



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
John Krings, President
Kathi Stebbins-Hintz
Julie Timm

May 1, 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. 6 - 12 Physical Education Curriculum Maps
- b. 6 - 12 Physical Education Proposed Materials Acquisition
- c. 6 - 12 Social and Emotional Learning Framework Purchase – *The 7 Mindsets*
- d. Library and Technology Plan
- e. 2023-2024 Student Handbooks
- f. Professional Development Plan

V. Updates

- a. Continuity of Services Plan
- b. Wisconsin Rapids Middle School Discipline Data Update

VI. Consent Agenda Items

VII. Future Agenda Items/Information Requests

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

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

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



BACKGROUND

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

May 1, 2023

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

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment
- IV. Actionable Items
 - a. 6 - 12 Physical Education Curriculum Maps

Roxanne Filtz, Director of Curriculum and Instruction, Nathali Jones, Randy Duxbury, and Jodi Williamson will be present to share the proposed curriculum maps for the 6-12 physical education curriculum. Justin Weinhold, K-12 Physical Education Curriculum Chairperson and the 6-12 physical education subcommittee have been working to revise the 6-12 physical education curriculum maps, centering their work on the Wisconsin State Standards. Ms. Jones and Mr. Holberg presented the proposed 6-12 curriculum maps to the District Council for Instructional Improvement (CII) on February 21, 2023. The CII unanimously voted to recommend approval of the proposed curriculum maps. Attachment A presents examples of the proposed maps.

The administration recommends adoption of the proposed 6-12 physical education curriculum maps as presented in Attachment A, beginning with the 2023-2024 school year.

- b. 6 – 12 Physical Education Proposed Materials Acquisition

Ms. Filtz, Ms. Jones, Mr. Duxbury and Ms. Williamson will be present to share the physical education acquisition proposal for grades 6-12. The physical education subcommittee discussed potential materials to support the approved curriculum and secured several quotes from a variety of vendors. Because the acquisition is

equipment, there was not a public viewing of the proposed materials. Attachment B sets out the recommendation for the 6 - 12 physical education acquisition.

The Council for Instructional Improvement (CII) discussed the acquisition proposal at its April 19, 2023 meeting and unanimously (27 – YES and 0 – NO) voted to recommend possible approval of the proposed purchases. There was not a public review of materials for Physical Education as items being purchased are equipment for our curriculum.

The administration recommends approval of the proposed 6-12 physical education acquisition outlined in Attachment B in an amount not to exceed \$109,773.33 to be funded through the WRPS Referendum Curriculum budget.

c. 6 – 12 Social and Emotional Learning Framework Purchase – *The 7 Mindsets*

The District is considering purchasing the program *The 7 Mindsets* as a resource to define the seven mental habits that are foundational to an enriched life. *The 7 Mindsets* are based on a three-year research effort that began with the simple question: What do the world’s happiest and most successful people have in common? *The 7 Mindsets* are a comprehensive blueprint for happiness, intentionality and success, written in simple, powerful language to teach and activate success strategies for people to live the lives of their dreams. Research of *The 7 Mindsets* shows a direct correlation between talking about growth mindset and higher test scores as well as the development of the sense of belonging to a school community. An informational handout is included as Attachment C.

After details of the program were presented at the April 19, 2023, CII meeting, the committee unanimously (27 Yes and 0 No) agreed to bring this program forward to the Board of Education for consideration and possible approval for grades 6-12. A public viewing of the materials was held on April 17, 2023, from 2:00–5:30 pm. Four community members and one school board member reviewed the proposed materials. Public comment shared regarding *The 7 Mindsets* was “Seems to be a good fit for older kids,” and “Love this! This is definitely needed to empower kids to make the right choices.”

The administration recommends approval of the purchase of *The 7 Mindsets*, a Social and Emotional Learning Framework resource for grades 6-12, for a total cost of \$38,250.00 for one year to be paid with funds from the Comprehensive Coordinated Early Intervening Services (CCEIS) set aside budget, for implementation beginning with the 2023-2024 school year.

d. Library and Technology Plan

The WRPS Instructional Technology Committee along with our Library Media Specialists have developed a 3-year Technology and Library Plan that has been many years in the making. The plan addresses multiple facets of Technology and Library services throughout our District. Main topics include Professional Development, Infrastructure, Library Space, Budgeting, Community Partnerships, Data and Privacy and Curriculum and Instruction.

Phil Bickelhaupt, Director of Technology, the District Library Media Specialists and the District Elementary Keyboarding Instructor will present key topics found within the plan. They will also discuss challenges that are facing the District in terms of the Library and Instructional Technology services and a plan to address those challenges. They will be seeking approval of the 2023-2026 District Technology and Library Plan.

The administration recommends the approval of the 2023-2026 District Technology and Library Plan.

e. Student Handbooks

Proposed changes for the 2023-2024 Student Handbooks for Lincoln High School (LHS), Wisconsin Rapids Area Middle School (WRAMS) and the Wisconsin Rapids elementary schools are set out in Attachments D, E and F respectively. Ms. Filtz, as well as building administrators, will present the proposed modifications.

The administration recommends approval of the proposed modifications to the LHS Planner for the 2023-2024 school year.

The administration recommends approval of the proposed modifications to the WRAMS Planner for the 2023-2024 school year.

The administration recommends approval of the proposed modifications to the elementary school planner for the 2023-2024 school year.

f. Professional Development Plan (2023-2024)

Attachment G sets out the proposed Professional Development Plan for the 2023-2024 school year. The plan was shared with the District CII and the administrative team. As the various district committees set their 2023-2024 goals and action steps, they will consider the Board approved 2023-2024 District Strategic Plan as well as the District Professional Development Plan.

The administration recommends approval of the 2023-2024 Professional Development Plan as set out in Attachment G.

V. Updates

a. Continuity of Services Plan

The American Rescue Plan (ARP) Act requires that school districts make their Continuity of Services Plan available to the public online and that the plans be in an understandable and uniform format. The Continuity of Services Plan describes how WRPS will continue to provide a safe return to in-person instruction and continuity of services for all schools and strive to meet the needs of all educational stakeholders involved. Ms. Filtz will provide the required Continuity of Services Update Board Report. The plan can be found in its entirety on the District webpage under Pandemic Information and is included as Attachment H.

b. Wisconsin Rapids Area Middle School (WRAMS) Discipline Data Update

Administration from WRAMS will present the accumulated data for discipline instances as recorded during the 2022-2023 school year. This information is included as Attachment I.

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:

- Grades 6 – 12 Health Curriculum Maps (June)
- Grades K – 12 Health Acquisition Materials (June)
- Grades 9 – 12 Health Curriculum Maps (June)
- Grades 9 – 12 Science Acquisition Materials (June)
- Renaissance Learning Purchase Contract (June)
- Student Engagement Facilitator Impact Report (June)
- Professional Development Calendar (June)
- Pupil Academic Standards (July)
- Achievement Gap Reduction Report (July)
- Seclusion and Restraint Report (August)
- Parent Council for Instructional Improvement Representative (September)
- ESSA Update (September)

UNIT	Content	Standards	2020 State Standards	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills & Strategies	Assessments	Activities	Resources (equipment):
Team Sports	Team sports are activities which involve players working towards a shared goal. Players interact directly and work cooperatively to achieve an objective. The objective involves teammates facilitating the movement of a ball or similar item in accordance with a set of rules, in order to score points. Team sports support social interaction and encourage individuals to think with a team perspective. Participating in team sports as part of a unit teaches persistence, patience, and practice — all of which can translate into important life lessons. Working with other team members teaches accountability, allowing students to understand individual differences. This is an important lesson to learn in life, as being able to accept and learn from. Cooperative play, socializing, teamwork and sportmanship are emphasized.	PE.S1.M10.6, PE.S1.M11.6, PE.S1.M12.6, PE.S1.M13.6, PE.S1.M14.6, PE.S1.M15.6, PE.S2.M6.6, PE.S2.M7.6, PE.S2.M8.6, PE.S3.M2.6, PE.S3.M4.6, PE.S3.M5.6, PE.S3.M11.6, PE.S3.M16.6, PE.S4.M1.6, PE.S4.M2.6, PE.S5.M1.6, PE.S5.M4.6	State Physical Education Standards based grading on standards 1, 2, 3, 4 & 5	Developing	What are the basic skills necessary to play team games? What are the boundaries of the court or field that you are playing on? How does a foul or a fault occur? How do you and when do you rotate positions on your court or in your game? When serving, how many ways can you serve? How can you return the ball in this game? What are the rules of the game? How can a team score points?	Shooting, Dribbling, Passing, Rebounding, Trapping, Defense, Offense, Cradling, Shooting Goals, Touchdowns, Forearm Pass, Sets, Serves, Push Pass, SlapShot	Rubrics	Soccer Football Basketball Wiffle Ball Volleyball Kickball	- Indoor Soccer Ball - Outdoor Soccer Balls - Soccer Nets - Pop Up Goals - Indoor Footballs - Outdoor Footballs - Cones (various sizes) - Boys Basketballs - Girls Basketballs - Basketball Nets - Trainer Volleyballs - Volleyballs, - Volleyball Nets - Volleyball Standards - Wiffle Ball Bats - Wiffle Balls - Indoor/Outdoor Bases - Kickballs - Bags/Carts (Various sizes) to store equipment

UNIT	Content	Standards	2020 State Standards	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills & Stratgies	Assessments	Activities	Resources (equipment):
Racquet Sports	Racquet sports are activities which involve players working towards a shared objective with rackets through dual and team play.. Players interact directly to achieve a team goal. The objective involves teammates facilitating the movement of a birdie, or ball or similar with a set of rules, in order to score points. Racket skills help students to develop coordination and motor skills with a racket. Racket activites also help students to develop hand-eye coordination, strength and endurance during games.	PE.S1M10.6, PE.S1M11.6, PE.S1M12.6, PE.S1M13.6, PE.S1M14.6, PE.S1M15.6, PE.S1M18.6 PE.S2M6.6, PE.S2M7.6, PE.S3M16.6, PE.S4M3.6, PE.S5M2.6	State Physical Education Standards based grading on standards 1, 2, 3, 4 & 5	Developing	What are the basic skills and rules that are needed to play various racket games and sports? What are some of the basic strategies involved in playing with a partner to help your team be successful? What are some similarities necessary to have fun in team play while playing different racket sports?	Serving, Drop, Smash, Drive, Clear, Defense, Offense Students will demonstrate control of the racquet by hitting an object overhand and underhand in practice scenarios, demonstrate a serve in the various racquet sports, be able to explain game rules/terms (court lines, service procedures/technique) used in the activities, demonstrates ability to work with students of all skill levels.	Rubrics	Pickle-ball Badminton	- Pickle-ball Balls - Pickle-ball Paddles - Badminton Birdies - Badminton Rackets - Nets - Standards - Racket and Paddle Carts - Totes for Balls and Birdies
Lifetime Activites	Students will be able to work individually as well as in small and large groups to stay active for a lifetime through a variety of activities These activities will provide students with opportunities to practice and develop motor skills, decision making skills, teamwork, collaboration and independence. Students will learn the difference between hitting a driver and a mid range club. Students will work on chipping with a pitching wedge or 9 iron while hitting at baskets for accuracy. In cross country skiing students will learn how to classical ski. in addition to a wide range of skills used in skiing that will help the beginning skier. In spkieball students will learn how to serve, pass and score in this challenging net activity.	PE.S1M11.6, PE.S1M12.6, PE.S1M17.6, PE.S1M18.6, PE.S1M19.6, PE.S1M20.6, PE.S1M21.6, PE.S2M2.6, PE.S2M5.6, PE.S2M9.6, PE.S3M7.6, PE.S3M12.6, PE.S4M4.6, PE.S5M4.6	State Physical Education Standards based grading on standards 1, 2, 3, 4 & 5	Developing	What are the basic skills necessary to participate in lifetime activities? What basic strategies apply to individual and team play? What basic strategies can be applied to help your team have success? What are warm-ups an important? Why are cool-downs important?	Catch, bat, diagonal stride, poling, edging, herringbone & step turn	Rubrics	Disc Golf Yard Games Snowshoeing Track and Field	- Discs (Mid-range) - Portable Disc Golf Baskets - Totes for Discs - Yard Game Sets - Snowshoes - Batons for Track

UNIT	Content	Standards	2020 State Standards	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills & Stratgies	Assessments	Activities	Resources (equipment):
Adventure Educaiton	Students will be introduced to a current trend in the physical activity with the traverse wall climbing. The fun and challenge of a Traverse Wall is making it from one side to the other, rather than to the top. This activity will benefit students in many ways. It provides opportunities to build physical, cognitive, social and emotional skills. Students will be challenged with low climbing elements. In addition, students will develop problem solving skills through group trust building and team building activities. This will help develop students self confidence, cooperation skills and team work.	PES1.M21.6, PES2.M11.6, PE.S3.M1.6, PE.S4.M1.6, PE.S4.M2.6, PE.S4.M3.6, PE.S4.M7.6, PE.S5.M1.6, PE.S5.M2.6	State Physical Education Standards based grading on standards 1, 2, 3, 4 & 5	Developing	What can you learn through teamwork/cooperation to make our school a better place to be?	Equipment Safety: Mats, spotting, team building apparatus	Rubrics	Adventure Education Stages 1 - Acquaintance Activities 2 - Deinhbitizers 3 - Communication	- Variety of Throw and Catchables - Reaction Balls - Variety of Debriefing Tools
Strength Training, Fitness & Dance	Students will develop knowlege of the fitness components through training (Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, Body Composition).Six skill related components: agility, balance, coordination, power, reaction time and speed are incorporated into warm-ups, workouts and cool-downs) Students will develop an understanding of of benefits, concepts, and terminology involved in fitness and strength training."Students will understand and participate in daily fitness warm-ups and develop an understanding on how to implement the five fitness components into their daily lives. Students will participate bi-annually in a standardized test from fitnessgram. Dance will be incorparated into this unit where we will develop a sequence of movements to music as a class. Students will demonstate basic movements to music will help students to improve strength, flexibility, coordination, stamina, balance and body awareness.	PE.S1.M1.6, PE.S2.M11.6, PE.S3.M1.6, PE.S3.2.6, PE.S3.3.6, PE.S3.4.6, PE.S3M5.6, PE.S3M6.6, PE.S3M7.6, PE.S3M8.6, PE.S3M9.6, PE.S3M10.6, PE.S3M15.6, PE.S3M16.6, PE.S4M1.6, PE.S4M4.6, PE.S5.M5.6, PE.S5.M6.6	State Physical Education Standards based grading on standards 1, 2, 3, 4 & 5	Developing	How can you monitor and access your personal fitness level? How does flexibility prevent injuries? What type of exercises improve cardiovascular endurance? How does your body react or respond to exercise? Give some exmaples of exercises that improve muscular strength? Why is coordination important in physical activity? Why is endurance important in dance?	Students are able to perform exercises with the proper techniques that were taught in class. Students will follow safety procedures and understand how to spot a partner using free weight stations .Knowledge of sets and reps and recording individual results of the workout of the day. Fitness Gram testing and goal setting for each individual student will take place take place at the beginning of the school year, mid year and at the end of the school year to show growth and improvement.	Rubrics	Weight Room Etiquette Group Strength Training Jump Rope Biking Line Dance Individual Fitness Testing	- Variety of Age Appropriate Weights - Variety of Age Appropriate Weight Room Equipment - Stationary Bikes - Variety of Jump Ropes (single, and large group) - Projector, Computer, Speakers for Displaying Appropriate Movements - Push-up Tester - Fitness Tester Prompts

Phy Ed I - LHS

UNIT	Content	Standards	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills & Strategies	Sample Learning Targets	Assesment	Activities	Modifications (if any):	Resources (equipment):	Vocabulary:
Invasion Games	Students will develop fundamental skills, terminology and basic game strategy (dribbling, passing shooting, rebounding, defense) for success in an intermediate basketball game. Students will develop skills and strategies to successfully participate in intermediate games of ultimate frisbee. *Students will develop skills (throwing, pass routes) and strategies (rush, play calling) to allow them to participate successfully in an intermediate level game of flag football.	PE.S1.H2.L1 PE.S1.H2.L1 PE.S1.H4.L1 PE.S2.H2.L1 PE.S2.H4.L1 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S5.H3.L1 PE.S5.H3.L1 PE.S5.H5.L1	Introductory - Developing	What can we learn about team work and cooperation from playing team sports? (Commitment & Trust / Communication / Adaptability) Why is game knowledge important to participate in physical activities/sports?	Shooting Dribbling Passing Rebounding Defense Offense Forehand Throw Backhand Throw Overhand/Tomahawk Throw Pivot Deflection Turn-over Defense Passing Catching Snapping Punting Defense Offense	Student shows proper use of dribble, pass and shooting technique in practice setting. Demonstrates/identifies proper skills (dribble, pass, shooting, defense) in a lead up game. Demonstrates proper skills (dribble, pass, shooting, rebounding) and defensive strategy (picking a person, body position, stance/arms) in a lead up game. Student is able to describe traveling, double dribbling and locations on the floor. Student is able to describe jump ball, defensive fouls, rebounding and change of possession. Student demonstrates ability to work with students of all skill levels. Student shows proper use of throwing and catching techniques in a practice scenario. Demonstrates/identifies proper skills (throw and catch) in lead up game. Student demonstrates proper skills (throw, reverse throw, 2 hand catch and 1 hand catch) in a lead up game. Student is able to identify game rules and procedures (throw off, pivot foot, 5 second count, deflections). Student demonstrates ability to work with students of all skill levels. Demonstrates/identifies proper skills (pass, catch and punt) in lead up game. Student demonstrates proper skills (pass, catch, punt and punt receive) and basic strategy (short passes and matching up on defense) in a lead up game. Student shows proper use of pass, kick, centering, passing and route running techniques. Student shows proper use of pass, kick, centering, passing, pass patterns and running play techniques. Student is able to identify game rules and procedures (on-sides, downs, incomplete pass, interceptions). Student identifies game procedures (line of scrimmage, downs, 4th down choices/consequences) and pass pattern recognition (in, out, slant, post). Student demonstrates ability to work with students of all skill levels.	Including but not limited to Basketball, Soccer, Speedball, Eclipse Ball, Ultimate Frisbee, Flag Football, Floor Hockey	Smaller basketballs Shorter hoops Larger Frisbees Shorter Fields Group by Ability Smaller Balls	Basketballs Basketball Hoops Cones Frisbees Cones Belts Fields	Football Laces Pass Spiral Square In/Out Fly Curl Offense/Defense Punt Snap Kick-Off Quarterback Receiver Center Running Back Line of Scrimmage Touchdown Endzone Blitz Rush Interception Fumble Incomplete Pass Offsides Interference	
Low Organized Games	Students will develop skills and strategies that will allow them to successfully participate in a variety of low organized activities.	PE.S2.H2.L1 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S5.H3.L1 PE.S5.H3.L1 PE.S5.H5.L1	Mastery	What can we learn about team work and cooperation from playing team sports? (Commitment & Trust / Communication / Adaptability) Why is game knowledge important to participate in physical activities/sports?	Teamwork Communication Cooperation	Student demonstrates ability to work with students of all skill levels.	Paintball, Pillow Polo, Trench Ball, Neverending Dodgeball	Group by ability Small sided Games	Hockey Sticks Pucks Pillow Polo Sticks Dodgeballs Panel Mats Cones	dodge duck deflect personal space strategy team work	
Fielding	Students will develop skills and strategies to successfully participate in an intermediate level softball game.	PE.S1.H8.L1 PE.S1.H8.L1 PE.S4.H1.L2 PE.S1.H8.L1 PE.S2.H10.L1 PE.S2.H10.L1 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S5.H3.L1 PE.S5.H3.L1 PE.S5.H5.L1	Developing	What can we learn about team work and cooperation from playing team sports? (Commitment & Trust / Communication / Adaptability) Why is game knowledge important to participate in physical activities/sports?	Throwing Catching Fielding Batting Baserunning Pitching	Student shows proper use of throw and catch technique. Student demonstrates correct throwing, catching, fielding grounders and catching pop-flys. Demonstrates/identifies proper skills (Throw, catch, hitting) in lead up game. Student demonstrates proper skills (throw, catch, hit, grounders and pop-fly) as well as basic strategies (where to make an out, over-running first). Student is able to identify game rules and procedures (force outs, tagging up, strikes, balls, foul balls). Student demonstrates ability to work with students of all skill levels.	Including but not limited to, Kickball Softball	Group by ability Small sided Games Wiffleball for entire unit	Wiffleballs, Plastic Bats, Bases, Ragballs, Metal bats, Gloves	Pitch Batter Bases Runner Catcher Fielder Infield/outfield Strike Ball Out Fly Ball Tag Up Steal Lead Off Tagged Out	

UNIT	Content	Standards	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills & Strategies	Sample Learning Targets	Assessment	Activities	Modifications (if any):	Resources (equipment):	Vocabulary:
Net/Wall	Students will develop the fundamental skills, terminology, shot selection and game strategy for success in an intermediate racket game. Students will develop skills and strategies the successfully participate in an intermediate level game of volleyball.	PE.S1.H5.L1 PE.S2.H2.L1 PE.S2.H2.L1 PE.S2.H2.L1 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S5.H3.L1 PE.S5.H3.L1 PE.S5.H5.L1	Developing	What can we learn about team work and cooperation from playing team sports? (Commitment & Trust / Communication / Adaptability) Why is game knowledge important to participate in physical activities/sports?	Badminton: forehand/backhand technique, serving technique + strategy, shot selection: drop, smash, drive and clear, rules + regulations Pickleball: forehand/backhand technique, serving technique/strategy, shot selection: groundstroke vs. volley; rules and regulations Eclipse Ball: forehand/backhand technique, serving technique, shot selection lift, groundstroke + smash; rules and regulations Tennis: Forehand Backhand Rally Volley Serving Footwork Volleyball:Fore-arm Pass Set Spike Underhand serve Overhand serve Rotation	Students will demonstrate control of the racket by hitting an object overhead and underhand in practice scenarios. Student will demonstrate racket control by hitting forehand, backhand and volley shots in practice scenarios. Students will demonstrate a serve in the various racket sports. Students will demonstrate basic strategy by varying shot selection. Students will be able to explain game rules/terms (court lines, service procedures/technique) used in the activities. Students will show knowledge of game rules/terms (double bounce rule, no volley zone, service procedures/techniques) used in the activities. Student demonstrates ability to work with students of all skill levels. Student shows proper use of forearm pass, set, and serve in practice setting. Student shows proper use of forearm pass, set, spike, and serve technique in practice scenarios. Demonstrates/identifies proper skills (bump, set, serve) in lead up game. Student demonstrates proper skills (bump, set, spike + serve) in a lead up game. Student identifies game rules and procedures (rotation + scoring) Student is able to describe basic technique (bump, set) rules (rally scoring + service rotation) and strategy (bump, set and spike)Student demonstrates ability to work with students of all skill levels.		Including but not limited to Tennis, Badminton, Pickleball, Eclipse Ball, Volleyball Wall Hit No Net Slower Balls (less bounce) Larger Racquets Lightweight/Slow Objects to Strike Lower Net No Net Group by ability Small sided Games Lightweight balls More people on teams for big courts	Badminton Racquets, Nets, Birdies, Courts, Eclipse balls, Racketball Racquets Training Volleyballs, Nets, Standards	racquet forehand backhand net grip volley alley diagonally smash drive drop Serve Forearm Pass Set Spike Net Block Sidout Rotation*	
Fitness	Students will understand and participate in daily fitness warm-ups and develop an understanding on how to implement the five fitness components into their daily lives. Students will participate annually in a standardized test from fitnessgram.	PE.S3.H1.L1 PE.S3.H6.L1 PE.S3.H9.L1 PE.S3.H10.L1 PE.S3.H11.L1	developing		Heart Rate Monitoring Goal setting Fitness Movements	Student shows/identifies proper technique in various fitness exercises. Student identifies anatomy related to fitness exercises Student explains how fitness workouts are recorded and documented. Student is able to design own fitness regimen. Student identifies fitness components and what exercises will help improve each component. Student demonstrates respect for students of all ability levels.		Fitnessgram Testing: curl-ups, sit and reach, flex arm hang, PACER, Mile run, Trunk Lift. bEast Box Workouts: AMRAP, Rounds for Time, Partner Workout, Tabata, EMOM. Warm-ups: Running, Jump Rope, Push-ups, Sit-ups, Lunges, Squats, Flutter Kicks, Inch Worms, Medicine Ball Exercises, Weight Bar Exercises	Fitnessgram CD, Curl-up Mats, Pull-up Bars, Stop watch, Rulers, Cones	cardiovascular aerobic anaerobic hamstrings quadriceps BMI (body mass index) biceps triceps lumbar muscular strength muscular endurance flexibility pace body composition flexed arm hang	
Weight Training	Students will develop an intermediate understanding of benefits, concepts, and terminology involved in weight training.	PE.S3.H1.L1 PE.S3.H4.L1 PE.S3.H6.L1 PE.S3.H8.L1 PE.S3.H8.L2 PE.S3.H11.L1	Developing	Muscle Groups Lift Technique Workout Design	Reptitions Sets Free Weights Machine Muscle Groups	Student shows/identifies proper technique in various fitness exercises. Student identifies anatomy related to fitness exercises. Student explains how fitness workouts are recorded and documented. Student is able to design own fitness regimen. Student identifies fitness components and what exercises will help improve each component. Student demonstrates respect for students of all ability levels.		Machine + Free Weight Technique and Associated Musde, Cardio (bike) + weight circuit, Partner Cardio + Weight Circuit by Muscles Groups, Self Designed Weight Program	Less Weight Modified Movement	Free Weights (weight bars, plates + dumb-bells), Machine Stations	training log free weights single select machines muscular endurance muscular strength flexibility pectorals hamstrings quadriceps deltoids latissimus dorsi
Rhythm & Dance	Students will demonstrate a basic concept of moving to the beat of music while following a sequence of steps.	D.D.Cr.10.h D.D.Cr.12.h D.D.P13.h D.D.P14.h D.D.Cn.16.h PE.S1.H1.L1 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S5.H3.L1 PE.S5.H3.L1 PE.S5.H5.L1	Developing		Identifying music beat Step aerobics Yoga poses Tinkling	Student demonstrates ability to recognize beat in music and move with the beat. Student shows ability to move to music in different ways (yoga, step, line + tinkling). Student identifies dance steps and executes correct step sequence (yoga, step + tinkling). Student demonstrates ability to work with students of all skill levels. Choreograph a structured movement that demonstrates concept development.		Line Dancing, Step Aerobics, Yoga, Tinkling	Slower Songs Simplify Steps No Sticks for Tinkling No Arm Movements	Steps, Tinkling Poles, Music	Tinkling Steps Yoga Sequence

UNIT	Content	Standards	Mastery Level (Introductory, Developing, Mastery)	Essential Questions	Skills & Strategies	Sample Learning Targets	Assessment	Activities	Modifications (if any):	Resources (equipment):	Vocabulary:
Wall Climbing	Students will be introduced to a current trend in the physical activity domain, wall climbing. Students will be challenged with both low and high climbing elements. In addition, students will develop problem solving skills through group trust building and orienteering activities.	PE.S1.H9.L1 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S5.H3.L1 PE.S5.H3.L1 PE.S5.H5.L1	Developing		Equipment Safety: harness + helmet Climbing Contract Climbing Jobs Communication Problem Solving Ping Pong Ladderball Corn hole Orienteering	Student shows proper use of harness, helmet, compass, low ropes course and table tennis. Student performs all wall climbing team duties (anchor, back-up belayer, ladder holder). Demonstrates proper skills of climbing (climbing, anchor, back-up belayer, ladder holder) and orienteering (compass use and marking paces). Student is able to identify rules for table tennis (serve, score, legal rally), climbing procedures (contract, ascent/descent procedures) and orienteering. Students is able to identify the components of fitness (identifying exercises within each category). Student demonstrates ability to work with students of all skill levels.		Harness + Helmet, Climbing Jobs, Cargo Net, Climbing Wall, Orienteering with Fitness Components, Ping Pong Tournament, Group Challenge (team building activities), Lawn Games Tournament (corn hole + ladder ball)	Choice of how high they climb	Holds, Climbing ropes, Carabiners, Harnesses, Wall, Cargo Net, Belay devices	belayer back-up belayer anchor traverse wall spotter contract carabiner harness orienteering
Swimming	Students will demonstrate basic aquatic skills and be comfortable in the pool.	PE.S1.H10.L1 PE.S1.H10.L1 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S5.H3.L1 PE.S5.H3.L1 PE.S5.H5.L1	Introductory	are you comfortable in the water?	arm strokes kicks float proper breathing	Students will be able to get into pool Students will enjoy swimming/water activity Students will be comfortable in the water		Swim Strokes Underwater Swim Treading water Diving Back Float Brick & Penny Dive Endurance Swim	Beginners stay in shallow end	Pool Water	Front Crawl Back Crawl Side Stroke Elementary Back Stroke Butterfly Treading Sculling Front Dive Back Dive Somersault / Flip Streamline
Target	Students will develop skills and strategies to successfully participate in intermediate games of disc golf and ultimate frisbee. Students will demonstrate an understanding of proper shooting technique and safety procedures. Additionally students will be challenged by lengthening the shooting range and grouping activities. Through a written assessment, students will convey knowledge regarding equipment, scoring and safety.	PE.S1.H6.L1 PE.S1.H6.L1 PE.S2.H1.L1 PE.S2.H1.L1 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S4.H1.L2 PE.S5.H3.L1 PE.S5.H3.L1 PE.S5.H5.L1	Introductory	Course Etiquette Hazard v. Birdie v. Bogey (scoring) Differentiated Scoring	Forehand throw Backhand Throw Overhand/Tomahawk Throw Pivot Deflection Turn-over Defense Range Procedures Equipment Maintenance Shot set-up + completion Scoring Grouping	Student demonstrates/identifies proper skills essential to shooting archery (loading the bow, pulling it back, anchor, release, and scoring). Student is able to identify range rules, range lay-out and procedures used on the range (whistle commands, scoring, pulling arrows out, line names, proper archery range etiquette). Students demonstrates ability to hit target 3 out of 4 arrows. Students demonstrate proper archery range etiquette.		Including but not limited to: Archery, Disc Golf	Larger Frisbees Shorter Fields Group by Ability Shorter Distances Ease Bow Tension	Frisbees Cones Belts Fields Bows Arrows Targets Quivers Standards Curtains Bow Racks	Frisbee Catcher Scorecard Hazard Etiquette stance nock draw hand set bow hand set pre draw draw anchor aim shot set up release follow through/reflect fletchings quiver arrow rest shaft shooting line waiting line grouping cable strings nock locator

Individual and Dual Lifetime Activities

UNIT	Essential Questions	Content	Standards	Mastery Level (Introductory, Developing, Mastery)	Skills & Strategies	Sample Learning Targets	Assessments	Activities	Modifications (if any):	Resources (equipment):	Vocabulary:
Racquet Sports	How do the racquet sports skills transfer between sports? What are the basic rules to play a fundamental game? How do you work with your partner to create successful game play?	Students will develop the fundamental skills, terminology, shot selection and game strategy for success in an intermediate to advanced racquet game.	PE.S1.H5.L2 PE.S1.H8.L3 PE.S2.H1.L3 PE.S2.H2.L2 PE.S2.H4.L3 PE.S2.H7.L2 PE.S2.H8.L2 PE.S2.H10.L2 PE.S4.H5.L1 PE.S4.H6.L1 PE.S4.H7.L2 PE.S5.H4.L1	Developing - Mastery	Cross Court Serving, scoring, lobbing, forehand, backhand, drop shot, clear, smash, top spin	Students will demonstrate control of the racquet by hitting an object overhand and underhand in practice scenarios. Student will demonstrate racquet control by hitting forehand, backhand and volley shots in practice scenarios. Students will demonstrate a serve in the various racquet sports. Students will demonstrate basic strategy by varying shot selection. Students will be able to explain game rules/terms (court lines, service procedures/technique) used in the activities. Students will show knowledge of game rules/terms (double bounce rule, no volley zone, service procedures/techniques) used in the activities. Student demonstrates ability to work with students of all skill levels.		Tennis, Table Tennis, Pickleball, Badminton	Larger Racquets, Lightweight/Slow Objects to Strike, Lower Net, No Net, closer serving lines	Paddles/Raquets, birdies, tennis balls, pickel balls, nets, standards/poles, courts, tables	Scoring Forehand backhand serve singles lob smash volley game sets matches Double bounce kitchen
Target Sports	How are disc golf and golfing similar in game structure? What are the common whistle commands that will be used in class and on the range? How can my stance change my aim? Where can I practice target sports in the community?	Golf: game play, equipment, scoring, course specifics, and terminology. Archery Students will revisit and demonstrate an understanding of proper shooting technique and safety procedures. Students will convey knowledge regarding equipment, scoring and safety during classroom discussion and student engagement activities. Bowling Curling	PE.S1.H6.L2 PE.S1.H7.L2 PE.S2.H1.L2 PE.S2.H2.L2 PE.S2.H4.L2 PE.S2.H5.L2 PE.S2.H7.L2 PE.S2.H8.L2 PE.S2.H9.L2 PE.	Developing - Mastery	Golf: Grip, Stance, Aiming, Archery Grip, Stance, Aiming Disc Golf Grip, Stance, Aiming, Drawing, Swing, Club Selection, Bow Selection, Game Play, Scoring Bowling Curling	Golf: Demonstrate a fundamental swing and knowledge of strategies for the game of golf, Archery: Demonstrate steps of shooting using proper terminology Bowling Curling	Archery: Shooting and Scoring 5 out of 6 Arrows, Golf/Disc Golf: Scoring and playing full game of disc golf Bowling Curling	Golf: Chipping for Chips, Driving, Disc Golf: Full game play, Archery: Balloon Shoot, 21, 11 Steps Bowling	different draw strengths bows, lefty and righty bows/clubs, different distances to the target, grips, low flight balls, different weighted discs, Different weighted bowling balls	Golf clubs, golf balls (restricted flight, whiffle, real), golf clubs, golf mats, bow, discs, disc golf targets arrows, targets, target stands, quiver (cone), backstop curtain	Grip Stance Swing mechanics Slice Hook Putt Chip Draw Bunker green hazard out-of-bounds fairway scoring terminology clubs (irons, woods) etiquette shooting steps NASP bow terminology arrow terminology quiver target backstop curtain
Pool Games	How can I be active in an aquatic environment even if I have a fear of water? What are supports available to me if I or a friend has difficulty swimming?	Water Volleyball, Water Basketball, Water Polo, Frisbee Softball	PE.S1.H4.L2 PE.S1.H5.L2 PE.S1.H10.L3 PE.S1.H10.L3 PE.S2.H10.L3 PE.S2.H11.L3 PE.S2.H12.L3 PE.S4.H1.L3 PE.S5.H3.L1 PE.S5.H6.L1	Mastery Level	Lifelong enjoyment, jigsawing activities	Demonstrate officiating skills and mechanics. Acquire skills to reinforce advanced team play. Perform skills to contribute to a successful team.		Water Volleyball, Water Basketball, Water Polo, Frisbee Softball		bouncy balls, basketballs, water polo ball, frisbee, portable basketball hoops, volleyball nets, water polo goals,	Passing, dribbling, Crossbar, penalty, boundry,

UNIT	Essential Questions	Content	Standards	Mastery Level (Introductory, Developing, Mastery)	Skills & Strategies	Sample Learning Targets	Assessments	Activities	Modifications (if any):	Resources (equipment):	Vocabulary:
BroomBall	How do I stay safe when playing broomball? What invasion strategies transfer over from other team sports? Where else can I play broomball if a hockey rink is not available?	Broomball team play	PE.S1.H4.L2 PE.S1.H7.L2 PE.S1.H8.L3 PE.S2.H1.L3 PE.S2.H10.L3 PE.S4.H1.L3 PE.S4.H2.L2 PE.S4.H6.L3 PE.S4.H6.L3 PE.S5.H3.L3	Mastery Level	Passing, shooting, scoring, invasion game tactics, defending, clearing	Acquire evasive skills on ice Comprehend strategies for success within variations of each game. Compare the different game variations played. Differentiate a variety of game rule and play guidelines.		4 small teams, 2v2, Large Ice/Tea games	Small sided games, Large Ice Games	helmets, broomball sticks and balls, goals	helmets, broom ball sticks and balls, goals
Cross Country Skiing (winter)	Why does ski size matter? Why is it important to maintain my skis? How do I know which stride to select?	Students will revisit the basic body position on skis, get up from a fall correctly, diagonal stride, and correct pulling technique. Students will also learn to make turns, snow plow, and herringbone up a hill.	PE.S1.H9.L2 PE.S2.H2.L2 PE.S3.H3.L2 PE.S4.H1.L2 PE.S4.H2.L2 PE.S5.H2.L3 PE.S5.H4.L2 PE.S5.H5.L3 PE.S5.H6.L3	Introductory / Developing	stride, stopping, hill climbing, falling, standing up	Acquire fundamentals to participate in cross country skiing		Skiing on trails, Field trip to 9 mile		skis boots poles bindings trails snow	diagonal stride proper clothing safety & rules of trails skis boots bindings poles
Low Organized games	What physical activities can be performed in the community? What activities can I do for the rest of my life regardless of ability?	Bowling: Students will be able to score and bowl a game. In-Line Skating: Students will be able to maintain their balance and successfully skate around the course. Curling: Students will be able to sweep a stone to have the stone land in the house.	PE.S1.H6.L2 PE.S2.H4.L2 PE.S2.H1.L3 PE.S2.H2.L2 PE.S2.H4.L2 PE.S2.H7.L2 PE.S2.H8.L2 PE.S2.H9.L2 PE.S3.H5.L1 PE.S4.H1.L2 PE.S4.H2.L1 PE.S5.H2.L2 PE.S5.H6.L1	Introductory	Balance, Target hitting, Adjusting for other people	The student will be able to score 10 frames of bowling. The student will be able to hit the pins 9 out of 10 times. The student will be able to maintain their balance skating around a curve. The student will be able to curl a stone and have it land in the house with the assistance of 2 sweepers.		Bowling at BowlMor Inline Skating at Skate city	Students can self-select weight of bowling ball, Students can use roller skates instead of inline skates. Students can use a walking stick release instead of sliding when curling.	room with mats (preferred) bowling alley bowling balls shoes score machine skating rink skates curling rink broom/sweep stone(s)	stretch effort partner safety strike ball alley spare foul gutter scoring split skates inline roller hog line tee line free guard zone skip end scoring hammer
Fitness Lab		Students will be involved in daily vigorous physical activity.	PE.S3.H1.L1 PE.S3.H6.L1 PE.S3.H9.L1 PE.S3.H10.L1 PE.S3.H11.L2 PE.S3.H14.L1	Developing	Heart Rate Monitoring (Self) Goal setting Fitness Movements Bodyweight Exercises	Student shows/identifies proper technique in various fitness exercises. Student identifies anatomy related to fitness exercises. Student explains how fitness workouts are recorded and documented. Student demonstrates respect for students of all ability levels.	Fitness Log, Fitness GRAM	Fitnessgram Testing: curl-ups, sit and reach, flex arm hang, PACER, Mile run, Trunk Lift. Weekly Workouts: AMRAP, Rounds for Time, Partner Workout, Tabata, EMOM. Warm-ups: Running, Jump Rope, Push-ups, Sit-ups, Lunges, Squats, Flutter Kicks, Inch Worms, Medicine Ball Exercises, Weight Bar Exercises		Fitnessgram CD, Curl-up Mats, Pull-up Bars, Stop watch, Rulers, Cones	cardiovascular aerobic anaerobic hamstrings quadriceps BMI (body mass index) biceps triceps lumbar muscular strength muscular endurance flexibility pace body composition flexed arm hang

UNIT	Essential Questions	Content	Standards	Mastery Level (Introductory, Developing, Mastery)	Skills & Strategies	Sample Learning Targets	Assessments	Activities	Modifications (if any):	Resources (equipment):	Vocabulary:
Rhythm & Dance	How do you combine movement skills to create a dance?	Skills will utilize step aerobics, Zumba, Just Dance, and other means to perform and choreograph a rhythm or dance routine	D.D.Cr.10.h D.D.Cr.12.h D.D.P.13.h D.D.P.14.h D.D.Cn.16.h	developing	posture, balance, coordination, flexibility, mobility, strength	Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination.		step aerobics, aerobics, zumba, jazzercise, "just dance" etc		Wrestling room, Projector, Laptop	
Stress Management	How do you lower your heart rate naturally? How do you effectively breathe? How do you meditate or relax?	Students will be able to effectively use one strategy learned to improve their stress management skills	PE.S3.H13.L1 PE.S3.H13.L2 PE.S5.H1.L1 PE.S5.H3.L1 PE.S5.H3.L1	Developing	Box-breathing, Guided Meditation, Yoga	Students will be able to follow along to a guided box breathing video. Students will be able to model yoga poses. Students will be able to follow along to a guided meditation.				Wrestling room, Projector, Laptop	Box Breathing, Namaste, Downward Dog, Chatranga, Warrior Poses, Mountain Pose, Chavasana, Triangle Pose, Pigeon Pose, Staff Pose, etc.

High School Aquisition Spread Sheet

Item	SKU #	Quantity	Cost Per Time @ Catalog Price	Total Cost @ Catalog Price	Website	Classes	Vendor	Quote	Vendor	Quote	Vendor	Quote	Total
Snow Shoes		15	\$169.00	\$2,535.00	https://crescentmoonsnowshoes.com/shop-snowshoes/foam-snowshoes/eva-snowshoes/	Outdoor Ed, Mobility and Fitness	Crescent Moon Eva Snow Shoes \$105 x pair @ 10 Pairs = \$1050 Crescent Moon Lunar Snow Shoes \$79 x pair @ 5 Pairs = \$395	\$1,445					\$1,445
Cross Country Ski Poles		80	\$50.00	\$4,000.00	https://www.rossignol.com/us/rdi9540-000.html	Outdoor Ed, Individual & Dual, Environmental Lit							\$0
Steel Shovels		15	\$29.17	\$437.55	https://www.homedepot.com/p/Fiskars-57-in-Long-Handled-Digging-Shovel-396680-1001/202681767	Outdoor Ed, Environmental Lit	Fiskars						\$0
Steel Spades		15	\$36.35	\$545.25	https://www.homedepot.com/p/Fiskars-Steel-D-handle-Garden-Spade-396670-1001/202681793	Outdoor Ed, Environmental Lit	Fiskars						\$0
High Profile Holds		3	\$275.84	\$827.52	https://www.atomikclimbingholds.com/volumes-3	PE1, Outdoor Ed, Environmental Lit							\$0
Trek 820 Bikes		10	\$1,269.99	\$12,699.90	https://www.trekbikes.com/us/en_US/bike-finder/	Outdoor Ed, Environmental Lit, Mobility and Fitness, Triathlon	Brings		Trek Bicycle Store of Steven's Point				\$0
8-Canoe Trailer		2	\$4,467.00	\$8,934.00	https://directboats.com/8plcatr.html	Outdoor Ed	Direct Boat Services	\$8,934	My Sport Boats	\$7,850			\$7,850
Cross Country Ski Boots Size 5		3		0	Salomon SNS Profil - not sold online	Outdoor Ed, Environmental Lit, Mobility and Fitness							\$0
Cross Country Ski Boots Size 15		1		0	Salomon SNS Profil - not sold online	Outdoor Ed, Environmental Lit, Mobility and Fitness							\$0
Table Tennis Tables	16-855	4	\$799.00	\$3,196.00	https://gophersport.com/stiga-sts185-table-tennis-table	Mobility and Fitness, PE 1, Lifetime, PE 2	Gopher	\$2,617.44	Flaghouse-80742				\$2,617
Bumper Plates 25lbs	74-944	12	\$119	\$1,428	https://gophersport.com/gopher-bumper-plates	Strength and Fitness, Mobility and Fitness, PE 1, PE 2, Lifetime	Gopher	\$2,772	Rogue (205) 6 Pair - 708 IP1004-45-2				\$2,772
Bumper Plates 45lbs	65-796	10	\$179	\$1,790	https://gophersport.com/gopher-bumper-plates	Strength and Fitness, Mobility and Fitness, PE 1, PE 2, Lifetime	Gopher	\$3,099.60	Rogue (118) 6 pair - 1,230 IP1004-25-2				\$3,100
Bumper Plates 15lbs		6							Rogue (90) 6 pair - 540 IP1004-15-2				\$0

High School Aquisition Spread Sheet

Archery Targets	72-549	10	\$239.00	\$2,390.00	https://gophersport.com/hybrimat-prodigy-target	PE1, Individual & Dual, Mobility & fitness	Gopher	\$2,007.60					\$2,008
Archery Bows Righty	72-020	7	\$219.00	\$1,533.00	https://gophersport.com/genesis-compound-bows	PE1, Individual & Dual, Mobility & fitness	Gopher	\$1,287.72					\$1,288
Archery Bows Lefty	72-517	3	\$219.00	\$657.00	https://gophersport.com/genesis-compound-bows	PE1, Individual & Dual, Mobility & fitness	Gopher	\$551.88					\$552
Achery Arrows by the dozen	72-280	25	\$151.13	\$3,778.25	https://gophersport.com/easton-genesis-aluminum-arrows-plastic-vanes	PE1, Individual & Dual, Mobility & fitness	Gopher	\$2,499					\$2,499
Lacrosse Sticks	38-680	32	\$22.95	\$734.40	https://gophersport.com/gopher-whip-abs-lacrosse-sets	Sports Challenge	Gopher	\$616.96	US Games 1376330				\$617
Ski Erg	C2-PN2715-US	4	\$850.00	\$3,400.00		Strength and Fitness, Mobility and Fitness, Triathlon	Rogue						\$0
Ski Erg Floor Stand	C2-PN2720-US	4	\$220.00	\$880.00		Strength and Fitness, Mobility and Fitness, Triathlon	Rogue						\$0
Exercise Bikes	IP0895-5	5-Pack		\$4,110.00	https://www.roguefitness.com/rogue-echo-bike	Strength and Fitness, Mobility and Fitness, Triathlon	Rogue (4110)						\$0
Power Bars (Center Knurl)	RA0586-BLBR	5	\$305.00	\$1,525.00	https://www.roguefitness.com/rogue-45lb-ohio-powder-bar-bare-steel	Strength and Fitness, Mobility and Fitness, PE 1, PE 2, Lifetime	Rogue						\$0
Power Bars	RA0539-BEBR	5	\$305.00	\$1,525.00	https://www.roguefitness.com/rogue-45lb-ohio-powder-bar-bare-steel	Strength and Fitness, Mobility and Fitness, PE 1, PE 2, Lifetime	Rogue						\$0
Canoes		4	\$499.99	\$1,999.96	https://www.dunhamssports.com/sun-dolphin-sportsman-14-ss-canoes-W0000108925.html?cgid=00301	Outdoor Ed	Dunham		Sunfish				\$0
Total*				\$58,925.83									\$24,747

*Cost reflectes retail prices and do not include any discounts available for bulk orders, school districts, or local vendor discounts

Equipment Requested Through Acquisition

All quotes do not include tax or shipping and may vary depending on availability at time of order.

Gopher Quote

Quantity	Item	\$
9	Disc Golf Targets	\$1,512.11
4	Discs	\$142.24
4	Pop Up Goals	\$957.64
10	#5 golf Club R	\$355.60
2	#5 golf Club L	\$71.12
2	#9 golf Club L	\$71.12
10	#9 golf Club R	\$355.60
1	Practice Golf Ball Packs	\$66.71
1	Practice Golf Ball Packs - Orange	\$75.61
1	Lacrosse Set	\$506.41
1	Plyo Box Set	\$1,200.61
1	Body Bar Pack (Heavy)	\$2,544.51
1	Body Bar Pack (Medium)	\$1,930.41
1	Push-up Tester Set	\$408.51
5	Bags Yard Game Set	\$1,909.05
5	Ladder Golf Set	\$885.55
2	Pickleball Paddle Set	\$763.62
6	Badminton Racquet Set	\$507.06
2	Badminton Mini Racquet Set	\$133.42
Total from quote		\$14,396.90

Rogue Fitness Quote

Quantity	Item	\$
2	Rogue Echo Bike 10 pack	\$16,430.00
Total from quote		\$16,430.00

Amazon Quote

Quantity	Item	\$
40	Crescent Moon Snowshoes	\$8,799.60

Total from quote		\$8,799.60	
<u>NASP Quote</u>			
Quantity	Item		\$
9	Targets		\$1,593.00
9	Target Faces		\$198.00
Total from quote		\$1,791.00	
<u>The Sports Den Quote</u>			
Quantity	Item		\$
3	XC SHOES ESCAPE PROLINK B 00193128624293		\$405.00
3	XC SHOES ESCAPE PROLINK B 00193128624279		\$405.00
8	XC SHOES ESCAPE PROLINK B 00193128624255		\$1,080.00
8	XC SHOES ESCAPE PROLINK B 00193128624231		\$1,080.00
8	XC SHOES ESCAPE PROLINK B ***Special Order Item*** 00193128624217		\$1,080.00
7	XC SHOES ESCAPE Black/Clr L47266700050		\$945.00
3	XC SHOES ESCAPE Black/Clr ***Special Order Item*** L47266700040		\$405.00
30	POLES ESCAPE 140 00193128979805		\$1,530.00
50	PROLINK AUTO 889645335674		\$2,500.00
Total from quote		\$9,430.00	
Total From All WRAMS Quotes		\$50,847.50	
Total for Secondary Phy Ed		\$109,773.33	Not to exceed

The 7 Mindsets

To Live Your Ultimate Life

Introduction

The 7 Mindsets are based on a three year research effort that began with the simple question: What do the world's happiest and most successful people have in common? In search of the answer, we studied many of the happiest and most successful people who've ever lived. We reviewed the most extensive and important studies on personal achievement ever conducted. And we personally interviewed 400 leading experts, some of the most successful men and women of the 20th and 21st centuries.

Our research revealed that the answer wasn't related to gender, ethnicity, or where they lived in the world. It had nothing to do with being raised in a loving home or a broken one. It didn't matter if their families were rich, middle class, or impoverished. It wasn't even connected to how far they advanced in school or the skills they acquired along the way. In fact, it turns out that the game- changing commonalities of happiness and success are based on how the world's most successful people think.

What emerged from our research was a set of seven mental habits foundational to an enriched life. The 7 Mindsets are a comprehensive blueprint for happiness, intentionality and success, written in simple, powerful language to teach and activate success strategies for people to live the lives of their dreams.

In the following pages, you will find a brief description of each of the 7 Mindsets, along with a section with one immediate action you can take as parents to help instill a 7 Mindsets culture in your home. These will change the dynamic of daily life by invigorating children to tap into their unlimited potential.

1. The **Everything is Possible** mindset provides an understanding that we are all capable of extraordinary lives. We learn that everything in existence was once just an idea, until someone believed it was possible and turned it into a reality. Embracing this fact allows one to envision a wonderful life, expect greatness, and effectively execute the process of making dreams come true.

Don't be a dream snatcher! Resist the urge to give your children reality checks, no matter what their dreams are. Dreams are precious, and represent the hopes and expectations we have for our lives. So every dream and positive vision of the future that your children have should be encouraged. Their dreams will inevitably change, but what matters is that they're dreaming and believing. Constantly push your children to dream bigger, and never be the doubter or pessimist.

2. The **Passion First** mindset teaches us that we are each a unique expression of human life, and that our lives should be focused on finding our unique genius and sharing it with the world to the maximum extent possible. You will learn to make your dreams authentic, and of such critical importance that you'll find the fuel to overcome any obstacles you face on the way to achieving them.

Teach your children to find validation within. We live in an extrinsically driven world where it's easy to be led by the goals and expectations others have for us. It's typical to assess ourselves based on outside standards, and on what others have or can do. Instead, we must look inward for direction and fulfillment. Every experience in your child's life should be about growth. Constantly focus your attention toward helping them understand the skills they're building, the knowledge they're gaining, and the relationships they're forming along the way. It is crucial that they find validation in who they are becoming, not in what they are accumulating.

3. The **We Are Connected** mindset helps us to understand that everyone who comes into our lives can help us live our dreams. Through this mindset, we learn to constantly explore synergies with others, embrace diversity, and relish competition that will allow us to maximize our potential with and through others.

We all have belief systems that help define who we are. Where it can go wrong is when we separate ourselves from others because of these beliefs. Some individuals create walls of anger and even hatred to isolate themselves from large segments of people who could actually help and benefit them. We must instill values in our children, along a strong sense of self, but also cultivate curiosity and open-mindedness towards all people, regardless of differences in beliefs.

4. The **100% Accountable** mindset teaches us that we are not victims of our past, that our futures are not predetermined, and that our lives are what we choose them to be at this moment and each moment forward. With a focus on recognizing fears and excuses, this mindset helps us to break down barriers, freeing our minds and focusing our energy on taking critical steps toward our goals.

Do not enable; empower! The greatest gift you can give your children is the confidence to fail, face adversity, and overcome challenges. As educators, we sometimes connect our own ego to our child's successes and accomplishments. Unfortunately, this sacrifices the most important thing, which is giving them the ability to survive and thrive without us. Celebrate failure by teaching your children that it may be the most important ingredient to their ultimate success.

5. The **Attitude of Gratitude** mindset teaches us that we build our lives on either positive or negative foundations. Choose the positives, and you are on your way toward extraordinary success. Choose the negatives, and you will likely start on a downward spiral.

Practice gratitude regularly. We live in a largely pessimistic society where criticism is over-valued. This concept might have merit in some places, but not in your classroom. If you want your children to be happy, teach them to focus their energy and attention on the good things in their life. And when bad things do happen, work with them to understand the good that can come from such experiences.

6. The **Live to Give** mindset teaches that abundance in one's life is a cycle. To receive love, respect, and financial security, one must first learn to give those things. This mindset also teaches that the greatest gift you can ever give is finding and leveraging your unique genius to maximize your positive impact on the world, knowing that good things will be returned to you in kind.

Get your children involved in service projects early. This helps create self-worth, and allows your children to help others while feeling the great satisfaction of making a difference. Create real life moments of service and giving in your school and celebrate them. Then explain to your children that giving doesn't have to be reserved for special occasions or only be done when you achieve a certain level of success. Ideally, giving is connected to causes you are passionate about and integrated into your daily life.

7. The **Time is Now** mindset teaches that all your power exists in the moment. You cannot change the past and the future has not happened, so the only thing to do is take purposeful action in the present to create the ultimate life of your dreams.

Create a vision board and develop an action plan with your children. Teach them how to prioritize, and encourage them to take positive and purposeful action toward their dreams. Sometimes, small steps can make the biggest difference, simply by taking action. It's okay to plan, but while many people wait for the perfect plan or moment in time before they act, the happiest and most successful individuals take action all the time... even (and especially) when their plans aren't perfect.

To learn more or ask questions about the **7 Mindsets**, please email us at info@7Mindsets.com and we will be happy to share more and support your efforts as a parent. Learn more on our web site at www.7Mindsets.com.

Wisconsin Rapids Lincoln High School

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

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

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



LINCOLN HIGH SCHOOL

2023-2024 Student Handbook

This Agenda Belongs To:

Name: _____ Grade: _____

Phone: _____ Student ID #: _____

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**This handbook is current as of 5/1/2023. 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 2023-2024 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

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

ACADEMICS

ACADEMIC INTEGRITY

Plagiarism:

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

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

7. Plagiarism and the Use of AI Language Models: The use of AI language models like ChatGPT (or others) to generate content for academic assignments is strictly prohibited unless approved by the classroom teacher. Any student found to be using AI language models to generate content for academic assignments will be subject to school consequences.

Formative Assessment Consequence

1st offense:

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

2nd and subsequent offenses during the course:

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

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

Summative Assessment Consequence

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

Sharing Documents:

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

1st Offense -

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

2nd Offense -

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

COLLEGE ENTRANCE REQUIREMENTS

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

COMING ATTRACTIONS

September 4	Labor Day - No School
September 5	First Day for Students
September 20	National Honor Society Induction
September 21	Pre-ACT - Juniors
September 24-30	Homecoming Week
October 5	Picture Retake Day
TBD	PSAT Test
October 16	PTV 4:00 p.m. - 6:30 p.m.
October 24	Freshmen Career/Motivational Speaker
October 24	Sophomore Mid-State Visit
October 24	Junior Career Day
October 24	Senior Session & Graduation Information
October 27	Autumn Break - No School
November 22 - 24	Thanksgiving Break - No School
December 1	Record Keeping/Professional Development Day - No School
December 4	Term 2 Begins
Dec. 25 - Jan. 1	Winter Break - No School
January 15	Professional Development Day - No School
January 24	Program Showcase, 5:30 p.m.
January 24	PTV 3:30 p.m. - 6:00 p.m.
February 5 - 10	Fire on Ice Week
March 1	Record Keeping / Professional Development Day - No School
March 4	Term 3 Begins
March 12	Junior ACT Assessment
March 12	Senior Reality Check
March 25 - 29	Spring Break - No School
April 2	ASVAB
April 9	Freshmen & Sophomore PreACT Assessment
April 9	Sophomore Forward Assessment
April 10	Senior Graduation Meeting & Pick Up, 8:45 a.m.
April 19	Professional Development Day - No School
April 22	PTV 4:00 p.m. - 6:30 p.m.
April 25 - 26	Honors Breakfast 6:30-7:30 a.m.
May 4	Prom
May 6 - 17	Advanced Placement Testing
May 8	Jerry Marshall Olympiad Awards
May 15	Evening of Roses
May 22	Scholarship Night
May 24	Yearbook Distribution
May 27	Memorial Day - No School
May 30	Last Day for Seniors
May 31	Graduation Practice 10:00 a.m.
June 1	Graduation, 1:00 p.m.
June 4	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 transcripted credit allows students to take challenging, college-level courses while still in high school.

DAILY SCHEDULE

	Normal School Day		Early Release Day	
1	7:30 AM	8:39 AM	7:30 AM	8:39 AM
RPT	8:46 AM	9:20 AM		
2	9:27 AM	10:36 AM	8:46 AM	9:58 AM
3A Lunch	10:39 AM	11:09 AM	10:00 AM	10:30 AM
3A Class	11:09 AM	12:21 PM	10:30 AM	11:48 AM
3B Class	10:43 AM	11:17 AM	10:05 AM	10:39 AM
3B Lunch	11:17 AM	11:47 AM	10:39 AM	11:09 AM
3B Class	11:47 AM	12:21 PM	11:09 AM	11:48 AM
3C Class	10:43 AM	11:55 AM	10:05 AM	11:23 AM
3C Lunch	11:55 AM	12:21 PM	11:23 AM	11:48 AM
4	12:28 PM	1:37 PM	11:55 AM	1:04 PM
5	1:44 PM	2:53 PM	1:11 PM	2:20 PM

DROPPING/ADDING CLASSES

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

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

DUAL ENROLLMENT COURSES

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

EARLY COLLEGE CREDIT & START COLLEGE NOW

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

GRADES

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

GRADE SCALE w/GPA APPLIED

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

GRADING FOR LEARNING

Common School-Wide Weighting of Grades

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

Retake/Re-perform of Summative Assessments

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

Extra Credit

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

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

GRADUATION CREDIT REQUIREMENTS

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

HONORS BREAKFAST

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

MAKE-UP PROCEDURES FOR EXCUSED ABSENCES

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

RESPONSE TO INTERVENTION (RtI)

RtI is a way to systematize high-quality instruction, balanced assessment systems, and collaboration. It is this systematic process that will ensure that all students have equal access to support that will ensure their long-term success. RtI will create collaborative systems among educators; assist in using data to make informed decisions about students, staff, and resources; and provide a framework for seeking success for all students. RtI will offer a process to examine gaps in opportunity and learning and assist in building systems so that every child is a graduate. At LHS this includes English, math, and behavioral support opportunities, course-specific testing, as well teacher interventions.

RAIDER PRIDE TIME PERIOD

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

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

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

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

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

TRANSCRIPT REQUESTS

Transcripts can be requested through an online service at Parchment.com. Students and graduates will have the ability to send transcripts electronically 24/7/365, eliminating the need to contact the Student Services office or wait for open school office hours. Transcripts will also arrive faster and the chance of them being misfiled will be greatly reduced. Upon request, a nominal fee will be payable by credit or debit card. Please contact Student Services or visit the Student Services link on the LHS website if you have questions.

EXPECTATIONS & DISCIPLINE

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

ATTENDANCE REGULATIONS

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

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

1. It is the responsibility of the student’s parent or guardian to report absences from school on a daily basis by calling **(715) 424-6765** or on Skyward Family Access.
2. All absences should be called in prior to the student's absence. A phone call is made home nightly as a reminder that your student has an unresolved absence that needs to be cleared up within 48 hours.
3. Excessive absences will be referred to the proper authorities for violation of the compulsory school attendance law, Wisconsin State Statute 118.16. Truant and habitually truant (more than five days unexcused per term) students will be processed under Municipal Code 866. Detentions, in-school suspension, Thursday school, referral to Social Services, mandatory court appearances, and citations are all consequences of truancy.
4. According to State Statute 118.15(3)(c), a parent may excuse their child for 10 excused absences. **After the 10 days of absence per year, the student will be required to provide documentation from a doctor or other health care professional, a probation officer or social worker, police officer or judge in order to be excused, Wisconsin State Statute 118.15.**
5. WRPS may terminate a pupil’s open enrollment in the succeeding trimester or school year if the student is habitually truant during either trimester in the current school year.
6. Students are not allowed to leave school during the day unless they have permission from the office or nurse and have signed out. Failure to follow these procedures will result in detentions or possible suspension.
7. Students who must be absent because of participation in school activities are required to make up all work at the discretion of the teacher.
8. Any student who participates in or attends a school-sponsored night activity must have attended the full day of instruction unless the absence was approved by the administration.
9. When classes are in session, any students in the halls must have their agenda book. Students in the halls without proper hall passes will be

sent to the office. Loitering is not allowed in the halls.

10. Missing class or leaving the building without authorization is illegal and violates school rules. Detention and/or suspension will be given for missing class/study hall and for leaving school without permission from the office.
11. Refusal to identify yourself upon request of school personnel is not permitted and may result in suspension.
12. Falsified telephone calls or notes concerning attendance will result in detentions.
13. Any student coming in late for whatever reason or leaving early for any reason MUST SIGN IN or OUT in the office.
14. In all situations, according to Wisconsin State Statutes, the school has the right to reject any request and determine if the absence is to be excused with or without credit.

TARDY POLICY

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 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 receive a truancy citation and lose privileges.
6. A student is considered absent after arriving to class 7 minutes after the period has started.

BUILDING SECURITY

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

BULLYING (Board Policy 411.5)

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

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may or may not be motivated by

an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; transgender status; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

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

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

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

CLASSROOM CONDUCT, EXPULSION, SUSPENSION

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

Findings from this evaluation may result in:

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

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

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

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

DETENTION/THURSDAY SCHOOL

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

All students who receive detention are required to serve it in a timely manner. Students will be given one week to make arrangements with their parents or employer relative to transportation or work schedules in order that the detention time may be served. Students who fail to serve detention according to the above rules will be assigned in-school suspension or Thursday school (3:00 - 5:00 p.m.). No teacher shall keep a pupil after 5:00 p.m. unless the parents have been notified.

DISCIPLINE OFFICERS

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

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

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

DISCIPLINE PROCEDURES

The development of responsible behavior and self-discipline among students occurs at two levels within a school. First, since the students spend the greatest amount of time during the school day in the classroom, the classroom teacher must assume the primary responsibility for gaining the respect and cooperation

of the students so that an effective learning environment may be maintained. All teachers must apply their Classroom Discipline Plan in a manner that is both fair and consistent. The Classroom Discipline Plan provides a set of clearly established and understood rules and consequences. Secondly, disciplinary problems that are beyond the scope of the classroom teacher's responsibility and are referred to the office, will be dealt with using the Administrative Discipline Plan. **Parents/guardians will be notified of student discipline situations by email unless they specifically request through the Discipline Officer that another form of communication be used.**

Expectations of Wisconsin Rapids Lincoln High School Students:

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

DRESS FOR SUCCESS

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

1. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with non-transparent (opaque) fabric. There will be no bare midriffs. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2. Students Must Wear*, while following the basic principle of Section 1:
- A Shirt (with fabric in the front, back, and on the sides under the arms),
AND
 - Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts),
 - AND Shoes.
3. Students May Wear, as long as these items do not violate Section 1 above:
- Religious headwear
 - Hoodie sweatshirts (the hood should not be up)

- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Pajamas
- Ripped jeans, as long as underwear and buttocks are not exposed
- Tank tops, including spaghetti straps
- Athletic attire
- Hats, caps, bandannas, beanies, hoodies, and head coverings are subject to teacher discretion within individual classrooms. Teachers will make their expectations clear at the beginning of each term.

4. Students Cannot Wear:

- 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[1].
- Swimsuits (except as required in class or athletic practice).
- Actual, Physical Flags.
- Accessories that could be considered dangerous or could be used as a weapon.

5. Items That Must Be Stored In Lockers

- Coats,
- Blankets,
- Chains/Spikes,
- Electronic Devices (unless teacher approved), and
- Sunglasses.

6. Students may carry with them

- Chromebook/Chromebook Case
- Backpacks -- Student backpack use in the classroom is at teacher discretion. Students are given a locker at the beginning of the year and are encouraged to use it. **Backpacks/Bags are not allowed in food service areas.**

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 an individual’s ability to function appropriately in the academic environment.

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

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

ELECTRONIC DEVICES / MOBILE PHONES

The use of cell phones and other electronic devices (including portable speakers and smartwatches) during instructional time is **prohibited** 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 the administration will be out of school suspended. Mobile Phones are not used in restrooms and locker rooms. Video recording in these areas is strictly prohibited.

GANGS AND GANG ACTIVITY

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

LOCKER ROOM AND RESTROOM PRIVACY

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

LOOKS AND ACTIONS

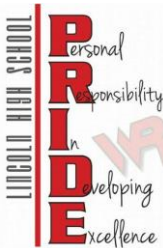
MINIMAL GUIDELINES HAVE BEEN ESTABLISHED AND ARE LISTED TO AVOID ANY MISUNDERSTANDING.

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

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

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

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



STUDENT BILL OF RIGHTS

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

of the school.

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

THEFT/VANDALISM

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

TOBACCO / VAPE PENS

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

GENERAL INFORMATION

18 YEARS OLD

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

CAFETERIA

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

During lunch, students are to eat in the cafeteria and not in hallways or outdoors without administrative approval. All eating areas should be kept neat and clean, trays are to be returned to the dishwashing counter, and waste materials put in proper receptacles. Students may be in outdoor areas immediately to the south of the school building or in the Commons. Students are not permitted to loiter in the parking lots or cars. Students who misbehave in the cafeteria or violate the procedures are subject to disciplinary action. Misuse of free or reduced lunch privileges may result in detention and repayments.

CO-CURRICULAR CODE (Abbreviated Summary)

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

DANCE RULES

- Unless specified differently, all tickets must be purchased in advance. In cases where tickets are sold at the door, they will be sold to LHS students with student ID's **ONLY**.
- All guests must be registered by a predetermined deadline so background checks can be completed. The administration reserves the right to deny guests the privilege to attend school dances.
- Students may register only one guest and must furnish the guest's grade, age, full name, and address. Guests may not be older than 20 years of age as of the date of the dance.
- No middle school students may attend. The LHS dances are senior high, 9-12 grade-specific events.
- LHS students must show their LHS student ID before being allowed admission into the dance. Guests must furnish a driver's license or other photo ID before being allowed admission.
- Students & guests must abide by LHS appropriate dress & activity codes. In addition, students may not wear sweats, jeans, pajamas, etc.

- All detentions/Thursday Schools must be served by the Thursday of the dance week.
- If a student or guest misbehaves at an LHS dance, fails to comply with LHS conduct policies for dances, or is found to be in violation of any school policy, both the LHS student and their guest will be asked to leave the school grounds immediately. LHS students who behave inappropriately at a school dance or otherwise fail to comply with LHS conduct policies will be subject to school disciplinary actions, including up to an out-of-school suspension.
- Students who leave the dance will not be allowed to reenter the dance.
- LHS students escorting non-LHS student guests are responsible for informing and advising their guests of all of the above-mentioned policies and expectations for LHS dances.
- In order to attend dances, LHS students must 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 the administration and appropriate consequences will follow.
7. All purses, bags, and jackets are subject to search by school staffs.

DRIVERS EDUCATION

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

FAMILY NIGHT

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

FEES

Fees may be charged to students enrolled in various courses. Fees will be collected by the main office or through Skyward. Fees are to be paid prior to

the start of the class each trimester. All fees must be paid in order to participate in the graduation ceremony and/or earn privileges. Please consult the Program of Studies for classes in which fees are assessed.

GRADUATION CEREMONY

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

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

HEALTH CENTER

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

IDENTIFICATION CARDS

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

LAB/AG/TECH ED SAFETY

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

LOCKERS

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

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

NATIONAL HONOR SOCIETY SELECTION PROCESS

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

PARKING / MOTORIZED VEHICLES ON CAMPUS

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

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

- Drivers park their vehicles at their own risk. The school is NOT RESPONSIBLE for any damage, theft, or vandalism to vehicles.
- A 10 m.p.h. speed limit applies to all school property. **Vehicles must stay on all marked roadways, not on paths or sidewalks.**
- Students who drive are subject to all vehicle regulations established by the school or state. Dangerous and unlawful driving is not permitted and will result in the loss of parking privileges, disciplinary action

taken by the school, and/or a referral to the Police Department.

- Student drivers must park their vehicles in the south parking lot only and in parking spaces designated for student parking (yellow lined areas). Parking in areas reserved for faculty, on the lawn, on snowbanks, or outside of areas designated by painted lines is strictly prohibited. Vehicles parked in restricted areas or not properly registered are subject to a school-issued parking fine. Unless otherwise permitted by the school administration, parked vehicles are to remain locked and unoccupied until the student is through for the day. Students are not to loiter in the parking lot.
- Permission for a student to bring a vehicle on school property shall be conditioned upon the consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others.
- Anyone in possession of another person's hang tag will face suspension and a referral to the police for theft. Students found to be using a duplicated or otherwise fraudulent parking permit are also subject to disciplinary consequences.

PRESCRIPTION & NONPRESCRIPTION MEDICATION**

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

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

For non-prescription medication at school:

- Misuse or sharing of over-the-counter medication will result in the loss of this privilege and disciplinary actions.
- Should you have any questions regarding the District school medication administration policy, please contact the school nurse.
- Small amounts of nonprescription medication may be kept in the

student locker in an original container provided the above conditions are met.

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

P.R.I.D.E. SYSTEM

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

RELEASE OF STUDENT INFORMATION

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

SCHOOL RESOURCE OFFICER

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

SEARCHES: GENERAL & CANINE

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

STUDENT SERVICES

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

STUDENT SURVEYS

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

SUICIDE PREVENTION RESOURCES

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

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

Resource Hotlines

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

VIDEO SURVEILLANCE

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

VISITOR POLICY

LHS does not allow high school-age visitors to attend classes during the school day. LHS offers shadow request days for prospective students once per month.

Requests are submitted online from our website.

VOLUNTEER PROGRAM

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

WITHDRAWAL

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

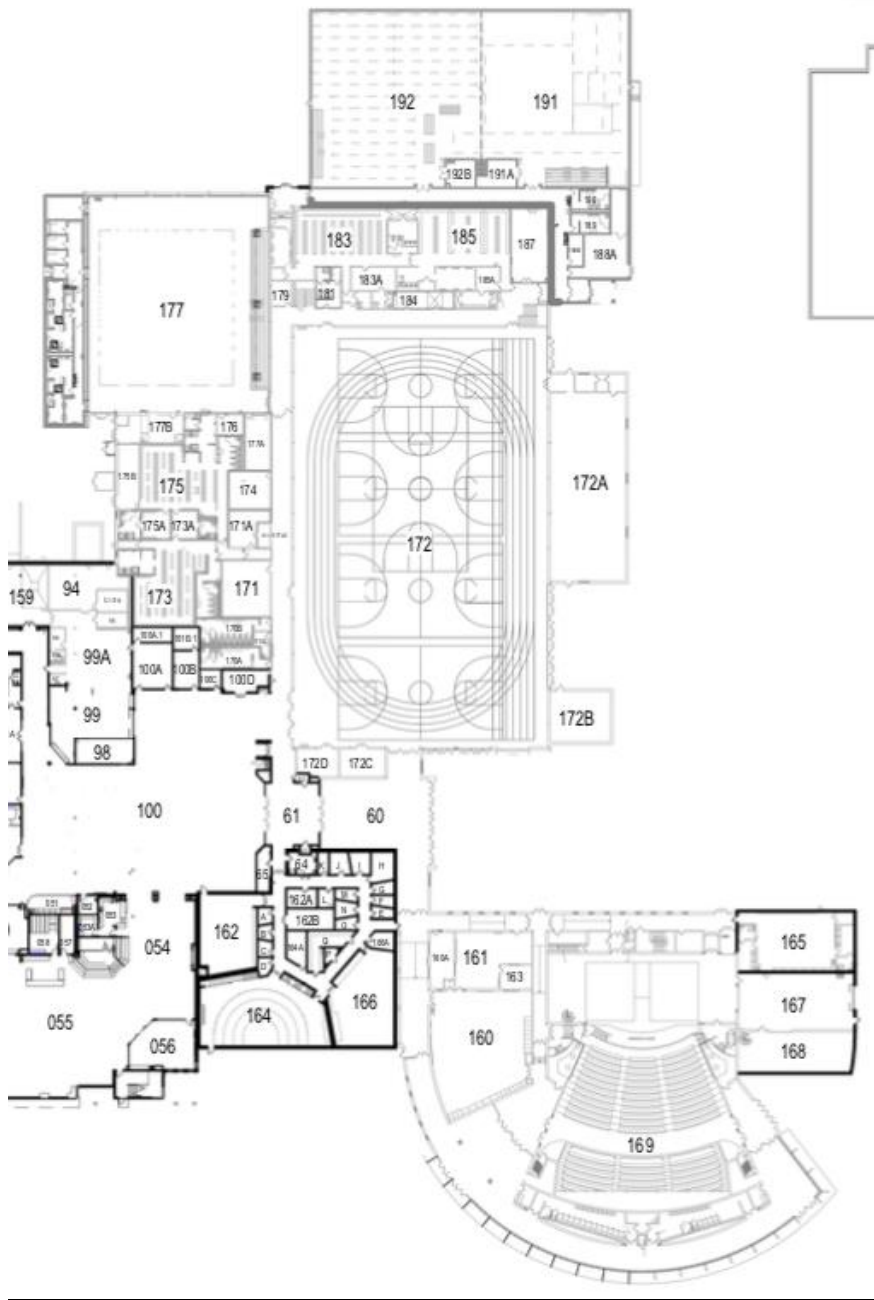
WORK PERMITS

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

MAPS OF LINCOLN



1st Floor North



1st Floor South



2nd Floor



Wisconsin Rapids Area Middle School

1921 27th Ave. South Wisconsin Rapids, Wisconsin 54495

Telephone: (715) 424-6740

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

Welcome to WRAMS!

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

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

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

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

Tracy Ginter – Principal

Bill Oswald and ~~Jamie Oliver~~ Paul Rheinschmidt- Associate Principals

~~2022-2023~~ 2023-2024 Student Handbook - Cover Art By: ~~Hayden Pryne~~

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



General Information

WRPS MISSION STATEMENT

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

WRAMS MISSION STATEMENT

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

RELEASE OF STUDENT INFORMATION

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

VISITORS

All visitors must report to the office, **scan a driver's license, and receive a visitor's pass** 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, third party, student surveys will not be distributed without parent or guardian notification and an opportunity to request that the student not participate. Requests to inspect a survey can be made to the building principal. For additional information, feel free to contact an administrator.

SKYWARD FAMILY ACCESS

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

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

Status Changes

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



**WISCONSIN RAPIDS
PUBLIC SCHOOLS**

**2023-2024
SCHOOL CALENDAR**

September 5	First Day for Students
October 27	Autumn Break – NO SCHOOL
November 22-24	Thanksgiving Break – NO SCHOOL
December 1	Record Keeping/Professional Development Day – NO SCHOOL
December 25-January 1	Winter Break – NO SCHOOL
January 2	Students Return
January 15	Professional Development Day – NO SCHOOL
March 1	Recordkeeping/Professional Development Day – NO SCHOOL
March 25-29	Spring Break – NO SCHOOL
April 19	Professional Development Day – NO SCHOOL
May 27	Memorial Day – NO SCHOOL
June 4	Last Day for Students (<u>Half</u> -day) <i>(Wisc. Rapids Area Middle School Dismissal – 12:00 p.m.)</i> <i>(Lincoln High School Dismissal – 12:20 p.m.)</i> <i>(Elementary Dismissal – 1:00 p.m.)</i>

PLEASE NOTE:

Report cards issued at the end of each trimester:

1st Trimester: 9/5/23 – 11/30/23

2nd Trimester: 12/4/23 – 2/29/24

3rd Trimester: 3/4/24 – 6/4/24

BELL SCHEDULES



2023-2024 Schedule

6th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:38
2nd Hour	8:42-9:26
3rd hour	9:30-10:14
4th Hour	10:18-11:02
Lunch	11:02-11:28
5th Hour	11:32-12:16
6th Hour	12:20-1:04
7th Hour	1:08-1:52
8th Hour	1:56-2:34

7th Grade

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

8th Grade

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



2023-2024 Wednesday Early Release Schedule

6th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:36
2nd Hour	8:40-9:22
3rd hour	9:26-10:08
4th Hour	10:12-10:54
Lunch	10:54-11:20
5th Hour	11:24-12:06
6th Hour	12:10-12:52
7th Hour	12:56-1:36
8th Hour	1:40-2:20

7th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:36
2nd Hour	8:40-9:22
3rd hour	9:26-10:08
4th Hour	10:12-10:54
5th Hour	10:58-11:40
Lunch	11:40-12:06
6th hour	12:10-12:52
7th Hour	12:56-1:36
8th Hour	1:40-2:20

8th Grade

Warning Bell	7:24
RPT	7:25- 7:50
1st Hour	7:54-8:36
2nd hour	8:40-9:22
3rd hour	9:26-10:08
4th Hour	10:12-10:54
5th hour	10:58-11:40
6th Hour	11:44-12:26
Lunch	12:26-12:52
7th Hour	12:56-1:36
8th Hour	1:40-2:20

DROP OFF & PICK UP INFORMATION

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

BUSING

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

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

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

BUS PASSES

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

CONTACT INFORMATION - Phone

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

CONTACT INFORMATION - Email

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

Student Services

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

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

HEALTH SERVICES

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

FOOD SERVICES

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

TECHNOLOGY USE

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

Library Media and Technology Services

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

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

Wisconsin Rapids Public Schools
WRAMS
Responsible Use Policy (RUP)

Respect Yourself

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

Respect Others

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

Respect Property

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

Responsible Use and Care of a Chromebook

Understand and accept responsibility for the following:

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

Be aware of the following:

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

CO-CURRICULAR CODE SUMMARY

All students planning to participate in a school club or activity must have a signed code on file prior to participating. Both students and parents must agree and adhere to the expectations outlined in WRPS' code. This requirement is met by completing on-line verification prior to the start of the academic year. Refer to the Co-Curricular Code Handbook, found on the WRAMS Athletics web page, for specific information. Questions can be directed to Tim Bean, 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.

ATTENDANCE

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

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

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

STUDENT EXPECTATIONS

School-Appropriate Attire

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

Therefore:

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

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

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

BEHAVIORAL STANDARDS



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

Wisconsin Rapids Area Middle School Expectations



WRAMS



**Be Respectful.
Be Responsible.
Be Resourceful.**

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

Minor infractions include such things as being late to class, not bringing materials, running in the halls, being loud in the halls, making inappropriate comments/gestures, throwing snowballs, kissing and other PDAs (Public Displays of Affection), as well as lunchroom problems such as running, not following directions and not cleaning up. These behaviors are handled primarily by the classroom teacher/supervisor who will discuss proper behaviors and work out plans for correcting the problem. Repeated minor infractions may result in administrative action such as lunch detention or in-school time out. If a student is sent to in-house, a phone call home will be made by the staff member referring the student. While in in-house, the student will process through the referral with the goal of returning to class. If a student is still unable to meet behavior expectations after being sent to in-house, students may be referred to the in-school suspension room for a time specified by administration. Administration will call home to discuss this matter with the caregiver if a student is referred to the in-school suspension room.

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

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).*

Pupil Non-Discrimination Statement

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

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

Special Statement Regarding Sex Discrimination Under Title IX

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

WRPS Title IX Coordinator

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

WRPS Elementary Agenda Planner**2023-2024 SCHOOL CALENDAR**

September 5	First Day for Students
October 27	Autumn Break – NO SCHOOL
November 22-24	Thanksgiving Break – NO SCHOOL
December 1	Record Keeping/Professional Development Day – NO SCHOOL
December 25-January 1	Winter Break – NO SCHOOL
January 2	Students Return
January 15	Professional Development Day – NO SCHOOL
March 1	Recordkeeping/Professional Development Day – NO SCHOOL
March 25-29	Spring Break – NO SCHOOL
April 19	Professional Development Day – NO SCHOOL
May 27	Memorial Day – NO SCHOOL
June 4	Last Day for Students (<u>Half-day</u>)

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

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

(Elementary Dismissal – 1:00 p.m.)

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

In the event of inclement weather or other health and safety concerns which causes a need for an emergency school closing, 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 inclement weather develops during the morning while school is in session, contact regarding the early dismissal will be made by 10:00 a.m. to advise families that their elementary children will be sent home at 1:00. Lunches will be served to K-12 students before dismissal.

Remote Learning During a School Closure

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

Remote Learning Expectations

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

Skyward 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 Coordinator:

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

Suicide Prevention Resources

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

Telephone

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

Transportation

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

Video Surveillance

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

Visitors

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

Web Site

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





Wisconsin Rapids Public Schools Attachment G Professional Development Plan 2023-2024

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

ACTION STEPS

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



**WISCONSIN RAPIDS
PUBLIC SCHOOLS**

Safe Return to In-Person Instruction and Continuity of Services Plan



WISCONSIN RAPIDS **PUBLIC SCHOOLS**

Wisconsin Rapids Public Schools

District Contact: Craig G. Broeren, Superintendent

Website: www.wrps.org

Phone: 715-424-6701

Address: 510 Peach Street, Wisconsin Rapids, WI 54494

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Introduction

On March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER III Fund). This legislation will award grants to state educational agencies (SEAs) for providing local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

Wisconsin will receive \$1,540,784,854 in ESSER III funds from the Act, with 90 percent being awarded to school districts with amounts determined in proportion to the amount of Title I, Part A funds they received in summer 2020 from funds under the Every Student Succeeds Act (ESSA). The remaining funds will be used for state-level activities to address issues caused by COVID-19.

With a number of COVID mitigation measures adopted and implemented for the 2020-21 school year and through the close, collaborative working relationship established with our local Wood County Public Health Department, Wisconsin Rapids Public Schools (WRPS) was able to provide full in-person instruction at the PK-Grade 5 level throughout the course of the entire 2020-21 school year. At the grades 6-12 level, a hybrid model of online and in-person instruction was utilized at the beginning of the year before transitioning to a 4-day, in-person schedule on March 15, 2021 and ultimately to a 5-day, in-person schedule on April 26, 2021 to finish out the year. It was a challenging, stressful year with great strides made to meet the academic, physical health, and social-emotional needs of both students and staff members under the ever changing circumstances of the COVID-19 pandemic.

This Safe Return to In-Person Instruction and Continuity of Services Plan describes how WRPS will continue to provide a safe return to in-person instruction and continuity of services for all schools, and strive to meet the needs of all educational stakeholders involved.

Maintaining Health and Safety

Overview

WRPS is committed to keeping our students and staff safe and healthy; we also genuinely care about the health and welfare of our community at large. Due to careful planning and precautionary measures and mitigation strategies implemented during the 2020-21 school year, our district was able to offer full in-person instruction at the PK-grade 5 level throughout the course of the entire year and a hybrid model of online and in-person instruction for grades 6-12 to begin the year with a transition to full in-person instruction by the end of the school year. We recognize the value of having students in school, and our district remains committed to a full in-person instructional model in 2021-22. Through our continued partnership and collaboration with the Wood County Public Health Department and local medical professionals, we will be closely monitoring local circumstances in order to make well informed decisions that keep our schools open and operating.

This reopening plan explains how WRPS will maintain the health and safety of students, school staff, and how WRPS has adopted policies or practices based on Centers for Disease Control and Prevention (CDC) safety recommendations; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); hand washing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the state and local health department; diagnostic and screening testing; efforts to provide vaccinations to staff members and provide awareness of vaccination opportunities for students and their families, if eligible; appropriate accommodations for children with disabilities with respect to health and safety policies or practices; and on-going coordination with state and local health officials.

Update May 2023

As the conditions of the pandemic changed, several of the modifications in the original Continuity of Services Plan were phased out and discontinued. Areas of change are noted as updates throughout the plan document.

Maintaining the safety of staff and students

WRPS began the 2021-22 school year with in-person instruction 5 days per week for all students (4K-12) and required masks/ face coverings for all students, staff, and visitors to buildings in grades 4K-8. The school year began with optional masks/ face coverings for students, staff, and visitors to buildings in grades 9-12 with the strong recommendation for unvaccinated individuals to wear masks/ face coverings, and for those eligible to get vaccinated if they or their parents choose to do so. This mask-free environment option is frequently revisited as signs of school transmission of COVID-19 are monitored. Additionally, face masks/ coverings are required on all school buses regardless of vaccination status as a result of an existing Federal order. Parents and guardians continue to have the ability to file a medical exemption from the mask requirement. Effective September 13, 2021, the District began requiring masks in grades 9-12 due to high numbers of quarantined students and evidence of school spread of COVID-19. The District will:

- continue to publish all parent communications regarding COVID-19 mitigation strategies and information clearly on the District’s website,
- continue providing a link to a WRPS COVID Dashboard for 2021-22 in order to keep students, parents, staff members and the community apprised on the prevalence of COVID activity within each school,
- publish information that outlines locations in Wood County to receive the COVID-19 vaccination, any free drive-thru COVID-19 testing sites, a link to the Wood County Health Department Hub, a link to the Wood County COVID vaccination information site, and the Wood County COVID Dashboard on the District website,
- publish a link on the District website to the Wisconsin Department of Health Services “Back to School for Parents and Families” webpage and a link to CDC Information regarding School COVID Precautions,
- encourage staff members and students to stay home or go home if they are exhibiting COVID-19 symptoms, and isolate students and staff who have tested positive for COVID-19,
- provide sanitizing stations throughout all buildings.

Update May 2023

In August of 2022, the Board of Education voted to begin the 2022-23 school year in a similar fashion to how 2021-22 ended in terms of COVID-19 mitigation strategies with some modifications. WRPS began the 2022-2023 school year without a facemask requirement in place for school facilities and during student transport. However, at the beginning of the school year the District continued to exclude positive COVID-19 cases from the school environment for 5 days and closely monitor and report positive cases on the COVID-19 dashboard found on the WRPS website. The same guidelines concerning isolation and quarantine used at the end of the 2021-2022 continued to be used, and layered mitigation strategies remained in place as appropriate.

WRPS continued to offer free COVID-19 testing in coordination with the state of Wisconsin. This program began to wind down in March, 2023 and was discontinued by the state on April 28, 2023.

Continue to provide services regardless of the mode of instruction

WRPS will offer in-person learning five days per week in accordance with the Board adopted 2021-2022 Academic Year Calendar. The school district continues to provide families the option to enroll their students in virtual learning. Students in grades 4K-8 can enroll in Central Oaks Academy Virtual Charter School. Students in grades 9-12 can enroll in the Lincoln High School Virtual Program. In the event of school closure due to the pandemic, the District purchased Chromebooks for all students in grades 6 - 12 to continue learning in an off-site capacity. In addition, the District has purchased Chromebooks for families of K-5 students who need to borrow a device to continue their learning remotely in the event of a school closure. Kajeets and mobile hotspots are available to families who have poor, limited, or no internet service. In some cases, the District will pay for basic internet service to households who qualify.

Regardless of the mode of instruction, WRPS will continue to provide meals under the community provision as long as the U.S. Department of Agriculture (USDA) continues the allowance. If school is closed due to a pandemic, the District will assess its ability to distribute meals utilizing the same process it used during the spring of 2020.

WRPS employs four full-time school nurses who will continue to offer health services in-person or virtually. Additionally, the District employs school psychologists, counselors, and social workers to directly work with students and families to provide resources and support for the social emotional needs of students and also partners with a variety of community agencies such as Aspirus and Advocate Psychotherapy Services to provide mental health support for students and families, and uses Gaggle Therapy to offer teletherapy sessions during the ongoing pandemic.

Update May 2023

WRPS has employed one additional part time school nurse in addition to the four full time school nurses currently on staff.

WRPS has updated Board Policy 723.1 - Emergency School Closings to reflect changes that the District has adopted to respond to the school closings prompted by the COVID-19 pandemic, and to include other potential causes for school closure such as inclement weather or school emergencies. Building upon the strategies learned and innovative instruction that was implemented during the pandemic, modifications to the policy define how remote teaching and learning will be implemented 4K-12 in the event of an unforeseen school closing.

Mitigation Measures

Universal and correct wearing of masks

The overarching goal of the WRPS Board of Education has been to keep as many students in school to learn in person, as much as possible. If there is evidence of COVID spread within WRPS schools, the mitigation requirements may change. Early in the school year, approximately 10% of the student

body at Lincoln High School was quarantined or in isolation due to a positive COVID test results or being a close contact. As a result, effective Monday, September 13, 2021, masks/ face coverings are required for all students, staff, and visitors (regardless of vaccination status) while inside Lincoln High School. Masks are not currently required during outdoor activities. Masks continue to be required at all District elementary schools, as well as the middle school.

Update May 2023

WRPS began the 2022-2023 school year without a facemask requirement in place for school facilities and during student transport.

Modifying facilities to allow for physical distancing

Mitigation measures such as the installation of floor decals and water bottle filling stations, and the promotion of physical distancing have been implemented at each facility. Extended and/or staggered meal service has been implemented to support physical distancing while ensuring adequate time for students to consume their meals. Individual schools determine the cafeteria service that best suits the needs of their students based upon available space. Both cafeterias and/or classrooms may be used as settings for student meals.

Students will have assigned seats in classrooms, at lunch, and on buses in order to help with contact tracing in the event of any positive cases. As much as possible, students will be spaced at 3 foot distances in classrooms in order to minimize close contacts.

Students will be assigned to cohorts if public health conditions warrant the use of hybrid or remote learning instructional models.

Update May 2023

Although classroom teachers continue to attempt to facilitate some distance between students in classrooms to mitigate the spread of any germs, classrooms are returning to small group and partner work. Students are allowed to play contact games in physical education classes as well as greet each other with high fives or handshakes. Lunch periods are slowly returning to normal, although some teachers continue the practice of eating lunch in their classrooms with their students. Cohorts at the middle and high school level were phased out at the tail end of the 2021-22 school year as students returned to a 5 day in person schedule.

Handwashing and respiratory etiquette

Handwashing and respiratory etiquette (cover your mouth when coughing or sneezing) is taught to students with high emphasis in the primary grade levels. Signage is posted throughout buildings as reminders of handwashing and respiratory etiquette.

In addition, hand sanitizing stations/liquids are available in all classrooms and in highly traveled areas.

Cleaning and maintaining healthy facilities, including improving ventilation

WRPS has implemented enhanced disinfection procedures to help mitigate the spread of COVID-19. The District uses 3M cleaning solutions that meet CDC requirements to effectively disinfect surfaces and reduce the potential spread of infection. In addition to routine daily cleaning, staff members are increasing disinfection of high touch surfaces. Classroom teachers and other staff members are helping to support these additional cleaning measures, and part-time staff have been hired and building custodial staff time schedules have been rearranged in order to meet the demands of the increased workload.

The District has taken steps to improve indoor air quality at all buildings by increasing air flow turnover rates in order to circulate greater amounts of fresh, outside air as much as possible. HVAC schedules have been adjusted to bring additional fresh air into buildings two hours prior to the start day of school, and the systems are running an additional two hours after students and staff leave to purge existing air. HVAC filters throughout the District have been upgraded to MERV-13 wherever possible.

Update May 2023

During the 2022-2023 school year, WRPS no longer employed extra staff to wipe down doors and common areas throughout the course of the school day. These tasks are, once again, completed by classroom teachers and other staff members. HVAC schedules have also been scaled back to run as normal during pre pandemic times.

Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments

WRPS will continue contact tracing and transparent reporting to the public of COVID-19 cases within the District. To provide transparent reporting for our stakeholders, the District maintained a COVID-19 case dashboard throughout the 2020-21 school year and will continue to do so for the 2021-22 school year.

WRPS will guide parents/students, employees, and contractors on screening protocols for the daily pre-screening process, which all parties should complete before entering the campus/building. Each school will continue to provide current health information to staff, students, and families about the signs and symptoms of COVID-19, when they should stay home, and when they can return to school. Procedures for contact tracing can be found on the district website.

Update May 2023

During the 2022-2023 school year, WRPS no longer utilizes contact tracing when there is a positive case detected in a classroom. The District discontinued contact tracing and quarantines for close contacts (non-family members) effective Friday, March 4, 2022. However, the District continues to isolate COVID positive individuals and track positive cases

on the District COVID-19 dashboard.

Volunteers and visitors are allowed, once again, into the buildings without the pre-screening protocols in place. Staff, students and family members continue to be reminded and encouraged to stay home if they are not feeling well or have any COVID-19 symptoms.

Diagnostic and screening testing

As part of its mitigation strategy and to return to additional in-person instructional days for grades 6-12 during the 2020-21 school year, WRPS developed a COVID-19 surveillance testing program that was implemented from February-May, 2021. The data gathered from performing these tests helped to inform decision making around moving students to a 5-day, in person instructional schedule on April 26, 2021 which is how they concluded the school year.

WRPS District Administration has been working with the State of Wisconsin to set up free, voluntary COVID-19 testing during the 2021-22 school year for symptomatic individuals and/or individuals who are considered close contacts including students, family members, and staff. Voluntary testing is available to students, families, and staff from any/all of our schools during normal school hours at two sites: Wisconsin Rapids Area Middle School (WRAMS) and Lincoln High School (LHS). Both locations use the "drive-thru" approach and will be available on every regularly scheduled school day until further notice. Communication regarding the available testing options is provided to families via email, school communications/newsletters, and is posted on the District website. The tests being used are the fairly non-invasive nasal swab PCR test in which a swab is taken from just inside each nostril. Registration and consent paperwork can be done online through a State-based program or in person at each testing site.

Update May 2023

Diagnostic and screening testing changed several times throughout the 2022-2023 school year. WRPS continued to offer free COVID-19 testing in coordination with the State of Wisconsin. Both "rapid" and PCR tests were available to students and staff who are symptomatic. The testing was offered at Lincoln High School only on Thursdays and Fridays. It eventually expanded to include Mondays and Tuesdays. In addition, the State provided school districts with free at-home COVID tests which were made available to families through the various school offices. At the end of April, 2023, on site testing ended.

Efforts to provide vaccinations to educators and other staff

All eligible staff employed in 2020-2021 were provided the opportunity to be vaccinated through an on-site clinic hosted by WRPS in spring, 2021. New staff are able to obtain vaccinations through local healthcare partners and the County Public Health Department.

Appropriate accommodations for children with disabilities with respect to health and safety policies and practices

When circumstances require specific policies or procedures designed to protect the health and safety of students, 504 and IEP teams will determine if modifications and/or reasonable accommodations are needed for individual students with disability-related issues. Parents will be notified if any changes will be made for their student.

For the 2020-2021 school year, elementary students attended 5 days per week in person in their cohort groups allowing for IEPs to be carried out in a “normal” capacity. In the event of quarantine, IEP needs were met in communication and partnership with the students’ families and/or service providers dependent upon the needs of the students. Our students in grades 6-12 were served in a “hybrid” capacity with relevant services being provided both in person when the students attended in person as well as virtually when the students were off campus learning virtually. Many students with more complicated needs were attending 4 days per week in person for the duration of the 2020-2021 school year.

For the 2021-2022 school year, all students at all levels (4K-12) are attending school in person 5 days per week allowing for IEPs to be carried out largely in a traditional fashion. If a student with an IEP or 504 is required to quarantine, services are continued virtually and/or in partnership and communication with the student and their family.

Update May 2023

Students continue to attend school 5 days a week in person with the option of virtual school at all levels.

Coordination with state and local health officials

The CDC recommends that all decisions about implementing school-based strategies should be made locally, collaborating with local health officials who can help determine the level of COVID transmission within the community. WRPS continues to work closely with the Wood County Public Health Department as well as local medical professionals to implement mitigation strategies that are in the best interest of students and staff to keep them healthy and students attending school in person as much as possible.

Update May 2023

As the District emerges from the COVID-19 pandemic and resumes normal operations, collaboration and consultation with the Wood county Public Health Department and local medical professionals continue as necessary, albeit on a less frequent basis.

Continuity of Services

Overview

WRPS will continue to provide services to address the myriad of needs students have not only in the area of academics, but also in the areas of social-emotional, mental health, and other needs such as those associated with physical health and food services. Staff social, emotional, and mental health needs are also an area of focus to ensure their well-being is attended to.

District response on continuity of services

WRPS will provide for continuity of services as follows:

Student Academic Needs

WRPS plans to continue full-time, in-person instruction beginning in the fall of 2021, with limited exception. The District utilized a number of screeners during the 2020-21 school year to identify the degree of student learning loss experienced as a result of the pandemic. Additional instructional personnel have been added to implement further academic recovery efforts in core curriculum areas by reducing class sizes, mainly at the elementary level. Additional reading and math interventionist time has been added district wide to help with academic recovery efforts in these content areas.

Student Social, Emotional, and Mental Health Needs

Additional pupil services staff have been added to address our students' social and emotional learning needs.

Other Student Needs

Food services will continue to provide meals under the community provision as long as USDA continues the allowance.

Staff Social, Emotional, and Mental Health Needs

The District has provided staff with opportunities for social and emotional support through the use of the Compassion Resilience Framework that is being implemented this school year for staff. Staff members' social, emotional, and mental health needs may also be addressed through the Employee Assistance Program provided through the District's insurance program.

Other Staff Needs

Accommodations and flexibility for staff to work from home have been and continue to be made where plausible when they have either contracted COVID or been required to quarantine as a result of being identified as a close contact. The District will continue to follow national, state, and local governing agencies' laws and directives concerning staff employment and benefits.

Update May 2023

Specific Child Nutrition program flexibilities have evolved and changed since 2021-22 as USDA guidelines have been revised.

Periodic Review

Overview

Districts are required to review and, as appropriate, revise their Safe Return to In-Person Instruction and Continuity of Services Plan at least every six months through September 30, 2023, including seeking public input and taking such input into account when revisions to the Plan are determined to be necessary.

District response on ensuring periodic updates to its plan

WRPS will periodically review and, as needed, revise the Safe Return to In-Person Instruction and Continuity of Services Plan. The plan will be reviewed at least every six months, and the District will seek and take into account public input during the review process. Plan revisions will address updated CDC and County Public Health guidance on safely reopening schools if any are issued.

Tentative Review Schedule *(requirement is to review at least every six months through September 30, 2023):*

- November 8, 2021 (Plan Reviewed/Approved)
- May 9, 2022 *(Update of Plan Reviewed by Board of Ed / Recertified by DPI)*
- November 14, 2022 *(Update of Plan Reviewed by Board of Ed)*
- May 8, 2023
- September 11, 2023

Public Input

Overview

The American Rescue Plan (ARP) Act requires that school districts make their Safe Return to In-Person Instruction and Continuity of Services Plan available to the public online and that the plans be in an understandable and uniform format; to the extent practicable, are written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. Before making its plan publicly available, school districts must seek public comment on the plan and develop the plan after taking into account public comment.

WRPS has been developing its Safe Return to In-Person Instruction and Continuity of Services Plan since the original COVID-19 shutdown that occurred in March, 2020. Throughout the summer of 2020 and since that time, the District has engaged with stakeholders in numerous ways to solicit feedback and gather input on measures taken as well as measures being considered for implementation. To guide the decision-making process, feedback has come from students, parents, staff members, community members, business partners, private/parochial schools residing in the WRPS attendance area, as well as neighboring school districts and Wisconsin Interscholastic Athletic Association conference affiliated schools. Feedback has been generated through a “District Reopening Committee” formed in June 2020 which met on numerous occasions leading up to the 2020-21 school year reopening, verbal contact and multiple phone calls with individuals inside and outside of WRPS (students, parents, staff members, community members, etc.), emails sent to District administrative staff and members of the Board of Education, public comment made at Board meetings, and various surveys conducted of parents and staff members at specific intervals during the course of the pandemic as plans have developed and evolved.

District response on public input in the development of its plan

WRPS has taken the following steps to make its plan available to the public:

- The plan is posted at www.wrps.org under [COVID Updates for 21-22 School Year](#)
- The plan is communicated to educational stakeholders via District messaging systems
- The plan is available in multiple languages through the use of our web provider powered by Google Translate and has been communicated through in-person contact by WRPS bilingual staff as needed to help families with language barrier concerns receive the information they need
- Upon request, a parent or other interested person who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting the District office at 715-424-6701
- The plan has and continues to be shared with the WRPS Board of Education at various monthly Committee and regular Board of Education meetings, and the formal plan contained within this “Safe Return to In-Person and Continuity of Services Plan” document is scheduled

to be shared with the WRPS Board of Education meeting at its regular meeting scheduled to occur on November 8, 2021 - as with numerous other meetings held over the course of the past year and prior, the public has another opportunity at this meeting to share their commentary/feedback in person regarding the plan

- Specific communication shared and feedback sought and received relative to the plan can be found in the links below:
 - [Communication to Parents and Resources Shared for 2022-2023](#)
 - [Communication to Parents 8-9-2022 2022-2023 COVID-19 Protocols](#)
 - [Communication to Parents 9-6-2022 COVID Testing Availability at LHS](#)
 - [Communication to Parents 9-23-2022 Expansion of COVID Testing to Include Mon/Tue](#)
 - [Communication to Parents 3-20-2023 Regarding Changes in COVID Testing Program Effective March 20, 2023](#)
 - [Communication to Parents and Resources Shared for 2021-22](#)
 - [NEW Updated 5/9/22 Communication to Parents 2-28-22 COVID Mitigation \(Contact Tracing/Quarantine\) Measures Changing Effective 3-4-22](#)
 - [NEW Updated 5/9/22 Communication to Parents 2-14-22 COVID Mitigation Measures Changing Effective 2-16-22](#)
 - [NEW Update 5/9/22 Communication to Parents 1-3-22 COVID Isolation/Quarantine Guidelines Updated](#)
 - [NEW Update 5/9/22 Communication to Parents 11-20-21 COVID Community/Public Health Update](#)
 - [NEW Update 5/9/22 Communication to Parents 11-11-21 Update on COVID State Testing](#)
 - [NEW Update 5/9/22 Communication to Parents 11-10-21 Regarding Inclement Weather Procedures for 2021-22](#)
 - [Communication to Parents 10-13-21 Quarantine Updates](#)
 - [Communication to Parents 9-9-21 COVID Mitigation Measures Changing](#)
 - [Communication to Parents 9-7-21 COVID Testing Availability](#)
 - [Communication to Parents 8-10-21 Regarding Board Action for 2021-22](#)
 - [Communication to Parents 7-13-21 Regarding Masks/Face Coverings Optional Effective July 13, 2021 for Summer School](#)
 - [Resource: WRPS 2021-22 District COVID Dashboard](#)
 - [Resource: Mask Exemption Form](#)
 - [Resource: Places in Wood County to Receive COVID-19 Vaccination](#)
 - [Resource: Free Drive-Thru COVID-19 Testing](#)
 - [Resource: Wood County Health Department COVID Hub](#)
 - [Resource: Wood County COVID Vaccination Information](#)
 - [Resource: Wood County COVID Dashboard](#)
 - [Resource: Wisconsin Dept. of Health Services Back to School Webpage](#)
 - [Resource: CDC Information - School COVID Precautions](#)
 - [Communication to Parents and Resources Shared for 2020-21](#)
 - [Communication to Parents 5-14-21 CDC Modifications for Fully Vaccinated](#)
 - [Communication to Parents 4-23-21 5-day Return to Instruction on 4-26-21](#)
 - [Communication to Parents 4-16-21 5-day Return / Student Exclusion Criteria](#)
 - [Communication to Parents 4-12-21 COVID Detection Via Surveillance](#)
 - [Communication to Parents 4-1-21 Face Covering Requirement/Mitigation](#)
 - [Communication to Parents 2-19-21 Surveillance Testing Information Update](#)
 - [Communication to Parents 2-12-21 Surveillance Testing for Secondary Level](#)
 - [Communication to Parents 2-9-21 4 to 5-Day In Person Instruction](#)

- [Communication to Parents 12-8-20 COVID Quarantine Criteria](#)
 - [Communication to Parents 11-16-20 COVID Update](#)
 - [Communication to Parents 11-3-20 Exclusion Due to Symptoms](#)
 - [Communication to Parents 10-23-20 Inclement Weather Procedures](#)
 - [Communication to Parents 10-12-20 Dashboard/COVID Update](#)
 - [Communication to Parents 9-24-20 COVID Update](#)
 - [Communication to Parents 8-26-20 Health Protocols](#)
 - [Communication to Parents 8-11-20 Reopening](#)
 - [Communication to Parents 8-3-20 Educational Services Committee Meeting Including 2020-21 Reopening Plan](#)
 - [Communication to Parents 7-17-20 Concerning Mask Grant Award](#)
 - [Communication to Parents 7-9-20 Concerning Reopening for 2020-21](#)
 - [Communication to Parents 6-24-20 Requesting Feedback for Reopening 2020-21](#)
 - [Resource: WRPS 2020-21 District COVID Dashboard](#)
 - [Resource: COVID-19 Vaccine for Ages 12 and Older Parent Information](#)
 - [Resource: COVID-19 Vaccination Information from Wisconsin DHS](#)
 - [Resource: Mask/Face Covering Exemption Opt-Out Form](#)
 - [Resource: Back-to-School 2020-21 Tips for Parents](#)
 - [Resource: COVID Testing Information / Options](#)
 - [Resource: When Does My Sick Child/Family Member Need to Stay Home?](#)
 - [Resource: Wood County Health Dept Parent Information for School Return](#)
- Specific Board Meetings Held Where COVID Mitigation Strategies/Reopening Plans Were Discussed and/or Public Comment/Input Was Provided
- [June 8, 2020 Regular Board of Ed Meeting Minutes](#)
 - [July 13, 2020 Regular Board of Ed Meeting Minutes](#)
 - [August 3, 2020 Educational Services Committee Meeting Agenda/Background](#)
 - [August 3, 2020 Educational Services Committee Meeting Minutes](#)
 - [August 10, 2020 Regular Board of Ed Meeting Minutes](#)
 - [September 8, 2020 Educational Services Committee Meeting Agenda/Background](#)
 - [September 8, 2020 Educational Services Committee Meeting Minutes](#)
 - [September 14, 2020 Regular Board of Ed Meeting Minutes](#)
 - [October 5, 2020 Educational Services Committee Meeting Agenda/Background](#)
 - [October 5, 2020 Educational Services Committee Meeting Minutes](#)
 - [October 12, 2020 Regular Board of Ed Meeting Minutes](#)
 - [February 1, 2021 Educational Services Committee Meeting Agenda/Background](#)
 - [February 1, 2021 Educational Services Committee Meeting Minutes](#)
 - [February 8, 2021 Regular Board of Ed Meeting Minutes](#)
 - [March 1, 2021 Educational Services Committee Meeting Agenda/Background](#)
 - [March 1, 2021 Educational Services Committee Meeting Minutes](#)
 - [March 8, 2021 Regular Board of Ed Meeting Minutes](#)
 - [April 5, 2021 Educational Services Committee Meeting Agenda/Background](#)
 - [April 5, 2021 Educational Services Committee Meeting Minutes](#)
 - [April 12, 2021 Regular Board of Education Meeting Minutes](#)
 - [May 3, 2021 Educational Services Committee Meeting Agenda/Background](#)
 - [May 3, 2021 Educational Services Committee Meeting Minutes](#) *(Public Comment)*
 - [May 10, 2021 Regular Board of Education Meeting Minutes](#) *(Public Comment)*
 - [June 7, 2021 Educational Services Committee Meeting Agenda/Background](#)
 - [June 7, 2021 Educational Services Committee Meeting Minutes](#)
 - [June 14, 2021 Regular Board of Ed Meeting Minutes](#) *(Public Comment)*

- [July 6, 2021 Educational Services Committee Meeting Background/Agenda](#)
- [July 6, 2021 Educational Services Committee Meeting Minutes](#) (Public Comment)
- [July 12, 2021 Regular Board of Education Meeting Minutes](#) (Public Comment)
- [August 2, 2021 Educational Services Committee Meeting Background/Agenda](#)
- [August 2, 2021 Educational Services Committee Meeting Minutes](#) (Public Comment)
- [August 9, 2021 Regular Board of Education Meeting Minutes](#) (Public Comment)
- [September 7, 2021 Educational Services Committee Meeting Background/Agenda](#)
(Public Comment)
- [September 7, 2021 Educational Services Committee Meeting Minutes](#) (Public Comment)
- [September 13, 2021 Regular Board of Education Meeting Minutes](#) (Public Comment)
- [November 8, 2021 Regular Board of Education Meeting Minutes](#) (Public Comment)
- [February 14, 2022 Regular Board of Education Meeting Minutes](#) (Public Comment)
- [August 8, 2022 Regular Board of Education Meeting Minutes](#)

Approved by the Board of Education 11-8-21

Update Provided to Board of Education 5-9-22

Update Provided to Board of Education 11-14-22

Update Provided to Board of Education 5-1-23

Discipline Code	22/23 YTD	21/22
Defiance/Non-Compliance	256	684
Bullying	34	1
Harrassment	11	
Attendance/Truancy	115	214
Bus Violation	4	6
Destruction of Property	23	32
Disrespect	249	622
Disruption	127	726
Drug/Alcohol/Tobacco	30	32
Leaves without Permission	114	85
Low Work Completion	22	25
Physical Aggression	72	264
Pornographic Material	0	0
Self-Injury	0	0
Technology Violation	109	172
Theft	22	28
Threats/Gossip	19	24
Weapon	0	9
Totals	1207	2924

22/23 Tri-1	21/22 Tri-1	22/23 Tri-2	21/22 Tri-2
117	192	139	233
15	0	19	1
4	0	7	0
34	58	81	73
1	2	3	2
12	5	11	12
114	174	135	211
58	203	69	249
17	8	13	9
45	24	69	26
8	7	14	7
33	60	39	104
0	0	0	0
0	0	0	0
32	48	77	58
8	9	14	9
7	6	12	10
0	2	0	3
505	798	702	1007

33% Decrease in Behaviors

Attendance	90.25%	90.52%
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In-house suspension/timeout data

<u># of Days</u>	<u>Month</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>Total</u>	<u>21-22</u>	<u>Net</u>
20	SEPT	10	36	53	99	161	62
20	OCT	24	100	89	213	302	89
20	NOV	24	91	82	197	375	178
16	DEC	21	108	40	169	261	92
21	JAN	13	223	37	273	274	1
20	FEB	39	211	48	298	415	117
17	MARCH	28	162	36	226	239	13
19	APR	24	115	33	172	345	0
22	MAY				0	359	0
2	JUNE				0	49	0
		183	1046	418	1647	2780	1133

*Down 1133 inhouse visits compared to 22-23 (as of April 24).

**7th grade is recognized as higher referrals...parent and student support meeting (with parents) have been conducted, with accomodations made (schedule change, reduced schedule, behavior plans, etc.) Significant downward trend observed for three consecutive months due to interventions.