
The Feel Good Book	<u>feelings</u>	\$22.49
My Many Colored Days	<u>feelings</u>	\$15.29
Stephanie's Ponytail	<u>peer pressure</u>	\$6.95
One	<u>bullying</u>	\$11.12
Two	<u>friendship</u>	\$15.03
It's My Body	<u>touches</u>	\$9.95
How To Lose All Your Friends	<u>friendship</u>	\$7.99
What Should Darla Do?	<u>decisions</u>	\$13.49
What Should Danny Do?	<u>decisions</u>	\$13.19
What Should Danny Do? Vacation	<u>decisions</u>	\$14.88
Each Kindness	<u>kindness</u>	\$13.35
The Cool Bean	<u>kindness</u>	\$9.48
The Bad Seed	<u>positive change</u>	\$11.29
The Couch Potato	<u>healthy choices</u>	\$14.33
The Good Egg	<u>self acceptance</u>	\$14.95
Something Beautiful	<u>gratitude</u>	\$7.99
A Bug and a Wish	<u>assertion</u>	\$10.95
Bee-Wigged	<u>friendship</u>	\$6.99
Those Shoes	<u>gratitude</u>	\$6.99
Zach Gets Frustrated	<u>self regulation</u>	\$12.99
Zach Makes Mistakes	<u>mistakes</u>	\$12.99

Zach Hangs In There	<u>resilience</u>	\$12.99
Zach Apologizes	<u>apologizing</u>	\$12.99
Zach Stands Up	<u>assertion/bullying</u>	\$12.99
The Sneetches	<u>diversity</u>	\$14.99
Enemy Pie	<u>friendship</u>	\$8.95
Why Do You Cry?	<u>feelings</u>	\$17.47
A Little Spot Teacher's Guide	<u>SEL</u>	\$33.96
The Worrywarts	<u>worry</u>	\$7.99
Dear Girl	<u>self appreciation</u>	\$8.97
What Does It Mean To Be Kind?	<u>kindness</u>	\$7.49
It's Okay To Be Different	<u>differences</u>	\$13.99
Kids Yoga Challenge Pose Cards	<u>self regulation</u>	\$12.72
Little Yogi Deck	<u>self regulation</u>	\$17.96
Total Cost		\$4,027.75

THINK Academy

Item	Link	Price
Book: Consent for Kids	Consent for Kids	\$15.99
Book: RAD	Reactive Attachment Disorder	\$5.99
Book: When Love is Not Enough	A Guide to Parenting RAD	\$18.00
Book: Beyond Consequences	Beyond Consequences	\$18.74
Book Set: Julia Cook Books	Julia Cook Complete Book Set	\$811.10
Newmark Book Set	Newmark Link	\$1,295.00
The Band-aid Chicken	Band-Aid Chicken Link	\$9.95
Not in Room 204	Abuse	\$7.99
Each Kindness	Kindness	\$13.35
I Call My Hands Gentle	Safety	\$5.33
Bounce Back: A Book about Resilience	Resilience	\$11.99
Weird	Bullying	\$9.99
Tough	Bullying	\$9.99
Dare	Bullying	\$9.99
Always and Forever	Grief	\$12.85
The Lovables In the Kingdom of Self Esteem	Self Concept	\$14.68
Sulwe	Diversity	\$9.94
Hey Awesome	Anxiety	\$28.77
Zones of Regulation Book and Game Bundle - Acro	Ordering Page	\$162.39
Zones Stop, Opt, and Go Dry Erase Poster	Ordering Page	\$10.99
Zones of Regulation Dry Erase Poster	Ordering Page	\$10.99
Be Kind	Be Kind	\$13.63
Mr. Peabody's Apples	Mr. Peabody	\$75.00
26 Books on difficult topics	26 Books Link	\$259.74
Group Curriculum Bundle	Elementary School Small Group Counseling	\$217.00
Play It Safe 5K (online & hard copy)	Play It Safe!@ - Child Abuse Prevention Program - Online Viewing - Tarrant County - Elementary School	\$329.00
Play It Safe 1st (online & hard copy)		\$329.00

Play It Safe 2nd (online & hard copy)		\$329.00
Play It Safe 3rd (online & hard copy)		\$229.00
Play It Safe 4th (online & hard copy)		\$229.00
Play It Safe 5th (online & hard copy)		\$229.00
Resisting drugs DVD	<u>Resisting Drugs</u>	\$99.00
Resisting cigarettes DVD	<u>Resisting Cigarettes DVD</u>	\$99.00
Your Body Belongs to You Book	<u>Your Body Belongs to You</u>	\$6.99
My Body Belongs to Me	<u>My Body Belongs to Me</u>	\$28.91
A Terrible Thing Happened	<u>A Terrible Thing Happened</u>	\$9.90
Talk about Touch	<u>Talk about Touch</u>	\$12.95
My Body is Private	<u>My Body is Private</u>	\$6.99
Laurie Tells	<u>Laurie Tells</u>	\$12.95
Let's Talk About Body Boundaries, Consent, and Risks	<u>Let's Talk about...</u>	\$9.95
I Can Be Anything Don't Tell Me I Can't	<u>Careers</u>	\$14.62
Clothesline Clues To Jobs People Do	<u>Careers</u>	\$7.49
My Magical Dreams	<u>Careers</u>	\$15.43
That Uh-Oh Feeling	<u>Protective Behaviors</u>	\$14.89
Do You Have A Secret?	<u>Protective Behaviors</u>	\$7.99
My Body Belongs to Me: From my Head to my Toes	<u>Protective Behaviors</u>	\$8.20
You Can Keep Yourself Safe	<u>Protective Behaviors DVD</u>	\$149.95
I Can Say No	<u>Protective Behaviors</u>	\$9.95
Somebody Cares	<u>Neglect</u>	\$8.99
Berenstain Bears Learn About Strangers	<u>Strangers</u>	\$4.99
What Happens When Someone I Love Has Cancer	<u>Cancer</u>	\$9.99
Cancer Party	<u>Cancer</u>	\$9.99
How to Care for a Very Sick Bear	<u>Cancer</u>	\$10.39
TPT Allowance		\$300.00
A Little Spot Book Set - Feelings	<u>Feelings</u>	\$43.73
A Little Spot Teacher's Guide	<u>SEL</u>	\$33.96
Total Cost		\$5,670.58

Washington Elementary

Item	Link	Price
Worry Says What?	Worry	\$7.99
That's My Story Too	Lesson Plans	\$32.95
Hey Warrior	Anxiety	\$29.99
Hey Awesome	Anxiety	\$28.77
When Miles Got Mad	Anger	\$11.70
The Band-Aid Chicken	Bullying	\$9.95
My Magic Breath	Mindful Breathing	\$16.49
Hair Like Mine	Differences	\$18.95
Social Skills Activities for Kids	Social Skills	\$20.00
That Uh-Oh Feeling	Protective Behaviors	\$14.89
Crumpled Feelings	Forgiveness	\$14.95
Powerful You	Lessons	\$28.95
Smart Guidance: Mind Your Mindset	Lessons	\$49.95
Monday, Wednesday & Every Other Weekend	Divorce/Family Change	\$24.98
Strictly No Elephants	Inclusion	\$13.99
Some Bunny to Talk to	Going to Therapy	\$9.99
Horrible Bear	Friendship	\$10.99
I Can Be Anything Don't Tell Me I Can't	Careers	\$14.62
Clothesline Clues To Jobs People Do	Careers	\$14.78
How To Grow A Friend	Friendship	\$16.99
I am Enough	Respect	\$12.45
The Power of One	Kindness	\$15.63
Better Than You	Friendship/Bragging	\$13.99
Quiet Please Owen McPhee	Listening	\$11.99
Lena's Shoes Are Nervous	1st Day of School	\$10.99
Rainboy	Inclusion	\$7.99
Goodbye, School	Transition	\$14.32
The Buddy Bench	Friendship	\$17.95
Mixed: A Colorful Story	Differences	\$12.59
Deep Breaths	Friendship/Mindfulness	\$14.99

Everyone..	<u>Empathy</u>	\$14.99
Your Fantastic Elastic Brain	<u>Growth Mindset</u>	\$13.99
Invisible Weapons	<u>Bullying DVD</u>	\$79.95
Tough	<u>Bullying</u>	\$9.99
Dare	<u>Bullying</u>	\$9.99
Weird	<u>Bullying</u>	\$9.99
Nobody	<u>Bullying</u>	\$9.99
A Little Spot of Emotion Box Set	<u>Emotions</u>	\$43.73
A Little Spots Takes Action	<u>Actions</u>	\$43.72
Some Secrets Should Never Be Kept	<u>Protective Behaviors</u>	\$15.95
Do You Have A Secret	<u>Protective Behaviors</u>	\$7.99
No Means No	<u>Protective Behaviors</u>	\$15.95
What If A Stranger Approaches You	<u>Stranger Safety</u>	\$7.49
Laurie Tells	<u>Protective Behaviors</u>	\$12.95
Tick Tock Plays it Safe	<u>Protective Behaviors</u>	\$329.00
Kindergarten Tick Tock & The Twins	<u>Play It Safe K</u>	\$329.00
Mae Shares A Secret	<u>Play It Safe 1st Grade</u>	\$329.00
Bentley's Big Production	<u>Play It Safe 2nd Grade</u>	\$329.00
Vat Would You Do?	<u>Play It Safe 3rd Grade</u>	\$229.00
Chase Steps Up	<u>Play It Safe 4th Grade</u>	\$229.00
Aiden's Discovery	<u>Play It Safe 5th Grade</u>	\$229.00
It's Harassment	<u>Play It Safe 5th Grade</u>	\$229.00
Eyes That Kiss In The Corners	<u>Diversity</u>	\$14.39
My Daddy Is In Jail	<u>Incarceration</u>	\$14.95
My Night Dad Went To Jail	<u>Incarceration</u>	\$8.49
Far Apart, Close In Heart	<u>Incarceration</u>	\$13.99
Spoon	<u>Differences</u>	\$12.79
Somebody Cares	<u>Neglect</u>	\$9.99
Sam Speaks Out	<u>Protective Behaviors</u>	\$10.51
Angryman	<u>Protective Behaviors</u>	\$12.79
Mae Among the Stars	<u>Careers</u>	\$15.99

Good News Bad News	Conflict Resolution	\$12.79
Sticks	<u>Perseverance</u>	\$16.19
I Can Say No	<u>Protective Behaviors</u>	\$9.95
Bounce Back	<u>Resilience</u>	\$25.98
What Does It Mean To Be Kind	<u>Kindness</u>	\$14.60
Acpet And Value Each Person	<u>Acceptance</u>	\$11.99
Superheroes Social Skills	<u>Social Skills-Small Group</u>	\$865.00
Why Would Someone Want to Die	<u>Suicide</u>	\$10.00
StarBound	<u>Starbound Small Group</u>	\$29.95
The Career Game Workbooks	<u>Career Explorer Workbook</u>	\$702.00
You Matter	<u>Perspectives</u>	\$12.29
Small Group Counseling Curriculum	<u>Small Group Counseling</u>	\$217.00
CBT Workbook for Kids	<u>CBT Workbook</u>	\$10.20
1-2-3 My Feelings & Me	<u>Coping with Emotions</u>	\$15.99
I Don't Want to Be Nice	<u>Kindness & Behavior</u>	\$12.99
Violet The Snowgirl	<u>Loss & Healing</u>	\$14.99
Zach Hangs In There	<u>Perseverance</u>	\$12.99
Zach Stands Up	<u>Bullying</u>	\$12.99
Zach Makes Mistakes	<u>Learning from Mistakes</u>	\$12.99
A Kids Book About White Privilege	<u>White Privilege</u>	\$19.95
Careers For Me II	<u>Career Interest Assessment</u>	\$852.50
Red	<u>Bullying</u>	\$15.18
Put Your Worries Away	<u>Worry</u>	\$13.99
Smarts! Everybody's Got Them	<u>Multiple Intelligences</u>	\$14.99
Bully Free Zone In A Jar	<u>Bully Free Zone</u>	\$9.99
Tell Me More In A Jar	<u>Tell Me More SEL</u>	\$9.99
Questions & Quotes for Girls	<u>Questions & Quotes</u>	\$9.99
Create a Culture of Kindness	<u>Culture of Kindness</u>	\$30.39
Rain Brings Frogs	<u>Positive Thinking</u>	\$10.99
Counselor in the Classroom	<u>Classroom Guidance</u>	\$29.95
Blueloon	<u>Depression</u>	\$9.95

You Can Keep Yourself Safe	Protective Behaviors DVD	\$149.95
Talking Tools Counseling Games	Talking Tools Counseling	\$56.95
CBT 123	CBT 123 Game	\$15.99
Don't Go Bananas	Counseling Game	\$14.99
Mad Dragon	Anger Control Game	\$21.95
Strong Suit Therapy Game	Therapy Game	\$22.99
Feelings & Dealings Card Game	Feelings & Dealings Game	\$18.95
Social Skills Group Activities	Social Skills Activities	\$34.09
I Know What To Do Feelings & Moods	Feelings/Moods Book	\$17.95
A Little Spot of Feelings Educator Guide	Educator Guide	\$33.96
Total Cost		\$6,603.83

Woodside Elementary

Item	Link	Price
DVD's		
Play it Safe- Pre K	Play it Safe- Pre K	\$329.00
Play it Safe- K	Play it Safe- K	\$329.00
Play it Safe- 1	Play it Safe- 1	\$329.00
Play it Safe- 2	Play it Safe- 2	\$329.00
Play it Safe- 3	Play it Safe- 3	\$229.00
Play it Safe- 4	Play it Safe- 4	\$229.00
Play it Safe- 5	Play it Safe- 5	\$229.00
Play It Safe - Survivors	Play It Safe - Survivors/store_details.php?product=308	\$229.00
Resisting Drugs DVD	Resisting Drugs DVD	\$99.00
Resisting cigarettes DVD	Resisting Cigarettes DVD	\$99.00
You Can Keep Yourself Safe	Protective Behaviors DVD	\$149.95
Invisible Weapons	Bullying DVD	\$79.95
Groups		
StarBound	Starbound Small Group	\$29.95
Story Books		
Decibella and Her 6 inch Voice	Communication	\$9.95
But It's Just a Game	Video Game Addiction	\$9.69
Blueloon	Depression	\$9.95
Rain Brings Frogs	Positive Thinking	\$10.99
Hunter and His Amazing Remote Control	ADHD/ADD Self Control	\$14.95
Tough, Weird, Dare and Nobody books	Erin Frankel- Weird, Tough, Dare, Nobody	\$29.97
Hair Like Mine	Diversity	\$9.89
Not in Room 204	Abuse	\$7.99
Hey Warrior	Anxiety	\$29.99
Hey Awesome	Anxiety	\$26.46
Skin Like Mine	Skin like mine	\$8.95
My Magical Dreams	Careers	\$15.43
Crumpled Feelings	Forgiveness	\$14.95
Monday, Wednesday & Every Other Weekend	Divorce/Family Change	\$24.98

Some Bunny to Talk to	<u>Going to Therapy</u>	\$9.50
Listening with my heart	<u>positive self talk</u>	\$11.66
Why Would Someone Want to Die	<u>Suicide</u>	\$10.00
Far Apart, Close In Heart	<u>Incarceration</u>	\$13.99
Those Shoes	<u>gratitude</u>	\$6.99
A Bug and a Wish	<u>assertion</u>	\$10.95
My Magic Breath	<u>Mindful Breathing</u>	\$16.49
The Power of One	<u>Kindness</u>	\$15.63
Quiet Please Owen McPhee	<u>Listening</u>	\$11.99
The Buddy Bench	<u>Friendship</u>	\$17.95
What if A Stranger Approaches You	<u>Stranger Safety</u>	\$7.49
You Matter	<u>Perspectives</u>	\$12.29
Counseling Games and Tools		
Tell Me More Conversation Starters for Kids	<u>Tell Me More In a Jar</u>	\$9.99
Talking Tools Counseling Games	<u>Talking Tools Counseling</u>	\$56.95
Questions & Quotes for Girls	<u>Questions & Quotes</u>	\$9.99
All in one Across age groups Bundle	<u>Ordering Page</u>	\$202.99
Zones Dry Erase Poster Set of 3	<u>Ordering Page</u>	\$29.99
Zones Tools to Try Card Decks Across the A	<u>Ordering Page</u>	\$35.99
The Road to Regulation Poster	<u>Ordering Page</u>	\$9.99
The Career Game Workbooks - 500	<u>Career Explorer Workbook</u>	\$650.00
CBT 123 Game	<u>Controlling Thoughts, Actions and Emotions</u>	\$15.99
Don't Go Bananas Game	<u>Working Through Strong Emotions</u>	\$15.99
Feelings and Dealings Game Cards	<u>Social and Emotional Intelligence</u>	\$18.95
The Mindfulness Game	<u>Mindfulness</u>	\$19.94
Strong Suit - Family Therapy Game	<u>Self Esteem, Social Skills, Problem Solving</u>	\$22.99
Social Skills Board Games Set	<u>Morals, Manners, Showing Emotions, Managing Emotions, Empathy, Friendship</u>	\$34.09
Individual Counseling		
Trauma-Informed Social-Emotional Toolbox for Children & Adolescents	<u>Trauma informed care</u>	\$26.99

CBT Workbook (anxiety)	CBT Workbook for Kids: 40+ Fun Exercises and Activities to Help Children Overcome Anxiety & Face Their Fears at Home, at School, and Out in the World (9781641523493); Heather Davidson Psy.D BCN: Books	\$10.20
Social Skills	Social Skills Activities for Kids: 50 Fun Exercises for Making Friends, Talking and Listening, and Understanding Social Rules: Natasha Daniels: 9781641522960: Amazon.com: Books	\$11.00
I know What to Do Mood Book	Emotion Management: Positive Choices	\$17.95
Total Cost		\$4,258.90



Wisconsin Rapids Public Schools Attachment C

Professional Development Plan 2021-2022

Wisconsin Rapids Public Schools Core Values/Collective Commitments

BECAUSE we believe ALL students can...

Achieve high levels of academic growth

Develop/maintain healthy social/emotional skills

THEN we believe that ALL....

Teachers and PLC Teams will:

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

Building Administrators will:

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

Central Office Administrators will:

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

Wisconsin Rapids Public Schools Professional Development Plan 2021-2022

ACTION STEPS

District / Committees		Building	Professional Learning Communities
K-12 SEL Competencies K-12 Counselor Standards Elementary Acquisition Implementation		Grant Building Plan	BUILDING LEADERSHIP
		Grove Building Plan	
		Howe Building Plan	
Committee Action Steps Template		Mead Building Plan	
Academic & Career Planning Committee	Instructional Coaches Committee	THINK Building Plan	TEACHER TEAMS
Administration Committee	Language Arts Subcommittee	Washington Building Plan	
Art Subcommittee	Math Subcommittee	Woodside Building Plan	
Behavior and Mental Wellness Committee	Music Subcommittee	WRAMS Building Plan	
Career and Technical Education Subcommittee	Physical Education Subcommittee	LHS Building Plan	
CII Subcommittee Chairs	Quality Educator Committee	River Cities Building Plan	
Counseling Subcommittee	Response to Intervention Committee	INDIVIDUAL ACTION STEPS/MINDSETS	
District Equity Committee	Science Subcommittee		
Health Subcommittee	Social Studies Subcommittee		
Information Technology/Library Media Subcommittee	World Language Subcommittee		



**WISCONSIN RAPIDS
PUBLIC SCHOOLS**



[Committee Name] Action Steps

Our Mission/Vision

BECAUSE we believe all students can:

- ◆ Achieve high levels of academic growth
- ◆ Develop/maintain healthy social/emotional skills

THEN our District Committee will:

- ◆

**DRAFT Elementary Professional Development Days Schedule
2021-22**

	Time	Responsibility
September 27	7:45 - 9:45	District
	10:00 - 11:00	District Compassion Resilience work (completed in the building) Session 1
	12:00 - 2:00	Building/PLC
	2:00 - 3:15	Collaboration
October 29	7:45 - 8:45	District Compassion Resilience work (completed in the building) Session 3
	8:45 - 3:15	Parent/Teacher Conferences / 1 Hour Building Time
Nov. 24	7:45 - 9:45	Building/PLC
	9:45 - 11:00	Collaboration
	12:00 - 3:15	Recordkeeping
January 17	7:45 - 9:45	District
	10:00 - 11:00	District Compassion Resilience work (completed in the building) Session 5
	12:00 - 2:00	Building / PLC
	2:00 - 3:15	Collaboration time
	7:45 - 9:45	Building / PLC
March 4	9:45 - 11:00	Collaboration time
	12:00 - 3:15	Recordkeeping
	7:45 - 9:45	District
April 5	10:00 - 11:00	District Compassion Resilience work (completed in the building) Session 8
	12:00 - 2:00	Building / PLC
	2:00 - 3:15	Collaboration time
	Afternoon	Recordkeeping/Building
June 3 pm	Full Day	Recordkeeping

** Compassion Resilience Session 2 must be completed at the building level between 9/27/21 and 10/27/21.
Compassion Resilience Session 4 must be completed at the building level between 10/27/21 and 1/17/22.
Compassion Resilience Sessions 6 and 7 must be completed at the building level between 1/17/22 and 4/15/22.

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.

Elementary Parent Involvement Evenings:

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

1. November 24 Recordkeeping Afternoon
2. March 4 Recordkeeping Afternoon
3. June 3 Recordkeeping/Building Afternoon
4. June 6 Recordkeeping Day

The purpose of professional days is to achieve the following:

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

Definitions:

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

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

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

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

DRAFT Secondary Professional Development Days Schedule 2021-22

	Time	Responsibility
September 27	7:45 - 9:45	District
	10:00 - 11:00	District Compassion Resilience work (completed in the building) Session 1
	12:00 - 2:00	Building/PLC
	2:00 - 3:15	Collaboration
October 29	7:45 - 8:45	District Compassion Resilience work (completed in the building) Session 3
	8:45 - 11:00	Collaboration
	12:00 - 3:15	Building / PLC
Nov. 24	7:45 - 9:45	Building/PLC
	9:45 - 11:00	Collaboration
	12:00 - 3:15	Recordkeeping
	7:45 - 9:45	District
January 17	10:00 - 11:00	District Compassion Resilience work (completed in the building) Session 5
	12:00 - 2:00	Building / PLC
	2:00 - 3:15	Collaboration time
	7:45 - 11:00	Recordkeeping
March 4	12:00-3:15	PLC / Collaboration
	7:45 - 9:45	District
April 5	10:00 - 11:00	District Compassion Resilience work (completed in the building) Session 8
	12:00 - 2:00	Building / PLC
	2:00 - 3:15	Collaboration time
June 3 pm	Afternoon	Recordkeeping/Building
June 6	Full Day	Recordkeeping

** Compassion Resilience Session 2 must be completed at the building level between 9/27/21 and 10/27/21.
 Compassion Resilience Session 4 must be completed at the building level between 10/27/21 and 1/17/22.
 Compassion Resilience Sessions 6 and 7 must be completed at the building level between 1/17/22 and 4/15/22.

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.

Elementary Parent Involvement Evenings:

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

1. November 24 Recordkeeping Afternoon
2. March 4 Recordkeeping Afternoon
3. June 3 Recordkeeping/Building Afternoon
4. June 6 Recordkeeping Day

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.

Definitions:

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

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

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

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

***COLLEAGUES* ~~TEACHERS~~ NEW TO WISCONSIN RAPIDS PUBLIC SCHOOLS/MENTOR**



**WISCONSIN RAPIDS
PUBLIC SCHOOLS**

510 Peach Street ♦ Wisconsin Rapids, WI 54494 ♦ 715-424-6700

Mentoring

The District and the WREA recognize the value of assigning a mentor *colleague* teacher to colleagues teachers new to the District, as part of his/her orientation to the District and community. Furthermore, the District and the WREA intend to provide *colleagues* teachers with ongoing orientation, support, and seminars which reflect the Wisconsin Teaching Standards, a qualified and trained mentor, and assistance in *completing the Educator Effectiveness Cycle within My Learning Plan* developing their first professional development plan. In order to assist *colleagues* teachers new to the District, the following will occur:

1. ~~The mentor program coordinator shall announce openings for mentor teacher positions before teachers submit any application.~~ To facilitate the enlistment of mentor *colleagues* teachers, a list of *experienced* teachers willing to volunteer for available positions will be kept at the building level. If a voluntary mentor is not available, the building administrator, in conjunction with the *Director of Curriculum and Instruction* ~~professional development facilitator~~, will solicit an appropriate mentor for the new *colleague* teacher. However, no *experienced* teacher shall be required to be a mentor. The assignment of retired teachers or retired administrators as mentors shall be conditional upon insufficient numbers of volunteers from within the District.
2. Applicants for the mentor position must meet the following prerequisites:
 - a. The mentor must be a non-probationary teacher with ~~Professional Lifetime~~ or Master Educator status.
 - b. The mentor must have at least three (3) years teaching experience in the District.
 - c. The mentor must have a satisfactory evaluation from the District during the last three (3) years.
 - d. The mentor must participate in a mentoring workshop/course offered by or approved by the District.
3. The mentor shall be compensated annually on the base salary for the time he/she provides to mentoring the new *colleague* teacher; paid at the end of year one – \$1000, at the end of year two – \$500, at the end of year three – \$250.
4. The mentor shall not be required or empowered to evaluate newly hired *colleagues* teachers, or participate in the evaluative process.
5. The District and the WREA agree that the role and responsibilities of the mentor in the peer mentoring program shall be as follows:
 - a. The mentor shall provide ongoing support, advice, and counsel to the new *colleague* teacher.
 - b. The mentor shall work on developing a collegial/professional relationship with the new *colleague* teacher.
 - c. The mentor shall maintain confidentiality with the new *colleague* teacher.
 - d. The mentor shall share resources for professional development with the new *colleague* teacher.
 - e. The mentor shall participate in recognition events involving the new *colleague* teacher.

- f. The mentor shall communicate weekly with the new *colleague* teacher to provide assistance, support, and resources.
 - g. The mentor shall keep a log listing the date and time of the various activities, seminars, observations, and discussions with the new teacher and submit it twice yearly to the mentor program coordinator. *The mentor may be asked by the District Curriculum Director to keep a log listing the date and time of various meetings with the new colleague and submit the log.*
 - h. The mentor is encouraged to keep a private, reflective journal.
 - i. The mentor shall meet with other mentors for ongoing training.
 - j. The mentor shall observe and conference with the new teacher four (4) times during the first year. *The mentor will complete four (4) observations of the new colleague. Each observation will include a pre-observation meeting and a post-observation meeting. The observation forms will be turned in to the Director of Instruction four (4) times a year. These observations are not evaluative. (The mentor shall encourage the new *colleague* teacher to focus some of the observations on topics related to Teaching in Central Wisconsin, building and district initiatives, monthly support seminars, and mentor essential topic list.)*
 - k. The mentor shall arrange for the new *colleague* teacher to observe the mentor two (2) times and other *colleagues* teachers two (2) times during the first year.
 - l. The mentor shall reflect on the year, complete a survey, and offer suggestions to improve the mentor program in the district.
6. The District and the WREA agree that the role and responsibilities of the new *colleague* teacher in the peer mentoring program shall be as follows:
- a. The new *colleague* teacher shall participate in the mentor program and identify areas of needed support and concern.
 - b. The new *colleague* teacher will have on-going training and support sessions available each month. The new *colleague* teacher *will earn DEU hours for these sessions as defined in the District Supplemental Pay Plan* is encouraged to attend the new teacher orientation.
 - c. The new *colleague* teacher shall work on developing a collegial/professional relationship with the mentor.
 - d. The new *colleague* teacher shall keep the mentor informed of goals and concerns.
 - e. The new *colleague* teacher shall participate in recognized events involving the mentor program.
 - f. The new *colleague* teacher shall communicate weekly with the mentor to receive assistance, support, and resources.
 - g. The new *colleague* teacher shall reflect on the year and offer suggestions to improve the mentor program in the district.
 - h. The new *colleague* teacher shall observe the teaching of the mentor twice and two other *colleagues* teachers one time each. *The new teacher is encouraged to focus some of the observations on topics related to Teaching in Central Wisconsin.*
 - i. The new *colleague* teacher shall be observed by the mentor four (4) times during the first year.
 - j. The new *colleague* teacher shall submit documentation of the above requirements.
7. The following three-year plan will be in place for the mentor and new *colleague* teacher throughout the Initial Educator phase. See Appendix A:

- a. **FIRST YEAR.** This year will focus on practical application and best practice. In addition to the requirements listed above:
 - 1. The mentor will provide suggestions, examples, samples, and any other resources that will be helpful to the new *colleague* teacher.
 - 2. The mentor will observe and conference with the new *colleague* teacher at least four (4) times during the school year, and the new *colleague* teacher will observe the teaching of the mentor two times and the teaching of two other *colleagues* teachers one time each.

** The mentor will help the initial educator *complete the Educator Effectiveness Cycle, including setting Student Learning Objectives and Professional Practice Goals (SLO and PPG) develop a Professional Development Plan (PDP) during the second half of the first year.*
- b. **SECOND YEAR.** *The building administrator or supervisor will decide if continued formal mentoring support is beneficial in Years 2 and 3. If so, this year will be the transition year for support and continued development of the Professional Development Plan.*
 - 1. The mentor will continue to offer support, guidance, and advice to the new *colleague* teacher.
 - 2. The mentor will meet with the new *colleague* teacher once per month.
 - 3. The mentor will provide any additional observations and/or modeling at the request of the new *colleague* teacher.
 - 4. The mentor will help the initial educator continue *work with the Educator Effectiveness Program development of his/her PDP.*
- c. **THIRD YEAR.** This year will be the final transition from *Provisional* Initial Educator to *Lifetime* Professional Educator, in terms of both licensure and teacher development.
 - 1. The mentor shall continue to offer support, guidance, and advice to the new *colleague* teacher.
 - 2. The mentor will continue to contact the new *colleague* teacher on a monthly basis, but no formal meeting will be required.

*** If formal mentoring is not required, the mentor will continue to be a source of information and guidance as needed during years 2 and 3. The mentor may help the initial educator prepare for his/her PDP presentation to the Initial Educator Team for approval for Professional Educator license.*

*** Should the initial educator continue the initial educator stage for the full five years, the role of the mentor would be purely a support role in the final two years.*

- 8. Experienced educators new to the district will be required to participate in the first year of the WRPS mentoring program. The building administrator will determine further participation.
- 9. The mentor may request that the mentor program coordinator assign the new *colleague* teacher a different mentor. The request shall be granted.
- 10. The new *colleague* teacher receiving the mentoring may request that the mentor program coordinator assign a different mentor. The request shall be granted.
- 11. ~~Due to the extended duration of the mentoring period under PI-34, t~~ The following mentor options will be available:

- a. The mentor will serve the same new *colleague teacher* for the entire three (3) year period.
- b. If a mentor cannot/does not want to serve for the entire three (3) year period, a mentor from the same content area *or grade level* as the new *colleague teacher* will serve the first year, and a different mentor could serve for the last two (2) years.
- c. The mentor may have only one first year *colleague teacher* per year, unless mutually agreed to by the *colleague, teacher building administrator* and the director of the mentor program.

12. The Quality Educator committee, *consisting of* ~~co-chaired by~~ WREA leadership and administration, shall jointly assess the *New Colleague teacher M*mentor program on a yearly basis.

Mentor/New Teacher Checklists

Section: I Mentor Responsibilities

The Mentor will use the following checklist during the three-year mentoring cycle.

Year 1 The focus is on practical application and best practice.

- Met the new *colleague* teacher during orientation Week held in late August
- Attended district mentor training (*August*) (~~September~~)
- Attended ~~two~~ *one* follow-up sessions (*January & May*) (~~or February~~)
- Provided professional and curriculum resources to the new *colleague* teacher
- Established a relationship of trust and confidentiality with new *colleague* teacher
- Held weekly *formal or informal* conferences with the new *colleague* teacher

- Pre-conference #1
- New *colleague* teacher observation #1 (November)
- Post-conference #1

- Pre-conference #2
- New *colleague* teacher observation #2 (February)
- Post-conference #2

- Pre-conference #3
- New *colleague* teacher observation #3 (April)
- Post-conference #3

- Pre-conference #4
- New *colleague* teacher observation #4 (May)
- Post-conference #4

- First new *colleague* teacher observation of the Mentor (November)
- Second new *colleague* teacher observation of the Mentor (February)

- First new *colleague* teacher observation of the another teacher (~~April~~ *Trimester 1 or 2*)
- Second new *colleague* teacher observation of another teacher (~~May~~ *Trimester 3*)

- Assisted with the *completion of the Educator Effectiveness Process* development of the Professional Development Plan (~~PDP~~)
- Completed on-going Mentor Logs (first semester)
- Completed on-going Mentor Logs (second semester)
- Submitted logs to the mentor program coordinator

Year 2 The transition year for support and continued development of the Professional Development Plan (~~PDP~~).

- Continued assistance with *the Educator Effectiveness Program* the PDP (~~goal writing/approval~~)
- Provided resources and support for curriculum planning
- Scheduled observations as requested
- Met once per month
- Submitted on-going Mentor Logs to the mentor program coordinator

Year 3 The final transition from Initial Educator to *Lifetime Professional Educator*, in terms of both licensure and teacher development.

- Read PDP for final review
- Provided resources and support as requested; assisted with the activities and team review to meet goal
- Met once per month

Section: II New *Colleague* Teacher Responsibilities

The New *Colleague* Teacher will use the following checklist during the three-year mentoring cycle.

Year 1 The focus is on practical application and best practice.

- New *colleague* teacher orientation (*August*)
- Participated in individual building activities
- Established a relationship of trust and confidentiality with the mentor
- Held weekly *formal or informal* conferences with the mentor

- Pre-conference #1
- New *colleague* teacher observation #1 (November)
- Post conference #1

- Pre-conference #2
- New *colleague* teacher observation #2 (February)
- Post conference #2

- Pre-conference #3
- New *colleague* teacher observation #3 (April)
- Post conference #3

- Pre-conference #4
- New *colleague* teacher observation #4 (May)
- Post conference #4

- First new *colleague* teacher observation of the Mentor (November)
- Second new *colleague* teacher observation of the Mentor (February)

- First new *colleague* teacher observation of another teacher (April)
- Second new *colleague* teacher observation of another teacher (May)
- Submitted all observation and visitation forms to the mentor program coordinator

Year 2 The transition year for support and continued development of the Professional Development Plan (PDP)

- Worked on the *Educator Effectiveness Program* (PDP) with discussion and assistance on the process from the mentor (~~goal writing and approval~~)
- Worked with mentor on curriculum planning
- Scheduled observations as needed
- Met once per month

Year 3 The final transition from Initial Educator to Professional Educator, in terms of both licensure and teacher development.

- Consulted with the mentor as needed
- Continue work *in Educator Effectiveness* on PDP (activities/team review)
- Met once per month

Section: III New Colleague Teacher / Mentor Essential Topics to be Addressed

The ~~new colleague teacher~~ and the mentor will use the following Essential Topics Checklist during each year of the three-year mentoring cycle. The use of the 10 Wisconsin Teacher Standards will help the new *colleague* teacher and the mentor to identify the knowledge, skills, and attitudes that are the foundation of effective teaching practices.

Discussion of the Essential Topics will continue in all three years of the mentoring process. Additional topics may be included from other sources. The new *colleague* teacher and the mentor will reflect on this list individually and together. The completion of this checklist is to be confidential between the mentor and new *colleague* teacher.

- Year 1**
- Year 2**
- Year 3 (Check one)**

1. Teachers know the subjects they are teaching.

- I have a good understanding of the curriculum for my grade level and/or the course(s) that I am teaching.
- I have had the opportunity to discuss curriculum issues with my colleagues.
- I have identified and analyzed the content standards for what students must know and be able to do.
- I have developed meaningful units and lessons of instruction based on inquiry.

2. Teachers know how children grow.

- I have held problem-solving meetings with individuals or groups of students.
- ~~I have helped students to develop individual behavior plans.~~
- I have participated in the development of individual student behavior plans.
- I have worked to remediate or accelerate student learning.

3. Teachers understand that children learn differently.

- I understand the rationale behind the Child Study team process.
- I understand the Special Education referral procedures.
- I have participated in the IEP process.
- I am aware of the special services provided by the district and the community.
- I diagnose individual student needs and plan for differentiated instruction.
- I use a variety of grouping strategies based on student interest ability.

4. Teachers know how to teach.

- I have used varied research-based reading strategies with my students, *if applicable*.
- I am now able to incorporate the use of instructional technology in student lessons.
- I use a variety of instructional strategies in my classroom.
- I have used writing strategies (~~6-Trait Writing, etc.~~) with my students, *if applicable*.
- I am able to link learning objectives with my classroom activities.
- I am able to link classroom instruction with real-life learning.
- I use various types of questioning and higher level thinking-skills with my students.
- I connect homework to content matter and clearly explain homework assignments.

5. Teachers know how to manage a classroom.

- I can create and maintain a healthy classroom learning environment.
- I have a well-ordered classroom environment with high academic expectations.
- I teach classroom policies and procedures to my students through modeling, rehearsing, and reinforcing early in the school year.
- I have a discipline plan that minimizes classroom disturbances and maximizes learning.
- I have consequences that are reasonable and logical.

6. Teachers communicate well.

- I have clear expectations for student learning and participation.
- I am able to communicate effectively both verbally and in writing.
- I understand and have communicated school safety policies to my students.
- I am able to find student information in specific folders and portfolios.
- I understand district policies on attendance for students and teachers.
- I understand the importance of professionalism and confidentiality in dealing with colleagues, families, and students.

7. Teachers are able to plan different kinds of lessons.

- I differentiate instruction according to individual student needs and learning styles.
- I have developed lessons that incorporate a high level of student involvement in work and content.
- I understand the importance and value of Professional Learning Communities.*
- I have participated in ~~collaborative planning with my colleagues~~ *Professional Learning Communities to gauge student learning based on data.*
- I have worked collaboratively to create units of instruction that make learning meaningful for my students.

8. Teachers know how to test for student progress.

- I use a variety of assessment strategies in my classroom instruction.
- I monitor student progress by giving clear, specific and timely feedback.
- I am knowledgeable about the state and local assessments used in this district.
- I understand the district system for grading and record keeping.
- I know which standards and skills are assessed on state assessments.
- I use both formative and summative assessment results to inform my teaching.
- I understand the district retention and advancement policies.
- I have helped to develop *common* assessments in my subject area.
- I have participated in the analysis of common assessment data to drive my instruction.*
- I have administered a standardized achievement test.
- I have been involved in analyzing student data.

9. Teachers are able to evaluate themselves.

- I am developing into a reflective practitioner.
- ~~I understand the requirements for licensure under PI 34.~~
- ~~I have determined my Professional Development Goals and have started working on my Professional Development Plan.~~
- I understand the Educator Effectiveness Process and have set quality Student Learning Outcomes and Professional Practice Goals.*
- I understand district teacher evaluation policies and procedures.
- I have learned to manage my time and deal with stress effectively.

10. Teachers are connected with other teachers and the community.

- I am acquainted with the demographics in the community.
- I have communicated successfully with students, parents, and colleagues through written and oral means.
- I have participated in parent conferences.

- I understand my legal rights and responsibilities to students as a mandatory reporter.
- I have an understanding of AODA and Social Services connections in the community

WRPS Staff that Have Completed PDP Training

Administration

Phil Bickelhaupt
Ryan Christianson
Trudy DeSimons
Margie Dorshorst
Rod Henke
Ronald Rasmussen
Matt Renwick
Kelly Schaeffer
Kathi Stebbins-Hintz
Tina Wallner
Randall Vinter
Kevin Yeske

Elementary

Gale Jackson – Substitute
Sue Johnson – Elementary
Martha Kronholm - Elementary
Sherry Marzofka - Elementary
Kim Marshall Melby – Elementary
Tina Miller - Elementary
Angie Peters – Elementary
Melanie Pierchalski – Elementary
Jen Rehberg –Elementary
Wendy Schwartz – Elementary
Michelle Skibba - Elementary
Michelle Turbin-Hartjes - Elementary
Chris Weinhold – Elementary

Reading

Molly Gollon-Koback – Reading
Jackie Heinz – Reading
Jennifer Wilhorn - Reading

Secondary

Brian Daliege – Computer Science/Math
Lori Fredrick - Science
Kelly Gebert- Science
Tracy Hauke – Language Arts
Missy Henneman – Math
Kurt Jensen - Language Arts
Melanie Kozlowski – Language Arts
Terry Krzykowski – Science
Brad Matott – Social Studies
Stephanie Morman – Math
Stacy Moyer - Math
Jenny Raatz – World Languages
Karen Schill – Social Studies
Steve Stevenoski - Science
Gwen Van Asten – Social Studies

Pupil Services

Stephanie Derringer - Counselor
Lisa Hoch – Language Arts/Pupil Services
Jackie Kitowski – EEN/Learning Disabilities
Kaycee Marks – Learning Disabilities
Denise Martell – Early Childhood
Kayla McLean - Counselor
Steve Smith – School Psychologist
Randall Vinter-Alternative Ed

Specials

Cyd Cooper – Music
Jeanine Kleman - Art
Abby Kreisa - Music
Jeanne Olson – Music
Jodi Williamson – Phy Ed

The following checklist is designed to help new *colleagues* teachers be aware of topics that impact teaching and learning. Mentors should discuss these items with their mentee partner.

First weeks of new school year

Supplies: <ul style="list-style-type: none"> • Where supplies are stored • What supplies are available 	Parking: <ul style="list-style-type: none"> • Parking lot location • Parking policies
Resources and Equipment: <ul style="list-style-type: none"> • Audio-visual equipment location & check-out • Audio-visual equipment instructions • Copy machine policies and instruction • Copy center requests • Resource center procedures 	Schedules: <ul style="list-style-type: none"> • School schedule • Computer lab schedule • Student lunch schedule • School calendar and key events (main office) • Professional Development Days • School Board meetings
Tours: <ul style="list-style-type: none"> • Building • Community (done at Central Office orientation) 	Goals: <ul style="list-style-type: none"> • Building goals • District goals • Curriculum work and CII make-up/work • <i>District Strategic Plan</i> • <i>District Educational Units (DEU)</i> • <i>Supplemental Pay Plan</i>
Emergency Procedures: <ul style="list-style-type: none"> • Fire drill • Tornado drill • Bomb threat, etc. • Lock-down drill 	Discipline Policies: <ul style="list-style-type: none"> • Classroom • Lunch room • School property
Staff: <ul style="list-style-type: none"> • Staff introductions (department, grade level, etc.) • List of staff and phone numbers on a drive • Specialists and their roles • Administrators and their roles • Teacher aides and their roles • Building maintenance and kitchen staff 	Non-Instructional Roles: <ul style="list-style-type: none"> • Hall duty/study hall duty • Before and after school duty • Lunch room duty • Extra-curricular activities • Chaperoning school events
Attendance Policies: <ul style="list-style-type: none"> • Teacher sick day procedures • Preparing substitute folder • Substitute request policy and personal day policy • Policy and procedure for leaving building during day • Student attendance procedures and recordkeeping • School cancellation procedures 	Recordkeeping: <ul style="list-style-type: none"> • Organize a grade book/Skyward procedures • Department/building policies on grading • <i>Learning Management Systems</i> <ul style="list-style-type: none"> ◦ <i>ex. Canvas, Google, Seesaw</i>
Lunch: <ul style="list-style-type: none"> • Lunch routine - students • Lunch routine - teachers 	Parent Communication: <ul style="list-style-type: none"> • Parent communication policies • Parent information PTV nights teacher conferences <i>procedures</i> • <i>Communication platforms</i> <ul style="list-style-type: none"> ◦ <i>ex. Seesaw, Google</i>
School Visitors: <ul style="list-style-type: none"> • School visitor policies and procedures • School volunteers policies and procedures • Guidelines for bringing in guest speakers 	Miscellaneous: <ul style="list-style-type: none"> • Bus procedures • Field trip procedures • Budget and ordering procedures • Fund-raising procedures • School demographic information • Teacher supervision procedures • In-school phone usage • Safe keeping of valuables
Union: <ul style="list-style-type: none"> • List of school representatives 	In-service and Faculty Meetings: <ul style="list-style-type: none"> • Expectations for faculty meetings/department

- Copy of negotiated agreement

- meetings
- In-service options and requirements

Other Comments/Suggestions/Helpful Hints:

ESSER Dollars and Rationale for Limited Staffing Increases to Reduce Class Sizes in Grades K-2 and in Title Buildings for Grades 3 - 5

Reasons for Learning Loss

It is true that the COVID 19 global pandemic has caused significant learning loss for many of our elementary aged students. This learning loss can be attributed to several factors:

1. No formal teaching from March 16, 2020, through September 1, 2020, for all of our students.
2. Because we offered several virtual options for families, in person teaching still has not happened for a number of our students.
3. Classrooms have been quarantined either in part or in whole due to positive cases.
4. Teachers have had to quarantine due to their own positive tests or that of their own children.
5. There is transiency between virtual and in person learning options, with some families choosing to move several times between the two options during the course of the past school year.
6. Truancy at the elementary level is at a higher level than in recent years.
7. Teachers have had to change their teaching practices
 - a. Limited group work
 - b. Differentiation is a MUST at this point
 - c. Limited "in person" professional development trainings or meetings
 - d. Students remaining in cohorts has caused a decline in differentiated partner work
8. Pulling students for interventions and special supports has even changed, due to keeping with social distancing and having limited contacts.

Federal Dollars in the Form of ESSER

The federal government has recognized these challenges to teaching and learning across the United States and has addressed ways for states to help combat the learning losses of our students. A majority of this help has come in the form of Federal Grants. While there is some flexibility associated with these grants, the latest round given to the states clearly specifies that 20% of the dollars must be spent on addressing learning loss in a proportionate manner across all schools in a district, ensuring that districts respond to students' social, emotional and academic needs and address the disproportionate impact of COVID 19 on underrepresented student subgroups.

Presently, we have used the federal dollars in this way to address these needs:

1. Provided personal protective equipment to schools to make learning environments as safe as possible.
2. Hired extra staff in order to implement a successful Virtual Learning Program
3. Increased the size of our Central Oaks Academy
4. Offered DEUs to help teachers understand our learning management systems and communication systems - Seesaw, Google Classroom, Canvas

5. Increased the time for Instructional Aides and Noon Aides in order to maintain smaller groups at lunch and in classrooms.
6. Purchased additional technology devices to allow less kids touching them and give more time to sanitize between uses as well as promote physical distancing.
7. Purchased additional peripheral devices to better facilitate online instruction and classroom instruction when needed.
8. Purchased kajeets and home internet for families as needed.
9. Each elementary teacher now has his/her own personal device to use for on and off campus teaching and learning
10. Virtual Units of Study have been purchased for all grade levels in all of our elementary schools.

There are several strategies we plan to implement next school year in order to address this situation as well:

1. Teachers, now more than ever, need to rely on formative assessments to determine the readiness of students to move forward. Formative assessments will help teachers to answer the questions of the PLC:
 - a. What do we want all students to know and be able to do?
 - b. How will we know if they learn it?
 - c. How will we respond when some students do not learn?
 - d. How will we extend the learning for students who are already proficient?

In order to move our Professional Learning Community work forward, the District is bringing in a Solution Tree PLC conference this summer which will feature national experts in the PLC process.

2. We are purchasing several new interventions to help in both reading and math in order to address more specific needs for our struggling learners.
3. We will increase our math interventionists by .5 and our reading interventionists by .5 at the elementary level. This increase will be in effect for 2-3 years and will be evaluated each year.
 - a. We must recognize that pulling students is not the BEST solution to addressing learning loss, but rather ONE solution for our TIER 3 students who need to make larger gains in their learning.
4. We are refining the role of our instructional coaches and increasing the total instructional coach time Districtwide by 1.0. Coaches will be expected to be in classrooms, working with teachers and students to implement the teaching strategies that will best meet the needs of all students
5. We are increasing the Pupil Services staff at the elementary level in order to address the social/emotional and behavioral needs of our youngest students.
6. We are purchasing a data warehousing system in order to streamline the process of using student performance data to determine next best steps in their educational plans.

None of these strategies will work to reduce learning loss by itself. Each is a small piece to a larger puzzle. That being said, there is one piece to the puzzle that has not been addressed yet and that is class sizes at our youngest levels - in particular Grades K-2.

Decreasing Class Sizes

Decreasing class sizes is not a solution in and of itself. If data isn't used to determine individual student progress, if serious conversations about student progress and teaching success are not discussed at the PLC level, if teachers are not teaching in a variety of ways to address the various learning styles of the kids in front of them, (i.e. kinesthetic, verbal, visual, etc.), if administration at the district level is not providing the professional learning for teachers to meet the needs of students and if the district hasn't recognized the successes that we made during the pandemic and commits to work to improve upon those successes, then decreasing class sizes cannot be successful either.

It is true that ESSER dollars can be used to address learning losses through hiring additional classroom teaching staff. However, there are certain factors that must be very clear from the beginning:

1. WRPS currently has the smallest average class sizes at the elementary level as compared to surrounding schools.
2. WRPS compares to surrounding districts in Socio-Economic Status as follows:
 - a. Percent of students low SES
 - i. DC Everest 35.2
 - ii. Wausau 47.5
 - iii. Point 39.9
 - iv. Marshfield 33.3
 - v. Port 46.1
 - vi. Nekoosa 46.1
 - vii. WRPS 46.8
3. If ESSER dollars are used to increase staff in order to decrease class sizes at the kindergarten through 2nd grade level districtwide, then building administration **must** accept that this is a two year commitment and class sizes will go back to where they currently are at this point in 2023-2024 and building administration must be willing to recognize and accept that fact. We cannot sustain an increase in teaching staff permanently within our current budget allotments. ESSER dollars allow a two year commitment.
4. That being said, a full review of the strategies implemented to address achievement gaps and learning loss must be completed on an ongoing basis in order to judge the impact of our actions. Future actions need to be implemented based on the successes and failures of current actions.

5. The biggest impact on reading and math readiness will be made at the earliest grade levels which is why we would consider decreasing class sizes to less than 19 students per class for grades K-2.

Class Size Reduction Plan Proposal

If we address class size reductions for grades K-2 throughout the District, we are looking at the following schools and grade levels that would require an increase to keep sizes below 19 students for the next school year:

- **Grant Elementary**
 - Kindergarten - Currently 21.0
 - +1.0 FTE
 - 1st Grade - Currently 19.5
 - +1.0 FTE
- **Grove Elementary**
 - 1st Grade - Currently 21.0
 - +1.0 FTE
- **THINK Academy**
 - 2nd Grade - Currently 24.0
 - +1.0 FTE

We would need to agree that we would not add additional staff even if enrollments increase between now and the start of the next school year UNLESS those enrollments took class sizes to above 21.5 student average.

Total Estimated Cost of this implementation

Average cost per FTE for Year 1 = \$75,667.00

4.0 FTE = Year 1 = **\$302,668.00**

Furthermore, if we wanted to address class sizes in Title I buildings for grades 3 - 5 and keep those class sizes below 23, we would look at the following:

- **Howe Elementary**
 - 4th Grade - Currently 24.0
 - +1.0 FTE

Total Estimated Cost of this Implementation

Average cost per FTE for Year 1 = **\$75,667.00**

Implementation of both options = Year One Cost from ESSER \$378,335.00

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: WR_LincolnHS

Instagram: wr_lincolnhs

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



**LINCOLN
HIGH SCHOOL**

2021-2022 Student Handbook

This Agenda Belongs To:

Name: _____ Grade: _____

Address: _____

Phone: _____ Student ID #: _____

Email Address: _____

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**This handbook is current as of 2/6/2021. The most up to date version is available at <http://www.wrps.org/schools/lincoln>

OUR MISSION

To develop the skills and character to achieve success!

WELCOME & INTRODUCTION

A sincere welcome to you, the student body of Lincoln High School, as we begin the 2021-2022 school year. May it prove to be a most rewarding, satisfying, and exciting experience. You are attending a truly outstanding institution and have tremendous opportunities at LHS. The curriculum is comprehensive, the co-curricular activity program is extensive, and the entire staff is willing and able to be of service to you. We hope that each of you will use all that is available and make the effort to find success. Please read through this handbook and if you have any questions please contact the administration.

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

NOTICE: STUDENT NON-DISCRIMINATION & ANTI-HARASSMENT

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

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

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

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

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

Special Statement Regarding Sex Discrimination Under Title IX

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

WRPS Title IX Coordinators

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

Danielle Scott, Dir. of Pupil Services
510 Peach Street
Wisconsin Rapids, WI 54494
P: 715-424-6724
E: danielle.scott@wrps.net

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 is taking the writings and/or ideas of another person and presenting them as one's own. Plagiarized ideas may be taken from written materials such as books, newspapers, and magazines, as well as electronic media including the internet and videos.
2. Plagiarism is, regardless of intent, allowing a person to copy one's work and submit it as his/her own.
3. Plagiarism is doing another person's work for him/her.
4. Plagiarism is buying, selling, or giving work, questions, or answers.
5. Plagiarism is providing another person with answers to homework, tests, quizzes, or written work (essays, paragraphs, journals, projects, etc).
6. Plagiarism is copying or stealing teachers' answer keys or teacher's edition texts.
7. Plagiarism is, at any time, sharing with others one's final graded work whether digital or print.

Consequences include the following:

Formative Assessment Consequence

- ~~The teacher may handle this consequence individually within the classroom.~~
- ~~The student may be permitted to complete an alternative practice.~~
- ~~The student may receive a school consequence.~~

Formative Assessment Consequence (REVISED)

1st offense:

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

2nd and subsequent offenses during the course:

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

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

Summative Assessment Consequence

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

COLLEGE ENTRANCE REQUIREMENTS

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

COMING ATTRACTIONS

September 1	First Day for Students
September 6	Labor Day - No School
September 8	National Honor Society Induction
September 22	Pre-ACT - Juniors
September 27	Professional Development Day - No School
September 30	Picture Retake Day
October 4-9	Homecoming Week
October 13	PSAT Test
October 18	PTV 4:30 p.m. - 7:00 p.m. in the Fieldhouse
October 20	Freshmen MSTC visit
October 20	Sophomore UWSP Visit
October 20	Junior Career Day
October 20	Senior Session & Graduation Information
October 29	Senior Grad & Class Ring Orders
October 29	Professional Development Day - No School

November 24	Record Keeping / Professional Development Day - No School
November 25 - 26	Thanksgiving Break - No School
November 29	Term 2 Begins
Dec. 23 - Jan. 2	Winter Break - No School
January 17	Professional Development Day - No School
January 18	PTV 4:30 p.m. - 7:00 p.m. in classrooms
January 18	Registration Expo, 5:15 p.m.
January 31 - Feb 5	Fire on Ice Week
March 4	Record Keeping / Professional Development Day - No School
March 7	Term 3 Begins
March 8	Junior ACT Assessment
March 9	Senior Reality Check
March 22	Sophomore Forward Assessment
March 28 - April 1	Spring Break - No School
April 6	ASVAB
April 12	Freshmen & Sophomore Aspire Assessment
April 15	Professional Development Day - No School
April 13	Senior Graduation Meeting & Pick Up, 8:45 a.m.
April 21 - 22	Honors Breakfast 6:30-7:30 a.m.
April 25	PTV 4:30 p.m. - 7:00 p.m. in classrooms
May 2 - 13	Advanced Placement Testing
May 5	Jerry Marshall Olympiad Awards
May 7	Prom
May 11	Evening of Roses
May 18	Scholarship Night
May 20	Yearbook Distribution
May 26	Last Day for Seniors
May 27	Graduation Practice
May 28	Graduation, 1:00 p.m.
May 30	Memorial Day - No School
June 3	Last Day for Students

CONCURRENT ENROLLMENT COURSES

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

DAILY SCHEDULE

<i>1</i>	<i>7:30 AM</i>	<i>8:41 AM</i>
<i>Raider Pride</i>	<i>8:46 AM</i>	<i>9:10 AM</i>
<i>2</i>	<i>9:15 AM</i>	<i>10:26 AM</i>
<i>3A Lunch</i>	<i>10:26 AM</i>	<i>10:51 AM</i>
<i>3A Class</i>	<i>10:56 AM</i>	<i>12:21 PM</i>
<i>3B Class</i>	<i>10:31 AM</i>	<i>10:56 AM</i>
<i>3B Lunch</i>	<i>10:56 AM</i>	<i>11:21 AM</i>
<i>3B Class</i>	<i>11:26 AM</i>	<i>12:21 PM</i>
<i>3C Class</i>	<i>10:31 AM</i>	<i>11:26 AM</i>
<i>3C Lunch</i>	<i>11:26 AM</i>	<i>11:51 AM</i>

3C Class	11:56 AM	12:21 PM
3D Class	10:31 AM	11:56 AM
3D Lunch	11:56 AM	12:21 PM
4	12:26 PM	1:37 PM
5	1:42 PM	2:53 PM

Bus Riders will dismiss at 2:53 p.m.
All other students will dismiss at 2:58 p.m

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 the administration. Full procedures are available in Student Services.

DUAL ENROLLMENT COURSES

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

EARLY COLLEGE CREDIT & START COLLEGE NOW

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

GRADES

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

GRADE SCALE

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, transcribed, advanced standing, Advanced Placement, and virtual courses may have grading practices that are different due to guidelines set by our post-secondary and virtual partners.

GRADUATION CREDIT REQUIREMENTS

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

Total Credits:	24.0
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HONORS BREAKFAST

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

MAKE-UP PROCEDURES FOR EXCUSED ABSENCES

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

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.

RAIDER PRIDE TIME PERIOD

Our RPT program is designed to provide an opportunity for all students to increase their level of academic success and enhance positive student/staff connections. It provides a set time four 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 RPT are the same for missing any other class time during the school day. Students may not be excused for a job.
- Behavior that is not conducive to learning during RPT will result in discipline.
- All normal school rules apply to RPT with limited hallway passes.
- Students must work on school-related items or appropriate reading material.
- The staff member assigned to your room is there to help you.

SCHOOL MATERIALS

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

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 and 365.1 Rule. This information will be distributed during orientation, registration, and verification sessions. Other students who have not completed it will receive it early in the school year; and new students receive a copy in their registration packet. Once completed, the consent remains in effect for the entire time the student is enrolled at LHS. It is an expectation for students to have knowledge of the policy and adhere to it regardless of whether they have signed the RUP form.

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

TRANSCRIPT REQUESTS

Transcripts can be requested through an online service at Parchment.com. Students and graduates will have the ability to send transcripts electronically 24/7/365, eliminating the need to contact the Student Services office or wait for

open school office hours. Transcripts will also arrive faster and the chance of them being misfiled will be greatly reduced. Upon request, a nominal fee will be payable by credit or debit card. Please contact Student Services or visit the Student Services link on the LHS website if you have questions.

EXPECTATIONS & DISCIPLINE

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

ATTENDANCE REGULATIONS

State Law under Articles 118.15, sub-sections 1-5 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 (more than five days unexcused per term) students will be processed under Municipal Code 866. Detentions, in-school suspension, Thursday school, referral to Social Services, mandatory court appearances and citations are all consequences of truancy.
4. According to State Statute 118.15(3)(c), a parent may excuse their child for 10 excused absences. After the 10 days of absence per year, the student will be required to provide documentation from a doctor or other health care professional, a probation officer or social worker, police officer or judge in order to be excused, Wisconsin State Statute 118.15.
5. WRPS may terminate a pupil's open enrollment in the succeeding trimester or school year if the student is habitually truant during either trimester in the current school year.
6. Students are not allowed to leave school during the day unless they have permission from the office or nurse and have signed out. Failure to follow these procedures will result in detentions or possible

suspension.

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

TARDY POLICY

1. The student will get two "free" tardies per class period per Trimester.
2. If a student is tardy to class for the 3rd time, he/she serves a detention. A student may lose privileges.
3. On the 7th tardy, the student will be assigned two detentions to be served within one week after the offense. If a student skips detentions, a Thursday school will be assigned.
4. If a student is tardy a 10th time, the student will be assigned two detentions, receive a truancy warning letter, and lose privileges for 15 school days.
5. If a student is tardy a 15th time, the student will be receive a truancy citation and lose privileges for 15 school days.
6. A student is considered absent after arriving to class 7 minutes after the period has started.

BULLYING (Board Policy 411.5)

The School District of Wisconsin Rapids strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and 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. Cyberbullying is unacceptable and a violation of the District's technology acceptable use policy and procedures.

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

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

CLASSROOM CONDUCT, EXPULSION, SUSPENSION

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

Findings from this evaluation may result in:

1. adjustments in the student's school program,

2. an alternative program by consensus of those attending the hearing,
3. a combination of both.

In accordance with Wisconsin State Statutes, Section 120.13, students will be expected to conform to all rules and regulations established or approved by the Board of Education. Students who frequently violate school rules or become behavior problems will be subject to out-of-school suspension. 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 (3:00 - 5:00 p.m.). No teacher shall keep a pupil after 5:00 p.m. unless the parents have been notified.

DISCIPLINE OFFICERS

Mr. Sydorowicz: Grade 10 (Se-Z), Grade 9

Mr. Thayer: Grade 11, Grade 10 (A-Ja)

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

DISCIPLINE PROCEDURES

The development of responsible behavior and self-discipline among students occurs at two levels within a school. First, since the students spend the greatest amount of time during the school day in the classroom, the classroom teacher must assume the primary responsibility for gaining the respect and cooperation of the students so that an effective learning environment may be maintained. All teachers must apply their Classroom Discipline Plan in a manner that is

both fair and consistent. The Classroom Discipline Plan provides a set of clearly established and understood rules and consequences. Secondly, disciplinary problems that are beyond the scope of the classroom teacher's responsibility and are referred to the office, will be dealt with using the Administrative Discipline Plan. **Parents/guardians will be notified of student discipline situations by email unless they specifically request through the Discipline Officer that another form of communication be used.**

Expectations of Wisconsin Rapids Lincoln High School Students:

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

DRESS FOR SUCCESS

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

1. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with non-transparent (opaque) fabric. There will be no bare midriffs. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.
2. Students Must Wear*, while following the basic principle of Section 1:
 - A Shirt (with fabric in the front, back, and on the sides under the arms), AND
 - Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts),
 - AND Shoes.
3. Students May Wear , as long as these items do not violate Section 1 above :
 - Religious headwear
 - Hoodie sweatshirts (the hood should not be up)
 - Fitted pants, including opaque leggings, yoga pants and "skinny jeans"
 - Pajamas

- Ripped jeans, as long as underwear and buttocks are not exposed
- Tank tops, including spaghetti straps
- Athletic attire

4. Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Any clothing that reveals visible undergarments, with the exception of bra straps.
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face, ears, or head (except as a religious observance).

5. Items That Must Be Stored In Lockers

- Coats,
- Hats,
- ~~Backpacks, Bags, Purses, etc;~~
- Blankets,
- Chains,
- Electronic Devices (unless teacher approved), and
- Sunglasses.

6. Students may carry with them

- Chromebook/Chromebook Case
- Backpacks (change due to COVID)

7. Dress Code Enforcement

Administration will use discretion to make decisions regarding the appropriateness of each student's dress and possible consequences for violations. Students will be required to change into appropriate clothing. This may include being sent home to change clothes. Repeated violations of the dress code rules will result in disciplinary actions. With staff, student, and parent support and the use of good sense in terms of appropriate attire selection for school, issues can be easily resolved and uncomfortable circumstances avoided.

DRUGS

A drug is any substance that alters perception or behavior reducing 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. The police referral may include a citation, a referral to human services or being placed under arrest, depending on age.

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

ELECTRONIC DEVICES / MOBILE PHONES

The use of cell phones and other electronic devices (including portable speakers and smartwatches) during instructional time is prohibited 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:

First Infraction (per term/per teacher)

- Teacher confiscates cell phone.
- Teacher submits a discipline referral form & makes a parent contact.
- Student may be sent to the in school suspension room for the rest of the class period.
- Student picks up phone from the Main Office at the end of the school day.

Second Infraction

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

Third Infraction

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

Students unwilling to turn the phone over to administration will be out of school suspended.

Mobile Phones are not used in restrooms and locker rooms. Video recording in these areas is strictly prohibited.

GANGS AND GANG ACTIVITY

Gang activity on school grounds or activities is prohibited. WRPS defines a gang as an organized association, either formal or informal, of two or more persons with common signs, symbols and other identifying factors, who individually or collectively engage in criminal, harassing or threatening behavior. Gangs, gang-related affiliations and activities, including but not limited to clothing, gestures, and pictures/symbols anywhere on school grounds or at school related activities 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.

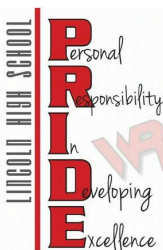
1. Students are required to fully cooperate with school administration and staff at all times. Failure to do so will result in disciplinary actions including out-of-school suspension.
2. **Purses, hats, backpacks, handbags, book bags,** Laser pointers, and nuisance items should be left in lockers and 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. 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.
6. 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.
7. 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.
8. 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.
9. **Locker Room and Restroom 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.

10. 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 government.

THEFT/VANDALISM

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

TOBACCO / VAPE PENS

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

GENERAL INFORMATION

18 YEARS OLD

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

CAFETERIA

All students must remain on campus during the school day, including the lunch hour, with the exception of those who have earned senior privileges or those who have been excused by the office. LHS has an automated meal system 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 south of the school building or in the Commons. Students are not permitted to loiter in the parking lots or cars. Students who misbehave in the cafeteria or violate the procedures are subject to disciplinary action. Misuse of free or reduced lunch privileges may result in detention and repayments.

CO-CURRICULAR CODE (Abbreviated Summary)

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

DANCE RULES

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

School Dance Code of Conduct

1. I will abide by all rules in the student handbook.
2. I will dance appropriately. No provocative dancing/grinding. No groping. No sandwiching.
3. I will dress appropriately for the occasion. Any student wishing to attend a dance that is struggling to meet the dress code expectations, please contact your counselor at least one week in advance of the event.
4. I will use controlled and appropriate language. I will not use vulgar,

- profane, obscene language, or gestures.
5. I will cooperate and obey the directions of the chaperones at the dance.
 6. I will refrain from the use of tobacco, tobacco products, electronic smoking devices, alcohol, and/or drugs. If this occurs, it will be dealt with by 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. Fees are to be paid prior to the start of the class each trimester. All fees must be paid in order to participate in the graduation ceremony and/or earn privileges. Please consult the Program of Studies for classes in which fees are assessed.

GRADUATION CEREMONY

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

1. Meet all the credit and class requirements. (Work must be completed and passing grades must be submitted the day prior to the practice.)

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

HEALTH CENTER

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

IDENTIFICATION CARDS

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

LAB/AG/TECH ED SAFETY

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

LOCKERS

School Board Policy 445.1 states that student lockers are the property of Lincoln High School and are subject to inspection by school officials at any time as determined necessary or appropriate. 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 January 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 the 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 been disciplined for academic dishonesty in grades 9-12 or who have a co-curricular code violation 12 months prior to the application due date will be ineligible for NHS.

PARKING

If parents consider it necessary for their children to drive to school and they wish to park on school property, a parking fee and hang tag 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.
- 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.
- A 10 m.p.h. speed limit applies to all school property.
- 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.
- 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.

PRESCRIPTION & NONPRESCRIPTION MEDICATION**

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

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

For 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. Sophomores and Juniors who qualify will, upon approval of parent and administration, be allowed to leave campus during their study hall. Students in good academic standing will be assigned to a non-structured study hall in the Commons. This is a privilege and reward for making appropriate academic, attendance, and behavioral decisions. Students may be removed at the

discretion of 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.

SUICIDE PREVENTION RESOURCES

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

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

Resource Hotlines

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

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. LHS offers shadow request days for prospective students once per month. Requests are submitted online from our website.

VOLUNTEER PROGRAM

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

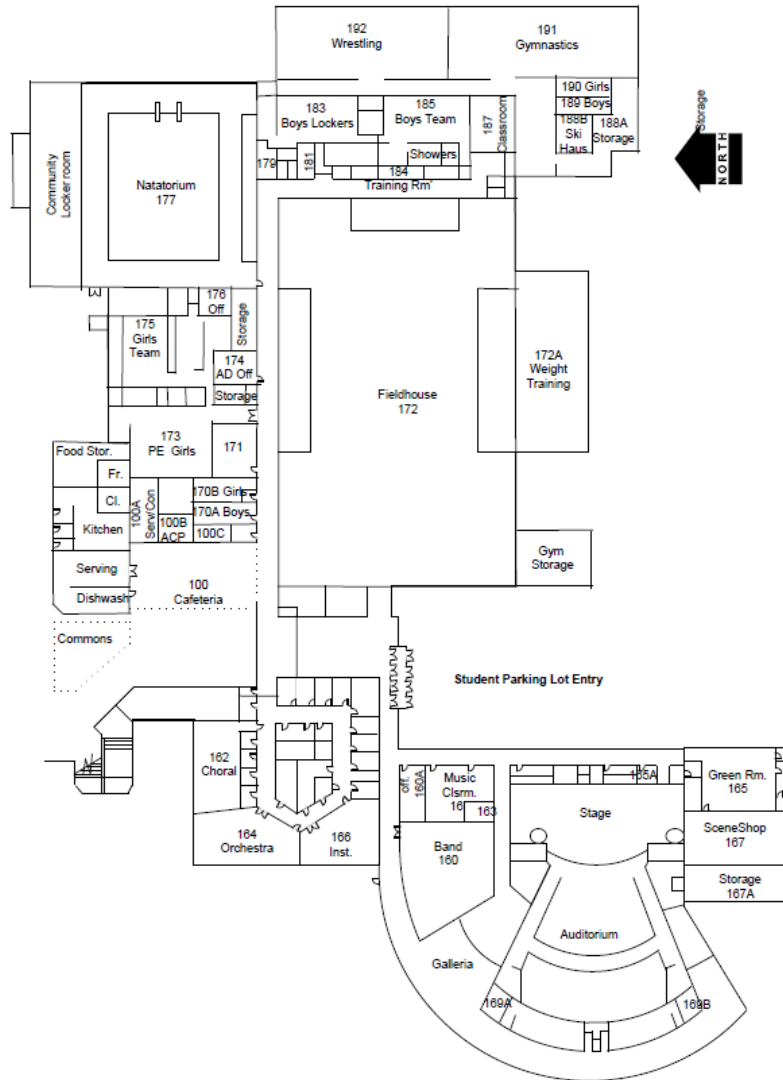
WITHDRAWAL

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

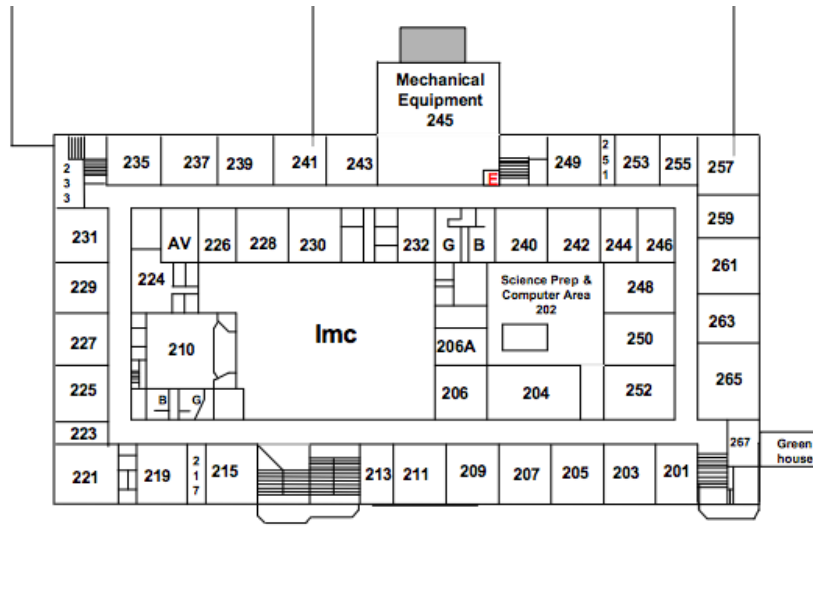
WORK PERMITS

Please contact the office to ensure that all necessary documentation is provided prior to an issue of the permit. The following documentation is needed to request a work permit with no exceptions: 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



1st Floor South



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





WISCONSIN RAPIDS AREA MIDDLE SCHOOL

1921 27th Ave. South Wisconsin Rapids, Wisconsin 54495

Telephone: (715) 424-6740

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

Welcome to WRAMS!

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

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

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


Tracy Ginter - Principal

Bill Oswald - Associate Principal 6th and 7th Grade Regular Education

Jamie Oliver - Associate Principal Special Education and 8th Grade Regular Education

2020-2021 **2021-2022** Student Handbook - Cover Art By: ~~Carissa Hauke~~ **Aubrey Ortner**

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



General Information

WRPS MISSION STATEMENT

Working together with home and community, we are dedicated to providing the best education for every student, enabling each to be a thoughtful, responsible contributor to a changing world.

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. 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.

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. *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. Requests 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.

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, and schedule.

Status Changes

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



**2021-2022
SCHOOL CALENDAR**

September 1	First Day for Students
September 6	Labor Day – NO SCHOOL
September 27	Professional Development Day – NO SCHOOL
October 29	Professional Development Day – NO SCHOOL
November 24	Record Keeping/Professional Development Day – NO SCHOOL
November 25-26	Thanksgiving Break – NO SCHOOL
December 23-31	Winter Break – NO SCHOOL
January 3	Students Return
January 17	Professional Development Day – NO SCHOOL
March 4	Recordkeeping/Professional Development Day – NO SCHOOL
March 28-April 1	Spring Break – NO SCHOOL
April 15	Professional Development Day – NO SCHOOL
May 30	Memorial Day – NO SCHOOL
June 3	Last Day for Students (<u>Half</u> -day)

*(Wisc. Rapids Area Middle School Dismissal – 12:00 p.m.)
(Lincoln High School Dismissal – 12:20 p.m.)
(Elementary Dismissal – 1:00 p.m.)*

PLEASE NOTE:

Report cards issued at the end of each trimester:

1st Trimester: 9/1/21 – 11/23/21

2nd Trimester: 11/29/21 – 3/3/22

3rd Trimester: 3/7/22 – 6/3/22

BELL SCHEDULE



WRAMS 2021-2022 Schedule

6th Grade

1st Hour	7:22-8:09
2nd Hour	8:12-8:58
3rd hour	9:01-9:47
4th Hour	9:50-10:36
Lunch 1 Group	10:36-11:03
5th Hour 2 Group	10:39-10:55
Lunch 2 Group	10:55-11:22
5th Hour 1 Group	11:06-11:57
5th hour 2 Group	11:25-11:57
6th Hour	12:00-12:48
7th Hour	12:51-1:40
8th Hour	1:43-2:33

7th Grade

1st Hour	7:25-8:13
2nd Hour	8:16-9:03
3rd hour	9:06-9:53
4th Hour	9:56-10:43
5th Hour Group 1	10:46-11:15
Lunch 1 Group	11:15-11:42
5th Hour Group 2	10:46-11:35
Lunch 2 Group	11:35-12:02
5th Hour Group 1	11:45-12:02
6th Hour	12:05-12:54
7th Hour	12:57-1:45
8th Hour	1:48-2:36

8th Grade

1st Hour	7:29-8:17
2nd hour	8:20-9:08
3rd hour	9:11-9:59
4th Hour	10:02-10:50
5th hour	10:53-11:41
6th Hour Group 1	11:44-11:56
Lunch 1 Group	11:56-12:23
6th Hour Group 2	11:44-12:16
Lunch 2 Group	12:16-12:43
6th Hour Group 1	12:26-12:58
6th hour Group 2	12:46-12:58
7th hour	1:01-1:49
8th Hour	1:52-2:40



CONTACT INFORMATION - Phone

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

CONTACT INFORMATION - Email

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

Student Services

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

*Mr. Randy Chip	Counselor - 6th grade students	randy.chip@wrps.net
*Ms. Gretchen Niedbalski	Counselor - 7th/8th grade students A-K	gretchen.niedbalski@wrps.net
*Ms. Amanda Van De Hey	Counselor - 7th/8th grade students L-Z	amanda.vandehay@wrps.net
*Ms. Tessa Gruszynski	Social Worker	tessa.gruszynski@wrps.net
*Ms. Amanda Manzke	School Psychologist	amanda.manzke@wrps.net
*Ms. Samantha Svoboda	Positive Behavior Coach	samantha.svoboda@wrps.net

*Ms. Sarah Arendt

Positive Behavior Coach

sarah.arendt@wrps.net

*Officer Dan Pelot

School Resource Officer

daniel.pelot@wrps.net

Pupil Non-Discrimination Statement

The School District of Wisconsin Rapids is committed to equal educational opportunity for all District students. 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, 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. ~~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 Wise. Adm. Code PI-9 for additional information. Discrimination complaints should be placed in writing and directed to the building principal. Incidents of discrimination or harassment should be reported to a teacher, administrator, supervisor, or other District employee to be addressed or forwarded on to District Compliance Officer Brian Oswald.

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

Special Statement Regarding Sex Discrimination Under Title IX

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

WRPS Title IX Coordinators

Brian Oswald, Director of Human Resources

510 Peach Street

Wisconsin Rapids, WI 54494

P: 715-424-6710

HEALTH SERVICES

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

FOOD SERVICES

A full, hot breakfast is offered at WRAMS along with the usual lunch options. The cost is \$1.25 for breakfast and \$2.25 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)/guardian(s) will be provided information from Board Policy 365.1 and 365.1 Rule.

Wisconsin Rapids Public Schools

WRAMS

Responsible Use Policy (RUP)

Respect Yourself

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

Respect Others

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

Respect Property

- Use reliable sites when looking for information and images online.
- Attempt to use media (images, video and music) that you've been given license or permission to reuse. (Without license or permission to reuse, be sure to cite all media appropriately.)

- Respect our district's technology devices. Act appropriately when using them, do not change settings or vandalize them, and report any damage that you find.
- Limit your printing to appropriate school use. Do not print for personal purposes.

Responsible Use and Care of a Chromebook

Understand and accept responsibility for the following:

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

Be aware of the following:

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

CO-CURRICULAR CODE SUMMARY

All students planning to participate in a school club or activity must have a signed code on file prior to participating. Both students and parents must agree and adhere to the expectations outlined in WRPS' code. Refer to the Co-Curricular Code Handbook, found on the WRAMS Athletics web page, for specific information. Questions can be directed to Tim Bean, 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, sub-sections 1-5 state: "Any person having under control a child who is between the ages of 6 and 18 years of age shall cause such a child to attend school regularly during the full period and hours."

It is important for all WRAMS students to establish a positive attendance record. Absence from school, whether excused or unexcused, often has an adverse effect upon a student's academic progress. Learning takes place in many ways and places, and the best policy is to be in the right place at the right time. The learning atmosphere in a

classroom is such that optimum conditions for education should result for the student. The exact situations, demonstrations, and activities can never be repeated for those pupils who miss a class. Each student should be in every class or study hall for which he/she is scheduled.

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

STUDENT EXPECTATIONS

School-Appropriate Attire

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

Therefore:

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

Note: Any fashion (dress, accessory or adornment) that is distracting from the learning process or presents a safety risk or conceals/covers identity; displays suggestive, offensive, obscene, sexually degrading or racially motivated graphics or statements; or pertains to drugs, alcohol or tobacco products is not permitted. ***Students not meeting the dress expectations will be required to alter their clothing or contact a parent to bring more suitable attire.***

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

BEHAVIORAL STANDARDS



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 **may 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 **may 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:

- Gum and energy drinks are prohibited in school.
- ~~Students should use clear bottles to drink water from throughout the day.~~ **Students may only drink water throughout the school day.**
- 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. Mobile Phones are not to be used in restrooms and locker rooms. Video recording in these areas is strictly prohibited. There are telephones available for use during the day, and messages are delivered between classes.

TOBACCO, ALCOHOL AND OTHER DRUGS

Smoking, chewing, or use of tobacco products and e-cigarettes is prohibited in the school building or on the school campus. 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. Possession, solicitation, use and/or transmission of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, inhalant, toxic substance or any chemical or controlled substance prohibited under state or federal law, intoxicating beverages, any paraphernalia associated with such controlled substances or the unauthorized possession, use and/or transmission of prescription drugs in or on school property is against school rules, WRPS Policy 443, and the law.

BULLYING - District Policy [411.5](#)

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

Student council members answered the following questions about bullying:

What is bullying?

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

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

What are the different types of bullying?

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

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

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

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

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

- ✓ Avoid the bully.
- ✓ Tell the bully to stop.
- ✓ Tell a teacher/staff member. It's important to tell someone right away.
- ✓ Anonymously report an incident from your mobile phone using the STOPit App and school code **wrams**

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

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

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

Tell a trusted adult.

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

WRAMS STUDENTS ARE:

Responsible

Respectful

Resourceful



AFTER SCHOOL HOURS

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

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:~~

~~Brian Oswald
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.wvra.org and click on School Board Policy 411.~~

WRPS Elementary Agenda Planner**2021-2022 SCHOOL CALENDAR**

September 1	First Day for Students
September 6	Labor Day – NO SCHOOL
September 27	Professional Development Day – NO SCHOOL
October 29	Professional Development Day – NO SCHOOL
November 24	Record Keeping/Professional Development Day – NO SCHOOL
November 25-26	Thanksgiving Break – NO SCHOOL
December 23-31	Winter Break – NO SCHOOL
January 3	Students Return
January 17	Professional Development Day – NO SCHOOL
March 4	Recordkeeping/Professional Development Day – NO SCHOOL
March 28-April 1	Spring Break – NO SCHOOL
April 15	Professional Development Day – NO SCHOOL
May 30	Memorial Day – NO SCHOOL
June 3	Last Day for Students (<u>Half-day</u>) (<i>Elementary Dismissal – 1:00 p.m.</i>)

Wisconsin Rapids Elementary School Phone Numbers

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

Attendance

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

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

- A child is considered a habitual truant when absent or tardy without an acceptable excuse for part or all of 5 or more days on which school is held during a semester.
- "Part of a day" is defined by WRPS elementary buildings as:
 - Arrival after 10:00 AM is considered Absent AM, and is counted as a half-day absence.
 - Arrival after 2:00 PM, for afternoon sessions, is considered Absent PM, and is counted as a half-day absence.
 - Leaves before 10:00 AM is considered Absent AM, and is counted as a half-day absence.
 - Leaves before 2:00 PM is considered Absent PM, and is counted as a half-day absence.
- If a parent does not contact the school office personally, leave a voice message on the attendance line, create a note in Family Access via Skyward, or send a note to the school reporting a student absence, the student absence is considered unexcused.

Excessive absences will be referred to the proper authorities for violation of the compulsory school attendance law. Truant and habitually truant (more than 5 days absent unexcused per term students will be processed under municipal code 866.

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

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

Bullying

A complete copy of the District 411.5 Bullying Policy will be made available in the back to school packet that is sent home with each student at the beginning of the school year. The School District of Wisconsin Rapids strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school sponsored activities.

The District consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process. Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying is repeated behavior and involves an imbalance of power.

Bullying behavior can be:

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

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

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

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

What can I do if I feel I am being bullied? ✓ Avoid the bully ✓ Tell the bully to stop ✓ Tell a teacher/staff member. It's important to tell someone right away. Every student should feel safe and accepted in school.

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

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the District. This includes public transportation regularly used by students to go to and from school. Educational environments include every activity under school supervision. All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal. Reports of bullying may be made verbally or in writing and may be made confidentially. Learn more about Board Policy 411.5 concerning bullying on the District webpage under "School Board Policies."

Clothing

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

The following clothing must be avoided:

- Clothing that is distracting from the learning process or which contains comments, pictures, slogans or designs that are obscene, profane, lewd or vulgar.
- Clothing which harasses or threatens an individual or group of individuals because of sex, race, color, religion,

handicap, national origin, sexual orientation, transgender status, gender identity, or physical, mental, emotional or learning disability, or any other characteristic protected under State or Federal civil rights laws.

- Clothing which advertises or promotes alcoholic beverages, tobacco products or illegal drugs.
- Clothing which is revealing.

Winter Clothing

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

Electronic Devices

Our district elementary schools encourage that all personal electronic devices, including but not limited to cell phones, smart watches and gaming systems, be left at home. Any cell phones at school **must** be turned off and kept in the student locker/backpack throughout the ENTIRE day. Specific technology tools, such as tablets, Chromebooks and iPads, may be provided for students by the District for learning activities. Our schools will not be responsible for lost, stolen, or damaged personal equipment while in a student's possession. If the items are discovered during the school day, they may be taken away and parents may be contacted.

Internet Policy

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

Medication Policy

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

Prescription Medication

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

Non-Prescription Medication

- Over-the-counter (OTC) medications will be administered upon parental consent via the annual online enrollment verification process.
- **All medication must be provided by the parent in an unopened, original, labeled container that indicates the ingredients and dosing information.**
- Elementary students are required to keep over-the-counter medication in the health office for administration by school personnel.

Learn more about Board Policy 453.4 concerning medication administration procedures on the District webpage under "School Board Policies."

Nursing Services

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

you must notify the school principal in writing.

Release of Information

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

School Closing – Cancellation

If bad weather makes it impossible for buses to run, a Skylert Family Access message will be sent to all families via their provided contact information in Skyward as early as possible, with decisions made as close to 6:30 a.m. as possible. Also, notice of cancellation will be posted via local media outlets and on the WRPS main webpage at www.wrps.org.

If bad weather develops during the morning while school is in session, contact regarding the early dismissal will be made by 10:00 a.m. to advise families that their children will be sent home early.

EARLY DISMISSAL

If bad weather develops during the morning while school is in session, the following procedure will be used:

- ◆ Lunches will be served before the students are dismissed. (There is no lunch for 4K students.)
- ◆ Buses will run according to the following schedule:

Middle School	12:00 p.m.	
Assumption High School	12:10 p.m.	
Lincoln High School	12:20 p.m.	
River Cities High School (a.m. session)	11:00 a.m. (as usual)	** Afternoon RCHS sessions will be canceled.
Elementary Schools (Public & Parochial)	1:00 p.m.	** Afternoon early education unit sessions will be canceled.
Morning 4-Year Old Kindergarten Session	10:45 a.m.	** Afternoon 4K sessions will be canceled.

Skyward Family Access

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

- Calendar ● Bus Schedules ● Student Information ● Message Center ● Attendance

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

Student Non-Discrimination and Anti-Harassment

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

Special Statement Regarding Sex Discrimination Under Title IX

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

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

Dani Scott, Director of Pupil Services
510 Peach Street, Wisc. Rapids, WI 54494
P: 715-424-6724
E: danielle.scott@wrps.net

Suicide Prevention Resources

If you are concerned about yourself or a friend, don't be afraid to ACT. ● A cknowledge that you are seeing signs of depression or suicide in someone. ● C are: Let them know you care and that you can help. ● Tell a trusted adult.

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

Telephone

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

Transportation

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

Video Surveillance

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

Visitors

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

Web Site

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



WISCONSIN RAPIDS PUBLIC SCHOOLS

CO-CURRICULAR ACTIVITIES
CODE OF CONDUCT

LINCOLN HIGH SCHOOL
WISCONSIN RAPIDS AREA MIDDLE SCHOOL
(GRADES 6 THRU 12)

Reviewed and Approved by the Board of Education
TBD

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NOTICE: STUDENT NON-DISCRIMINATION & ANTI-HARASSMENT

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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:

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

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

I. Goals of Co-Curricular Activity Participation

The following informational sections contain the minimum requirements for every 6-12 WRPS student to be eligible for participation in district-sponsored, co-curricular activities. In order to participate in any co-curricular activity, a signed Code of Conduct form must be on file in the athletic office/school office and entered on a student's electronic school record. The Co-Curricular Code of Conduct will be signed by students and parents before participation in a student's initial co-curricular activity for grades 6-8 and then for grades 9-12. The Co-Curricular Code is in effect throughout a student's grades 6-12 career.

The co-curricular activity program is an important part of the educational experience, but participation is a privilege, not a right. It provides opportunities for learning experiences difficult to duplicate in traditional school activities. Co-curricular participation has the following major objectives:

1. To teach attitudes of responsibility and cooperation and to help students realize that participation in co-curricular activities is a privilege with accompanying responsibilities;
2. To help students learn good habits of health, hygiene, and safety;
3. To provide activities that help promote school unity;
4. To provide activities for learning self-discipline, loyalty, team play, personal pride, pride in the organization, respect for the rights of others, and the will to be successful;
5. To provide students with opportunities for competition;
6. To provide students with opportunities to place the unit, team squad, class and school above personal desires.

II. Definition of Co-Curricular Activities

Co-Curricular activities include any school related activity that is offered outside of academic class requirements. Co-Curricular activities are divided into five distinct categories. School district policies and school rules govern all student activities. In addition, each category has unique rules and expectations which regulate participation.

Category 1 – Athletics

All interscholastic athletics are governed by the Wisconsin Rapids Public Schools' co-curricular code and the Wisconsin Interscholastic Athletic Association (WIAA). The WIAA is a voluntary, incorporated and non-profit organization located in Stevens Point, Wisconsin. Most private and public high schools in the State of Wisconsin offering interscholastic athletic programs are members. All WIAA and other pertinent conference, national and state governing regulations as published will apply and are available upon request.

Girls' Sports

Cross Country
Golf
Swimming
Tennis
Volleyball
Basketball
Gymnastics
Ice Hockey
Softball
Soccer
Track

Boys' Sports

Cross Country
Football
Soccer
Basketball
Ice Hockey
Swimming
Wrestling
Baseball
Golf
Tennis
Track

Category 2 – Competitive Activities

Activities that are competitive in nature are governed by the same code requirements as interscholastic athletics.

Activities included under Category 2, but not limited to the following are:

Cheer & Stunt/Coed	Curling Club	Dance/Girls
Power Lifting Club/Coed	Figure Skating Team	Mock Trial
Archery/Trapshooting	Visual Arts Classic	FCCLA
Chess Club	DECA	FBLA
Forensics	Math League	Pro Start Cooking
Skills USA	Educators Rising	French Concour Oral
HOSA	FFA	

Category 3 – Leadership & Public Recognition Activities

This category includes those activities that have, as their membership, representatives elected or appointed to positions of leadership and/or public recognition. There will generally be an application or nomination process established by the building administration for these activities. Students in this category are expected to be representative of the values, expectations and ideas espoused by the school and school district.

Students participating in any Category 3 activities will be expected to comply with the academic rules, attendance rules, and social behavior and conduct rules listed as part of the Co-Curricular Code. In order to be eligible to participate, students must be in good standing, exhibit proper school behavior, and have no school violations. Students who violate stated rules are subject to removal from the activity as deemed appropriate by the activity advisor and/or the building administration. All eligibility determinations will be made by the advisor in consultation with the building administration.

Activities included under Category 3, but not limited to the following are:

National Honor Society	Class Officers	FFA
Theatre plays and musical	Badger Boys/Girls	Bloodstone
Commencement Speakers	Key Club	Student Council
Letterwinners Club	Thespian Troupe 525	FACT
Courts (Homecoming, Prom, Winter, etc.)	Art Honor Society	Link Crew
Cool 2 Be Kind	Team Managers, Statisticians, Videographers, etc	

Category 4 – Music/Class Related Activities

This activity area is governed by the relationship between classroom enrollment and the requirements for performance as an aspect of grading by the instructor. Behaviors under this category remain under the direction of the building principal and the supervision of the individual classroom instructor. All students participating in the respective activities will adhere to school board policies, school rules, and classroom rules. All eligibility determinations will be made by the advisor with the building administration.

Activities included under Category 4, but not limited to the following are:

Marching Band	Choir	Jazz Ensemble
Pep Band	Yearbook	Mariachi Band
Acappella Choir	Chamber Singers/Vocal Jazz	Ethnic Ensemble
Orchestra	Symphonic Band	Wind Ensemble
Show Choir	Band-all curricular classes	
Orchestra-all curricular classes	Choir-all curricular classes	

Category 5 – Intramural and Interest Clubs

Interest clubs are defined as those clubs generated by student or staff interest. Students participate on a voluntary basis and are not involved in public performance.

The Co-Curricular Code does not affect student participation in intramurals or interest clubs. Intramurals and interest clubs will be governed by School Board policies, school rules and regulations, and the written intramural or interest club rules. In cases where disciplinary situations may arise, the advisor will confer with the building administrator to determine appropriate actions.

Activities included under Category 5, but not limited to the following are:

French	Spanish	German
Bucket Bombers	Running Club	GSA
Book Club	Computer Club	Engineering Club
Art Club	Knitting Club	Calligraphy Club
Middle School Intramural Sports	Drama Club	<u>Raider Buddies</u>

Coach/Advisor Rules & the Co-Curricular Code of Conduct

Parent(s)/guardian(s) and participants in co-curricular programs should note that the coach, advisor, teacher, etc. may establish policies germane to his/her respective program. This may include more stringent rules and resulting penalties assessed in addition to Co-Curricular Code provisions. Furthermore, after consultation and review with school administration, it shall be the coach's/advisor's prerogative to suspend any participant from an activity or program if they consider the student to be a demoralizing influence or a detriment to that program and its participants.

III. Eligibility Rules

- A. Wisconsin Interscholastic Athletic Association (WIAA), Wisconsin Valley Conference (WVC), Valley Football Association (VFA) and the Great Northern Conference (GNC) Rules of Eligibility (These rules apply only to Category 1 programs.)
 - a. Students participating in interscholastic athletics must abide by the specific rules of eligibility as stipulated by the WIAA, WVC and the GNC. (See the current WIAA handbook online at wiaawi.org or the WVC at wisconsinvalleyconference.org or the GNC at greatnorthernconference.org).
- B. Interscholastic Athletic Age Requirement (Applies only to Category 1 programs)
 - a. A student shall be ineligible for interscholastic competition if he/she reaches his/her 19th birthday before August 1st of any given school year. (Middle School/Junior High: 6th grade - 13, 7th grade -14, and 8th grade - 15.)
- C. Interscholastic Athletic Physical Examination Requirement (Applies only to Category 1 programs)
 - a. A physical examination taken April 1 and thereafter is valid for the following two school years.
 - b. A physical examination taken before April 1 is valid only for the remainder of that school year and the following school year.

- D. Mandatory paperwork to compete in athletics (Applies only to Category 1 and some Category 2 programs)
 - a. A concussion education acknowledgement form must be signed by parents and athletes before any participation in practice or competition at the start of every sports season.
 - b. A consent to treat form must be submitted at the start of every sports season.
 - c. A WIAA Rules of Eligibility Form must be signed by parents and athletes of grade 9-12 before any participation in practice or competition once per school year.
- E. Academic Rules - Academic eligibility requirements shall commence upon initial enrollment in the first activity/sport.
 - a. A student must satisfy WRPS and Wisconsin Department of Public Instruction requirements defining a full time student.
 - b. Only full time WRPS students in grades 9-12 may participate in District co-curricular programs. (Full-time status will be determined by the Registrar, Principal and/or the Athletic Director.)
 - c. In grades 6-8, only full-time WRPS students and students in private schools within our district who are current members of the WIAA may participate in District co-curricular programs.
 - d. A student becomes a ninth grader the day after his/her last day of eighth grade.
- F. Students are eligible for participation in a co-curricular program if they have received no more than one (1) grade of "F" or one (1) grade of "Incomplete" from the previous progress report or semester/term official grading period.
 - a. For grades 6-12, there are 6 periods of evaluation upon which academic eligibility is based.
 - b. The evaluation periods in the term are summative in nature and are not separate mini-grading periods. The next term evaluation period restarts calculations and are also summative in nature.

ACADEMIC ELIGIBILITY OVERVIEW

EVENT	INELIGIBILITY	SPRF TO TEACHERS	ELIGIBLE	STILL INELIGIBLE
Progress Report 1	5 scheduled school days	4th day	Play 6th day	5 more days
Term 1 Final Grade	15 scheduled school days	14th day	Play 16th day	5 more days
Progress Report 3	5 scheduled school days	4th day	Play 6th day	5 more days
Term 2 Final Grade	15 scheduled school days	14th day	Play 16th day	5 more days
Progress Report 5	5 scheduled school days	4th day	Play 6th day	5 more days
Term 3 Final Grade (to Fall)	21 calendar days	20th day	Play 22nd day	5 more days

- c. Each time a 6th -12th grader still has 2 or more "F's" or "Incompletes" after an initial ineligibility period, he/she must wait another full 5 scheduled school days before taking another Student Progress Report Form (SPRF) to teachers. The SPRF may be circulated on the 6th day in these situations.
- G. Academic Ineligibility/Eligibility Procedures (From Terms 1 & 2 - For the Winter/Spring)
 - a. Students who receive more than 1 "F" or 1 "Incomplete" from Terms 1 & 2 official grading period are ruled ineligible. Co-curricular ineligibility begins the school day grades are posted by the registrar. An ineligible student becomes eligible according to the aforementioned and they no longer have two (2) or more "F's," "Incompletes," or one of each.
 - b. Lincoln High School students who are academically ineligible will be required to attend study table.

- c. It is the responsibility of the ineligible student to initiate a Student Progress Report Form (SPRF) which must be filled out by each of the student's teachers. (These forms are available in the Athletic Office.) See Academic Eligibility Overview Chart for timelines.
 - d. A Student Progress Report Form, completed and signed by an ineligible student's classroom teachers, must be returned to the Student Services Office before the end of the ineligibility period.
 - e. Eligibility, if successfully reinstated, will begin on the scheduled formal school day according to the overview charts. If the SPRF shows that a student is still ineligible after 8 or 15 days (respective of progress report or end of term) then the student must wait five (5) consecutive scheduled school days to once again submit an SPRF to his or her classroom teacher(s).
- H. Academic Ineligibility/Eligibility Procedures (From Term 3 - For Fall)
- a. The minimum ineligibility period for the Fall shall be the lesser of A.) 21 consecutive calendar days beginning with the date of the earliest competition, meet or performance, or B.) One-third of the maximum number of games, meets, or performances allowed by the WIAA (rounded up if one-third results in a fraction). See Academic Eligibility Overview Chart for timeline.
 - b. Summer School - Students may erase ineligibility for a **third term** grade ("F") by retaking and passing that specific course during the summer school term. A maximum of one credit may be earned during the summer term.
- I. Eligibility Points of Interest
- a. There are no WRPS or WIAA restrictions on practicing while ineligible; however, advisors, coaches or administrators may wish to limit some aspects of practice participation involvement until grades are acceptable. Students who are academically ineligible are not eligible for early dismissal from classes for travel to contests/competitions.
 - b. Athletes who are ineligible during the WIAA Tournament (for any reason) may not appear in uniform, participate in warm-ups, and may not participate in the awards ceremony at WIAA tournaments.
 - c. An athlete must be academically eligible in order to serve any Code violation suspension. If an athlete becomes academically ineligible while serving a Code violation, suspension for any events remaining of the Code suspension will be applied after academic eligibility is regained.
 - d. If a student falsifies a recorded grade and/or the signature of a teacher on a Student Progress Report Form, he/she will be subject to a Code of Conduct violation for "conduct unbecoming an athlete."
- J. Attendance Rules
- a. All student participants in co-curricular programs must be in school ALL DAY in order to participate in a contest/event. Prior arrangements and/or approval must be made through the building administrator and/or athletic director's office for special circumstances.
 - b. Failure to be in attendance as stated will result in non-participation in all co-curricular events that day.
 - c. Exceptions to this attendance rule will include the following
 - i. Absences which have been excused for a funeral, court appearance, school approved trips, documented medical appointments, exercising of voting rights, or for other unusual or extenuating circumstances/family emergencies as cleared with the principal and/or athletic director in advance. Hunting or fishing is not an exception.
 - ii. Absences in an activity that is related to a classroom grade.
 - iii. A participant who misses school on a Friday may participate on the weekend per approval by the building administrator or athletic director.
 - d. If a student is truant on days other than the day of a contest/event, he/she may be withheld from one contest or event for each truancy. (The term, truancy, refers to an unexcused absence for two or more class periods in a school day.)
 - e. All students must be in attendance by 11:00 a.m. for the remainder of the school day in order to practice.

K. Suspension

- a. Students suspended out of school during a season will be ineligible to participate in practices and events during the period of suspension. Events missed during the days of suspension will not count toward penalties being served for a Code violation penalty.
- b. Out of School Suspension from school is an automatic Code of Conduct violation and penalties will be applied per the Code status of the individual involved.

L. Failure to Complete a Season

- a. A student who is dropped from one activity for disciplinary reasons shall be ineligible to participate in another activity during that same season.
- b. A student who quits a seasonal co-curricular activity shall be ineligible to participate in another activity during that season unless he/she receives consent from the coaches or advisors involved. (This does not apply if the activity meets all year or if a student is cut from a team.)

IV. Social Behavior and Conduct Rules

- A. A student is covered by the Code of Conduct from the time he/she begins his/her involvement with the co-curricular program until the conclusion of his/her co-curricular activity career. (Grades 6-8 career and Grades 9-12 career)
- B. Students are expected to follow all school rules and to display high standards of behavior, including good sportsmanship, respect for others, and use of appropriate language and dress at all times. Students are expected to follow the curfew established by the coach/advisor of each activity.
- C. Eligibility may be regulated by school wide discipline structures. A teacher may refer a participant to the appropriate coach/advisor when the teacher believes that the participant's school conduct is disruptive or undesirable (gross insubordination, endangerment of health and safety, etc.)
- D. The coach/advisor shall define the consequences for inappropriate student conduct in writing prior to the start of the season. Consequences may include suspension from participation. These consequences must be approved by the building administration and kept on file with the Athletic Director. Consequences established by a coach/advisor cannot supersede the provisions of the WRPS co-curricular code.
- E. Application of the WRPS Co-Curricular Code
 - a. Duration of Code Violations: Violations of the Co-Curricular Code will be cumulative during a Grades 6-8 career and a Grades 9-12 career. **Athletic** penalties/**consequences** from 8th grade that have not been served will be transferred to 9th grade.
 - b. **Honesty Clause:** Any student who voluntarily turns himself/herself in **to a building administrator or athletic director** for a first violation of the Code shall have the penalty reduced by ½ the original penalty contests of the penalty specified in the Code. (This only applies if an individual was not already identified, ticketed, etc. by any authorities.)
 - c. Examples of Prohibited Conduct: Rules are established for the best interests of the participants and the school. The participant who complies with those rules demonstrates a desire to dedicate him or herself to self-improvement as well as to enhance the best interests of fellow teammates, coach/advisor and school. Rules must be observed by all participants throughout the year including when the particular activity is not in season. A participant must refrain from any conduct at any time that would reflect unfavorably on him or herself or the school.
 - d. In each situation, WRPS reserves the right to consider the totality of the circumstances and render a judgment regarding (1) whether a particular action/inaction is an infraction under the Code; (2) the degree (major/minor) of the violation; and (3) an appropriate penalty.
- F. Major Rule/Conduct Infractions
 - a. The following is a list of representative major infractions but is not a comprehensive list of all possible offenses. In each situation, a student will receive a minimum of a 1st level Code penalty. WRPS retains the right to consider the totality of the circumstances and impose a penalty that may exceed a 1st level Code violation.

- i. Out of school suspension.
- ii. Use, possession, buying, distributing, or selling of controlled substances, unauthorized prescription drugs, street drugs and Performance Enhancing Substances (PES).
- iii. Use, possession, buying or selling of alcoholic beverages, tobacco/nicotine, e-cigarettes in any form.
- iv. Possession or use of drug paraphernalia.
- v. **Remaining present at gatherings where minors are consuming alcohol, tobacco or other drugs. Students are required to leave any gathering immediately upon the presence of illegal substances or illegal activities.**
- vi. Hazing, harassment, initiations, discrimination, **in person or online.**
- vii. **Transmission of inappropriate pictures, videos, posts online involving individual and/or others; cyberbullying (specifically targeting individuals/students/staff/etc).**
Transmission of inappropriate pictures
- viii. Possession of a dangerous or concealed weapon on school grounds.
- ix. Falsifying grades or teachers' signature on any report or document.
- x. Vandalism and/or criminal damage of property.
- xi. Threatening a staff member.
- xii. Battery or sexual assault.
- xiii. Charged with a local, state, or federal violation(s) which may or may not include a citation or arrest; may include a criminal offense or violation of an ordinance having a statutory counterpart.
- xiv. Any student charged and/or convicted of a felony shall, upon the filing of felony charges, become ineligible for all further participation until the student has paid his/ her debt to society and the courts consider the sentence served (including probation, community service, etc.) ("WIAA Felony Rule").
- xv. Hosting a party or gathering where illegal activities are held which may include underage consumption of alcohol, illegal use of controlled substances, contributing to the delinquency of minors, not cooperating with law enforcement, etc.
- xvi. Damage to any school property, property while under school supervision, damage to property of employees and students of the school district and damage to school buses.
- xvii. Threats to personal safety, assaults, and conduct that interferes with or during school activities or bussing.
- xviii. Flagrant misbehavior in school, on school grounds or on buses that is disrespectful and defiant toward school or bus personnel.
- xix. Any athlete convicted of a felony (or other crime as determined by the Administration) will be suspended from participation (practice and competition) for a minimum of one calendar year. Restriction from participation shall be effective from the date of the crime.
- xx. Unacceptable conduct contrary to the ideals, principles, and standards of Wisconsin Rapids Public Schools, the Wisconsin Valley Conference, the Great Northern Conference, the WIAA and any applicable conference affiliations.

G. Minor Rule/Conduct Infractions.

- a. The following is a list of representative minor infractions but is not a comprehensive list of all possible offenses.
 - i. Failure to attend all practices and contests unless excused by the coach or the advisor.
 - ii. Failure to maintain practice hours and/or rules designated by the coach or advisor. These rules will be distributed in writing to every participant. These rules will be discussed by the coach or advisor. These rules will be on file with the Principal and Athletic Director at the beginning of the season or activity.
 - iii. Failure to treat coaches, advisors, faculty and staff with respect.

- iv. Equipment abuse, loss and tardy or improper return, or possession of equipment out of season.
- v. Inappropriate use of the Internet, personal electronic and digital devices, on or off campus. This includes violations to the Network and Internet Responsible Use and Internet Safety Policy for Students (Policy 365.1 and Rule).
- vi. **Transmission of inappropriate pictures, videos, posts online involving individual and/or others; cyberbullying of a type of person or groups of people**
- vii. Profanity or obscene gestures.
- viii. Unsportsmanlike conduct.
- ix. *Academic Dishonesty*, cheating and/or plagiarism.
 - x. Repeated inappropriate classroom conduct/disruption.
 - xi. Repeated/Multiple in-school suspensions.
 - xii. Excessive classroom tardiness.
 - xiii. Bus misconduct resulting in a bus suspension.
 - xiv. Truancy/Unexcused Absences.
 - xv. If placed on detention, the participant must fulfill the obligation within 2 school days.
- xvi. **Remaining present at gatherings where minors are consuming alcohol, tobacco or other drugs. Students are required to leave any gathering immediately upon the presence of illegal substances or illegal activities.**
- xvii. **Unacceptable conduct contrary to the ideals, principles, and standards of Wisconsin Rapids Public Schools, the Wisconsin Valley Conference, the Great Northern Conference, the WIAA and any applicable conference affiliations.**

V. Guidelines for Minimum Penalties (Categories 1 & 2)

Failure to abide by established rules may result in withdrawal of the privilege to participate. The percentage of suspension from an activity will be based upon each school's total regular season scheduled events for each specific activity. The activities that allow for multiple-school meets at the high school level (soccer, tennis, volleyball and wrestling) are regarded as single event dates. Scrimmages will not count as part of a suspension.

WRPS expressly reserves the right to impose a penalty it deems appropriate for each individual situation and case. Code violations are cumulative throughout a student career (grades 6-8 career and then grades 9-12 career).

NOTES:

1) Cumulative Codes: A student has 4 strikes and out at their grades 6-8 career and then again at their grades 9-12 career with the exception for #2 below.

2) Earning a Step Back: A student who does not have a code violation over a fifteen-month period after having a code violation may earn back a consequence category. Example — Student receives a second code violation consequence on January 1, 2022. The student does not have another code violation through April 1, 2023. Due to a violation on April 2, 2023, the student will receive the consequences for a second code violation.

3) Reporting: There is no statute of limitations on reporting Co-Curricular Code violations. However, it will be at the discretion of the administration on whether to take action on reports that are not made in a timely manner.

A. Consequences for Major Rule Code Violations:

a. First Major Violation: (In grades 6-8 and/or 9-12 careers)

i. A first major violation of the Code will result in a suspension from competition for a period of 20% of the contests ...based upon each school's total regular season scheduled events for each specific activity. (See Appendix A)

1. Any remaining percentage of that suspension not served shall be recalculated and applied toward the next activity in which a student participates in and completes. Any fraction of a competition will be rounded upward. (See Appendix A)

2. If a suspension carries over into the WIAA tournament series, the athlete will miss the entire tournament series. This clause pertains to team tournaments as well as the individual tournament series. (A WIAA tournament event series missed will count as ONE event toward the penalty to be served.)
 3. Any student serving a penalty during an activity must remain in the sport in order for the penalty to be completed. If a student quits the activity, the penalty will carry over to the next season or activity in which the student participates.
- b. Second Major Violation: (In grades 6-8 and/or 9-12 careers)
- i. A second major violation of the Code will result in suspension from competition for a period of 50% of the contests based upon each school's total regular season scheduled events for each specific activity. (See Appendix A)
 1. All other sanctions listed under the first violation will be served before a second violation suspension begins.
 2. Unserved suspension time will be recalculated for the next season/activity participated in and as applicable; and WIAA series applications will be similar to those listed under first violations.
- c. Third Major Violation: (In grades 6-8 and/or 9-12 careers)
- i. A third major violation of the Code will result in suspension from competition for one calendar year from the date of the third violation. All other sanctions may be served simultaneously during this one year suspension.
- d. Fourth Major Violation: (In grades 6-8 and/or 9-12 careers)
- i. A fourth major violation of the Code will result in loss of eligibility for activities in Categories 1 & 2 for the entirety/remainder of a grades 6-8 career and/or 9-12 career.
 - ii. A fourth major violation of the Code during a student's 8th grade year will result in a one calendar year suspension from all activities.
- e. Notes about Violations:
- i. A student who is academically ineligible must serve this penalty and regain eligibility status before serving other code violation penalties.
 - ii. A student found to be involved in the use or abuse of nicotine, alcohol and controlled substances, including steroids, performance enhancers, etc. will receive sanctions and also be referred to Student Services and the School Resource Officer. The student is responsible to meet with their school counselor before eligibility will be reinstated.
 - iii. A student found to have committed a major code violation will be required to meet with the athletic director and may be required to participate in a district recommended program/project/restorative practice before eligibility will be granted.
 - iv. Students who are reported for Co-Curricular Code violations will be sanctioned, if the violation is substantiated, to a reasonable degree by the athletic director and/or administration.
 - v. See Appendix A – CHART OF INELIGIBILITY for the calculation of normal suspension periods.
 - vi. Students who have received a code violation from a police issued referral and/or citation may request an appeals hearing within five days of the ticket being dismissed or found not guilty.

B. Consequences for Minor Rule Violations

- a. The consequence for minor rule violations will be decided upon by the coach(s)/advisor(s) through a joint consultation that includes the Athletic Director and/or administration. (Consequences may include a Code violation ruling.)

VI. Enforcement of Activity Code Rules

A. Investigation

- a. Coaches, advisors, teachers and/or administrators must report violations of the Code of Conduct at any time they become aware of the violation. Law enforcement agencies may report alleged violations of the Code of Conduct at any time they become aware of the violation. The report of the incident may be written or verbal. In this case, investigation of the event must be immediate with no statute of limitations.
- b. Any student or person from the public may notify school authorities regarding alleged rule violations in writing in the form of a signed letter to the Athletic Director or administration. A violation must be reported within 28 days from the alleged violations(s).

B. Upon receiving a report that a violation may have occurred:

- a. A member(s) of the administration or designee will interview the accused participant. If the participant admits to a violation, a suspension/Code penalty will be rendered and explained clearly to the student. A written letter will be sent to the parent/guardian.
- b. When a suspension is rendered, it shall begin the day the decision is rendered to the student. The decision to suspend a student from participation will be implemented immediately and will remain in force until completed or until overturned through the appeal process. If a student disagrees with the judgment/penalty they may appeal the judgment/penalty by following the appeals procedure. (See Section D)

C. Enforcement

- a. All co-curricular activities that a student is involved with will be subject to the enforcement of a penalty.
- b. If the student is not out for a sport at the time of a violation, the penalty will affect the next sport season the student successfully completes.
- c. If the student is currently not participating in a non-athletic co-curricular event at the time of a violation, a penalty may be enforced in the next subsequent activity in which they normally participate per the discretion of the advisor *in consultation with administration*.
 - i. All violations will be documented in the student's file. The number of violations automatically corresponds to the penalty level in all activities.
 - ii. Any student serving a penalty during a sport or activity must remain active and finish in good standing in the sport or activity in order for the penalty to be successfully served.
- d. During a student's first offense suspension, the advisor/coach of an activity may:
 - i. Eliminate the student from some practices/meetings/events
 - ii. Prohibit the student from travelling to away events
- e. Students suspended from a competitive contest that required student-subsidized travel will forfeit all personal funds paid in advance of the competition.

D. Appeal Procedure

- a. Requesting an Appeal
 - i. An athlete, his/her parent(s) or guardians may appeal an Activities Code suspension by requesting in writing, of the building Principal, a hearing of the Appeal Committee. This request must be received by the building Principal within five (5) school days from the date of the suspension notification. Penalties will be served during the appeal process. Appeals do not stop the penalty phase of a Code violation.

- b. The Appeal Committee
 - i. The role of the committee is restricted to reviewing the facts of the alleged violation of the Code and determining whether or not a violation occurred.
 - ii. The Appeal Committee for each case will be selected by the Athletic Director and a building administrator. The Appeal Committee will meet to hear the appeal within **seven (7)** five (5) school days of receipt of the request. The Appeal Committee will be made up of the following individuals:
 - 1. Chairperson – Principal (non-voting except for tie breaks)
 - 2. Athletic Director or Administrator (from a different school building than the appealing student)
 - 3. Two Coaches/Advisors not associated with the athlete/participant as a coach or advisor
 - iii. **An appeal committee may hear all appeals originating from the same incident. If this occurs, decisions will not be rendered until all appeal hearings are completed.**
- c. Appeal Hearing Procedures
 - i. **Administration and the appealing student must submit 48 hours prior to the hearing up to a 750 word opening statement. In addition, the evidence that will be presented during the hearing must be submitted. Failure to do so will invalidate the appeal.**
 - ii. The **student must be present at the appeal hearing.** The student's parent/custodial guardian, and/or a legal representative may attend the appeal hearing.
 - iii. During the appeal hearing,
 - 1. The chairperson will review the procedures to be followed, and answer any questions that will clarify those procedures;
 - 2. The person who issued the Code violations will provide:
 - a. A summary of the overall situation, in the context of how/where the violation took place
 - b. The specific charges against the student
 - c. A description of the incident using witness information to substantiate the violation
 - d. The nature of the disciplinary measures taken as a result of the violation
 - iv. The student or his/her representative(s) may ask questions necessary to bring out facts or to clarify points of dispute.
 - v. The student or his/her representative(s) may present his/her involvement using witness information if needed to bring out facts and/or to serve as a defense.
 - vi. The parties may ask questions of any person relevant to the appeal hearing.
 - vii. The Appeal Committee members may ask questions of the person who issued the charges, the student or any witness.
 - viii. Each party summarizes his/her position for the members of the Appeals Committee.
 - ix. Within five (5) school days of the hearing, a decision will be made regarding the appeal. Such a decision will make findings of facts and communicate such to the student and his/her parents in writing.

E. Further Appeal

- a. If further appeal is requested based on the findings and decision of the Appeals Committee, the suspension may be appealed directly to the Personnel Committee of the Board of Education by filing a written request to the Superintendent of Schools within five (5) school days after receiving the Appeal Committee's decision.
- b. Within ten (10) school days after receiving this request, the Personnel Committee of the Board of Education will review the findings of the Appeal Committee hearing but does not conduct a hearing. ***The review is based on documentation provided by the student or student's representatives and by school administration.*** The Personnel Committee may affirm, reverse, or modify the decision of the Appeal Committee. Within five (5) school days, the decision of the Personnel Committee will be given to the student and his/her parent(s) in writing. The decision of the Personnel Committee is final and not subject to Board review.

VII. Miscellaneous

A. Equipment/Supplies

- a. All students will be furnished equipment/supplies as applicable at the start of sports seasons. It is the responsibility of each student to make sure that uniforms are maintained in a state of proper cleanliness and repair. If, during the season, a student should lose any equipment/supplies, or ruin equipment/supplies by misuse, the student will pay for lost or ruined equipment/supplies before being issued any new items. At the end of an activity the student will turn in all gear that was issued. Anything not turned in must be paid for. Parents will be notified of the debt.

B. Travel

- a. The student must travel to and from out-of-town events via transportation arranged by the coach or advisor. A student who travels via other transportation will not participate in the event.
 - i. WRAMS: If a parent or legal guardian from WRAMS wants their athlete to ride home with them after an event, the parent/legal guardian must personally sign an Activity Travel Release Form that team coach(es) or advisor(s) will have with them at the event. If a parent or legal guardian of an athlete wants to request and grant permission for another legal adult to take his/her athlete from an event, an Activity Travel Release Form needs to be filled out and approved by the athletic director or administrator 24 hours prior to the event.
 - ii. LHS: Exceptions may be made in advance in writing with approval from the coach/advisor before 8:00 a.m. the day of the contest/event. Exceptions after 8:00 a.m. must be made by the building administrator/athletic director.
- b. Unless otherwise indicated, students will travel to in-district events with transportation arranged by the student/family.
- c. Poor Standing Criteria - A student will be considered as being in poor standing if one or more of the following criteria is met:
 - d. The student was declared ineligible based on academic standards.
 - e. The student quit the activity before the season was over.
 - f. A student who has served a suspension during the season of the original violation is ineligible to receive any conference awards for that season.
 - g. A student may not be awarded a letter if they do not finish the season in good standing. The season is completed at the conclusion of the awards banquet.
 - i. Coaches/Advisors are to submit a list of letter-winners and their fulfilled letter qualifications to the Athletic Director or administration for confirmation before any awards are announced. Any student whose suspension is initiated in an ongoing season will not be eligible to receive the designation of either Captain or Most Valuable Player for that season.

- ii. Letter criteria for each activity will be handed out to the student and parent by the head coach/advisor prior to the season.
- h. A coach or advisor MAY RECALL an award if the student's conduct warrants such action. This decision is subject to the appeal procedure in Section V.D., but only as to whether the conduct occurred.

VIII. Dissemination

A. Preseason Meeting

- a. This Code shall be distributed to each student at a preseason meeting or on the first day a student reports for a co-curricular activity. The Co-Curricular Code will also be available on the WRPS website in lieu of distributing paper copies.
- b. Additional standards determined by each coach or advisor shall also be written and distributed to each student at the same time. A copy shall be placed on file with the athletic director and/or school principal.
- c. Students and parents should read all items and ask for clarification by the coach or advisor of any items not understood. Participation by the student in the activity/sport is a representation by the student and parent/guardian that they read and understand the Code.

B. Parent Involvement

- a. Parental and student attendance at the preseason meeting is expected and involvement throughout the season is encouraged.

C. Integrity of the Code

- a. The responsibility for adhering to the Code of Conduct lies with the student, his/her parents, the coaches/advisors, and the school administration.

D. Future Code Changes

- a. The Co-Curricular Code of Conduct will be reviewed yearly by secondary administration. Any proposed changes will be reviewed by the Board of Education.
- b. All students and parents who sign the Co-Curricular Code of Conduct acknowledge that their signatures commit the student to abide by all future changes to the Co-Curricular Code of Conduct.
- c. The most current version of the Co-Curricular Code of Conduct will be posted on each school's individual website.

PARENT/STUDENT AGREEMENT TO ABIDE BY THE CO-CURRICULAR CODE

1. I agree to abide by the Co-Curricular Code of Conduct and realize any violation on my part will result in the restrictions and penalties set forth in the Code. I will also have the integrity to inform my coach, advisor, athletic director or administration if I violate the Code in the future.

Date: _____

Grade in School: _____

Student: (print name) _____

Parent/Guardian: (print name) _____

Student Signature: _____

Parent/Guardian Signature: _____

2. As a parent(s)/guardian(s) of a student participating in WRPS co-curricular programs, I/we support our child's agreement to abide by all of the rules as stated in the Code of Conduct.
3. We have read and understand the WRPS Co-Curricular Code of Conduct. If we need clarification we will contact the Athletic Office of Wisconsin Rapids Area Middle School or Lincoln High School.

ASSUMPTION OF RISK STATEMENT

I understand that participating in co-curricular activities may cause genuine risks to anyone who engages in them. Because of the potential dangers of participation, I recognize the importance of following the coaches' or advisors' instructions regarding playing techniques, training and other activity/sport rules and agree to obey such instructions.

In consideration of Wisconsin Rapids Public Schools permitting me to try out for a sport, team or other co-curricular event and to engage in all activities related to this sport, team or co-curricular event, I hereby assume all the risks associated with participation and agree to hold Wisconsin Rapids Public Schools harmless from any liability which may arise in connection with my participation in sport, team or other co-curricular events. I do voluntarily choose to participate in WRPS sports, team or other co-curricular events in spite of inherent risks.

My signature below indicates that I have read this statement, understand it completely, and agree to be bound by its terms.

Date: _____ **Student Signature:** _____

Parent/Guardian Signature: _____

Appendix A – CHART OF INELIGIBILITY

Total Number of Season Contests/Events	Suspension	
	20%	50%
1	1	1
2	1	1
3	1	2
4	1	2
5	1	3
6	2	3
7	2	4
8	2	4
9	2	5
10	2	5
11	3	6
12	3	6
13	3	7
14	3	7
15	3	8
16	4	8
17	4	9
18	4	9
19	4	10
20	4	11
21	5	11
22	5	11
23	5	12
24	5	12
25	5	13
26	6	13

***THIS CHART IS INTENDED FOR CALCULATING A NORMAL SUSPENSION PERIOD.
(For a first or second Code violation.)**



Gaggle.net, Inc.

5050 Quorum Drive
Suite 700
Dallas TX 75254
United States

Attachment K

Invoice

Invoice Date	Due Date	Invoice No.
7/1/2021	7/31/2021	INV00259

Bill To

Wisconsin Rapids Public Schools
510 Peach Street
Wisconsin Rapids WI
54494-4663
United States

Ship To

Wisconsin Rapids Public Schools
- Wisconsin Rapids WI
510 Peach Street
Wisconsin Rapids WI
54494-4663
United States

TOTAL

\$44,000.00

Due Date: 7/31/2021

Doc No.	BAN	Contract Vehicle	PO #	Memo
Sales Order #SO365	12280-000			

Item	ServStart	ServEnd	Quantity	Rate	Amount
Gaggle Therapy Services : GTS - Retainer	7/1/2021	6/30/2022	44,000	\$1.00	\$44,000.00

www.gaggle.net

Tel 800.288.7750
Fax 309.665.0171
FEIN 04.3602422

**Safe Tools for 21st
Century Learning**

Remittance Instructions

Electronic:
Gaggle.Net Inc
Account No. 198580331
ABA RT No. 071000013
Swift Code: CHASUS33
JPMorgan Chase Bank NA
131 South Dearborn 6th Floor

Check Remittance:
Gaggle.Net Inc
PO Box 735566
Dallas, TX 75373-5566

Subtotal \$44,000.00

Sales Tax \$0.00

Payments / Credit \$0.00

Balance Due (USD) \$44,000.00

Thank you for your business!



INV00259

Gaggle Therapy agrees:

- To provide licensed mental health counselors or therapists or therapist interns under licensed supervision that have passed a background check and screening.
- To provide the school district with account statements reflecting the services provided and the current retainer balance
- To ensure all providers are covered by general and professional liability insurance
- To provide reports of students' progress as requested.
- To maintain the confidentiality of student records as required by state law or professional standards, and to honor any previously signed Data Privacy Agreement

5. Incorporation by Reference

Upon the commencement of service; Gaggle's applicable Quote, Invoice, Terms of Service, Service Level Agreement, Privacy Policy, Student Data Privacy Notice, along with future engagements and renewals of service; are hereby acknowledged and incorporated by reference.

We respectfully require a signed contract on file before the start of any services.

Please sign and return this Contract for Services to our Director of Sales Operations, Jennie Eft, via e-mail jennie@gaggle.net or fax 309.665.0171.

Authorized Representative of Gaggle

Date

Dawn Scott

4-13-21

Authorized Representative for Wisconsin Rapids Public Schools - Wisconsin Rapids WI

Date



Quote Details

Expiration date 7/31/2021
Prepared By Christine Callas
Phone
Email ccallas@turnitin.com
Company Address Turnitin, LLC
 2101 Webster St., Suite 1800
 Oakland, CA 94612
 US

Quote Number Quote-Q-479531-1
Institution Wisconsin Rapids Public Schools
Contact Name Miranda Moody
Phone (715) 424-6750
Email miranda.moody@wrps.net
Bill To Name Wisconsin Rapids Public Schools
Bill To 510 Peach Street
 Wisconsin Rapids, WI 54494-4663
 US

Quotation

Product Name		Year 1	Year 2	Year 3
Turnitin FBS with Integration	Product Description	Turnitin FBS: Originality Checking, Feedback, and Integration		
	Start Date	8/1/2021	8/1/2022	8/1/2023
	End Date	7/31/2022	7/31/2023	7/31/2024
	Qty	1,755	1,755	1,755
	List Price	USD 5.00	USD 5.00	USD 5.00
	Percent Discount	15.00	10.00	0.00
	Annual Price	4.25	4.50	5.00
	Total	USD 7,458.75	USD 7,897.50	USD 8,775.00
Turnitin Campus Fee	Product Description	Turnitin Campus Fee		
	Start Date	8/1/2021	8/1/2022	8/1/2023
	End Date	7/31/2022	7/31/2023	7/31/2024
	Qty	1	1	1
	List Price	USD 695.00	USD 695.00	USD 695.00
	Percent Discount	0.00	0.00	0.00
	Annual Price	695.00	695.00	695.00

Product Name	Year 1	Year 2	Year 3
Total		USD 695.00	USD 695.00

Total: USD 8,153.75 USD 8,592.50 USD 9,470.00

Product Name	Product Description	Start Date	End Date	Qty	List Price	Percent Discount	Annual Price	Total
Turnitin Feedback Studio with Turnitin Originality	Check for similarity and identify potential contract cheating with tools to streamline feedback and grading	8/1/2021	7/31/2024	1	USD 0.00	0.00	0.00	USD 0.00
							Total:	USD 0.00
							Total	USD 26,216.25
								USD 0.00
							Sales Tax	
							TOTAL	USD 26,216.25

Please Note:

Products sold to certain states are subject to tax. Fee does not include applicable tax. Invoice will reflect applicable tax (state and local). The sales tax ultimately charged will be calculated when you are invoiced and will reflect applicable state and local taxes. No sales tax is charged when providing a valid exemption certificate. Please email certificate to ar@turnitin.com.

Order Instructions:

To purchase or renew your Turnitin license, please email or fax your purchase order and a copy of this quote to Turnitin, LLC, at orders@turnitin.com or (510) 764-7612

You may also contact us with your credit card information at (510) -764-7637 9am-5pm PST

By Accepting this quote, you agree to our general terms and conditions that are located at this URL: <http://go.turnitin.com/reg> .

Training:

On-site or online trainings must be completed within twelve (12) months of the start of Turnitin/iThenticate service, or the expiration of the Term in which Training was licensed whichever is earlier ("Training Term Expiry"). Link to [Training Terms and Conditions](#).

Customer name: Wisconsin Rapids School District

Primary contact name:
Miranda Moody

Primary contact email:
miranda.moody@wrps.net

NoRedInk Remittance Address for Checks:
NoRedink Corp
PO Box 92507
Las Vegas, NV 89193-2507

Billing address:
1801 16TH ST S
WISCONSIN RAPIDS, Wisconsin 54494
United States

Will a PO be required? (If Yes, please provide form)

Billing email:

Billing contact name:

Service start date:
04-23-2021

Service end date:
06-30-2024

Payment terms:
Upfront

Billing terms:
Net 30

SUMMARY					
PRODUCT	DESCRIPTION	SALES PRICE	QTY	DISCOUNT	TOTAL PRICE
NoRedInk Premium Site License - D	2021-2022 SY	\$9,000.00	1	10%	\$8,100.00
NoRedInk Premium Site License - E	2021-2022 SY	\$10,000.00	1	10%	\$9,000.00
NoRedInk Premium Site License - D	2022-2023 SY	\$9,000.00	1	10%	\$8,100.00
NoRedInk Premium Site License - E	2022-2023 SY	\$10,000.00	1	10%	\$9,000.00
NoRedInk Premium Site License - D	2023-2024 SY	\$9,000.00	1	10%	\$8,100.00
NoRedInk Premium Site License - E	2023-2024 SY	\$10,000.00	1	10%	\$9,000.00
Live Virtual Training	Each virtual training session can have up to 15 teachers.	\$500.00	4	0%	\$2,000.00
TOTAL:					\$53,300.00

-
- If applicable, all unused Premium training services will expire annually on the service end date.
 - Training dates can only be confirmed after order forms are signed by both parties.
 - NoRedInk Premium may be unavailable for some portion of July for updates and data archives.
 - If applicable, state sales tax will be added to your invoice unless proof of exemption has been received by NoRedInk prior to invoicing.

Please sign and return to: summer.sinsigalli@noredink.com

Contract terms:

This Order Form incorporates and is subject to the Master Services Terms — collectively the “Agreement” — and constitutes a binding contract entered into by and between NoRedInk Corp. (“NoRedInk”), a Delaware corporation with its principal place of business at 118 2nd Street, San Francisco, CA 94105, and the entity listed below as client (“Client”). The Master Services Terms are available at: [NoRedInk Master Services Agreement](#)
The Data Protection Addendum is available at: [NoRedInk Data Protection Addendum](#)

NoRedInk Corp. Signature	Wisconsin Rapids School District Signature
<p>Signature:</p> <p>Name:</p> <p>Title: Sr. Partnerships Manager</p> <p>Date:</p>	<p>Signature:</p> <p>Name:</p> <p>Title:</p> <p>Email:</p> <p>Date:</p>

347 – RULE(1) GUIDELINES FOR THE CONTROL AND MAINTENANCE OF STUDENT RECORDS

Definitions

Student records include all records relating to individual students, regardless of format, other than notes or records maintained for personal use by teachers or other certified personnel which are not available to others, and records necessary for and available to persons involved in the psychological treatment of a student.

- a. Progress records include a statement of the courses taken, grades awarded therein, the student's extracurricular activities, the student's immunization records and the student's attendance records.
- b. Behavioral records include psychological tests, personality evaluations, records of conversations, written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, student physical health records other than immunization records, law enforcement agency records and any other student records that are not progress records.
 - (1) Law enforcement agency records include those records obtained from a law enforcement agency relating to (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a child, (3) an act for which a district student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating certain specified laws, and (4) the act for which a juvenile enrolled in the District was adjudged delinquent. The law enforcement agency may provide such record information to the District on its own initiative or upon request of the superintendent or designee, subject to the agency's official policy. The District may also enter into an interagency agreement with law enforcement and other appropriate agencies to provide for the routine disclosure of record information in accordance with state law provisions. If a law enforcement agency denies access to any of the aforementioned records, the District may file a petition with the court seeking access to the records based on legitimate educational or safety interests in the records.
 - (2) Law enforcement unit records include those records maintained by a law enforcement unit of the District that were created for the purpose of law enforcement. A "law enforcement unit of the District" is an individual, office, department, division or other component of the District that is authorized by the Board of Education to do any of the following: 1) enforce any law or ordinance, or refer to the appropriate authorities a matter for enforcement of any law or ordinance against any person other than the school district, and/or 2) maintain the physical security and safety of a public school.
 - (3) Court records include those records received from a court clerk concerning a juvenile enrolled in the District who: (1) has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, (2) has been adjudged delinquent, (3) has school attendance as a condition of his/her court dispositional order, or (4) has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult, and has been adjudged delinquent on that basis.
- c. Student physical health records include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first-aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.

- d. Patient health records include all records relating to the health of a student prepared by or under the supervision of a health care provider which are not included in the student “physical health records” definition above.
- e. The following information is designated in the District as directory data and may be released upon request in accordance with law and District procedures: Student's name, present address, major field of study, participation in activities and sports, weight and height of members of athletic teams, photographs, degrees and awards received, name of school most recently attended.

Confidentiality

Individuals collecting or using personally identifiable information in the district will receive training or instruction regarding security and state and federal confidentiality requirements.

All student progress and behavioral records are confidential, with the following exceptions:

- a. A student, or the parent(s)/guardian(s) of a minor student, shall, upon request, be shown and provided with a copy of the student's progress records. The inspection of progress records by the parent(s)/guardian(s), minor student, or adult student must take place in the presence of a designated school employee. Initial copies of student records will be provided on request at no cost and within a reasonable time period after inspection. Additional copies may be provided at a cost of 15 cents per page.
- b. An adult student, or the parent(s)/guardian(s) of a minor student, shall, upon request, be shown, in the presence of a person qualified to explain and interpret the records, the student's behavioral records. Such student or parent(s)/guardian(s) shall, upon request, be provided with a copy of the behavioral records.
- c. Student records shall be disclosed at the request or order of a court. The District shall make a reasonable effort to notify the parent(s)/guardian(s) or adult student of the order in advance of compliance therewith, except as otherwise provided by law.
- d. If school attendance is a condition of a student's dispositional order under state law, the Board shall notify the county department that is responsible for supervising the student within five days after any violation of the condition by the student.
- e. A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. When a student's attendance record is disclosed to a law enforcement agency for purposes of truancy, the student's parent(s)/guardian(s) shall be notified of that disclosure as soon as practicable after the disclosure.
- f. A fire investigator shall be provided a copy of a student's attendance record if the fire investigator certifies in writing that: (1) the student is under investigation for arson, (2) the student's attendance record is necessary for the fire investigator to pursue his/her investigation, and (3) the fire investigator will use and further disclose the student's attendance record only for the purpose of pursuing that investigation.
- g. Student records must be disclosed to an investigating law enforcement agency or district attorney if the person to whom the records are disclosed certifies in writing that the records: 1) concern the juvenile justice system and the system's ability to effectively serve the student, 2) relate to an ongoing investigation, or 3) pending delinquency petition, and 4) that they will not be disclosed to any other person except as authorized by law.
- h. The District may disclose student records to appropriate parties in connection with an emergency if

knowledge of the information is necessary to protect the health or safety of any individual. In making this determination, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from student records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. The District shall record the following information when it discloses student record information under this exception: 1) the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure, and 2) the parties to whom the District disclosed the information.

- i. The District may disclose student records to a city attorney, corporation counsel, agency as defined in section 938.78(1) of the state statutes, intake worker under section 48.067 or 938.067 of the statutes, court of record, municipal court, private school or another school board if disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other person except as otherwise authorized by law. This disclosure can be made for any purpose concerning the juvenile justice system and the system's ability to serve a student prior to adjudication.
- j. The school district clerk or his/her designee shall make student records available for inspection or, upon request, disclose the contents of student records to authorized representatives of the Department of Corrections, the Department of Health and Family Services, the Department of Justice, or a district attorney for use in the prosecution of any proceeding or any evaluation conducted under chapter 980 (sexually violent persons commitment), if the student records involve or relate to an individual who is the subject of the proceeding or evaluation. The court in which the proceeding is pending may issue any protective orders that it determines are appropriate concerning student records made available or disclosed under this provision. Any representative of the Department of Corrections, the Department of Health and Family Services, the Department of Justice, or a district attorney may disclose information obtained under this provision for any purpose consistent with any proceeding under chapter 980.
- k. Student records shall be made available to school district officials who have been determined by the Board to have legitimate educational interests, including safety interests, in such records. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or district responsibilities.
 1. Law enforcement records may be made available to those school officials with legitimate educational interests (including safety interests) in the information. If law enforcement record information obtained by the District relates to a district student, the information may also be disclosed to those district employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for students enrolled in the District.

The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's athletic code.

Law enforcement unit records may be made available to school officials under the same conditions as outlined above regarding access to law enforcement agency record information.

2. Court records obtained by the District must be disclosed to district employees who work directly

with the juvenile named in the records or who have been determined by the Board to have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's co-curricular code.

- l. Upon the written permission of an adult student, or the parent or guardian of a minor student, the school shall make available to the person named in the permission form, the student's progress records or such portion of the behavioral records as determined by the person authorizing the release. Law enforcement records may not be made available under this exception unless specifically identified by the adult student or by the parent or guardian of a minor student in the written permission form.
- m. Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to a witness's credibility or competency. The District shall make a reasonable effort to notify the parents/guardians or adult student of the subpoena in advance of compliance therewith, except when otherwise provided by law.
- n. The Board may provide the DPI or any public officer with any information required under Chapters 115 to 121 of the state statutes. The Board shall provide the DPI with any student record information that relates to an audit or evaluation of a federal or state-supported program or that is required to determine compliance with state law provisions.
- o. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by the IEP team under state and federal law.
- p. Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements.
- q. Upon request, the names of students who have withdrawn from school prior to graduation shall be provided to the technical college district board in which the public school is located or, for verification of eligibility for public assistance, to the Department of Health and Family Services, the Department of Children and Families or a county department under sections 46.215, 46.22 or 46.23 of the state statutes.
- r. Except as otherwise provided below, directory data may be disclosed to any person, if the school has (a) notified the adult student or parent/legal guardian of a minor student of the categories of information which it has designated as directory data, (b) informed such persons that they have 14 days to inform the school that all or any part of the directory data may not be released without their prior consent, and (c) allowed 14 days for such persons to inform the school in writing that all or any part of the directory data may not be released.

~~Parents/guardians will be provided a "Directory Data Consent" form to complete (the parent/guardian or adult student need not complete the District form to opt out and instead may simply place their request in writing) which will remain in effect until the student transitions to a new building in the district, such as elementary to middle school; or middle school to high school. Parents/guardians or adult students will be reminded annually that they are free to change their directives with regard to the release of directory data at any time by completing a new consent form or by placing their request in writing~~ **complete their Directory Data consent intent on an annual basis through the "Online Enrollment Verification" process via the Student Database Management system.** If no request to withhold directory data is received, directory data will be released in accordance with federal and state law. The District will not release directory data earlier than 14 days after the ~~initial written notice~~ **the "Online Enrollment Verification process opens"** for the adult student or parents/guardians, or after the District has been ~~otherwise~~ **restricted from doing so by any of the parties the adult student or parents/guardians submitting a written request in this regard.**

1. If the District has followed the notification procedure outlined above, and the adult student or parent/legal guardian does not object to the directory data being released, a college board must be provided, upon request, with the name and address of each student who is expected to graduate from high school in the current school year.
 2. If the District has followed the notification procedure outlined above, and the adult student or parent/ legal guardian does not object to the directory data being released, the Board Clerk or his/her designee shall, upon request, provide any representative of a law enforcement agency, city attorney, district attorney or corporation counsel, county department under sections 46.215, 46.22, or 46.23, a court of record or municipal court with such directory data information relating to any such student enrolled in the District for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency, or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the district.
 3. Directory data shall not be released for commercial or promotional purposes. "Commercial" shall be defined as the intent or design to make a financial profit or gain. "Promotional" shall be defined as contributing to the growth or prosperity of the party making the request.
 4. Directory data may be released to organizations such as colleges and universities, technical colleges and armed forces recruiters when the request is for educational or career opportunity purposes.
 5. A secondary school student or the parent of the student may request ~~(using the Directory Data Release form or by placing their request in writing)~~ **through the Online Enrollment Verification process** that the student's name, address and telephone listing not be released to military recruiters or institutions of higher education without prior written parental/adult student consent. Requests of this nature will be honored by our district.
- s. The Board may disclose personally identifiable information from an adult student's records to the student's parent(s) or guardian, without the adult student's written consent, if the adult student is a dependent of his/her parent(s) or guardian under the Internal Revenue Code. An exception shall be made when an adult student has informed the school, in writing, that the information may not be disclosed.
 - t. The Board shall, on or before August 15 of each year, report to the appropriate county departments under sections 51.42 and 51.437 the names of students who reside in the district, are at least 16 years of age, are not expected to be enrolled in an educational program two years from the date of the report and who may require services under sections 51.42 or 51.437 (community mental health, development disabilities, alcoholism and drug abuse). The parent(s)/guardian(s) of such students shall be contacted to obtain informed consent prior to making such a report.
 - u. Student patient health care records may be released only to persons specifically designated in state law or to other persons with the informed consent of the patient or a person authorized by the patient. Student patient health care records maintained by the District may only be released without informed consent to a district employee or agent if he/she is responsible for the preparation or storage of such records or access to such records is necessary to comply with a state or federal law requirement. Any student record that concerns the results of a test for the presence of human immunodeficiency virus (HIV) shall be confidential and may be disclosed only with the informed written consent of the test subject or his/her authorized representative.
 - v. The District shall, upon request, provide student disciplinary records necessary for purposes of student enrollment in another public school district as permitted by law. These records may include:
 - (1) A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student;

- (2) A written explanation of the reasons for the expulsion or pending disciplinary proceedings; and
- (3) The length of the term of the expulsion or the possible outcomes of the pending disciplinary proceedings.

Parent Access to Records

A parent, regardless of whether the parent has legal custody of the child, shall have access to a child's medical, dental and school records unless the parent has been denied access to such records as outlined by state law (e.g., denied periods of physical placement with the child, ordered by the court).

Amendment of Records at Parent's/Guardian's Request

A parent(s)/guardian(s) or adult student who believes that information contained in the student's records is inaccurate, misleading, or otherwise in violation of the student's rights of privacy may request in writing that the District amend the records. Within a reasonable time after receiving the request, the District shall decide whether to amend the records in accordance with the request and inform the parent(s)/guardian(s) or adult student of the decision.

If the District refuses to amend the records, it shall inform the parent(s)/guardian(s) or adult student of the refusal and advise him/her of the right to a hearing. The request for a hearing shall be filed in writing with the District Administrator or designee. The parent(s)/guardian(s) or adult student shall be given notice of the date, place, and time of the hearing reasonably in advance of the hearing.

The parent(s)/guardian(s) or adult student shall be informed of the decision within a reasonable period of time after the hearing. If the District decides that the information is inaccurate, misleading or otherwise in violation of the student's privacy rights, the education records of the student shall be amended accordingly. If the District decides that the information is not inaccurate, misleading or otherwise in violation of the student's privacy rights, the parent(s)/guardian(s) or adult student shall be informed of the right to place a statement commenting upon the information in the education records and/or describing reasons for disagreeing with the decision of the District. The explanation shall be maintained as part of the records as long as the record or contested portion is maintained by the District. If the records of the student, or the contested portion are disclosed to any party, the explanation shall also be disclosed to that party.

Maintenance, Disclosure, and Destruction of Records

- a. While students are attending school, their progress, behavioral, and health records will be maintained in the school of attendance while special education records in their original form are maintained at the District central administrative office. Law enforcement unit records, pupil services records, and student physical health and patient health care records shall be maintained separately from a student's other student records. Upon transfer of the student to another school operated by the District, the records shall be transferred to that school. When the student ceases to be enrolled in a school operated by the District, his/her records will be maintained in accordance with the Wisconsin Records Retention Schedule. Pupil records are the property of the District, and will be maintained by the school until a transfer request is received from another school or school district at which the pupil has enrolled.
- b. The building principal shall have primary responsibility for maintaining the confidentiality of all student records kept at the school. Except as otherwise provided, all requests for inspection or for transfer to another school district should be directed to the building principal who will determine whether inspection or transfer is permitted under state and federal law and these procedures. Upon transfer of student records to the central administrative office, the District Administrator or his/her qualified designee shall

assume these duties.

- c. Records should be kept under lock and key at all times, under the supervision of the designated employee. Computerized data banks pose special problems of maintenance, security and access. Any procedures developed for handling information located in computerized data banks shall be in accordance with all procedures outlined herein.
- d. ~~When a student ceases to be enrolled, records shall be maintained in accordance with the Wisconsin Records Retention Schedule for School Districts.~~
- e. The Director of Pupil Services shall be responsible for reviewing records of students with disabilities before they are destroyed. Parents/guardians and adult students shall be informed of information that is no longer needed to provide educational services to the student with a disability, and of their right to obtain a copy of such information before it is destroyed.
- f. A record of each request for access to and each disclosure of personally identifiable information from the education records of a student shall be maintained with such student's records, except when the request is from or the disclosure is to the following person/party:
 - The parent(s)/guardian(s) of adult students;
 - A school official;
 - A party with written consent from the parent(s)/guardian(s), or adult student;
 - A party seeking or receiving records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed; or
 - A party seeking directory data.

This sentence is redundant – the information is covered under “a” above.

Transfer of Student Records

Progress, behavioral, health, and special education records relating to a specific student shall be transferred to another school or school district no later than the next working day of receipt of notice as follows:

- a. upon written notification from an adult student or the parent(s)/guardian(s) of a minor student that the student intends to enroll in a school in another school district;
- b. upon written notification from the other school district that the student has enrolled; or,
- c. upon written notification from a court that a student has been placed in a secured correctional facility, secured child caring institution, or a secured group home.

Complaints Regarding Alleged Noncompliance With Federal Requirements

Adult students or parents/guardians of minor students may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education for alleged District noncompliance with requirements of the federal Family Educational Rights and Privacy Act (FERPA).

Annual Public Notice

Parents/guardians and students shall be notified annually of the following: (a) their rights to inspect, review and obtain copies of student records; (b) their rights to request the amendment of the student's school records if they believe the records are inaccurate or misleading or otherwise in violation of the students' rights of privacy; (c) their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent; (d) the categories of student record information which have been designated as directory data and their right to deny the release of such information; and, (e) their right to file a complaint with the Family Policy and Compliance office of the U.S. Department of Education.

Parents/guardians of secondary school students shall also be notified of their option to request the District not to release the secondary school student's name, address or telephone listing to military recruiters or institutions of higher education without prior written parental consent.

When a student transfers into the District after the above notice has been given, the student and his parent(s)/guardian(s) shall receive a copy of the notice.

LEGAL REF.:	Wisconsin Statute Sections	48.396	
		115.792	115.812(2)
		118.125	118.126
		118.127	118.51(8)
		118.52(10)	146.81 – 146.84
		252.04	252.15
		767.41(7)	938.396
		950.08(2w)	
	Chapter 19, Subchapter IV		
	Family Educational Rights and Privacy Act [20 U.S.C. Section 1232g, 34 C.F.R. Sec. 99]		
	Individuals with Disabilities Education Act [34 C.F.R. part 300]		
	Elementary and Secondary Education Act [20 U.S.C. § 7908]		
	National School Lunch Program		
	No Child Left Behind Act of 2001 (Section 9528)		
	Protection of Pupil Rights Provision of General Education Provisions Act		
	U.S.A. Patriot Act		
	Wisconsin Act 309		
CROSS REF.:	347 – Student Records		
	347 Rule (2) – Student Records Files		
	347 Exhibit – Request to Disclose Directory Information		
	823 – Access to Public Records		
	(WI DPI Publication) - Student Records & Confidentiality		
	Wisconsin Records Retention Schedule		
APPROVED:	November 11, 1974		
REVISED:	September 1985		
	September 1993		
	April 9, 2001		
	September 9, 2002		
	September 12, 2011		
	September 8, 2014		
	August 10, 2015		
	November 12, 2018		
	<u>TBD</u>		

2020-2021 Benchmark Book Data As Compared to Students and Quarantine

The graphs contained in this report show Benchmark Books progress that has been made at the various grade levels in our elementary buildings. The rationale behind this report is to determine what may be some of the causes for the overall lower percentage of students reaching the grade level Reading Benchmark across the district. In particular, the report is designed to analyze to what extent student and whole class quarantines throughout 2020-2021 may have contributed to lack of student progress. The statistics do not include data or numbers specific to our virtual students.

There are some common reasons that can be attributed to lack of progress:

- Learning loss from the school shutdown in March 2020 - September 2021
- Change in teaching strategies that reduces one on one and small group support
- A change in Reading and Math Intervention delivery
- Transiency between schools, virtual and building
- Change in family dynamics which may cause more stress on our kids
- Reduction in interventionist staffing due to need for virtual teaching staff
- Emotional and mental fatigue of students and teachers

All of these characteristics combined with the statistics below, help to draw a clearer picture of where our students are in their learning and what we need to do moving forward to help minimize the learning losses in our earliest grades.

In general, this data does show that in some cases there is a very clear correlation between the success of students as measured by Benchmark Books and absences due to student/whole class/teacher quarantine. While this is not the only contributing factor, it does appear that absences have played a role in cases where progress isn't being made.

Attachment F in the School Board Actionable items for May of 2021 defines steps we have taken and outlines some future proposed steps to address this situation.

2020-2021 Benchmark Book Data As Compared to Students and Quarantine

Grant Elementary	Percent of students NOT meeting Benchmark in March 2021	Total # of quarantine days for students	Total # of students who were quarantined (some could be multiple times)	Approximate Total Number of students at Grade Level	# of classroom fully quarantined	# of teachers quarantined with or without the class	Approximate Average Class size
1st	39%	214	48	43	0	1 time (7 days)	14.3
2nd	27%	467	65	40	4 (3 of 3) 19.5 Total days	4 times (2 of 3 teachers) 32 days total	13.3
3rd	39%	470	76	40	3 (2 of 3) 17.5 total days	3 times (2 of 3) (15 total days)	13.3
4th	51%	652	67	38	4 times (1/1) 21 total days	Absent with the class	25.3
5th	41%	287	59	29	2 times (2/2) 8 total days	3 times (2/2) 25 total days	19.3
TOTALS		2092 days	315 students	190 students			

Summary:

Grant's 4th grade class as a whole is showing the least amount of progress in meeting the Benchmark Book Goal in March of 2021. With approximately 38 students in 4th grade and 67 instances of a student being quarantined, one can see that some students were quarantined multiple times. The 4th grade class was quarantined 4 different times which made an impact on teaching and learning. The average class size for 4th grade at Grant was 25.3. There is a large number of 3rd grade and 5th grade students as well who are not meeting the benchmark with almost double the instances of quarantine to the total population of 3rd and 5th grades at Grant. Whole class quarantines could have played a part as well with the progress at these two grade levels. Grant's 2nd grade is very close to its percentages from 2019-2020 (pre pandemic). Even though all three 2nd grade classes were quarantined at some point, it does not appear as though the quarantine played a huge role in the overall achievement rates of Benchmark books at 2nd grade.

2020-2021 Benchmark Book Data As Compared to Students and Quarantine

Grove Elementary	Percent of students NOT meeting Benchmark in March 2021	Total # of quarantine days for students	Total # of students who were quarantined (some could be multiple times)	Approximate Total Number of students at Grade Level	# of classrooms fully quarantined	# of teachers quarantined with or without the class	Approximate Average Class size
1st	12%	61	18	17	0/2	1 of 2 10 days	8.5
2nd	31%	473	60	33	1 25 days	2/2 36 days	16.5
3rd	55%	348	51	26	2 of 2 16 days	3 days	13
4th	46%	226	39	33	0/2	0	16.5
5th	14%	186	35	20	0/1	16 days 1/1	20
TOTALS		1294 days	203 students	129 students	3 classrooms 42 days		

Summary:

Grove Elementary is struggling the most at 3rd grade, with only 45% of the students reaching the Reading Benchmark in March of 2021. However, their instances of quarantine - whole class/individual students/teacher - are quite high as well. The average class size for Grove at 3rd grade is 13 students. Grove's 1st grade classes are doing well with meeting the benchmarks, even though they have had individual students quarantined throughout the year. The average class size in 1st grade at Grove is 8.5 which can be an attributing factor to the success of the students at 1st grade. It appears that 2nd grade was impacted the most by quarantine with students missing a combined 473 days. The average class size at 2nd grade was 16.5 students. Grade 5 students are meeting benchmarks and their class was never completely quarantined. Grade 4 is not showing an extraordinary amount of absences due to quarantine as compared to other classes in the district, yet their achievement with Benchmark Books is not adequate. Quarantine may play a role in this grade level, but there are obviously other factors as well. Finally, Grove had roughly 33 students who were enrolled in the Virtual Program and many of those students were transient throughout the year between brick and mortar and virtual learning which can play a role. Fourth grade had 9 students enrolled in virtual classes at the beginning of the school year. It is important to note that students enrolled in the virtual program at the time of Benchmark reporting were not included in the Building numbers. Grove is a Title Building, and therefore, if students are receiving services because of the Title status, and they are then quarantined, they may not be receiving those services, such as interventions, in the way they are accustomed to. This adjustment may also be a factor in student Reading success.

2020-2021 Benchmark Book Data As Compared to Students and Quarantine

Howe Elementary	Percent of students NOT meeting Benchmark in March 2021	Total # of quarantine days for students	Total # of students who were quarantined (some could be multiple times)	Approximate Total Number of students at Grade Level	# of classroom fully quarantined	# of teachers quarantined with or without the class	Approximate Average Class size
1st	67%	343	58	38	0	0	12.7
2nd	47%	346	64	38	1 (1 of 3) 5 days total	1	12.7
3rd	20%	353	59	37	1 (1 of 3) 5 days total	1	12.3
4th	53%	360	58	52	0	0	17.3
5th	45%	261	45	40	0	0	20.0
TOTALS		1663 days	284 students	205 students			

Summary:

First Grade at Howe Elementary is struggling the most with reaching the Benchmark for Reading. They have a large number of students at that grade level who have quarantined, of which some have quarantined multiple times. Second grade at Howe is struggling and has very similar data as it relates to numbers of quarantined instances. One classroom at 2nd grade was quarantined. In 3rd grade 80% of students are meeting the Benchmark which is good news. While they have had to quarantine at 3rd grade, they are showing progress in reading as well. The average class size in 3rd grade has been approximately 12.3 students. This could have a positive effect on student progress as well. Fourth and fifth grade classes are very similar in their data. Again, although they had to quarantine, it is not definitive the impact the quarantine has had on reading growth. The average class sizes throughout the year in 4th and 5th grade respectively have been 17.3 and 20.0. Howe is also a Title school. If students who are quarantined are accustomed to receiving the extra learning support they receive while in the building, and they are not able to receive that support to the degree they are accustomed when quarantined, that could play a role in student success as well.

2020-2021 Benchmark Book Data As Compared to Students and Quarantine

Mead Elementary	Percent of students NOT meeting Benchmark in March	Total # of quarantine days for students	Total # of students who were quarantined (some students could be counted multiple times)	Approximate Total Number of students at Grade Level	# of classrooms fully quarantined	# of teachers quarantined with or without the class	Approximate Average Class size
1st	68%	677	44	45	5 (3/3 classrooms) 50 days	Each time the class was quarantined	15
2nd	49%	324	70	48	0 (0/4 classrooms)	4 for a total of 7+ times	12
3rd	44%	369	60	40	1 (1/3 classrooms) 12 days	1 for 12 days (1/3 teachers)	13.3
4th	50%	543	77	39	3 (3/3 classrooms) 28 days	5 times 3/3 teachers	13
5th	54%	535	89	45	3 (3/3 classrooms) 20 days	3 times 3/3 teachers	15
TOTALS		2448 days	340 students	217 students			

Summary:

Mead Elementary's first grade students are struggling with meeting the Benchmark. Although the number of students quarantined is close to the total enrollment for the grade level, the number of days of classroom instruction missed is very large, which means students were quarantined multiple times. Each 1st grade classroom was quarantined at least once with one whole classroom quarantined twice and that teacher also was quarantined one additional time. The average class size of the 1st grade classrooms at Mead is 15 students. The students in 1st grade did make up ground in their Benchmark scores from December 2020 - March 2021 - improving by 11%. The second grade classrooms at Mead were not quarantined as a whole, but individual students had to miss in person instruction for 324 days. In addition, all 4 teachers at 2nd grade were quarantined at some point. This will also have an impact on student learning. Third grade Benchmark Books scores are very similar to where they were last year at this point in time - within 2%. Fourth and fifth grade students spent a substantial amount of time in either whole class quarantine or individual student quarantines. In addition, 5 of the 6 teachers were quarantined at some point, with one multiple times. Missing direct instruction will have an adverse effect on student success. Mead is a Title Building, and therefore, if students are receiving services because of the Title status, and they are then quarantined, they may not be receiving those services, such as interventions, in the way they are accustomed to. This adjustment may also be a factor in student Reading success. Mead also had 63 students who were in the virtual program at some point during the school year. The transiency between brick and mortar schools and the virtual program could also have played a role in some of the scores.

2020-2021 Benchmark Book Data As Compared to Students and Quarantine

THINK Elementary	Percent of students NOT meeting Benchmark in March	Total # of quarantine days for students	Total # of students who were quarantined (some students could be counted multiple times)	Approximate Total Number of students at Grade Level	# of classroom fully quarantined	# of teachers quarantined with or without the class	Approximate Average Class size
1st	77%	508	34	22	1 classroom 3 times for total of 21 days (1 of 1)	2 additional days	22
2nd	40%	428	46	32	1 (1 of 2) 5 days	No additional days	16
3rd	28%	164	24	18	0	0	18
4th	9%	341	34	22	1 classroom (2 times) 12 total days	No additional days	14.7
5th	17%	222	24	29	1 (1 of 2) 2 days total	8 additional days	19.3
TOTALS		1663 days	162 students	123 students			

Summary:

THINK Academy's 1st grade students are showing the least amount of growth; however, they did improve from December 2020 - March 2021 by 5%. The first grade class experienced 3 instances of whole class quarantine where instruction happened online. The first grade class has the largest number of days of absences due to quarantine and the average first grade class size remained at 22 students. The second grade made gains from December 2020 to March 2021 improving by 13%. The number of students absent compared to the number of days absent shows that several students were absent on multiple occasions due to quarantine. The average class size for second grade was 16 students. Third grade had the least amount of absences and 72% of the students in third grade were meeting the benchmark for reading in March. Fourth and fifth grades are making progress and it appears as though quarantines have not had a large effect on those two grade levels..

2020-2021 Benchmark Book Data As Compared to Students and Quarantine

Washington Elementary	Percent of students NOT meeting Benchmark in March	Total # of quarantine days for students	Total # of students who were quarantined (some students could be counted multiple times)	Approximate Total Number of students at Grade Level	# of classroom fully quarantined	# of teachers quarantined with or without the class and days	Approximate Average Class size
1st	42%	313	52	29	0 (3 classrooms)	5 total days (2/3 teachers)	9.7
2nd	42%	418	78	49	0 (3 classrooms)	10 total days (2/3 teachers)	16.3
3rd	29%	421	67	41	1 (3 classrooms) 7 total days	16 total days (2/3 teachers)	13.7
4th	32%	604	92	44	3 (2/3 classrooms) 17.5 total days	27.5 total days (2/3 teachers)	14.7
5th	57%	802	98	48	5 (2/3 classrooms) 32 total days	45.5 total days (3/3 teachers)	16
TOTALS		2558 days	387 students	211 students	9 classrooms 66.5 total days	104 total days	

Summary:

Washington Elementary first grade students' progress in reading is better than the progress shown in 2019/2020 by 12%. The average class size in first grade this year at Washington was 9.7 students. This fact could have a positive effect on classroom learning. There were no total class quarantines in first grade but 2 of the 3 teachers had to spend some time in quarantine. The same is true for second grade. Even though there were no full class quarantines, 2 of the 3 teachers needed to quarantine at some point. The average class size in 2nd grade was 16.3 students. Washington's 3rd grade class is showing that 71% of students are reaching the benchmark in reading despite the instances of quarantine. The average class size for 3rd grade was 13.7 students. Fourth and fifth grade classrooms had the most instances of quarantine and that may have had a direct effect on their benchmark scores. Overall, Washington Elementary had 53 students enrolled in virtual at some point during the school year. Several of these students moved between virtual and brick and mortar throughout the year, which could also be a contributing factor to the scores.

2020-2021 Benchmark Book Data As Compared to Students and Quarantine

Woodside Elementary	Percent of students NOT meeting Benchmark in March	Total # of quarantine days for students	Total # of students who were quarantined (some students could be counted multiple times)	Approximate Total Number of students at Grade Level	# of classroom fully quarantined	# of teachers quarantined with or without the class and days	Approximate Average Class size
1st	45%	375	81	51	1 of 3 14 days	2 of 3 24 total days	17
2nd	36%	509	84	49	2 of 3 (one quarantined twice)	2 of 3 42 days	16.3
3rd	41%	433	83	58	0	0	19.3
4th	59%	829	113	62	1 of 3 14 days	1 of 3 14 days	20.7
5th	50%	634	99	48	4 of 3 (1 class twice) 70 days	5 of 3 (1 teacher 3 times) 70 days	16
TOTALS		2780 days	460 students	268 students			

Although only one of Woodside's first grade classrooms was quarantined as a whole class, 2 of the 3 classrooms had the teacher in quarantine at some point. The average class size at first grade was 17 students. The 2nd grade class experienced a number of quarantines throughout the year as well as a large number of days absent for students due to quarantine. The third grade class lost ground during the year with 71% of students meeting benchmark in December and then 59% meeting benchmark in March. Even though there were no full class quarantines at the 3rd grade level, there were several students out for multiple stretches of time. The third grade average class size was 19.3 as well. The fourth grade class had the most instances of days missed by students due to quarantine with 829 days of missed person to person instruction. Even though one whole class was only quarantined once, students missing and coming back and teachers working to keep everyone on pace has an impact on student success. The average class size at fourth grade was 20.7. Fifth grade experienced the most overall whole class quarantines and that could have easily played a role in the Benchmark Books results. The average class size at 5th grade is 16.0 students. Overall, Woodside had 36 students in the virtual program at one point during the year, and there was transiency between the two educational formats throughout the year.

**Off-Campus Enrollment Numbers as of 4/23/21
(Not Including Central Oaks)**

	4K	K	1	2	3	4	5	4/23/21	3/15/21	2/19/21	1/22/21	11/30/20	11/25/20	10/26/20	9/30/20	9/9/20
Grant		0	1	4	0	0	3	8	8	9	9	10	12	10	10	14
Grove		1	5	6	3	3	4	22	20	28	26	27	25	21	25	52
Howe		4	3	0	3	4	2	16	22	26	30	31	33	35	49	59
Mead		4	10	8	5	6	6	39	43	51	53	54	53	55	45	57
THINK		3	2	4	4	2	3	18	18	20	19	19	19	19	19	18
Washington		3	5	2	1	3	7	21	22	36	40	41	37	43	39	52
Woodside		5	1	1	5	1	5	18	21	27	30	32	38	32	30	43
DISTRICT	19							19	20	23	23	28	28	29	26	
Total by Grade	19	20	27	25	21	19	30	161	174	220	230	242	245	244	243	295

Central Oaks Enrollment by Grade Level

	4/23/21	3/15/21	2/19/21	1/22/21	11/30/20	11/25/20	10/26/20	9/30/20	9/9/20
4K	38	40	41	43	45	45	45	45	49
Kindergarten	44	45	47	48	52	52	51	52	57
1st Grade	43	43	44	47	52	52	54	54	54
2nd Grade	35	36	37	37	43	43	41	40	52
3rd Grade	42	42	43	43	45	45	45	50	54
4th Grade	38	39	40	40	40	40	38	41	44
5th Grade	35	36	36	36	37	37	37	40	41
6th Grade	74	76	77	78	79	76	73	71	64
7th Grade	66	71	78	77	79	77	66	65	65
8th Grade	73	72	75	76	72	71	67	58	55
Total Students	486	500	518	525	544	538	517	516	535

Lincoln Virtual School Enrollment

	4/23/21	3/15/21	2/19/21	1/22/21	11/30/20	10/26/20	9/30/20	9/9/20
Total Students	207	206	264	265	260	183	171	159

*14 new virtual applications have been received for Term 3

**24 of the 264 virtual students have received letters stating the need for them to return to "in-person" for Term 3 due to failing grades.