



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

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

March 6, 2023

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

TIME: 6:00 p.m.

I. Call to Order

II. Pledge of Allegiance

III. Public Comment

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

IV. Actionable Items

- a. Summer Academy Course Proposal
- b. Title I School-Wide for Washington Elementary
- c. Wisconsin Rapids Public Schools Co-Curricular Activities Code of Conduct for Grades 6-12
- d. Care Solace
- e. Digital Media Live Broadcast Equipment Purchase

V. Updates

- a. Student Travel
- b. Center 4All Equity Walks

VI. Consent Agenda Items

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

VII. Future Agenda Items/Information Requests

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

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

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



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BACKGROUND

Katie Bielski-Medina, Chairperson
John Benbow, Jr.
Troy Bier
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IV. Actionable Items

a. Summer Academy Course Proposal – *Food Around the World*

Currently, Wisconsin Rapids Public Schools introduce cooking to 6th grade students in the Family and Consumer Sciences trimester class. This course is about three weeks long with four to five cooking labs. There are no Family and Consumer Sciences classes currently offered in 7th or 8th grade that would help keep students interested in the program.

Food Around the World is being introduced as a Summer Academy class to help continue with the promotion of food sciences for grades 6-8. The focus would be on learning about the cuisine of various countries in the world and making dishes from each of the countries. Topics learned could include safety and sanitation, kitchen equipment and measuring, reading a recipe and cuisine in countries with at least one lab for each of the following countries: Mexico, China, Japan, Germany, France and Italy.

The course was presented to the District Council for Instructional Improvement (CII) and was approved unanimously. A copy of the course proposal as well as the vote total with comments is included as Attachment A.

The administration recommends the approval of the *Food Around the World* Summer Academy class to be offered in summer of 2023.

b. Title I School-Wide for Washington Elementary

Under the Title I section of the Elementary and Secondary Education Act, schools may qualify as either Targeted Assistance Schools or School-Wide Title Programs. A Targeted Assistance School may use Title I funds to service only specific students that meet certain academic criteria. School-Wide programs may use Title I funds to service all students in the school, as long as there is a school plan submitted that meets criteria set out in the grant. Currently WRPS has four schools that qualify for Title I funding including Mead Elementary School, Howe Elementary School, Grove Elementary School, and River Cities High School. All these schools are School-Wide programs.

Washington Elementary School would like to apply to become a School-Wide program so that Title I funds may be used to service all students that attend the school. Roxanne Filtz, Director of Curriculum and Instruction will present the rationale, as outlined in Attachment B, for the Title I School-wide application as well as answer any questions that the committee may have.

The administration recommends that Washington Elementary School applies to become a Title I School-Wide program.

c. Wisconsin Rapids Public Schools Co-Curricular Activities Code of Conduct for Grades 6-12

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 C.

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

d. Care Solace

Ensuring the well-being of both students and staff remains a top priority for our district as evidenced through the District's Strategic Plan. To that end, we are actively seeking to collaborate with Care Solace, a prominent "community referral mental health support system" renowned for its ability to expedite connections between students, school staff, and their families and top-tier mental health and substance abuse providers.

Care Solace provides support for all students, staff, and their families, and offers around-the-clock multilingual support for accessing qualified mental health care providers. Their services extend to mitigating wait times for care and assisting families with navigating insurance protocols. Care Solace supports families with scheduling appointments and ensures questions are answered during the process.

The overall cost for a 3-year agreement with Care Solace is \$60,021.00 and will be paid using School Based Mental Health Grant funds and Get Kids Ahead Grant funds if needed. Attachment D further describes the role of Care Solace.

The administration recommends approval of the 3-year purchase agreement of Care Solace for the total cost of \$60,021.00 to be funded through the School Based Mental Health Grant funds and Get Kids Ahead Grant funds if needed.

e. Digital Media Live Broadcast Equipment Purchase

On November 14, 2022, the Board of Education approved the new course proposal, Digital Media Live Broadcast. This course is designed to provide LHS students with the opportunity to learn how to use the LHS video board operating system as well as the techniques for live streaming. The skills, equipment, and tools taught in this specific class are used at the collegiate and professional level of sports as well as in the private sector. Students will apply their knowledge of digital media to real life applications, including live stream and video board productions of events across the district.

The video room was designed to provide advanced broadcasting equipment that would utilize the newly constructed Digital Media Live Broadcast space to its fullest potential. At the time of the proposal, it was believed that all the equipment needed to create this course to its fullest potential was being purchased through construction, referendum, technology, building or Fund 80 budgets. Although most of the equipment for the room, as well as the construction of the room itself, was funded through these areas, there are some crucial pieces of equipment that still need to be purchased to fully equip the Virtual Studio.

The equipment requested is outlined in Attachment E. Because the equipment is for a new course, the administration proposes that the purchase be made through the referendum dollars allocated for curriculum and technology purchases. In addition, this class will fall in the rotation of curriculum acquisition with other CTE courses and, therefore, any future large equipment replacement purchases will be made during the normal CTE acquisition cycle.

The administration recommends approval of the additional equipment purchases for the Digital Media Live Broadcast course to be paid through the Curriculum and Technology Referendum budget in the amount of \$32,976.72.

V. Updates

a. Student Travel

i. National Veterans Day Commemoration

Jeanne Olson, Lincoln High School Band Instructor, and the LHS band students have been invited to perform at the Air Force Memorial in Washington, D.C., as part of the National Veterans Day Commemoration. In addition, the band will be a part of a mass band and choir performance of *God Bless America* and *America the Beautiful*.

The students will leave on Wednesday, November 8, 2023, and will return on Monday, November 13, 2023. They will travel by coach bus. While in Washington, D.C. the students will tour many of the national museums, monuments and memorials as well as Arlington National Cemetery. The cost is approximately \$1,200.00 a student. A parent meeting with more specific information is scheduled for April.

ii. International Thespian Festival

For the first time in Lincoln High School's history, the theatre department has entered members of LHS's Thespian Troupe #525 into the Thespys. Our troupe was established in 1942 and recently, has been more involved to open opportunities and future career readiness for LHS student members. The [Thespys](#) involve various theatrical aspects for students to compete. The International Thespian Excellence Awards (or Thespys® for short) recognize the highest level of achievement in school theatre performance, technical theatre, writing, and filmmaking.

If students earn a Superior rating at local and regional competitions, they are invited to Nationals at the International Thespian Festival. Students can receive up to thousands of dollars in scholarships if they are rated as "Excellent" at the International Thespian Festival.

This year, the ITF will be held at Indiana University Bloomington on June 19-23, 2023. Lincoln High School has two students, Raegan VanWagner and Alaina Kawleski, who entered the competition and received 18/20, which is a Superior rating and advanced them to Nationals. Both students will have graduated by the time of the festival. Unfortunately, Sara Danke Lukaszewicz, Theatre Educator for LHS, will be in Scotland during this time but fortunately, she has teamed up with her friend and colleague, Abby Kean, the theatre teacher at Kettle Moraine High School, who will be the students' chaperone and will sponsor them throughout this process in Bloomington.

The cost of the trip is \$999 for an All-Access Pass and includes housing and meals for the entire week. The LHS Theatre Dept will sponsor money for their Thespys entry and transportation cost. The girls plan to fundraise and ask for sponsorships for the rest of the trip.

b. Center 4All Equity Walks

Despite some improvement, WRPS still disproportionately identifies Black students as having a disability, with Black students being 2.2 times more likely to be identified than their peers in 2022 (down from 2.5 times in 2021). Moreover, Black and Hispanic students are more likely to be identified with a Specific Learning Disability than their peers. With Black students being 3.06 times more likely (down from 3.61 in 2020 and 3.11 in 2021) and Hispanic students 2.4479 times more likely (increase from 2.1756 in 2020 and 2.4459 in 2021).

To address this issue, WRPS has contracted with Center 4All to conduct "Equity Walks" in three of its Title I elementary schools (Howe, Grove, and Mead). The Equity

Walks will gather observational data to confirm or challenge assumptions about school improvement and equity and identify areas that may have been overlooked. Center 4All consultants and school staff will work together to collect data, which will be included in a report for each individual building and a system-wide district report. The reports will be used for planning, goal-setting, and inclusive conversation, and will be discussed with the leadership teams to determine next steps. The purpose of and the process for Equity Walks are outlined in Attachment F.

The cost of the contract is \$13,769.64. The contract includes the 3 days for the equity walks, data collection/analysis, lodging/mileage reimbursement, and presentation on findings. Due to being identified as disproportionate, WRPS must budget 15% of IDEA Part B funds for comprehensive coordinated early intervening services (CCEIS) to address the root cause of racial disproportionality, as identified through continuous improvement activities. These Equity Walks are considered a continuous improvement activity and will be funded through these IDEA Part B funds.

c. Updates to the Curriculum Webpage

Curriculum is a sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. The curriculum is standards-based. It serves as the central guide for all educators, defining what is essential for teaching and learning, so that every student has access to rigorous academic experiences.

The curriculum webpage that is found on the WRPS district website serves two purposes. The first purpose is to provide an overview of the curriculum that is followed, including the mission and vision of each area, the essential questions for learning as well as the learning objectives that students are expected to meet. This portion is intended for parents/guardians, and others in the community who may have an interest. The second purpose is to house individual course lessons, assignments, assessments and materials used to organize and teach a particular lesson. This portion is for classroom use and is not intended to be shared openly with the public at large. However, parents/guardians have access to virtually all aspects of coursework that their child(ren) are involved in simply by asking their classroom teacher.

With the entirety of the WRPS curriculum being posted in the same place on one landing page, there are several webpage links that are not open to the general public, but only open to classroom teachers. This is due to the fact that these links typically lead to common assessments, copyrighted resources, or daily lesson plans.

The curriculum page is currently being revamped as the Curriculum Department begins the process of removing dead links to actual classroom materials and assessments while still providing the public a general outline of what is taught at each grade level, the standards that are addressed, and what is expected in order to show proficiency in each content area. The webpage will be under construction through the spring. While under construction, parents/guardians or other interested parties may direct specific curriculum questions to their child's teacher, building administrator or the Director of Curriculum. We believe the new and improved version of the webpage, once finished, will cut down on confusion and give users the experience and information they seek to find.

VI. Consent Agenda Items

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

VII. Future Agenda Items/Information Requests

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

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

- Start College Now (SCN) and Early College Credit Program (ECCP) Applications (April)
- Board Policy 723.1 Emergency School Closings and 723.1 Rule Emergency School Closing Procedures Revisions (April)
- Agenda Planners (May)
- District Professional development Plan (May)

Food Around the World Summer School

Current Situation:

Currently we introduce cooking to our 6th grade students in our Family and Consumer Sciences trimester long class. This course is about three weeks long with four to five cooking labs.

Problem:

There are not any Family and Consumer Sciences classes in 7th or 8th grade to keep students interested in the program. Ultimately, students are unable to gain more knowledge and skills in the classroom setting until high school.

Proposal:

We are proposing a summer school cooking class called "Food Around the World".

- Focus would be on learning about the cuisine of various countries in the world and making dishes from each of the countries. This would give students an opportunity to learn about other countries and try new foods, along with enhancing their cooking skills. Topics learned in class could include:
 - Safety & sanitation
 - Kitchen equipment and measuring
 - Reading a recipe
 - Cuisine in Countries with at least one lab for each country
 - Mexico
 - China
 - Japan
 - Germany
 - France
 - Italy

CII Ballot - February 21, 2023

Food Around the World			
Yes	No	Unsure	Comments:
28	0	0	<ul style="list-style-type: none"> - Do they need taste testers? - Looks great. - Love it. - I think this is a great idea to extend the class through summer. - Awesome! - I would like to see Spain added for a lab. - Sounds good! Can I take it?



**WASHINGTON
ELEMENTARY**

Washington Elementary School

2911 Washington Street
Wisconsin Rapids WI 54494

Phone: 715-424-6788

 Washington Elementary, WRPS

Washington Title I Overview March 2023

The Journey:

- 2013 1st Title I Application Completed and Approved, Title I Support 2013-2014
- 2016 Revisited and Updated Plan, Title I Funding was not supported
- 2023 Revisited and New Application Completed and Support is planned by the District for the 2023-2034 School Year

The Process:

- A committee is formed to develop supports to support student achievement. Committee members include parents, classroom teachers, intervention staff, student services staff, and administration. Supports include student, family, and staff support.
 - Students: Intervention Support, Supplemental Materials to meet needs below or above grade level, Student Goal Setting
 - Families: Education-based Events, Increased Communication, and Community Supports
 - Staff: Increased Professional Development Opportunities and Professional Learning Time
- The Plan is shared with ALL stakeholders and Implemented
 - Information is shared at Parent Organization meetings, staff meetings, and building communications.
 - A yearly family survey is shared to provide feedback on the current plan and identify needs for future work.
 - Yearly goals are set in the areas of School Culture and Climate, Instructional Practice, Family and Community Engagement, and School Structure

As a Washington Community, we believe the students, staff, and parents feel safe and successful because we are connected as a learning family. Cooperation, support, and positive attitudes can be felt and seen. We are: "Here for Kids"

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

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:

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

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

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, 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 6-12, and will continue to be signed annually through the Online Enrollment Verification (OEV) process in order for parents/students to review and acknowledge any updates to the Code. 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
- Lacrosse**

Boys' Sports

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

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
Powerlifting 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
<u>Theatre Play Competitions</u>	FFA	HOSA
<u>Thespian Troupe 525</u>		

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. **Co-curricular code violations could affect awards and recognitions as deemed appropriate by advisers in consultation with the building administration.**

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

National Honor Society	Class Officers	KEY Club
Musical	Badger Boys/Girls	Bloodstone
Commencement Speakers	Cool 2 Be Kind	Student Council
Letterwinners Club	<u>French National Honor Society</u>	FACT
Courts (Homecoming, Prom, Winter, etc.)	Art Honor Society	Link Crew
Team Managers, Statisticians, Videographers, etc		<u>Livestream</u>

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:

Yearbook

<u>Band-all curricular</u>	<u>Orchestra-all curricular</u>	<u>Choir-all curricular</u>
<u>Pit Orchestra</u>	<u>Chamber Players</u>	<u>Chamber Singers</u>
<u>Marching Band</u>	<u>Fiddle Squad</u>	<u>Vocal Jazz</u>
<u>Pep Band</u>	<u>Mariachi Band</u>	<u>Musical</u>

~~*Symphonic Band*~~

~~*Show Choir*~~

~~*Jazz Ensemble*~~

~~*Madrigal*~~

~~Marching Band~~

~~Choir~~

~~Jazz Ensemble~~

~~Pep Band~~

~~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**~~

Raider Buddies

~~**Snow/Ski Club**~~

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) ~~**and/or current applicable conference membership.**~~ 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 ~~**and current conference memberships. 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, the 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 the 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 traveling 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 a letter signed by the student and parent/guardian**, 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) school days of receipt of the request. **The date the request is received is day 0.** 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 a 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 the 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.

F. Summer Appeals

- a. *Note that appeals during the summer months when school is not in session will be conducted in a timely manner.*
- b. *All deadline dates for an appeal and hearings will be shared in a letter to the athlete and parent/guardian.*

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:
 - i. The student was declared ineligible based on academic standards.
 - ii. The student quit the activity before the season was over.
 - iii. A student who has served a suspension during the season of the original violation is ineligible to receive any conference awards for that season.

- d. 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.
- e. 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. The 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.)**

CARE SOLACE FOR RURAL SCHOOL DISTRICTS

Attachment D

We work alongside rural school districts to quickly connect students, school staff, and their families to quality mental health and substance use treatment providers. We navigate the mental health care system and find care regardless of circumstances such as location, insurance, and availability.

KEY BENEFITS

- Helps all members of your school community connect to the right help at the right time, either in-person or remotely.
- Increases help seeking and access to care by ensuring privacy.
- Ensures equitable access to care regardless of coverage, including private insurance, Medicaid, and sliding scale options for those without insurance.
- Expands on existing school support structures and bridges the gap to community providers for needs that exceed the scope of school-based services.
- Provides full case management and live data on the mental health needs of your school community.



Care Solace is an essential component of our district's mental health system of support. Being a rural school district, the services provided by Care Solace mitigate many of the barriers our families face. The response time is incredible and the support is top notch!

Abigail Leonard
Supervisor of Ancillary Services
Big Spring School District, PA

OUR IMPACT



We currently serve 170K students and their families in 70+ rural districts.



In our proprietary database, 39% of providers in rural areas offer teletherapy.



83% of our clients are happy with their first matched provider.

CONTACT US

www.caresolace.org
k12partnerships@caresolace.org

SERVICES



Warm Handoff® Referral Process

Use our proprietary software to easily submit referrals. We'll navigate the mental health care system and provide school staff with real-time updates on the progress of each referral.



24/7/365 Multilingual Support

Our Care Companion™ team is available at all times — including nights, weekends, and holidays — in any language to explain options and coordinate care.



Care Match™ Self-Serve Tool

For an anonymous pathway to care, your school community can utilize Care Match, our self-serve tool, to find verified providers on their own.

Digital Media Live Broadcast Equipment Request

Equipment Requested	Cost
Cameras 4K, HDMI	\$5,397.00
Audio Headsets, mics, mixer and equipment	\$3,893.94
Technology Console with virtual sets, teleprompter, NDI equipment	\$21,243.94
Studio Equipment and Lighting Curtains and lighting system	\$2,441.84
TOTAL	\$32,976.72

EQUITY WALKS

Equity Walks sharpen and focus the inclusion efforts and instructional leadership lens through the gathering of observational data to confirm or challenge assumptions regarding school improvement and equity in the buildings. It is a way to “take the pulse” of the school, and also to provoke equity conversations based on patterns within these observations. It can also help to point out various areas that may have been previously overlooked and can be easily addressed.

GOALS

- Develop a shared system of accountability
- Develop workforce excellence through targeted training
- Increase student and family engagement
- Close the achievement gap
- Enable educators and leaders to avoid patterns of thinking and behavior that limit the possibilities of creating equitable schools for underrepresented student groups

OPPORTUNITIES

- Build common language
- Build common experience
- Build common expectations
- Allow for common planning
- Work from an asset-based approach

TEAMS

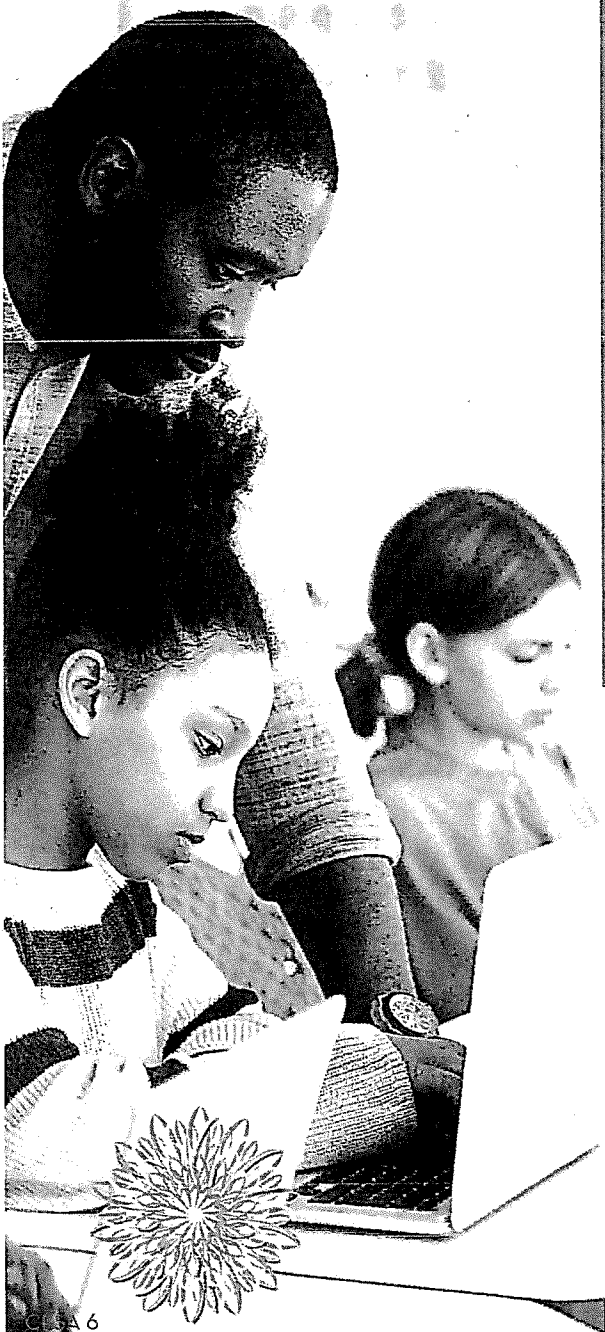
Comprised of a common district team or individual building teams of like positions totaling no more than three.

- Center 4All Consultant(s)
- Building Principal/Head of School
- Instructional/Equity Coach
- Superintendent
- PBIS Team Member
- Director of Teaching & Learning
- Student Services
- Human Resources
- Curriculum & Instruction

FOLLOW-UP/OUTCOMES

- This observational data will be added with the other qualitative data for a report that will isolate each individual building results, along with a system-wide district report including celebrations and recommendations.
- These reports will serve as the collaborative cornerstone of forward planning, goal setting, and inclusive conversation that will lead to focused work.

CESA6.ORG/SERVICES/CENTER4ALL



Center 4All

AWARENESS | ALLYSHIP | ADVOCACY | AGENCY

SCHEDULE YOUR EQUITY WALK: KWALTERS@CESA6.ORG | JHENDERSON@CESA6.ORG

Equity Walk Process

<p>What is the purpose of an equity walk?</p>	<p>The purpose of the Equity Walk is to sharpen and focus the inclusion efforts and instructional leadership lens through the gathering of observational data to confirm or challenge assumptions regarding school improvement and equity in the buildings. It is a way to “take the pulse” of the school, and also to provoke equity conversations based on patterns within these observations. It can also help to point out various areas that may have been previously overlooked and can be easily addressed.</p> <p>The goals of the Equity Walk include, but are not limited to the following:</p> <ul style="list-style-type: none"> ● Develop a shared system of accountability ● Develop workforce excellence through targeted training ● Increase student and family engagement ● Close the achievement gap ● Enable educators and leaders to avoid patterns of thinking and behavior that limit the possibilities of creating equitable schools for underrepresented student groups <p>The Equity Walk provides the leadership team with the opportunity to:</p> <ul style="list-style-type: none"> ● Build common language ● Build common experience ● Build common expectations ● Allow for common planning ● Work from an asset-based approach <p>Additionally, an Equity Walk is NOT a classroom (or peer) observation meant to serve as an evaluation tool for teachers, but rather a tool for leaders and their communities to consider their school context and reflect on implications for their leadership and align future professional development to meet the needs of the school or district.</p>
<p>Who is included in the equity walk process?</p>	<p>The Equity Walk Team may be comprised of a common district team or individual building teams of like positions totaling no more than three. We strongly recommend the building principal be a part of this team. These positions include:</p> <ul style="list-style-type: none"> ● Center 4All Consultant(s) ● Building Principal/Head of School ● Instructional/Equity Coach ● Superintendent ● Director of Teaching & Learning ● PBIS Team Member ● Student Services ● Human Resources ● Curriculum & Instruction
<p>Prior to the Equity Walk</p>	<ul style="list-style-type: none"> ● The team will meet ahead to norm and discuss current context and concerns. ● Decide on a focus area(s). ● Share predictions about what they will observe.

<p>Guidelines During the Equity Walk</p>	<ul style="list-style-type: none"> ● The team visits every classroom together. ● Each visit lasts 3-5 minutes. ● Visits are not classroom observations of any specific teacher, but rather an observation/ picture of the school or program as a whole. ● While the team conducts the Equity Walk together, team members maintain individual notes related to the agreed upon focus area and equity emphasis. (Consider what you see, hear & wonder; observations, quotes & questions; tallies, quick interviews, etc.) <ul style="list-style-type: none"> ○ Observe the classroom's physical environment. ○ Review student work samples in folders, portfolios, on desks, on display. ○ Focus on stating factual evidence ("I heard..." "I saw..."); and refrain from subjective statements ("I liked..."). ○ Focus on what is actually said or done, as a video camera might record. Be as fine-grained and objective as possible in recording observed behavior and stated words/phrases. ● The team will avoid discussing any findings until the group is gathered back together in a private location to debrief.
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<p>What is the follow-up process for the data collected?</p>	<p>This observational data will be added with the other qualitative data for a report that will isolate each individual building results, along with a system-wide district report including celebrations and recommendations. These reports will serve as the collaborative cornerstone of forward planning, goal setting, and inclusive conversation that will lead to focused work. Ideally the reports will be discussed during a common time with all leadership.</p>
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