



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

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

May 2, 2016

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

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

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Elementary English/Language Arts Curriculum and Partial Acquisition
 - B. 2016-17 Professional Development Plan
 - C. Professional Days
 - D. 2016-17, 2017-18, and 2018-19 Calendars
 - E. 2016-17 Agenda Planners
- IV. Updates
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

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

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

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



BACKGROUND

Anne Lee, Chairman
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TIME: Immediately following the Business Services Committee and Personnel Services
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- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Elementary English/Language Arts Curriculum and Acquisition

Jen Wilhorn, Elementary Literacy Specialist, along with members of the Elementary English/Language Arts (ELA) Council for Instructional Improvement (CII) Sub-Committee will be present to review the proposed curriculum and partial acquisition for approval.

For several years, the ELA CII Sub-Committee, with input from all elementary teachers, has been mapping the curriculum. Each grade level has developed a curriculum map that includes the standards, content, and skills that will be taught. In addition, each grade level map includes the strands of reading, writing, grammar, foundational skills, and speaking and listening. The elementary ELA map for grade two is set out in Attachment A. The complete set of curriculum maps for grades K through 5 can be found at <https://docs.google.com/drawings/d/1AT-xh01URdBkpER8Ux8M8AY85ariHWRm9QOS1iWUaRc/edit>.

In addition to mapping the curriculum, the elementary ELA CII Sub-committee has worked hard to identify the best materials for instruction. The committee has involved several K-5 teachers from each building in piloting a variety of materials. After extensive review and discussion, the committee has selected *The Writing Units of Study* from Heinemann for writing instruction. The quotation for purchase of the *Writing Units of Study* is set out in Attachment B.

The *Writing Units of Study* rely on a workshop model for instruction. The ELA CII Sub-Committee identified the workshop model as best practice early in their work. In order to incorporate the workshop model successfully, teachers will require ongoing and job embedded professional development.

The committee will continue to pilot materials in reading and grammar, as the elementary staff and committee are still seeking consensus on this decision.

The curriculum maps and the acquisition proposal were brought before the Council for Instructional Improvement (CII). The CII recommended to approve the elementary ELA Curriculum Maps by a vote of 28-0. The CII recommended to approve the proposed acquisition by a vote of 25 to 1, with 2 unsure. Results of the CII ballot are set out in Attachment C, numbers 2 and 3.

The administration recommends approval of the elementary English/Language Arts Curriculum Maps set out in Attachment A and on the WRPS curriculum web-site.

The administration recommends approval of the purchase of the *Writing Units of Study* as set out in Attachment B in the amount of \$34, 736.82.

B. 2016-17 Professional Development Plan

Attachment D sets out the proposed WRPS Professional Development Plan for the 2016-17 school year. The plan was created with input from the CII, Quality Educator Committee (QEC), CII Sub-Committee Chairs, and the Administrative Team. Before creating this plan, each group reviewed 2015-16 assessment results, Brite-Bite survey results, and the WRPS 2016-17 Strategic Plan Initiatives. Kathi Stebbins-Hintz, Director of Curriculum and Instruction, will be present to explain the proposed plan.

The CII recommended to approve the plan by a vote of 28 to 1. Results of the CII ballot are set out in Attachment C, number 1.

The administration recommends approval of the proposed 2016-17 Professional Development Plan as set out in Attachment D.

C. Professional Days

For several years, WRPS has had Professional Days for teachers. The days are a valuable component in maintaining instructional excellence for our students. The purpose of Professional Days is to achieve the following:

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

A proposal to improve the use of professional days is set out in Attachment E. This proposal would spread the days throughout the school year. It would also eliminate the 7.5 hour requirement, and make the use of time during these days more responsive to District, building and individual initiatives. Attachment E sets out the proposal.

The CII recommended to approve the proposed changes to professional days as set out in Attachment E by a vote of 22 to 0, with 6 unsure. Results of the CII ballot are set out in Attachment C, number 4.

The administration recommends approval of the Professional Development Day Proposal set out in Attachment E.

D. 2016-17, 2017-18, 2018-19 Calendars

The 2016-17 Calendar was approved and published three years ago. No changes are recommended to the overall calendar. However, there is a need for more on-going, job embedded professional development at the elementary level. Because the elementary schools meet the DPI instructional hours requirement, and 213 Act 257 was adopted that eliminates the number of instructional days required, we are able to provide an additional day of Professional Development at the elementary level. This would only be for 2016-17.

The proposed 2017-18 and 2018-19 Calendars set out in Attachment G reflect the additional professional development days, and the elimination of the 7.5 hour requirement.

The administration recommends approval of one additional professional day for the eight WRPS elementary schools on December 2, 2016, as set out in Attachment F.

The administration recommends approval of the proposed 2017-18 and 2018-19 calendars as set out in Attachment G.

E. 2016-17 Agenda Planners

Proposed changes for the 2016-17 Agenda Planners for Lincoln High School (LHS), East Junior High School (EJH), and Wisconsin Rapids Area Middle School (WRAMS), are set out in Attachments H, I and J, respectively. Administrators from each of the three buildings will be present to explain the proposed modifications.

The administration recommends approval of the proposed modifications to the Lincoln High School Agenda Planner for 2016-17 as set out in Attachment H.

The administration recommends approval of the proposed modifications to the East Junior High School Agenda Planner for 2016-17 as set out in Attachment I.

The administration recommends approval of the proposed modifications to the Wisconsin Rapids Area Middle School Agenda Planner for 2016-17 as set out in Attachment J.

IV. Updates

There are no updates for the May, 2016 Educational Services Agenda.

V. Consent Agenda Items

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

VI. Future Agenda Items/Information Requests

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

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

- Co-curricular Code of Conduct (June)
- Academic and Career Planning (June)
- AGR (Sage) Report (July)
- Completion of the Secondary Science Acquisition (July)



Core Map – Grade Two

Literature

Required District Assessment: Phonological Awareness Literacy Screening (PALs)

Essential Question: What do I do to understand literature?		
Standards	Core Content	Skills
KEY IDEAS AND DETAILS		
RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> • Key details (who, what, where, when, why, and how) (RL.2.1) • Central message, lesson, or moral (RL.2.2) • Character response (RL.2.3) 	<ul style="list-style-type: none"> • Ask and answer questions to understand the key details in a text. (RL.2.1) • Interpret the central message, lesson or moral of stories. (RL.2.2) • Explain how characters in a story respond to major events and challenges. (RL.2.3)
CRAFT AND STRUCTURE		
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none"> • Word and phrase rhythm (RL.2.4) • Word and phrase meaning (RL.2.4) • Story structure: beginning, middle, and end (RL.2.5) • Vocabulary: character point of view (RL.2.6) • Character point of view and dialogue (RL.2.6) 	<ul style="list-style-type: none"> • Describe how words and phrases supply rhythm and meaning in a story, poem, or song. (RL.2.4) • Explain story structure using beginning, middle, and end. (RL.2.5) • Identify differences in characters' points of view (beginning with character dialogue) (RL.2.6)



Core Map – Grade Two

Literature – Continued:

Standards	Core Content	Skills
INTEGRATION OF KNOWLEDGE AND IDEAS		
<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.8 Not applicable to literature</p> <p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<ul style="list-style-type: none">• Illustrations and words in a print or digital text (RL.2.7)• Vocabulary: plot (RL.2.7) • Same story comparison and contrast (RL.2.9)	<ul style="list-style-type: none">• Demonstrate understanding of characters, setting, and plot using information gained from illustrations and words. (RL.2.7) • Compare and contrast two or more versions of the same story. (RL.2.9)
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
<p>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		



Core Map – Grade Two

Informational Text

Required District Assessment: Phonological Awareness Literacy Screening (PALs)

Essential Question: What do I do to understand informational text?		
Common Core Standards	Core Content	Skills
KEY IDEAS AND DETAILS		
<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<ul style="list-style-type: none"> ● Key details (who, what, where, when, why and how). (RI.2.1) ● Main topic of multiparagraph text. (RI.2.2) ● Focus of specific paragraphs. (RI.2.2) ● Connections between a series of information within a text. (RI.2.3) 	<ul style="list-style-type: none"> ● Ask and answer who, what, where, when, why and how questions. (RI.2.1) ● State the main topic/idea of a multiparagraph text. (RI.2.2) ● Identify the focus of specific paragraphs within a text. (RI.2.2) ● Explain the connection between a series of events, ideas, or concepts, in a text. (RI.2.3)
CRAFT AND STRUCTURE		
<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<ul style="list-style-type: none"> ● Meaning of words and phrases in a text. (RI.2.4) ● Text features. (RI.2.5) ● Author’s purpose. (RI.2.6) 	<ul style="list-style-type: none"> ● Find and state the meaning of words and phrases in a text. (RI.2.4.) ● Identify and use text features to locate key facts or information. (RI.2.5) ● State the author’s purpose (to explain, describe, or answer). (RI.2.6)



Core Map – Grade Two

Informational Text – Continued:

Common Core Standards	Core Content	Skills
INTEGRATION OF KNOWLEDGE AND IDEAS		
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none">• Specific images. (RI.2.7)	<ul style="list-style-type: none">• Explain how specific images (e.g., diagram) help a reader understand the text. (RI.2.7)
RI.2.8 Describe how reasons support specific points the author makes in a text.	<ul style="list-style-type: none">• Reasons (author’s evidence/supporting details) (RI.2.8)	<ul style="list-style-type: none">• State how the author’s evidence/supporting details reinforce main ideas in a text. (RI.2.8)
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none">• Important points from two texts on the same topic. (RI.2.9)	<ul style="list-style-type: none">• Compare and contrast key ideas from two informational texts on the same topic. (RI.2.9)
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		



Core Map – Grade Two

Foundational Skills

Required District Assessment: Phonological Awareness Literacy Screening (PALs)

Essential Question: What do I need to know about letters and words to help me read fluently?		
Common Core Standards	Core Content	Skills
PHONICS AND WORD RECOGNITION		
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. RF.2.3.c Decode regularly spelled two-syllable words with long vowels. RF.2.3.d Decode words with common prefixes and suffixes. RF.2.3.e. Identify words with inconsistent but common spelling-sound correspondences. RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> ● Phonics and word analysis <ul style="list-style-type: none"> a. Long and short vowels b. Spelling common vowel teams c. Two syllable words with long vowels d. Common prefixes and suffixes e. Inconsistent but common spelling-sound correspondences f. Grade-appropriate irregularly spelled words 	<ul style="list-style-type: none"> ● Use grade-level phonics and word analysis skills to read words <ul style="list-style-type: none"> a. Use long and short vowel patterns when reading regularly spelled one-syllable words b. Recognize that certain vowel combinations within words produce either a short or long vowel sound c. Decode regularly spelled two-syllable words with long vowels d. Decode words with common prefixes and suffixes e. Identify words with irregular but common spelling-sound correspondences f. Recognize and read grade-appropriate irregularly spelled words such as because, does, and though
FLUENCY		
RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4.a Read on-level text with purpose and understanding. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ● Fluency, Accuracy, and Comprehension <ul style="list-style-type: none"> a. Purpose and understanding b. Accuracy, rate, appropriate phrasing and expression c. Context 	<ul style="list-style-type: none"> ● Read with sufficient accuracy and fluency to support comprehension <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding b. Use skills and strategies such as: <ul style="list-style-type: none"> i. Use punctuation to facilitate meaningful phrasing and expression ii. Read and decode grade level words with increasing automaticity c. Use context clues to confirm or self-correct word recognition and understanding



Core Map – Grade Two

Writing – Argument (Opinion)

Required District Assessment: Phonological Awareness Literacy Screening (PALs)

Essential Question: How can I write about my opinion so others understand what I think?		
Standards	Core Content	Skills
TEXT TYPES AND PURPOSES		
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	<ul style="list-style-type: none"> ● Introduction (W.2.1) ● Opinion (W.2.1) ● Reasons (W.2.1) ● Linking words (W.2.1) ● Conclusion (W.2.1) 	<ul style="list-style-type: none"> ● Introduce topic or book. (W.2.1) ● State an opinion. (W.2.1) ● Supply reasons that support the opinion. (W.2.1) ● Use linking words to connect opinion and reasons. (W.2.1) ● Produce a concluding statement or section. (W.2.1)
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	N/A	N/A
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	N/A	N/A
PRODUCTION AND DISTRIBUTION OF WRITING		
W.2.4 Ask (Begins in grade 3)		
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> ● Revising (W.2.5) ● Editing (W.2.5) 	<ul style="list-style-type: none"> ● With guidance and support from adults and peers, revise and edit writing as needed. (W.2.5)
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> ● Digital tools (W.2.6) ● Publishing (W.2.6) 	<ul style="list-style-type: none"> ● With guidance and support from adults and peers, publish writing using a variety of digital tools. (W.2.6)



Core Map – Grade Two

Writing – Argument (Opinion) – Continued:

Standards	Core Content	Skills
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none">● Shared research (W.2.7)● Shared writing projects (W.2.7)	<ul style="list-style-type: none">● Participate in shared research and writing projects. (W.2.7)
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none">● Experiences (W.2.8)● Provided sources (W.2.8)	<ul style="list-style-type: none">● Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)
W.2.9 (Begins in grade 4)		
RANGE OF WRITING		
W.2.10 (Begins in grade 3)		



Core Map – Grade Two

Writing – Informative/Explanatory

Required District Assessment: Phonological Awareness Literacy Screening (PALs)

Essential Question: How can I write about a topic to inform others?		
Standards	Core Content	Skills
TEXT TYPES AND PURPOSES		
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	N/A	N/A
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<ul style="list-style-type: none"> ● Introduction (W.2.2) ● Facts/Definitions (W.2.2) ● Conclusion (W.2.2) 	<ul style="list-style-type: none"> ● Introduce a topic. (W.2.2) ● Supply facts and definitions to develop points. (W.2.2) ● Produce a concluding statement or section. (W.2.2)
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	N/A	N/A
PRODUCTION AND DISTRIBUTION OF WRITING		
W.2.4 Ask (Begins in grade 3)		
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> ● Revising(W.2.5) ● Editing (W.2.5) 	<ul style="list-style-type: none"> ● With guidance and support from adults and peers, revise and edit writing as needed. (W.2.5)
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> ● Publishing (W.2.6) ● Digital tools (W.2.6) 	<ul style="list-style-type: none"> ● With guidance and support from adults and peers, publish writing using a variety of digital tools. (W.2.6)



Core Map – Grade Two

Writing – Informative/Explanatory – Continued:

Standards	Core Content	Skills
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none">● Shared research (W.2.7)● Shared writing projects (W.2.7)	<ul style="list-style-type: none">● Participate in shared research and writing projects. (W.2.7)
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none">● Experiences (W.2.8)● Provided sources (W.2.8)	<ul style="list-style-type: none">● Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)
W.2.9 (Begins in grade 4)		
RANGE OF WRITING		
W.2.10 (Begins in grade 3)		



Core Map – Grade Two

Writing – Narrative

Required District Assessment: Phonological Awareness Literacy Screening (PALs)

Essential Question: How can I write a real or imagined story to share with others?		
Standards	Core Content	Skills
TEXT TYPES AND PURPOSES		
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	N/A	N/A
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	N/A	N/A
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<ul style="list-style-type: none"> ● Opening (W.2.3) ● Event/Short sequence of events (W.2.3) ● Details (W.2.3) ● Transition words (W.2.3) ● Closure (W.2.3) 	<ul style="list-style-type: none"> ● Recount a well-elaborated event or short sequence of events. (W.2.3) ● Supply details to describe actions, thoughts, and feelings. (W.2.3) ● Use transition words to signal event order. (W.2.3) ● Provide a sense of closure. (W.2.3)
PRODUCTION AND DISTRIBUTION OF WRITING		
W.2.4 Ask (Begins in grade 3)		
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> ● Revising (W.2.5) ● Editing (W.2.5) 	<ul style="list-style-type: none"> ● With guidance and support from adults and peers, revise and edit writing as needed. (W.2.5)



Core Map – Grade Two

Writing – Narrative – Continued:

Standards	Core Content	Skills
PRODUCTION AND DISTRIBUTION OF WRITING – Continued		
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none">● Publishing (W.2.6)● Digital tools (W.2.6)	<ul style="list-style-type: none">● With guidance and support from adults and peers, publish writing using a variety of digital tools. (W.2.6)
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none">● Shared research (W.2.7)● Shared writing projects (W.2.7)	<ul style="list-style-type: none">● Participate in shared research and writing projects. (W.2.7)
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none">● Experiences (W.2.8)● Provided sources (W.2.8)	<ul style="list-style-type: none">● Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)
W.2.9 (Begins in grade 4)		
RANGE OF WRITING		
W.2.10 (Begins in grade 3)		



Core Map – Grade Two

Speaking and Listening

Required District Assessment: Phonological Awareness Literacy Screening (PALs)

Essential Question: How can I speak and listen to communicate effectively?		
Standards	Core Content	Skills
COMPREHENSION AND COLLABORATION		
<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.1a Follow agreed-upon rules for discussions, e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Conversations with peers and adults (SL.2.1) • Rules for discussions (SL.2.1 a) • Build upon others' talk. (SL.2.1 b) • Questions (SL.2.1 c) 	<ul style="list-style-type: none"> • Actively participate in discussions with peers and adults about grade level topics and texts in small and large groups. (SL.2.1) • Follow agreed-upon rules for discussions. (SL.2.1 a) • Link comments to the remarks of others to build the conversation. (SL.2.1 b) • Ask questions about the topic/text of discussion as needed. (SL.2.1 c)
<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> • Key ideas/Details (SL.2.2) 	<ul style="list-style-type: none"> • Describe key ideas or details from a text read aloud, oral presentation, or other media. (SL.2.2)
<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<ul style="list-style-type: none"> • Questions (SL.2.3) 	<ul style="list-style-type: none"> • Ask and answer questions about what a speaker says to clarify or extend understanding of a topic. (SL.2.3)



Core Map – Grade Two

Speaking and Listening – Continued:

Standards	Core Content	Skills
PRESENTATION OF KNOWLEDGE AND IDEAS		
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none">● Story retell (SL.2.4)● Clear speaking (SL.2.4)	<ul style="list-style-type: none">● Tell a story with descriptive details, using complete sentences and speaking clearly. (SL.2.4)
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none">● Audio recordings (SL.2.5)● Drawings/Visual displays (SL.2.5)	<ul style="list-style-type: none">● Create audio recordings of stories or poems. (SL.2.5)● Add drawings or other visuals to stories to clarify ideas, thoughts, and feelings. (SL.2.5)
SL. 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for expectations.)	<ul style="list-style-type: none">● Oral clarification (SL.2.6)	<ul style="list-style-type: none">● Orally produce complete sentences to provide requested details or clarification. (SL.2.6)



Core Map – Grade Two

Language

Required District Assessment: Phonological Awareness Literacy Screening (PALs)

Essential Question: How can I use the rules of language to read, write, and speak effectively?		
Standards	Core Content	Skills
CONVENTIONS OF STANDARD ENGLISH		
<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1a Use collective nouns (e.g., <i>group</i>).</p> <p>L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<ul style="list-style-type: none"> ● Command and usage of standard English grammar in writing and speaking. (L.2.1) ● Collective nouns (L.2.1a) ● Common irregular plural nouns. (L.2.1b) ● Reflexive pronouns (L.2.1c) ● Past tense of common irregular verbs (L.2.1d) ● Adjectives and adverbs (L.2.1e) ● Simple and compound sentences (L.2.1f) 	<ul style="list-style-type: none"> ● Use collective nouns (group). (L.2.1a) ● Form and correctly use common, irregular plural nouns (feet, teeth, mice). (L.2.1b) ● Use reflexive pronouns (myself, ourselves). (L.2.1c) ● Form and correctly use the past tense of irregular verbs (sat, hid, told) (L.2.1d) ● Correctly use adjectives and adverbs (L.2.1e) ● Produce, expand, and rearrange simple and compound sentences (L.2.1f)
<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2a Capitalize holidays, product names, and geographic names.</p> <p>L.2.2b Use commas in greetings and closings of letters.</p> <p>L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2d Generalize learned spelling patterns when writing words (e.g., <i>cage/badge; boy/boil</i>).</p> <p>L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ● Capitalization (L.2.2a) ● Use of commas (L.2.2b) ● Use of apostrophe (L.2.2c) ● Application of learned spelling patterns (L.2.2d) ● Use of reference materials (L.2.2e) 	<ul style="list-style-type: none"> ● Capitalize holidays, product names, and geographic names. (L.2.2a) ● Use commas in greetings and closings of letters. (L.2.2b) ● Use an apostrophe to form contractions and frequent possessives. (L.2.2c) ● Apply learned spelling patterns when writing words. (L.2.2d) ● Use reference materials to check and correct spellings (beginning dictionaries). (L.2.2e)



Core Map – Grade Two

Language – Continued:

Standards	Core Content	Skills
KNOWLEDGE OF LANGUAGE		
<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3a Compare formal and informal uses of English.</p>	<ul style="list-style-type: none"> ● Language and its conventions for writing, speaking, reading, or listening. (L.2.3) ● Formal and informal English (L.2.3a) 	<ul style="list-style-type: none"> ● Use conventions of language when writing, speaking, reading, or listening. (L.2.3) ● Compare formal and informal uses of English when writing, speaking, reading, or listening. (L.2.3a)
VOCABULARY ACQUISITION AND USE		
<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> ● Use of strategies to determine meaning of unknown words, and phrases based on grade level reading and content. (L.2.4) ● Context clues (L.2.4a) ● Prefixes (L.2.4b) ● Root words (L.2.4c) ● Compound words (L.2.4d) ● Use of print and digital glossaries and dictionaries. (L.2.4e) 	<ul style="list-style-type: none"> ● Use sentence context clues to determine meaning of words or phrases (L.2.4a) ● Determine the meaning of a new word when a known prefix is added (tell, retell) (L.2.4b) ● Use a known root word as a clue to the meaning of an unknown word with the same root. (L.2.4c) ● Predict meaning of compound words based on the knowledge of individual words. (L.2.4d) ● Use print and digital materials to determine/clarify the meaning of words and phrases (glossary, beginning dictionaries) (L.2.4e)



Core Map – Grade Two

Language – Continued

Standards	Core Content	Skills
VOCABULARY ACQUISITION AND USE – Continued		
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).	<ul style="list-style-type: none">• Word relationships and nuances. (L.2.5)• Real-life connections between words and their use. (L.2.5a)• Slight differences in meanings of verbs and related adjectives. (L.2.5b)	<ul style="list-style-type: none">• Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). (L.2.5a)• Determine slight differences in meaning among closely related verbs (<i>toss</i>, <i>throw</i>, <i>hurl</i>) and adjectives (<i>thin</i>, <i>slender</i>, <i>skinny</i>). (L.2.5b)
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	<ul style="list-style-type: none">• Words and phrases (L.2.6)	<ul style="list-style-type: none">• Use words and phrases acquired through conversations, reading, read-alouds, and text responses (focus: using adjectives and adverbs to describe) (L.2.6)

Quotation for Wisconsin Rapids-Jennifer Wilhorn

VENDOR:**Heinemann****P. O. Box 6926****Portsmouth, NH 03802-6926**

FAX ORDERS TO 877-231-6980

Wisconsin Rep: Martin Dambekaln - Maris Education

Wisconsin Rapids School District

510 Peach Street

Wisconsin Rapids, WI 54494

Attn: Jennifer Wilhorn

March 14, 2016

QUOTE

<u>Qty</u>	<u>Title</u>	<u>Item#</u>	<u>Price</u>	<u>TOTAL</u>
23	Units of Study in Opinion, Information, and Narrative Writing Elementary Series Bundle Grades K-5 with Trade Book Packs	978-0-325-04762-1	1,182.50	27,197.50
4	Units of Study in Opinion, Information, and Narrative Writing, Grade K with Trade Book Pack	978-0-325-04753-9	219.00	876.00
6	Units of Study in Opinion, Information, and Narrative Writing, Grade 1 with Trade Book Pack	978-0-325-04754-6	219.00	1,314.00
5	Units of Study in Opinion, Information, and Narrative Writing, Grade 2 with Trade Book Pack	978-0-325-04755-3	219.00	1,095.00
5	Units of Study in Opinion, Information, and Narrative Writing, Grade 3 with Trade Book Pack	978-0-325-04756-0	219.00	1,095.00
2	Units of Study in Opinion, Information, and Narrative Writing, Grade 4 with Trade Book Pack	978-0-325-04757-7	219.00	438.00
			SUBTOTAL	32,015.50

Add Heinemann Shipping Charge* 2,721.32

TOTAL \$ 34,736.82

PRICES GOOD UNTIL JUNE 1, 2016

All resources are in stock now and ship promptly.

Resources typically arrive 3-5 business days after Purchase Order is received by Heinemann.

*To save money, WRPS can elect to hire own shipper to pick up order from Heinemann's Troy, MO warehouse. Please indicate on Purchase Order.

CII Ballot Results April 11, 2016

1. 2016-17 District Professional Development Plan: **28 Yes 0 No 0 Unsure**

Comments:

- My only concern would be that we may have too much on the plan. Is it better to focus on less but do it better rather than focusing on lots but doing it poorly?
- District-wide behavior. Wording is still odd... I suggested (philosophy) wording but what would be the goal of that Rtl sub-committee.
- Add safety as checkmark under Domain 2 – District-wide behavior.
- I would love to see more direction for some building administrators to build relationships.
- With the changes we made I feel it is well designed.
- Be sure to add achievement gap in Domain 2.
- Define "safety" in Domain 4. Is safety taping down extension cords or ALICE?
- I appreciate the input from all of the different groups.
- Made some good improvement to plan.

2. Elementary English/Language Arts Core Maps: **28 Yes 0 No 0 Unsure**

Comments:

- Well done!
- Great job!
- Nice cohesive structure – great job!
- Lots of work put in, very evident.
- Great work.

3. Step 1 of Elementary English/Language Arts Acquisition: Lucy Calkins Writing Units of Study (Step 2 to be determined in 2016-17): **25 Yes 1 No 2 Unsure**

Comments:

- Not sure how much grammar students will receive. Teacher will be responsible for incorporating in. Not doing whose program??
- I still did not hear the grammar vs. writing debate addressed.
- Bring on Lucy!
- Very excited to see what this will bring. I am pleased that there will be another year to determine reading.
- Looks great!
- Great work and nice job with getting the best feedback.
- Nice work.
- Much rather spend money on PD for our staff rather than stuff.
- Please keep other disciplines in mind when discussing the writing units of study.

4. Professional Development Day Proposal:

22 Yes 0 No 6 Unsure

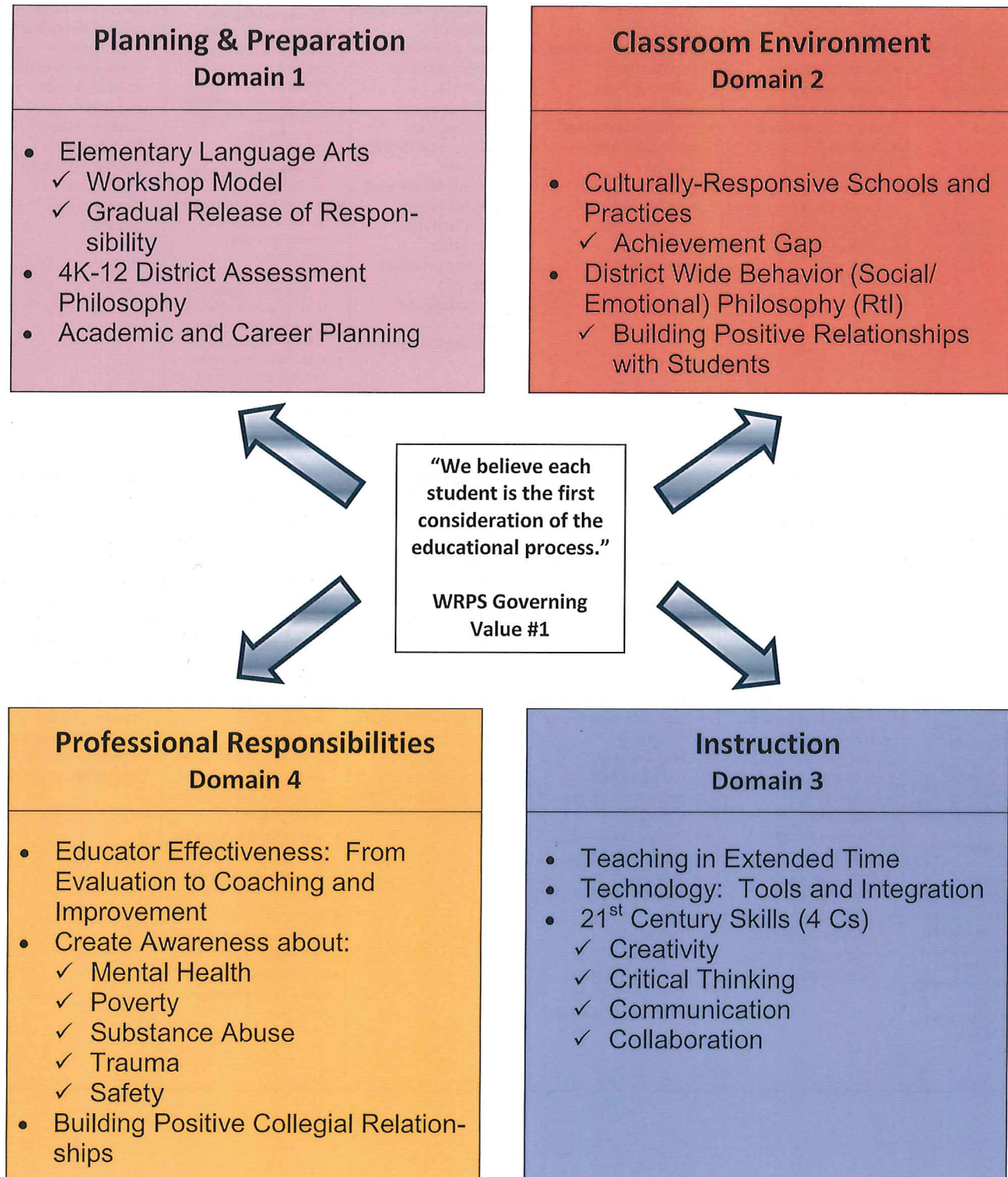
Comments:

- Could have a lack of choice. Move to full day and give options.
- Well done. It is easier to build flexibility into a required day rather than requiring 7.5 hours to be done outside of the school day and be able to record/track that time.
- I am intrigued with separating 7.5 and PD days. I think we could re-structure the days and keep the 7.5.
- As long as there is choice with PD given to teachers.
- Currently my 7.5 hours are being used to meet building goals of Atomic Learning. I am expected to use 3.5 hours of Atomic Learning – this has not been a good use of PD.
- Not sure about whether this is on 7.5 hours or the structure of the pd days. But I agree with both of them. 😊
- Moving forward to eliminate the 7.5 hours is a positive.
- Please consider part-time and traveling teachers in the planning of the days.
- I'd like to see more clarification on the hours for the morning and afternoon.
- Would like teachers to have individual time in classrooms at some point.
- Very unsure that we should do away with 7.5 hours. It honors individual need for PD. Like the ability to implement a cohesive structure to the full year District PD days/plan.
- Worth exploring restructuring without removal of 7.5 hours.
- I don't think taking the 7.5 hours away is the most beneficial.
- I don't have this expertise to vote.
- Teachers may lose choices for specific content area professional development opportunities.

Wisconsin Rapids Public Schools

PROFESSIONAL DEVELOPMENT PLAN

2016-2017



Curriculum Sub Committee (CII) Goals 2016-2017

Important Links

Strategic Plan: <http://tinyurl.com/wrpsstrategicplan1617>

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

ART	CAREER AND TECHNICAL EDUCATION	HEALTH	INFORMATION TECHNOLOGY/ LIBRARY MEDIA	LANGUAGE ARTS	COUNSELING
<ul style="list-style-type: none"> Phase 3 Review and revise curriculum and continue mapping K-12. Research, evaluate and discuss materials and technology that support the revised curriculum to purchase for acquisition. Present curriculum maps and materials selection to Educational Services Committee and Board of Education for approval. 	<ul style="list-style-type: none"> Continue implementation of communication plan and professional development plan, including Carl Perkins initiatives Revise curriculum, assessments, and materials with the new CTE standards. Develop curriculum and district maps based on new CTE standards, research and community needs. Implement ACP as required. 	<ul style="list-style-type: none"> Implement new materials K-5 Transition 6th and 7th grade curriculum to meet Trimester requirements Continue collaboration to discuss and implement best practices Provide professional development as needed Continue to review elementary report card/standards Review and implement ACP 	<ul style="list-style-type: none"> Finalize K-12 Info Tech curriculum maps. Finalize Combined Information and Technology Literacy Plan for 2016-2019. Review, update and provide support for Projects 4-8. Focus Professional Development on: <ul style="list-style-type: none"> ✓ 4C's (critical thinking, creativity, communication and collaboration) ✓ Tech Tools and Integration Explore and evaluate devices and infrastructure as it relates to a 1:1 computing environment. 	<ul style="list-style-type: none"> Continue with implementation of WRPS District standards. Continue mapping work: Scope and Sequence K-12, creation of grade-level and course units Create new course for English 8 Professional development: workshop model, gradual release and technology collaboration, and implementation of new curriculum. Develop and implement common district and course/grade level assessments K-5: Provide training and professional development in Writing Units of Study. K-5: Begin implementing Writing Units of Study K-5: Continue to review and evaluate materials for language arts (other than writing) 	<ul style="list-style-type: none"> Continue to incorporate ACP in our counseling program.. K-5: Update curriculum originally created through BYOC. 6-12: Review curriculum at each level and create requested documentation. Provide/Create counseling related professional development activities.

MATH	MUSIC	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	WORLD LANGUAGES
<ul style="list-style-type: none"> Continue curriculum mapping process K-12 by working toward Unit Maps in all grades and core high school courses Revise grade-level math standards (K-5) for new elementary report cards and develop common assessments for these standards Study data from WRPS student results on the new Forward Exam and ACT/WorkKeys state assessments Maintain emphasis on developing fluency and number sense in primary grades Continue to support the RTI process Provide support to WRAMS and EIH teachers in the transition to block and trimester schedules, including planning for new Grade 8 Courses Continue study of current research and begin exploration of resources for next secondary acquisition 	<ul style="list-style-type: none"> Phase 3 Collaborate and reflect on current research and standards in the discipline. Pilot materials and technology that support the curriculum updates. Continue curriculum mapping process K-12 - complete curriculum maps and unit maps at all grade levels in all disciplines. Support WRAMS teachers in the transition to every other day classes. Continue to provide staff development and support in the area of assessment. 	<ul style="list-style-type: none"> Continue with curriculum mapping 6-12 Encourage more K-12 collaboration through DEU offerings and establishing Best Practices. Continue to review Elementary report card with revisions as needed. Implement and introduce ACP posters to students in 6-12. Discuss & work to develop consensus on a Gifted & Talented policy for PE. Certify all PE Teachers in CPR/AED/First Aid prior to Students returning in the Fall. 	<ul style="list-style-type: none"> K-5 in Phase 1 (year 3) 6-12 in Phase 2 (year 4) K-5: Support ELA Writing (science related units) K-5: Develop "Meets Goal" report card statements by grade level. 6-12: Continue NGSS Alignment and mapping 6-12: Align and map ACT CRS-Science to scope and sequence 6-12: Implement ACP as required 	<ul style="list-style-type: none"> Finish writing 6-12 district and curriculum maps with goal of completion in May (for core subject areas). Continue gathering teacher input about curriculum and materials and exploring materials for piloting (6 - 12). Pilot materials next fall beginning with the 2nd term (6 - 12). Present updated curriculum, and materials to Educational Services Committee and Board for approval (6 - 12). Begin writing k - 5 district and curriculum maps with goal of completion next May. Gather input on curriculum materials from elementary staff. Propose new courses to CII for East Junior High and LHS. 	<ul style="list-style-type: none"> Continue professional development based on best practice. Continue to develop and discuss results of common assessments. Continue work with curriculum mapping (Unit map level). Support teachers transitioning to teaching on the trimester schedule. Continue work to implement the GEAC.

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

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

DOMAIN 4: Professional Responsibilities

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

DOMAIN 2: The Classroom Environment

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

DOMAIN 3: Instruction

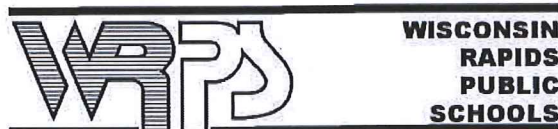
- 3a Communicating With Students**
- Expectations for learning
 - Directions for activities
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
- Quality of questions/prompts
 - Discussion techniques
 - Student participation
- 3c Engaging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

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."*

GOVERNING VALUES

- We Believe...** each student is the first consideration of the educational process.
- We Believe...** all students can learn.
- We Believe...** in a safe, caring and respectful learning environment
- We Believe...** all students should become effective citizens of the community, state, nation, and the world.
- We Believe...** meaningful home, school and community involvement is vital to continuous improvement.



Thomas A. Lenk Educational Services Center
510 Peach Street, Wisconsin Rapids, WI
(715) 424-6700

Professional Development Day Proposal

1. Beginning in **2017-18**, one additional professional development day will be added to the calendar and the 7.5 hour requirement will be dropped.
2. There will be a professional development day six out of nine months of the school Year. (*Currently there are four professional development days and one record-keeping day during the school year.*)
3. Two of the six days will fall near the end of each trimester. Those two days will be split. One-half will be for professional development and one-half will be for record-keeping.
4. The day after the last school day for students will remain a record-keeping day for Teachers.
5. Professional Days will be planned by the Curriculum Department with input from the QEC, CII Subcommittee Chairs, Administrators, and other active committees.
6. Throughout the year, Professional Days will include time for District, Building, Department, Grade-Level, and Teacher activities and collaboration.
7. Professional staff will not be released for practices or rehearsals on professional days until 3:15 p.m.
8. Morning sessions will begin at 7:45 a.m. and end at 11:00 a.m. Afternoon sessions will begin at 12:00 p.m. and end at 3:15 p.m. Lunch will be from 11:00 a.m. to 12:00 p.m.



**WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR
2016-17**

AUGUST 2016					SEPTEMBER 2016					OCTOBER 2016				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
1	2	3	4	5				(1	2	PD 3	4	5	6	7
8	9	10	11	12	LD 5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	19	20	21	22	23	24	25	26	27	AB 28
29	30	31			26	27	28	29	30	31				
NOVEMBER 2016					DECEMBER 2016					JANUARY 2017				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
	1	2	3	4				1	PDE 2	2	3	4	5	6
PD 7	(8	9	10	11	5	6	7	8	9	9	10	11	12	13
14	15	16	17	18	12	13	14	15	16	16	17	18	RK 19	PD 20
21	22	23	TG 24	TG 25	19	20	21	22	23	(23	24	25	26	27
28	29	30			WB 26	WB 27	WB 28	WB 29	WB 30	30	31			
FEBRUARY 2017					MARCH 2017					APRIL 2017				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
		1	2	3			1	2	PD 3	(3	4	5	6	7
6	7	8	9	10	6	7	8	9	10	10	11	12	13	GEN 14
13	14	15	16	17	13	14	15	16	17	17	18	19	20	21
20	21	22	23	24	20	21	22	23	24	24	25	26	27	28
27	28				SB 27	SB 28	SB 29	SB 30	SB 31					
MAY 2017					JUNE 2017					JULY 2017				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
1	2	3	4	5				1	2	3	ID 4	5	6	7
8	9	10	11	12	RK 5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	19	20	21	22	23	24	25	26	27	28
MD 29	30	31			26	27	28	29	30	31				

Teachers Return

Student Attendance Days

() = **Qtr begins/ends

08/29, 08/30, 08/31 - Teachers Return

11/24, 11/25 - (TG) Thanksgiving

04/14 - (GF) Good Friday

09/01 - First Day for Students

12/26 - 12/30/16 - (WB) Winter Break

05/29 - (MD) Memorial Day

09/05 - (LD) Labor Day

01/19 - (RK) Recordkeeping ** No School

06/02 - Last Day for Students (1/2 day)

10/03 - (PD) Prof Dev Day ** No School

01/20 - (PD) Prof Dev Day ** No School

06/05 - (RK) Recordkeeping

10/28 - (AB) Autumn Break ** No School

03/03- (PD) Prof Dev Day ** No School

11/07 - (PD) Prof Dev Day ** No School

03/27-03/31 - (SB) Spring Break

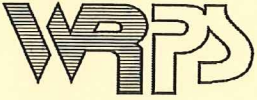
12/16 - PDE Prof Dev - ELEMENTARY No School

****Schools on a trimester schedule follow these trimester dates (East only school on quarterly calendar for 2016-17):**

1st Trimester: 9/1/16 - 11/29/16

2nd Trimester: 11/30/16 - 3/2/17

3rd Trimester: 3/6/17 - 6/2/17



**WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR
2017-18**

DRAFT

AUGUST 2017					SEPTEMBER 2017 19/18					OCTOBER 2017 22/21				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
	1	2	3	4					1	2	3	4	5	6
7	8	9	10	11	LD 4	(5	6	7	8	9	10	11	12	13
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	18	19	20	21	22	23	24	25	26	PD 27
28	29	30	31		25	26	27	28	PD 29	30	31			
NOVEMBER 2017 19/19					DECEMBER 2017 16/15					JANUARY 2018 22/21				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
		1	2	3					PD/RK1	WB 1	PD 2	3	4	5
6	7	8	9	10	(4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21	TG 22	TG 23	TG 24	18	19	20	21	22	22	23	24	25	26
27	28	29	30)	WB 25	WB 26	WB 27	WB 28	WB 29	29	30	31		
FEBRUARY 2018 20/20					5/4 MARCH 2018 12/12					APRIL 2018 21/20				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
			1	2				1	PD/RK2	PD 2	3	4	5	6
5	6	7	8	9	5	6	7	(8	9	9	10	11	12	13
12	13	14	15	16	12	13	14	15	16	16	17	18	19	20
19	20	21	22	23	19	20	21	22	23	23	24	25	26	27
26	27	28			SB 26	SB 27	SB 28	SB 29	SB 30	30				
MAY 2018 22/22					JUNE 2018 5/4					JULY 2018				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
	1	2	3	4					1	2	3	ID 4	5	6
7	8	9	10	11	4	5	6)	RK 7	8	9	10	11	12
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
MD 28	29	30	31		25	26	27	28	29	30	31			

Teachers Return

Student Attendance Days (Shaded)

() = **TRI begins/ends

08/29, 08/30, 08/31 - Teachers Return

09/04 - (LD) Labor Day ** No School

09/05 - First Day for Students

9/29 & 10/27 - (PD) Prof Dev Day ** No School

11/22-24 - (TG) Thanksgiving ** No School

12/1 - (PD/RK) Prof Dev/Rkpg Day ** No School

12/25 - 01/01/18 - (WB) Winter Break ** No School

1/2/18 & 3/2/18 - (PD) Prof Dev Day ** No School

03/26 - 3/30 - (SB) Spring Break ** No School

04/02 - (PD) Prof Dev Day ** No School

05/28 - (MD) Memorial Day ** No School

06/06 - Last Day for Students (1/2 day)

06/07 - (RK) Recordkeeping

Trimester Schedule:

1st Trimester: 9/5/17 - 11/30/17

2nd Trimester: 12/04/17 - 3/7/18

3rd Trimester: 3/8/18 - 6/6/18

Tri 1 = 58 days

Tri 2 = 60 days

Tri 3 = 58 days



WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR
2018-19

✧ **DRAFT** ✧

AUGUST 2018					SEPTEMBER 2018 19/18					OCTOBER 2018 23/22				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
		1	2	3	LD 3	(4	5	6	7	1	2	3	4	5
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	23	24	24	25	26	27	PD 28	22	23	24	25	PD 26
27	28	29	30	31						29	30	31		
NOVEMBER 2018 19/18					DECEMBER 2018 15/15					JANUARY 2019 22/21				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
			1	2	(3	4	5	6	7		WB 1	PD 2	3	4
5	6	7	8	9	10	11	12	13	14	7	8	9	10	11
12	13	14	15	16	17	18	19	20	21	14	15	16	17	18
19	20	TG 21	TG 22	TG 23	WB 24	WB 25	WB 26	WB 27	WB 28	21	22	23	24	25
26	27	28	29	PD/RK30	WB 31					28	29	30	31	
FEBRUARY 2019 20/20					5/4 MARCH 2019 11/11					APRIL 2019 21/20				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
				1					PD/RK 1	1	2	3	4	5
4	5	6	7	8	4	5	6	7	(8	8	9	10	11	12
11	12	13	14	15	11	12	13	14	15	15	16	17	18	NS 19
18	19	20	21	22	18	19	20	21	22	PD 22	23	24	25	26
25	26	27	28		SB 25	SB 26	SB 27	SB 28	SB 29	29	30			
MAY 2019 22/22					JUNE 2019 6/5					JULY 2019				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
		1	2	3	3	4	5	6	7	1	2	3	4	5
6	7	8	9	10	RK 10	11	12	13	14	8	9	10	11	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
MD 27	28	29	30	31						29	30	31		

 Teachers Return
 Student Attendance Days
 () = **TRI begins/ends

- | | | |
|--|--|--|
| 08/28, 08/29, 08/30 - Teachers Return | 11/30-(PD/RK) Prf Dv/Rkpg Day ** No Schl | 04/19 - (NS) No School/No Staff |
| 09/03 - (LD) Labor Day | 12/24/17-01/01/18 - (WB) Winter Break | 04/22 - (PD) Prof Dev Day ** No School |
| 09/04 - First Day for Students | 01/02 - (PD) Prof Dev Day ** No School | 05/27 - (MD) Memorial Day |
| 9/28 & 10/26-(PD) Prof Dv Day ** No Schl | 03/01-(RK/PD) RKpg/ProfDv Day ** No Schl | 06/07 - Last Day for Students (1/2 day) |
| 11/21-23 (TG) Thanksgvg Brk ** No School | 03/25-29 (SB) Spring Break ** No School | 06/10 - (RK) Recordkeeping |

Trimester Schedule:

- 1st Trimester: 9/4/18 - 11/29/18
- 2nd Trimester: 12/03/18 - 3/7/19
- 3rd Trimester: 3/8/19 - 6/7/19

Tri 1 = 58 days
Tri 2 = 60 days
Tri 3 = 58 days

Wisconsin Rapids Lincoln High School

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



2016-2017 Student Handbook

This Agenda Belongs To:

Name: _____ Grade: _____

Address: _____

Phone: _____ Student ID #: _____

Email Address: _____

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OUR MISSION

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

WELCOME

A sincere welcome to you, the student body of Lincoln High School, as we begin the 2016-2017 school year. May it prove to be a most rewarding, satisfying, and exciting experience. You are attending a truly outstanding institution and have tremendous opportunities at LHS. The curriculum is comprehensive, the co-curricular activity program is extensive, and the entire staff is willing and able to be of service to you. We hope that each of you will use all that is available and make the effort to find success. Please read through this handbook and if you have any questions please contact administration.

INTRODUCTION

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

ALMA MATER

Oh, Lincoln High, we sing tonight
The good and pure, the Red and White.
We'll follow the banner that follows the right!
The Red and White of the Rapids.
Oh, Lincoln, forward! Forever forward!
Where triumph waits thee, Our Alma Mater!
Oh, Lincoln forward! Press on to victory!
Up with the Red and White

NOTICE OF NONDISCRIMINATION

The Wisconsin Rapids Public School District will not deny any person admission to, participation in, or the benefits of any curricular, co-curricular, pupil services, recreational or other program or activity because of a person's gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, mental, emotional or learning disability. Please review Board Policy 411, Wis. Stats. 118.14, and Wisc. Adm. Code PI-9 for additional information.

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

ACADEMICS

ACADEMIC INTEGRITY

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

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

Consequences include the following:

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

COLLEGE ENTRANCE REQUIREMENTS

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

COMING ATTRACTIONS

September 1	First Day for Students
September 5	Labor Day - No School
October 3	Professional Development Day - No School
October 17	PTV 4:30 p.m. - 7:00 p.m.
October 28	Autumn Break - No School
November 7	Professional Development Day - No School
November 24-25	Thanksgiving Break - No School
Dec. 26-30	Winter Break - No School
January 19 & 20	Record Keeping/Professional Development Day - No School
January 23	PTV 4:30 p.m. - 7:00 p.m.
March 3	Record Keeping Day - No School
March 27-31	Spring Break - No School
April 14	Good Friday - No School
April 24	PTV 4:30 p.m. - 7:00 p.m.
May 6	Prom
May 29	Memorial Day - No School
June 2	Last Day for Students
June 4	Graduation

DAILY SCHEDULE

Tuesday, Wednesday, Thursday

Monday, Friday

1	7:35 AM	8:43 AM	1	7:35 AM	8:50 AM
2	8:50 AM	10:02 AM	2	8:57 AM	10:16 AM
3A Lunch	10:05 AM	10:35 AM	3A Lunch	10:19 AM	10:49 AM
3A Class	10:38 AM	11:47 AM	3A Class	10:52 AM	12:08 PM
3B Class	10:09 AM	11:17 AM	3B Class	10:23 AM	11:38 AM
3B Lunch	11:17 AM	11:47 AM	3B Lunch	11:38 AM	12:08 PM
4	11:54 AM	1:02 PM	4	12:15 PM	1:30 PM
5	1:09 PM	2:17 PM	5	1:37 PM	2:52 PM
I/E or PLC	2:21 PM	2:52 PM			

DROPPING/ADDING CLASSES

When students and parents take the time to plan a schedule for the following year, they pass that information along to the LHS Student Services Department who, in turn, puts a great deal of effort into creating schedules to best meet the needs of our students. With this in mind, there will be very few schedule changes, if any. A student may request a schedule change with the Student Services Department. This could be a drop or add. There needs to be a compelling reason for the change to take place. *Students will receive a "W" if a class is dropped/changed between days 4-7 of a term. After day 7, a student will receive an "F" grade for the course.* The final decision on all schedule changes will be made by administration. Full procedures are available in Student Services.

CONCURRENT ENROLLMENT COURSES

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

GRADES

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

GRADE SCALE

A	100-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	F	59-0

GRADING FOR LEARNING

Common School-Wide Weighting of Grades

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

Retake/Re-perform of Summative Assessments

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

Extra Credit

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

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

GRADUATION CREDIT REQUIREMENTS

Class of	2017	2018 +
English	4	4
Mathematics	3	3
Social Science	3	3
Science	3	3
Health	0.5	0.5
Physical Education	1.5	1.5
Financial Literacy	0.5	0.5
IT Fundamentals I	0	0.5
Electives	8.5	8
Total Credits:	24	24

MAKE-UP PROCEDURES FOR EXCUSED ABSENCES

1. If a regular assignment is due on the same day an excused absence occurs,

the student will be expected to turn in the assignment immediately upon returning to school. A student with an excused absence on the day the assignment is given will be allowed the number of days absent plus one to turn in their work without risk of a late penalty. Tests and quizzes are the exception, in which case the student is responsible for contacting the teacher and setting up an appointment upon his/her return to school. If a student is absent as unexcused, the teacher is not obligated to accept the student's homework, project, etc.

2. Teachers may set a deadline for long-term, major assignments. Regardless of whether a student is absent or present on the due date, students are expected to turn in such assignments on the date set by the teacher unless prior arrangements are made with the teacher.
3. Students who miss part of a day (school sponsored meetings, athletic contests, field trips, etc.) are responsible for obtaining the assignments and/or preparing for quizzes or tests as assigned by the teacher and are held to the same timeline as if they had been present in class that day.
4. A homework request may be made to Student Services as early as possible for students who miss three or more consecutive days. Students are responsible for securing all work missed for other absences.

RESPONSE TO INTERVENTION (RtI)

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

INTERVENTION/ENHANCEMENT PERIOD

Our I/E program is designed to provide an opportunity for all students to increase their level of academic success and enhance positive student/staff connections. It provides a set time two days per week for students to focus on maintaining academic standing in all courses, improve work, and ultimately improve grades. Expectations include:

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

SCHOOL MATERIALS

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

TECHNOLOGY USE

The Wisconsin Rapids District Network (WRDN) and the Internet are powerful educational resources, which allow the user to find, use, and place information on the worldwide electronic network. Use of these resources is a privilege, not a right. The District reserves the right to restrict or terminate WRDN or Internet access at any time. The District has the obligation to monitor network activity to maintain the integrity of the WRDN and ensure adherence to District policies. Users of the WRDN should not assume that information stored and/or transmitted is confidential or secure.

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

TRANSCRIPT REQUESTS

High School transcripts can be requested through an online service at Parchment.com. Students and graduates will have the ability to send transcripts electronically 24/7/365 eliminating the need to contact the Student Services office or wait for open school office hours. Transcripts will also arrive faster and the chance of them being misfiled will be greatly reduced. Cost for this service is \$4.00 for current students and \$6.00 for graduates per request (price is subject to change without notice). Please contact Student Services or visit the Student Services link on the LHS website if you have questions.

YOUTH OPTIONS & COURSE OPTIONS

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

EXPECTATIONS & DISCIPLINE

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

ATTENDANCE REGULATIONS

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

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

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

10. Falsified telephone calls or notes concerning attendance will result in detentions.
11. Any student coming in late for whatever reason or leaving for any reason **MUST SIGN IN** or **OUT** in the office.
12. In all situations, according to Wisconsin State Statutes, the school has the right to reject any request and determine if the absence is to be excused with or without credit.

TARDY POLICY

1. The student will get two "free" tardies per class period per Trimester.
2. If a student is tardy to class for the 3rd time, they owe the classroom teacher a detention. A student may lose privileges.
3. On the 4th tardy, the student will be assigned two detentions to be served within one week after the offense. If a student skips detentions, a Thursday school will be assigned.
4. If a student is tardy a 5th time and there after, he/she will be sent to the office and the consequence is an automatic Thursday school, and a truancy warning letter will be sent home.
5. A student is considered absent after arriving to class 5 minutes after the period has started.

BULLYING & HARASSMENT

Under Board of Education Policy 411.1, LHS will maintain an educational environment that is free from all forms of harassment and insist that each employee and student is treated with dignity, respect, and courtesy.

Harassment is unwanted behavior that interferes with your life. It limits and denies the rights of students to study, work, and play in the school setting. Harassment makes people feel bad. Everyone has a right to not be harassed, and the LHS staff feels strongly that all students should feel safe at school. Bullying is aggressive behavior that involves unwanted, negative actions. It involves a pattern of behavior repeated over time and involves an imbalance of power or strength. What can you do about harassment/bullying?

1. Say stop!
2. Tell someone! Talk to a teacher, counselor or administrator.
3. Keep records! Record what happened, dates, times, places, and witnesses.

Any form of harassment/bullying is wrong and will not be tolerated at LHS. Forms are available for documentation of a harassment complaint or discrimination. Harassment complaints are investigated and the consequences can include:

- in-school suspension – parent contact
- out-of-school suspension – police referral
- expulsion.

CLASSROOM CONDUCT, EXPULSION, SUSPENSION

Board of Education Policy 443, Wisconsin State Statute 120.13(1) (a) (b) (c)

The Board of Education expects the schools to maintain a positive learning environment, emphasizing and relying on both staff and students in the acceptance of their responsibilities. If a student possessing the ability to achieve at a satisfactory level does not achieve passing grades in at least two current

academic subjects because of his/her attitude, lack of effort, or poor attendance, both the student and his/her school program may be subject to evaluation to determine possible courses of corrective action.

Findings from this hearing may result in:

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

In accordance with Wisconsin State Statutes, Section 120.13, students will be expected to conform to all rules and regulations established or approved by the Board of Education. Students who frequently violate school rules or become behavior problems will be subject to out-of-school suspension. Any student who has been suspended and still does not exhibit a reasonable amount of improvement in attitude or responsibility will be subject to a hearing (due process) determining his/her future status as a student. Findings from a hearing could result in expulsion proceedings by the Board of Education.

According to Section 120.13(1)(c) of the Wisconsin Statutes, "a school board may expel a pupil from school whenever it finds the pupil guilty of repeated refusal or neglect to obey the rules..."

DETENTION/THURSDAY SCHOOL

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

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

DISCIPLINE PROCEDURES

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

email unless they specifically request through the Discipline Officer that another form of communication be used.

Expectations of Wisconsin Rapids Lincoln High School Students:

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

DRESS FOR SUCCESS

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

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

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

DRUGS

A drug is any substance that alters perception or behavior reducing that individual's ability to function appropriately in the academic environment.

Possession, solicitation, use and/or transmission (selling, purchasing and/or distributing) of any depressant, stimulant, hallucinogen, dissociative anesthetics, narcotic analgesic, inhalant, cannabis, or any other substance or any chemical or

controlled substance prohibited under state or federal law, intoxicating beverages, any paraphernalia or items that can be used to consume, possess, or distribute such controlled substances or drugs or the unauthorized possession, use and/or transmission of prescription drugs is against school rules, WRPS Policy 443, and the law. Disciplinary action including, but not limited to, suspension (and possible referral for an expulsion hearing) and police referral shall follow for any student found in violation of these provisions.

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

GANGS AND GANG ACTIVITY

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

LOOKS AND ACTIONS

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

1. Students are required to fully cooperate with school administration and staff at all times. Failure to do so will result in disciplinary actions including out-of-school suspension.
2. Purses, handbags, book bags, laser pointers, and nuisance items should be left in lockers and not brought into classrooms.
3. Overt student affection is inappropriate behavior in the building, on campus, or at school sponsored activities.
4. Student assemblies will be held periodically throughout the school year. Student attendance is mandatory at these events.
5. The use of cell phones and other electronic devices during instructional time is prohibited unless approved by the classroom teacher. Cell phones are only allowed during school hours in the cafeteria during lunch, in the hallways between classes, and Commons study hall time. If a student is found using a cell phone during an unauthorized time, the cell phone will be confiscated and turned over to school administration.
6. Students involved in fighting, aggressive, threatening, or obscene behavior will be suspended from school and referred to the authorities

for disorderly conduct citations, according to Wisconsin State Statutes Sections 947.01 and Board Policy 443.8.

7. Possession and use of pepper gas, mace, and similar materials on school grounds or at school activities may lead to suspension and possible referral to the School Board for expulsion.
8. Any student bringing a firearm or other weapons to school will be suspended and referred for expulsion according to Wisconsin State Statutes Section 948.605 and 948.61.
9. Students are subject to discipline for off-campus conduct. Off-campus student conduct and speech for incidents that jeopardize the order, safety, and discipline of the school will result in disciplinary consequences.
10. "Cyber bullying," or electronic harassment, will not be tolerated. Students, whether on- or off-campus, who send cruel messages, spread rumors or make threats (to or about students or school staff) are subject to school disciplinary consequences and/or referral to law enforcement authorities.
11. Locker Room Privacy. WRPS shall observe measures intended to protect the privacy rights of individuals using school locker rooms. No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time. Please see Locker Room Guidelines for more information.
12. Hoverboards, Segways and other personalized vehicles are not allowed on school property.

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

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



STUDENT BILL OF RIGHTS

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

of school.

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

THEFT/VANDALISM

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

TOBACCO

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

GENERAL INFORMATION

18 YEARS OLD

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

BYOD--BRING YOUR OWN DEVICE

Students, staff, and guests to Lincoln High School will be able to bring in their own technology devices and access the District's wireless network. The purpose of the School District of Wisconsin Rapids' wireless service is to provide a 21st Century learning environment that mirrors students' off-campus world while maximizing instructional time and tools, creating collaboration and networking opportunities, and meeting the learning styles and needs of students. Students who bring their own device are subject to rules and guidelines outlined in the Acceptable Use Policy (AUP). The school is not liable for any physical damage, loss, or theft of the device. Technology support is not available for personally owned computers or electronic devices.

CAFETERIA

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

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

CO-CURRICULAR CODE (Abbreviated Summary)

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

DANCE RULES

- Unless specified differently, all tickets must be purchased in advance. In cases where tickets are sold at the door, they will be sold to LHS students with student ID's **ONLY**.
- All guests must be registered by a predetermined deadline so background checks can be completed. Administration reserves the right to deny guests the privilege to attend school dances.
- Students registering guests must furnish the guest's grade, age, full name and address. Guests may not be older than 20 years of age as of the date of the dance.
- No junior high school students may attend. The LHS dances are senior high, 10-12 grade specific events.
- LHS students must show their LHS student ID before being allowed admission into the dance. Guests must furnish a driver's license or other photo ID before being allowed admission.
- Students & guests must abide by LHS appropriate dress & activity codes.
- If a student or guest misbehaves at an LHS dance, fails to comply with LHS conduct policies for dances, or is found to be in violation of any school policy, both the LHS student and their guest will be asked to leave the school grounds immediately. LHS students who behave inappropriately at a school dance or otherwise fail to comply with LHS conduct policies will be subject to school disciplinary actions, including up to an out-of-school suspension.

- Students who leave the dance will not be allowed to reenter the dance.
- LHS students escorting non-LHS student guests are responsible for informing and advising their guests of all of the above mentioned policies and expectations for LHS dances.
- In order to attend dances, LHS students must have a good attendance record for the previous 30 days with attendance the day of and before the dance.
- Additional policies, including specific dress expectations, apply to the Junior Prom. These expectations are presented during Prom ticket sales, announcements, and postings in the main office.

School Dance Code of Conduct

1. I will abide by all rules in the student handbook.
2. I will dance appropriately. No provocative dancing/grinding. No groping. No sandwiching
3. I will dress appropriately for the occasion.
4. I will use controlled and appropriate language. I will not use vulgar, profane, obscene language, or gestures.
5. I will cooperate and obey the directions of the chaperones at the dance.
6. The use of tobacco, alcohol, and/or drugs will not be tolerated. If this occurs, it will be dealt with by administration and appropriate consequences will follow.
7. All purses, bags, and jackets are subject to search by school staff members.

FAMILY NIGHT

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

FEES

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

GRADUATION CEREMONY

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

1. Meet all the credit and class requirements. (Work must be completed & passing grades must be submitted the day prior to the practice.)
2. Participated in graduation practice. The principal may waive this for good and sufficient reason.
3. Understand that commencement is a school-sponsored activity and all school rules of behavior and dress attire remain in effect. Students will

abide by the rules for participation in the ceremony as established by the administration.

4. Have resolved/paid all fees and fines.
5. Students who demonstrate recent, excessive, or severe misbehavior at school or who pose behavioral and supervisory concerns for the graduation ceremony will be restricted from participation.

HEALTH CENTER

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

IDENTIFICATION CARDS

Identification cards must be carried at all times by students. I.D. cards are required for payment in food services, admission to school functions, admission to the Library Media Center, 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 the office for a fee. Students may purchase a lanyard or ID retractable hip clip in the Volunteer Center, Room 217.

LAB/TECH ED SAFETY

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

LOCKERS

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

The school is not responsible for lost items. It is recommended that students carry valuables on themselves or, if necessary, bring them to the high school office for safekeeping. Permission from an administrator must be obtained to change lockers, and a fee will be charged. No student shall enter another student's

locker; doing so will result in disciplinary consequences. **LOCKERS ARE NOT TO BE SHARED BY STUDENTS.** Please report malfunctioning lockers to the high school office immediately.

NATIONAL HONOR SOCIETY SELECTION PROCESS

Juniors and seniors who have met the scholastic requirement of a 3.5 or above cumulative grade point average will be notified in September of their eligibility for National Honor Society. Candidates will then be required to submit a Candidate Activity Information Form from which a faculty committee will evaluate candidates on their leadership, character, and service to determine those that will be invited to be inducted into National Honor Society. Students will be notified after 2nd Term about the status of their membership and an induction ceremony will be held in Spring for those who have been accepted.

PARKING

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

Driving to school is a privilege, and students who drive assume certain responsibilities to ensure the safety of others. The administration is responsible for establishing regulations controlling automobile use. Vehicles parked on school property are subject to searches by school administration.

- Student drivers park their vehicles at their own risk. The school is NOT RESPONSIBLE for any damage, theft, or vandalism to vehicles.
- A 10 m.p.h. speed limit applies in all driving areas on school property.
- Students who drive are subject to all vehicle regulations established by the school or state. Dangerous and unlawful driving is not permitted and will result in the loss of parking privileges, disciplinary action taken by the school, and/or a referral to the Police Department.

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

law, a school rule, or a condition that endangers the safety or health of the student driver or others.

PRESCRIPTION & NONPRESCRIPTION MEDICATION**

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

- A physician's order must be on file in the school nurse's office. This order must be renewed each year.
- Written parent's permission must be filed annually.
- All prescription medications shall be in a pharmacy labeled container with the student's name, date, drug name, dosage, how often to be taken, prescribing physician, and pharmacy name/phone number.
- Any change in prescription must be accompanied by a new prescription order.
- All prescription medicine must be kept in the school nurse's office.

For nonprescription medication at school:

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

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

P.R.I.D.E. SYSTEM

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

RELEASE OF STUDENT INFORMATION

Student Directory Data is defined as: *student name, address, photographs, degrees and awards received, major field of study, participation in activities/sports, weight/height on athletic team, and name of school student most recently attended.* The ability to release directory data helps WRPS to include a

student in certain publications like the annual yearbook, honor roll and scholarship programs, and on athletic program rosters. At the high school level, WRPS does receive requests for student data from organizations such as colleges/universities, technical colleges, and armed forces recruiters for educational or career opportunity purposes. Parents or adult pupils must complete a "Release of Student Directory Data" form **if they wish to restrict the release of student data**. You can obtain this form from the school office. If no form gets completed, the District will fulfill its legal obligation to release directory data when requested.

SCHOOL RESOURCE OFFICER

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

SEARCHES: GENERAL & CANINE

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

STUDENT SERVICES

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

STUDENT SURVEYS

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

VIDEO SURVEILLANCE

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

VISITOR POLICY

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

VOLUNTEER PROGRAM

The Volunteer Program is available to all Lincoln High School students on a voluntary basis. No academic credit is given for participation in this program. Students who complete 100 hours or more of community service before graduation receive special recognition at graduation. Students are encouraged to reflect on their volunteer activities and record them in a Community Passport. Passports are available in the Student Volunteer Center, Room 217.

WITHDRAWAL

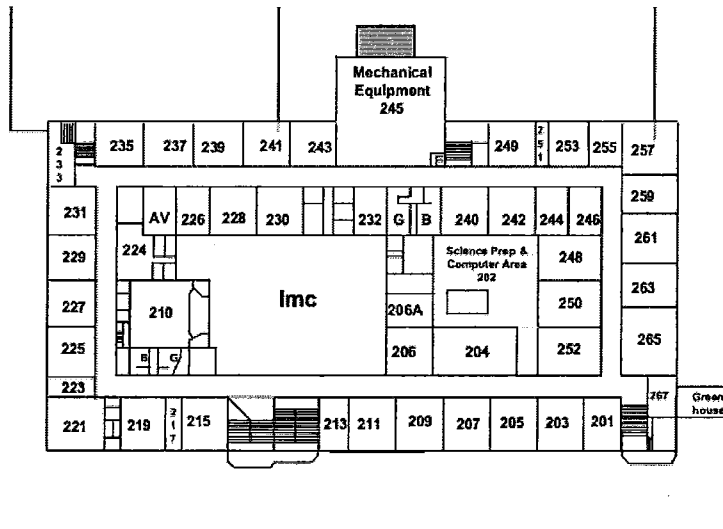
A student who wishes to withdraw or transfer to another school should report to the high school office at least one day prior to departure to obtain a withdrawal form. The withdrawal process includes clearance with each teacher, the counselor, and LMC; payment of all fees/fines, and all detentions served.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

WORK PERMITS

Please allow LHS 48 hours for a work permit to be processed. Please see the office ahead of time to ensure that all necessary documentation is provided prior to an issue of the permit. The following documentation is needed to request a work permit with no exceptions: letter from the employer, 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, and parent permission letter. The School District of Wisconsin Rapids will

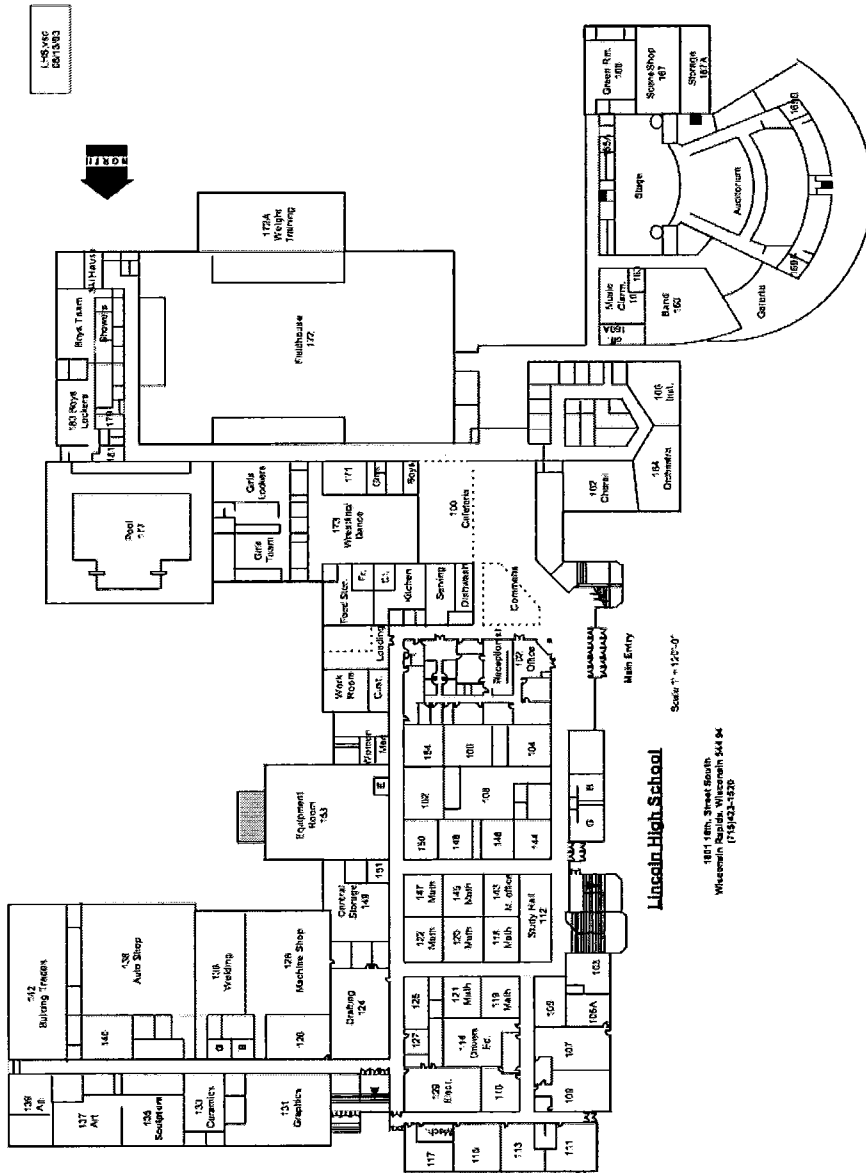
request work permits to be revoked for students who are truant.

MAPS OF LINCOLN



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





1st Floor

East Junior High 2016-2017



WOOD COUNTY

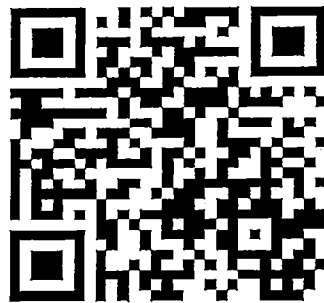
CRIME STOPPERS

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

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



Contact



Facebook

TEXT A TIP: [877-325-7867](tel:8773257867)

www.woodcountycrimestoppers.com

www.facebook.com/WoodCountyCrimeStoppers

East Junior High School
STUDENT HANDBOOK

Mr. Kevin Yeske
Principal

Mrs. Patti Ritchay
Assistant Principal

Cover Design by: Breally Kautzer

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

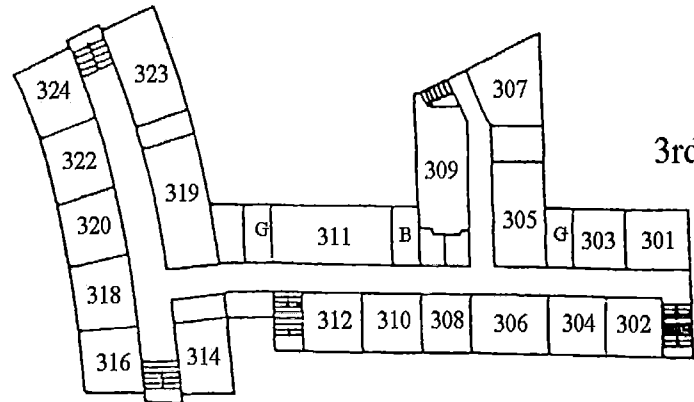
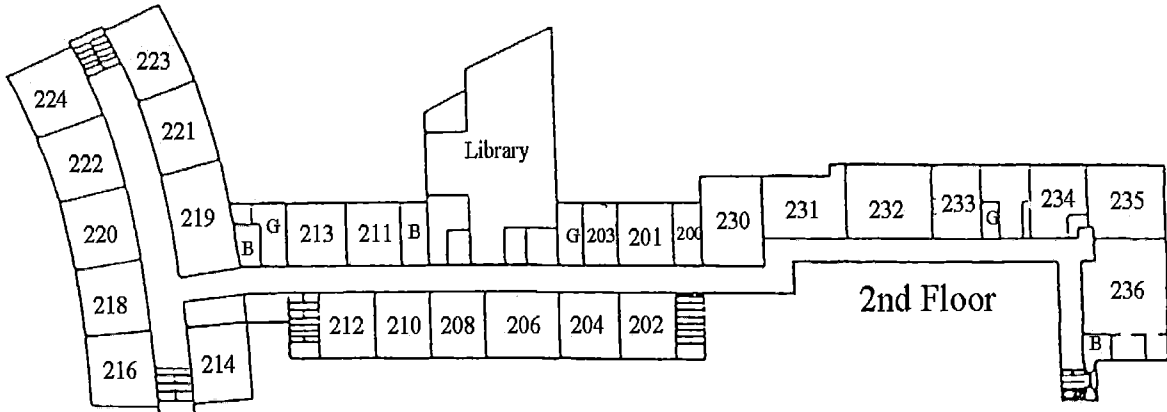
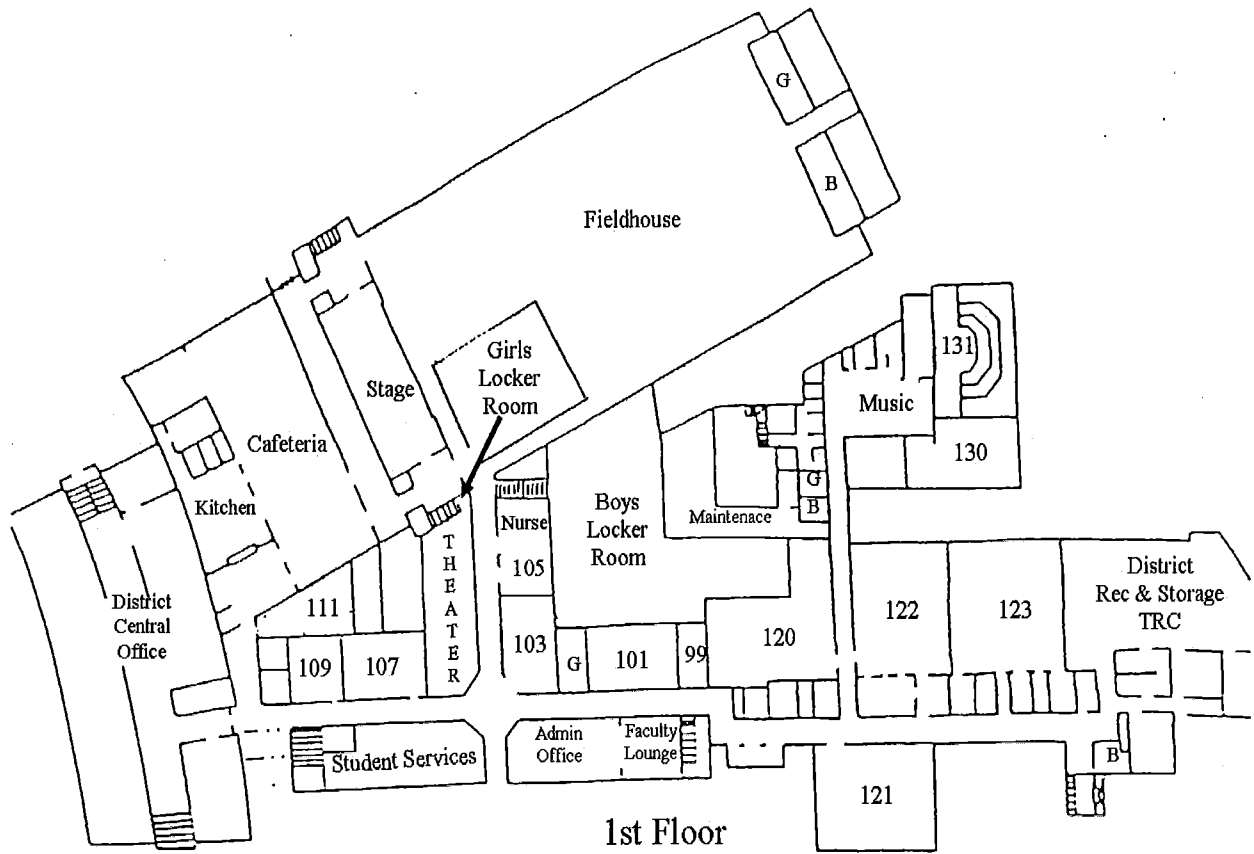
PHONE _____

STUDENT NO. _____



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

Printed on recyclable paper A standard recycling symbol consisting of three chasing arrows forming a triangle.



WELCOME ... TO EAST JUNIOR HIGH!

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

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

Have a great year!

WRPS MISSION STATEMENT

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

WRPS NON-DISCRIMINATION STATEMENT

The Wisconsin Rapids Public School District will not deny any person admission to, participation in, or the benefits of any curricular, extra-curricular, pupil services, recreational or other program or activity because of a person's gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, mental, emotional or learning disability. Please review Board Policy 411, Wis. Stats. 118.13, and Wisc. Adm. Code PI-9 for additional information. Discrimination complaints should be placed in writing and directed to the building principal.

RELEASE OF STUDENT INFORMATION

Student Directory Data is defined as: student name, address, photographs, degrees and awards received, major field of study, participation in activities/sports, weight/height on athletic team, and name of school the student most recently attended. The ability to release directory data helps WRPS to include a student in certain publications like the annual yearbook, honor roll and scholar-

ship programs, and on athletic program rosters. At the high school level, WRPS does receive requests for student data from organizations such as colleges/universities, technical colleges, and armed forces recruiters for educational or career opportunity purposes. Parents or adult pupils must complete a "Release of Student Directory Data" form if they wish to restrict the release of student data. You can obtain this form from the school office. If no form gets completed, the District will fulfill its legal obligation to release directory data when requested.

IMPORTANT TELEPHONE NUMBERS

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

ATTENDANCE

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

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



EXCUSED ABSENCES

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

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

If students are absent for 3 or more days, parents can call the Student Services office at 715-424-6735 to make arrangements to pick up work. Work can be picked up during normal business hours or later by making special arrangements.

VISITORS/GUESTS

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

TRUANCY

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

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

Students with approved open enrollment applications must meet attendance expectations. Students determined to be habitually truant may have

the open enrollment approval rescinded and be returned to attend school in their resident district. As a result of habitual truancy, future applications to attend Wisconsin Rapids School District under open enrollment may be denied in accordance with State Statutes and Board Policy.

EXAMPLES OF TRUANCY

Truancy includes, but is not limited to:

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

TARDIES

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

WITHDRAWAL PROCEDURES

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

HALLWAY BEHAVIOR

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

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

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

FOOD SERVICE

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

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



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

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

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

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

POSTERS/PUBLICATIONS/SALES

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

STUDENT SERVICES

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

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

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

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

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

AODA

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

AGENDA PLANNERS

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

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

TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

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

EAST JUNIOR HIGH STAFF

E-MAIL

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

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

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

BEHAVIOR EXPECTATIONS

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

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

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

MINOR INFRACTIONS

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

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

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

MAJOR INFRACTIONS

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

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

FIREARMS AND WEAPONS

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

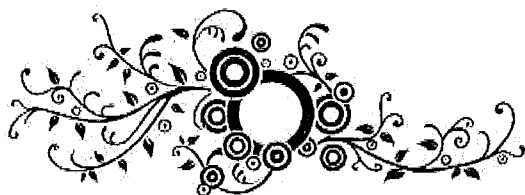
Students engaging in these activities may be suspended up to fifteen (15) days pending expulsion hearing before the Board of Education.

ALCOHOL, TOBACCO, E-CIGARETTES AND OTHER DRUGS

A drug is any substance that alters perception or behavior reducing that individual's ability to function appropriately in the academic environment.

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

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



ACADEMIC DISHONESTY

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

GRADING

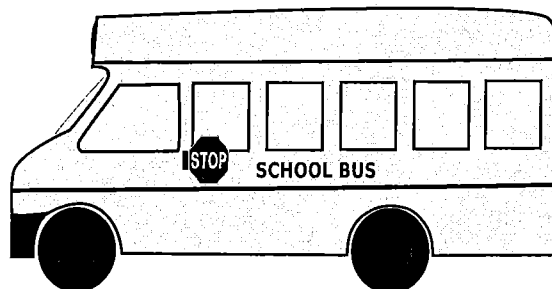
Progress reports will be available every six weeks. Official report cards are issued at the end of semester one and semester two. Student progress may be monitored on Skyward. To obtain access to Skyward call Technology Support at 715-424-6700, x1037 or call Student Services at 715-424-6735.

BULLYING

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

BUS TRANSPORTATION

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



ACTIVITIES CODE

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

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

LOCKERS

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

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


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

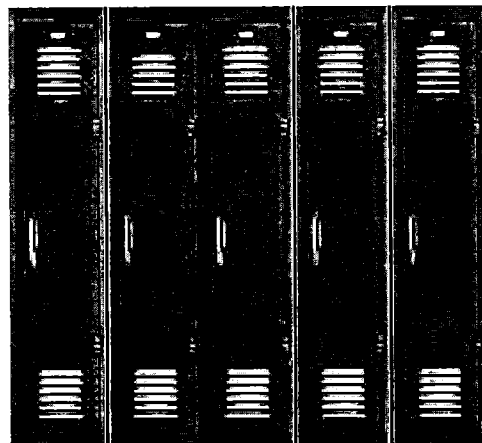


SPECIAL DAY GUIDELINES

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

Rearranged order of bullet points

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



SCHOOL NURSING SERVICES

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

The school nurse organizes appropriate programs such as vision and hearing screenings. In addition, the school nurse may perform physical assessments and identify students with health problems that impact educational performance. If you do not want your child to participate in these activities, you must notify the school principal in writing.



FIELD TRIPS SCHOOL SPONSORED EVENTS

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

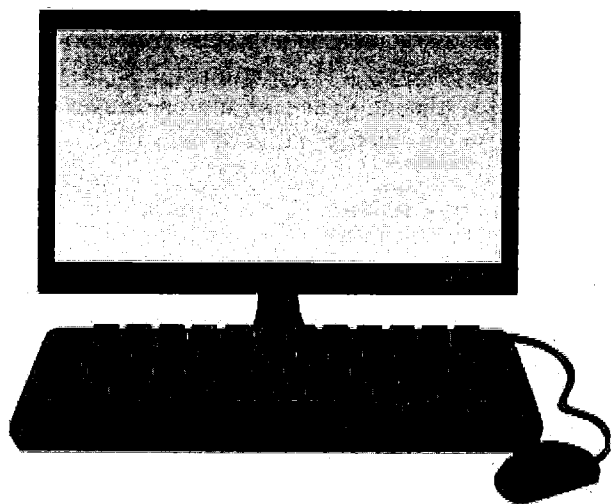


ACCEPTABLE USE POLICY (AUP)

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

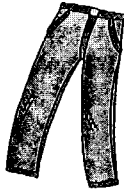
- * Using the WRDN (Wisconsin Rapids District Network) for illegal, inappropriate or obscene purposes,
- * Disrupting or disabling the WRDN,
- * Using the network for personal gain or personal use, for example printing pictures to take home or for your locker, advertising your business, or selling something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

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

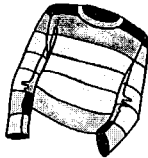


DRESS

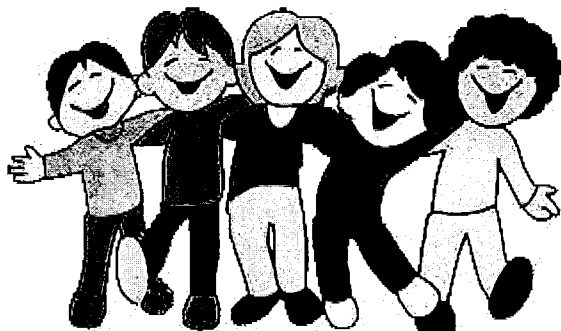
In any situation, good personal grooming is an asset. Your personal appearance should not attract undesirable attention to yourself, cause disruption, present a health problem, or present unsafe situations for you or others in the building. The following clothing must be avoided:



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



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



the office.

STUDENT SURVEYS

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

EJH LANGUAGE POLICY

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

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

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

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

EAGLE TIME

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

CELL PHONE & ELECTRONIC DEVICE POLICY:

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



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

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

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

Consequences:

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

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

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

4th offense or more: Parent/guardian must pick up the device, ~~Saturday School~~ assigned *Thursday School.*

Students that are non compliant and refuse to give up the device when asked, will receive a ~~Saturday School detention.~~ *Thursday School.*

BEFORE AND AFTER SCHOOL

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

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

2015-2016

DATES TO REMEMBER

September 1	First Day for Students
September 7	Labor Day—No School
September 28	Prof. Development Day—No School
October 30	Autumn Break—No School
November 2	Prof. Development Day—No School
November 26-27	Thanksgiving Break—No School
December 24-January 1	Winter Break—No School
January 4	Students Return
January 21	Record Keeping Day—No School
January 22	Prof. Development Day—No School
March 4	Prof. Development Day—No School
March 21-25	Spring Break—No School
May 30	Memorial Day—No School
June 2	Students' last day (Early Dismiss)

2016-2017 DATES TO REMEMBER

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

DAILY SCHEDULE

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

East Eagle Expectations

Classroom & Instructional Areas

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

Eagle Time & Study Hall

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



- **Respect Yourself**
- **Respect Others**
- **Respect Your Environment**

Library & Computer Labs

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

Hallways

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

Locker Room & Gymnasium

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

Cafeteria

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

Bus

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

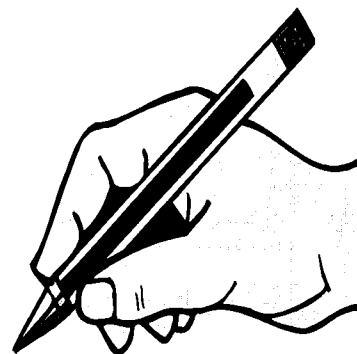
Think Like a Writer: A Student Reference Page

Ideas

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

Organization

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



Voice

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

Word Choice








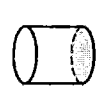
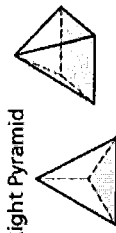
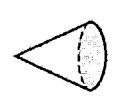
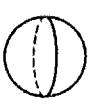
- Have I used some words I really *love*?
- Can my reader tell what my words *mean*?
- Have I used any NEW words?
- My favorite word in this paper is _____.

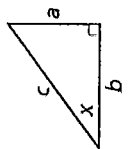
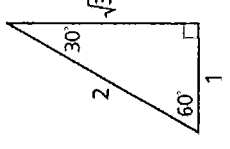
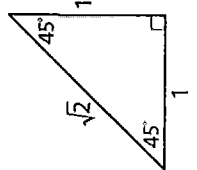
Sentence Fluency

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

Conventions

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

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

Equations of a Line
Slope-Intercept Form: $y = mx + b$ where m = slope and b = y -intercept
Point-Slope Form: $y - y_1 = m(x - x_1)$ where m = slope, (x_1, y_1) = point on line
Combinations and Permutations
$nCr = \frac{n!}{r!(n-r)!}$ $nPr = \frac{n!}{(n-r)!}$
Formulas for Right Triangles
 $\sin x = \frac{a}{c} = \left(\frac{\text{opp}}{\text{hyp}}\right)$ $\cos x = \frac{b}{c} = \left(\frac{\text{adj}}{\text{hyp}}\right)$ $\tan x = \frac{a}{b} = \left(\frac{\text{opp}}{\text{adj}}\right)$
Pythagorean Theorem: $a^2 + b^2 = c^2$
Special Right Triangles
 

Coordinate Geometry Formulas
Let (x_1, y_1) and (x_2, y_2) be two points in the plane. slope = $\frac{y_2 - y_1}{x_2 - x_1}$ where $x_2 \neq x_1$ midpoint = $\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$ distance = $\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
Polygon Angle Formulas
Sum of degree measures of the interior angles of a polygon: $180(n - 2)$ Degree measure of an interior angle of a regular polygon: $\frac{180(n-2)}{n}$ where n is the number of sides of the polygon
Interest Formulas
Simple Interest: $A = P(1 + rt)$ Compound Interest: $A = P(1 + \frac{r}{n})^{nt}$ A = amount (including interest) P = principal r = interest rate (expressed as a decimal) n = number of compoundings per year t = number of years
Quadratic Equations
Let $ax^2 + bx + c = 0$, where $a \neq 0$. Then $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ x -coordinate of vertex = $-\frac{b}{2a}$
Distance Traveled
distance = rate \times time

Hallway Passes

Semester One

1st Hour

Date	Time Out	Destination	Teacher

5th Hour

Date	Time Out	Destination	Teacher

2nd Hour

Date	Time Out	Destination	Teacher

6th Hour

Date	Time Out	Destination	Teacher

3rd Hour

Date	Time Out	Destination	Teacher

7th Hour

Date	Time Out	Destination	Teacher

4th Hour

Date	Time Out	Destination	Teacher

Eagle Time

Date	Time Out	Destination	Teacher

Hallway Passes

Semester Two

1st Hour

Date	Time Out	Destination	Teacher

5th Hour

Date	Time Out	Destination	Teacher

2nd Hour

Date	Time Out	Destination	Teacher

6th Hour

Date	Time Out	Destination	Teacher

3rd Hour

Date	Time Out	Destination	Teacher

7th Hour

Date	Time Out	Destination	Teacher

4th Hour

Date	Time Out	Destination	Teacher

Eagle Time

Date	Time Out	Destination	Teacher

Wisconsin Rapids Area Middle School

1921 27th Ave. South Wisconsin Rapids, Wisconsin 54495

Telephone: (715) 424-6750

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



Welcome to WRAMS!

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

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

Tracy Ginter – Principal Brian Oswall- Associate Principal/Athletic Director

Cover Art By:

2016-2017 Student Handbook

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

PHONE _____

STUDENT NO. _____



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

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WRPS Mission Statement

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

RELEASE OF STUDENT INFORMATION

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

TOBACCO, ALCOHOL AND OTHER DRUGS

Smoking, chewing, or use of tobacco products and e-cigarettes is prohibited in the school building or on the school campus. It is illegal for anyone under the age of 18 to possess tobacco products, according to State Law Section 158.983(2)(c). Violators of this policy will be referred to law enforcement.

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

2016-2017 Calendar of Events



- September 1** First Day for Students
- September 5** Labor Day
***No School**
- October 3** Professional Development
***No school**
- October 20** Conferences (3:45-6:45 p.m.)
- October 28** Autumn Break
***No School**
- November 7** Professional Development
*** No School**
- Nov. 24-25** Thanksgiving Vacation
***No School**
- November 29** End of First Trimester
- November 30** Start of Second Trimester
- Dec.26-Dec. 30** Winter Vacation
***No School**
- January 2** Students Return
- January 19** Record Keeping Day
*** No School**
- January 20** Professional Development
*** No School**
- January 26** Conferences (3:45-6:45 p.m.)
- March 3** Professional Development
***No School**
- March 27-31** Spring Break
***No School**
- March 2** End of Second Trimester
- March 3** Start of Third Trimester
- May 29** Memorial Day
***No School**
- June 2** Last Day for Students (dismiss 1 p.m.)

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

VISITORS

All visitors must report to the office and sign in upon arrival at school. Once the school day begins, all outside doors are locked with the exception of the office door labeled "A." *No one is allowed to wait by student lockers, outside classrooms or in the cafeteria during school hours.*

STUDENT SURVEYS

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

SKYWARD FAMILY ACCESS

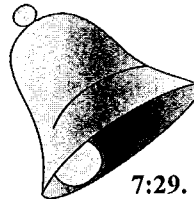
This is a very useful tool via the internet for parents to keep up-to-date about different aspects of their student's educational progress. This is available through any internet browser by going to the school website: www.wrps.org

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

- Calendar
- Student Information
- Grade Books
- Message Center
- Attendance
- Schedule

Status Changes

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



DAILY SCHEDULE

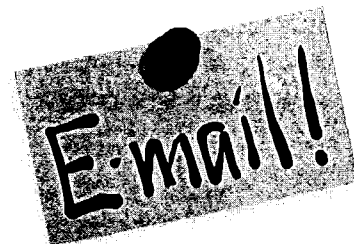
7:29.....	Warning Bell
7:30-8:19.....	Period 1
8:23-9:08.....	Period 2
9:12-9:57.....	Period 3
10:01-10:46.....	Period 4
10:50-11:20.....	<u>6th Grade Lunch</u>
10:50-11:35.....	Period 5 (7)
11:24-12:09.....	Period 5 (6)
11:39-12:09.....	<u>7th Grade Lunch</u>
12:13-12:58.....	Period 6
1:02-1:47.....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

Contact Information

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

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

first name . last name @ wrps.net





PUPIL
NONDISCRIMINATION
STATEMENT

The Wisconsin Rapids Public School District will not deny any person admission to, participation in, or the benefits of any curricular, extra-curricular, pupil services, recreational or other program or activity because of a person's gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, mental, emotional or learning disability. Please review Board Policy 411, Wis. Stats. 118.13, and Wisc. Adm. Code PI-9 for additional information.

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

Health Services

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



SCHOOL COUNSELING

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

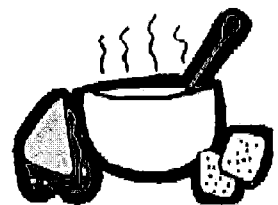
* **Mr. Chip** *A - Jo*
Randy.Chip@wrps.net

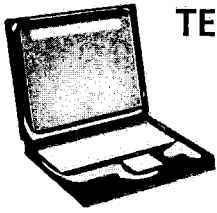
* **Mrs. Niedbalski** *Jp - Sp*
Gretchen.Niedbalski@wrps.net

* **Mrs. Derringer** *Sq - Z*
Stephanie.Derringer@wrps.net

FOOD SERVICES

A full, hot breakfast is offered at WRAMS along with the usual lunch options. The cost is \$1.25 for breakfast and \$2.15 for lunch. Additional milk is \$0.35. Students may qualify for free or reduced lunch. Information is sent home at the beginning of the school year regarding eligibility. An automated meal system which allows students to deposit money into an account and enter a personal identification number (PIN) at the lunch line can be used for breakfast and lunch purposes. Breakfast and lunch may also be brought from home. Students are urged to eat nutritious meals in order to optimize their health and learning potential. *Therefore, students may not have food delivered nor have energy drinks in school.*





TECHNOLOGY USE

The Wisconsin Rapids District Network (WRDN) and the Internet are powerful educational resources, which allow the user to find, use, and place information on the worldwide electronic network. Use of these resources is a privilege, not a right. The District reserves the right to restrict or terminate WRDN or Internet access at any time. The District has the obligation to monitor the network activity to maintain the integrity of the WRDN and ensure adherence to District policies. Users of the WRDN should not assume that information stored and/or transmitted is confidential or secure. Just as there are social codes and behaviors which are acceptable at school, there are correct procedures and rules for the use of the WRDN resources. Student users and their parent(s) or guardian(s) will be asked to sign the Student Consent and Waiver form (Board Policy 365.1). This policy and the Student Consent and Waiver form will be distributed at orientation and explained upon initial log in to the network. Once completed, the policy stays in effect for the entire time the student is enrolled at WRAMS.

CO-CURRICULAR CODE SUMMARY



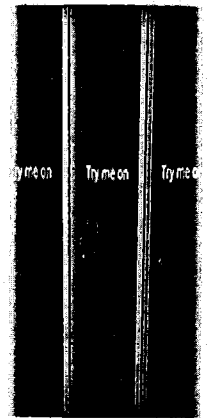
All students planning to participate in a school club or activity must have a signed code on file prior to participating. Both students and parents must agree and adhere to the expectations outlined in WRPS' code. Refer to the Co-Curricular Code Handbook, found on the WRAMS Athletics web page, for specific information. Questions can be directed to Brian Oswall, WRAMS' Associate Principal and Athletic Director.

ACADEMIC HONESTY

WRPS Policy #443.9 prohibits cheating. Cheating is defined as an act of deception by which a student misrepresents mastery on an academic exercise which, in fact, has not been mastered. Cheating, copying, plagiarizing, or forging in connection with academic endeavors will be subject to disciplinary action.

LOCKERS

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



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

Bus Passes

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

ATTENDANCE

State Law under Articles 118.15, subsections 15 states: "Any person having under control a child who is between the ages of 6 and 18 years of age shall cause such a child to attend school regularly during the full period and hours."

Therefore, it is the responsibility of the student's parent or guardian to report absences from school on a daily basis by calling (715) 424-6765 or by entering the information on Skyward Family Access on the day of the absence.

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

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



Believing in the power of learning, the staff at WRAMS uses the tools of effective communication, continuous feedback, clear expectations, high standards and endless patience, focusing on students with an enthusiastic YES!



Student Expectations

School-Appropriate Attire

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



Thus, the following rules have been established:

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

Students not meeting the dress code will be required to alter their clothing or contact a parent to bring more suitable attire.



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



BEHAVIORAL STANDARDS

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

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

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

Major infractions include fighting, disrespect to staff and guest teachers, failure to follow directions, continuous disruption, swearing at others, intimidation, harassment, assault, drugs/alcohol/tobacco use/distribution/possession, and bringing a weapon to school.

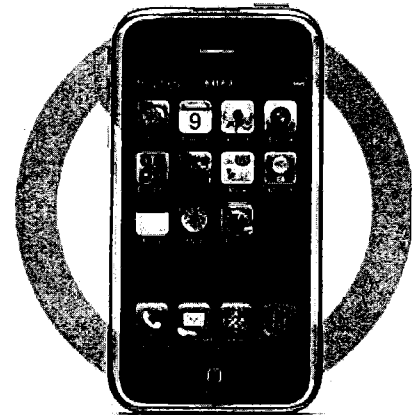
As defined by Wisconsin State Statute 939.22 a "dangerous weapon" means any firearm, whether loaded or unloaded, any device designed as a weapon for producing bodily harm, any electric weapon or any other device or instrument which, in the manner it is used or intended to be used, is calculated or likely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

harm. Because of the serious nature of **major** infractions, the consequences will involve time spent after school, parent conferences, removal from class, in-school and out-of-school suspension, and in some cases, a police referral. Students who are given out-of-school suspensions may be prevented from participating in extra activities, including field trips. Students bringing weapons to school or selling drugs, look-alikes, or prescription medications will **automatically** be involved in expulsion proceedings.

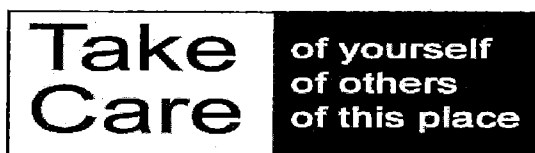
Please note: Transportation provided by the District is considered part of the school day. Inappropriate behavior on buses may result in disciplinary action at school as well as loss of transportation privileges.

ELECTRONIC DEVICES

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



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




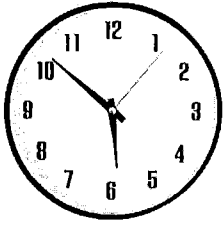
A Rubric for Student Citizenship if used to measure and communicate progress on the Behavioral Standards:

**WRAMS Behavioral Standards
Rubric for Student Citizenship**

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

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

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



AFTER SCHOOL HOURS

Students remaining in the building after 2:45 p.m. must be under the

supervision of an adult. Those waiting for late practice or a ride should wait in the cafeteria. *WRAMS Behavioral Expectations apply to all activities occurring on district property as well as district sponsored events (games and concerts at East Junior and Lincoln High School are examples).*

Bullying

Student council members answered the following questions about bullying:

What is bullying?

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

What are the different types of bullying?

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

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

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

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

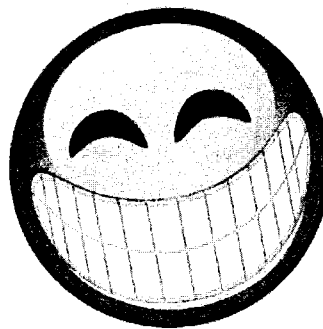
What can I do if I feel I am being bullied?

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

Don't be a bystander, be an upstander!

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

WRAMS STUDENTS ARE:














RESPONSIBLE

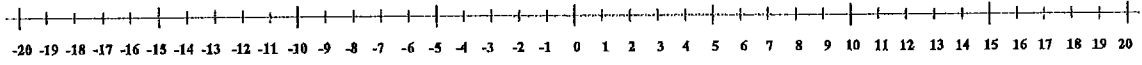
RESPECTFUL

RESOURCEFUL

Wisconsin Mathematics Formula Reference Sheet

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

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



Hallway Passes

Quarters One & Two

English

Date	Time Out	Destination	Teacher

English

Date	Time Out	Destination	Teacher

Math

Date	Time Out	Destination	Teacher

Math

Date	Time Out	Destination	Teacher

Science

Date	Time Out	Destination	Teacher

Science

Date	Time Out	Destination	Teacher

Social Studies

Date	Time Out	Destination	Teacher

Social Studies

Date	Time Out	Destination	Teacher

Encore

Date	Time Out	Destination	Teacher

Encore

Date	Time Out	Destination	Teacher

Encore

Date	Time Out	Destination	Teacher

Encore

Date	Time Out	Destination	Teacher

Encore

Date	Time Out	Destination	Teacher

Encore

Date	Time Out	Destination	Teacher

Hallway Passes

Quarters Three & Four

English

Date	Time Out	Destination	Teacher

English

Date	Time Out	Destination	Teacher

Math

Date	Time Out	Destination	Teacher

Math

Date	Time Out	Destination	Teacher

Science

Date	Time Out	Destination	Teacher

Science

Date	Time Out	Destination	Teacher

Social Studies

Date	Time Out	Destination	Teacher

Social Studies

Date	Time Out	Destination	Teacher

Encore

Date	Time Out	Destination	Teacher

Encore

Date	Time Out	Destination	Teacher

Encore

Date	Time Out	Destination	Teacher

Encore

Date	Time Out	Destination	Teacher

Encore

Date	Time Out	Destination	Teacher

Encore

Date	Time Out	Destination	Teacher

