



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

May 7, 2018

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

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

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

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Secondary Agenda Planners: 2018-19
 - B. Board Policy 332 Experimental/Innovative Programs and Board Policy 332.1-Exhibit 1-Process Guidelines for Requesting New Courses Form
 - C. Board Policy 432 School Attendance Boundaries
 - D. Early College Credit Program (ECCP) Course Approvals
 - E. Social Studies Curriculum and Acquisition (Grades 6 – 12)
 - F. Music Acquisition (Grades K-12)
 - G. Elementary Classroom Libraries (Grades K-5)
 - H. Professional Development Plan: 2018-19
 - I. Professional Development Days: 2018-19
 - J. Lincoln Launch
 - K. Grants
 1. Transition Readiness Grant for Project SEARCH and Lincoln High School
 2. Peer Review and Mentor Grant
 3. School-Based Mental Health Services Grant
 - L. Bridges Program
- IV. Updates
 - A. Global Education Achievement Certificate (GEAC)
 - B. Student Travel Update
 - C. DEU and Supplemental Pay Discussion
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

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

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

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



BACKGROUND

Wisconsin Rapids Board of Education
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- I. Call to Order
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- III. Actionable Items

A. Secondary Agenda Planners: 2018-19

Proposed changes for the 2018-19 Agenda Planners for Lincoln High School (LHS) and Wisconsin Rapids Area Middle School (WRAMS), are set out in Attachments A and B, respectively. Administrators from each building will be present to explain the proposed modifications.

The administration recommends approval of the proposed modifications to the Lincoln High School Agenda Planner for the 2018-19 school year as set out in Attachment A.

The administration recommends approval of the proposed modifications to the Wisconsin Rapids Area Middle School Agenda Planner for the 2018-19 school year as set out in Attachment B.

B. Board Policy 332 Experimental/Innovative Programs and Board Policy 332.1-Exhibit 1-Process guidelines for Requesting New Courses Form

Kathi Stebbins-Hintz, Director of Curriculum and Instruction, will be present to explain the proposed changes to Board Policy 332 and Board Policy 332.1-Exhibit 1 as set out in Attachments C and D.

The administration recommends approval of the proposed changes to Board Policy 332 Experimental/Innovative Programs and Board Policy 332.1-Exhibit 1-Process Guidelines for Requesting New Courses Form.

C. Board Policy 432 School Attendance Boundaries (Attachment E)

Ryan Christianson, Director of Human Resources, will be present to explain the proposed changes to Board Policy 432 set out in attachment E.

The administration recommends approval of the proposed changes to Board Policy 432 School Attendance Boundaries.

D. Early College Credit Program (ECCP) Course Approvals

The 2017 Wisconsin Act 59 eliminated the Course Options and Youth Options programs, to be replaced with the Early College Credit Program (ECCP). Similar to Youth Options, courses taken through the ECCP must be approved by the Board of Education. The course must not be comparable to one offered in the District where the student is enrolled. Districts may limit the number of postsecondary credits paid for by the District up to 18 credits. Students may start to take courses through this program beginning in the fall of 2018. ECCP is available to pupils in grades 9-12. School districts are responsible to make payment directly to the Institution of Higher Education within 30 days of the end of semester for the cost of tuition, but will be eligible to receive state aid to offset these costs. The formula for cost sharing is as follows:

Type of Credit Student is Taking Course For	Cost Sharing Formula
High School and Post-Secondary Credit	75% District/25% State
Post-Secondary Credit Only	25% District/50% State/25% Student

More information about ECCP is still being gathered. A proposal for a Board policy will be brought before the Committee for approval this summer. In the meantime, it is necessary to approve ECCP course proposals for the fall of 2018.

The following requests have been received from students for enrollment in the fall of 2018:

Grade	University	Course	Credits
12	UW Colleges On-line	Calculus of Several Variables (MAT 234)	3
12	UW-Stevens Point	Japanese 313	3

The administration recommends approval of the ECCP course requests as presented.

E. Social Studies Curriculum and Acquisition (Grades 6 – 12)

The Social Studies Department has been working for three years to map their curriculum for grades six through twelve. The Social Studies CII Sub-Committee has worked hard to develop mission and vision statements, as well as oversee the curriculum mapping process that provides the best education possible for our students. The proposed curriculum represents the Wisconsin Model Academic Standards for

Social Studies, and the Common Core Standards for Literacy In All Subjects, as well as best instructional practice. The curriculum also includes the major changes in the Social Studies Scope and Sequence adopted by the Wisconsin Rapids Public School's (WRPS) Board of Education in 2016-17.

Jacob Bertagnoli will be present to explain the proposed Social Studies Curriculum. In addition, he will share the proposed acquisition plan to support the teaching of the curriculum. Attachment F sets out a sample map from the curriculum. Attachment G sets out the proposed materials acquisition.

The WRPS Council for Instructional Improvement (CII) voted unanimously to support the proposed 6-12 Social Studies Curriculum. (21 yes, 0 unsure, 0 no). Their vote and comments are set out in Attachment H.

The administration recommends approval of the 6-12 Social Studies Curriculum for implementation beginning in the 2018-19 school year.

The administration recommends approval of the proposed 6-12 Social Studies materials acquisition to be paid for from curriculum funds in 2018-19 in the amount of \$144,500.

F. Music Acquisition (Grades K-12)

In April of 2018, the Board of Education approved the WRPS Music Curriculum, including their mission, vision, best instructional practices, and curriculum maps. Besides working hard to develop their curriculum, the K-12 music department has devoted time to identifying purchases to support their curriculum. Julie Stoffel, CII Subcommittee member for music, will be present to explain to the committee the department's acquisition proposals as set out in Attachment I.

The administration recommends approval of the music acquisition as set out in Attachment I in the amount of \$103,477.70 to be paid for from district curriculum funds in the 2018-19 school year.

G. Elementary Classroom Libraries (Grades K-5)

In February of 2017, the Board of Education approved the adoption of the Reading and Writing Units of Study, and Words Their Way, for acquisition materials to support the elementary English Language Arts Curriculum. At that time, the goal was to purchase classroom libraries of reading materials for each building. However, after over 40 classrooms piloted the Reading Units of Study, it was determined that it was critical for each classroom to have its own classroom library. One-third of elementary classrooms have been outfitted with classroom libraries this school year. It is necessary to purchase libraries for the remaining classrooms during the 2018-19 school year.

Jennifer Wilhorn, Elementary Literacy Specialist and Principal at Vesper Elementary School, will be present to update the committee on the progress being made in elementary language arts.

The administration recommends approval of the purchase of classroom libraries for the remaining 63 classrooms at a cost of \$264,442 from district curriculum funds in the 2018-19 school year.

H. Professional Development Plan: 2018-19

Attachment J sets out the proposed Professional Development Plan for the 2018-19 school year. The plan was created with input from the CII, Quality Educator Committee (QEC), CII Sub-Committee Chairs, and the administrative team. Before creating this plan, each group reviewed the WRPS 2018-19 Strategic Plan Initiatives and discussed progress made on goals from 2017-18.

Kathi Stebbins-Hintz, Director of Curriculum and Instruction, will explain the proposed plan. The CII recommended approving the plan (21=yes, 0=unsure, 0=no). Their vote and comments are set out in Attachment H.

The administration recommends approval of the 2018-19 Professional Development Plan as set out in Attachment J.

I. Professional Days: 2018-19

Attachment K sets out the proposed schedule for Professional Days for the 2018-19 school year. The schedule was developed with input from The Quality Educator Committee (QEC), CII, CII Sub-Committee Chairs, and the administrative team.

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

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

The CII recommended approving the Professional Development Day schedule (21=yes, 0=unsure, 0=no). Their vote and comments are set out in Attachment H.

The administration recommends approval of the Professional Day Schedule for the 2018-19 school year as set out in Attachment K.

J. Lincoln Launch

Attachment L sets out a course proposed by Lincoln High School to begin in the fall of 2018. This course went through the normal course approval process, but was sent back by the CII and Educational Services Committee for revisions. Since that time revisions have been made, and the CII did indicate their support for the course (21=yes, 0=unsure, 0=no). Their vote and comments are set out in Attachment H.

Because of the limited number of students that will be taking the course, it is possible to bring Lincoln Launch through the Committee and Board of Education for approval outside of the regular course approval timeline. In this way, the opportunity to take Lincoln Launch would be available for incoming ninth grade students in the 2018-19 school year.

The administration recommends approval of Lincoln Launch, a one-half credit course, to be offered to selected ninth graders, with no more than two sections to be offered in one school year and to begin in the 2018-19 school year.

K. Grants

1. Transition Readiness Grant for Project SEARCH and Lincoln High School

For the past three years, the State's Division of Vocational Rehabilitation (DVR) has provided funds for transportation for Project SEARCH interns to travel from their homes to Aspirus Hospital. This grant will focus on a) Continuing the positive outcomes for Project Search in light of diminished funding for transportation, and b) Accelerating the positive outcomes for students with disabilities at Lincoln High School.

For the 2018-19 school year, WRPS will use part of this grant to fund a 10-passenger van to provide reliable transportation for Project Search interns to and from Aspirus Hospital. Funds for a part-time van driver will also be a part of the request.

For Lincoln High School (LHS), funds from this grant will be directed towards increasing the number of students engaged in paid community employment before they graduate. In addition, the number of students who are officially connected to vital community supports such as The Division of Vocational Rehabilitation (DVR) will increase as a result of this grant. This grant will provide release days for LHS teachers to focus on the above transition activities by funding substitute teachers.

The administration recommends approval of the application for the Transition Readiness Grant for Project SEARCH and Lincoln High School in the amount of \$52,521 for the 2018-19 school year.

2. Peer Review and Mentor Grant

Each school year, the District provides a comprehensive "New Colleague Orientation Program" in consortium with Nekoosa and Port Edwards Public Schools. The program provides an orientation program, a monthly course, a mentor, and other support systems to make our new colleagues' adjustment to the district a successful one. Once again, the consortium would like to apply for the Peer Review and Mentor Grant in order to defray some of the costs of the program.

The administration recommends approval of the application for the Peer Review and Mentor Grant in the amount of \$25,000 for the 2018-19 school year.

3. School-Based Mental Health Services Grant

This is a competitive grant program offered by DPI, and awarded to eligible applicants who demonstrate a need for better mental health access and services for children and youth, and who demonstrate a clear and measurable plan of collaboration with community mental health providers and agencies. Working with community based providers and the WRPS Behavior and Mental Wellness Committee, we are developing a grant to meet the state criteria and provide better access and mental health services to WRPS students.

The administration recommends approval of the application for the School-Based Mental Health Services Grant in the amount of \$75,000 for the 2018-19 school year.

L. Bridges Program

Bridges, to begin in the 2018-19 school year, is a cooperative program between WRPS and Northwest Journey Counseling Center. Bridges is intended for students with disabilities in grades kindergarten through 6th grade. Bridges will be staffed by a .5 FTE WRPS Special Education Teacher (or .5 FTE split between two teachers) who will be working at the Northwest Journey location at 110 24th Street in Wisconsin Rapids. The mission of Bridges is to "bridge" the gap between school and day treatment by allowing students who attend both to be able to stay housed in one location. As a result, the transition between the two services will be smooth and successful for students. The students will receive their instruction by WRPS staff in the morning, eat lunch at Northwest Journey, and then have their day treatment in the afternoon. The goal is to help students with their mental health needs in an environment that is designed for that purpose. A brochure to describe the Bridges Program is set out in Attachment M.

Matt Green, Director of Pupil Services, and Jill Banser, Counselor at Howe Elementary School, will be present to explain why the program is necessary, the process that was used to develop the program, and how it will be paid for. There will be no additional FTE's added to staff Bridges.

The administration recommends approval of the Bridges Program to begin in the 2018-19 school year.

IV. Updates

A. Global Education Achievement Certificate

In November of 2014, the Board of Education approved participation in the Global Education Achievement Certificate (GEAC) Program. This program enables students who successfully complete coursework, cultural literacy activities, co-curricular participation, and community service to receive this prestigious diploma endorsement.

This year, Curtis Price, a senior, is the first Lincoln High School student to complete the rigorous requirements and earn his Global Education Achievement Certificate. Jake Wendtland, Lincoln High School Spanish Teacher, World Language Department

Chair, and CII Sub-Committee Chair will be present to review the GEAC process with the Board and recognize Curtis for his achievement.

B. Student Travel Update

Eighteen students from Lincoln High School will be traveling to Ecuador to experience the culture, language and a family stay, from June 23 through July 3, 2018. Students will be chaperoned by Lisa Torres and Jake Wendtland, LHS Spanish Teachers.

C. DEU and Supplemental Pay Discussion

The Quality Educator Committee and administration have been discussing refinements to our current DEU process. Attachment N sets out these ideas for consideration and committee discussion.

IV. 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.

V. Future Agenda Items/Information Requests

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

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

- Carl Perkins and Department of Workforce Development Grants (June)
- Climbing Wall and Accompanying Purchases for Wisconsin Rapids Area Middle School (June)
- Renaissance Learning Contract for 2018-19 (June)
- Every Student Succeeds (ESSA) Plan (June)
- Supplemental Pay Plan 2018-19 (June)
- AGR Report 2017-18 (July)
- Board Policy on ECCP (July)
- Co-Curricular Approval (July)
- Federal Grants Update (July)

Wisconsin Rapids Lincoln High School

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2018-2019 Student Handbook

This Agenda Belongs To:

Name: _____ Grade: _____

Address: _____

Phone: _____ Student ID #: _____

Email Address: _____

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**This handbook is current as of 1/18/18. The most up to date version is available at <http://www.wrps.org/schools/lincoln>

OUR MISSION

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

WELCOME & INTRODUCTION

A sincere welcome to you, the student body of Lincoln High School, as we begin the 2018-2019 school year. May it prove to be a most rewarding, satisfying, and exciting experience. You are attending a truly outstanding institution and have tremendous opportunities at LHS. The curriculum is comprehensive, the co-curricular activity program is extensive, and the entire staff is willing and able to be of service to you. We hope that each of you will use all that is available and make the effort to find success. Please read through this handbook and if you have any questions please contact administration.

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

NOTICE: STUDENT NON-DISCRIMINATION & ANTI HARASSMENT

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

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

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

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

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

ACADEMICS

ACADEMIC INTEGRITY

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

1. Plagiarism occurs when an individual takes the writings and/or ideas of another person and presents them as his/her own. Plagiarized ideas may be taken from written materials such as books, newspapers, and magazines, as well as electronic media including the internet & videos.
2. Allowing a person to copy your work & submit it as his/her own.
3. Doing another person's work for him/her.
4. Buying, selling, or giving work, questions, 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:

Formative Assessment Consequence

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

Summative Assessment Consequence

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

COLLEGE ENTRANCE REQUIREMENTS

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

COMING ATTRACTIONS

September 4	First Day for Students
October 1	Professional Development Day—No School
October 2—7	Homecoming Week
October 17	PTV 4:30 p.m.—7:00 p.m.
October 26	Professional Development Day—No School
November 21—23	Thanksgiving Break—No School
November 30	Record Keeping / Professional Development Day—No School
December 3	Term 2 Begins
Dec. 24—Jan. 1	Winter Break—No School
January 2	Professional Development Day—No School
January 29	PTV 4:30 p.m.—7:00 p.m. & Registration Expo
February 5—10	Fire on Ice Week
February 27	Junior ACT Assessment
February 28	Junior WorkKeys Assessment
March 1	Record Keeping / Professional Development Day—No School
March 8	Term 3 Begins
March 25—29	Spring Break—No School
April 19	No School Day
April 22	Professional Development Day—No School
April 4 & 5	Sophomore FORWARD Assessment
April 30	PTV 4:30 p.m.—7:00 p.m.
May 1 & 2	Sophomore ASPIRE Assessment
May 5	Prom
May 27	Memorial Day—No School
June 2	Graduation
June 7	Last Day for Students

DAILY SCHEDULE

Monday, Tuesday, Thursday, Friday			Wednesday		
1	7:34 AM	8:43 AM	Staff PLC	7:05 AM	8:00 AM
Activity/IE	8:50 AM	9:18 AM	1	8:05 AM	9:18 AM
2	9:25 AM	10:34 AM	2	9:25 AM	10:34 AM
3A Lunch	10:41 AM	11:11 AM	3A Lunch	10:41 AM	11:11 AM
3A Class	11:11 AM	12:20 PM	3A Class	11:11 AM	12:20 PM
3B Class	10:41 AM	11:16 AM	3B Class	10:41 AM	11:16 AM
3B Lunch	11:16 AM	11:46 AM	3B Lunch	11:16 AM	11:46 AM
3B Class	11:46 AM	12:20 PM	3B Class	11:46 AM	12:20 PM
3C Class	10:41 AM	11:50 AM	3C Class	10:41 AM	11:50 AM
3C Lunch	11:50 AM	12:20 PM	3C Lunch	11:50 AM	12:20 PM
4	12:27 PM	1:36 PM	4	12:27 PM	1:36 PM
5	1:43 PM	2:52 PM	5	1:43 PM	2:52 PM

DROPPING/ADDING CLASSES

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

CONCURRENT ENROLLMENT COURSES

LHS is partnering with UW-Wood County Stevens Point to offer concurrent enrollment course options. Successful completion of concurrent enrollment courses will result in students earning college credit on a UW-Wood County Stevens Point 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 UW credits, while at the same time fulfilling LHS requirements for graduation. This transcribed credit allows students to take challenging, college level courses while still in high school..

~~YOUTH OPTIONS & COURSE OPTIONS~~

EARLY COLLEGE CREDIT & START COLLEGE NOW

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

GRADES & GRADE SCALE

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.

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

GRADING FOR LEARNING

Common School-Wide Weighting of Grades

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

Retake/Re-perform of Summative Assessments

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

Extra Credit

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

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

GRADUATION CREDIT REQUIREMENTS

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

MAKE-UP PROCEDURES FOR EXCUSED ABSENCES

1. If a regular assignment is due on the same day an excused absence occurs, the student will be expected to turn in the assignment immediately upon returning to school. A student with an excused absence on the day the assignment is given will be allowed the number of days absent plus one to turn in their work without risk of a late penalty. Tests and quizzes are the exception, in which case the student is responsible for contacting the teacher and setting up an appointment upon his/her return to school. If a student is absent as unexcused, the teacher is not obligated to accept the student's homework, project, etc.
2. Teachers may set a deadline for long-term, major assignments. Regardless of whether a student is absent or present on the due date, students are

expected to turn in such assignments on the date set by the teacher unless prior arrangements are made with the teacher.

3. Students who miss part of a day (school sponsored meetings, athletic contests, field trips, etc.) are responsible for obtaining the assignments and/or preparing for quizzes or tests as assigned by the teacher and are held to the same timeline as if they had been present in class that day.
4. Students are responsible for securing all work missed for absences by contacting the individual teacher through email, phone, or through Google classroom/Moodle.

RESPONSE TO INTERVENTION (RtI)

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

INTERVENTION/ENHANCEMENT PERIOD

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

- Mandatory attendance. Consequences for missing I/E are the same for missing any other class time during the school day. Students may not be excused for a job.
- Behavior that is not conducive to learning during 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

Transcripts can be requested through an online service at Parchment.com. Students and graduates will have the ability to send transcripts electronically 24/7/365 eliminating the need to contact the Student Services office or wait for open school office hours. Transcripts will also arrive faster and the chance of them being misfiled will be greatly reduced. Cost for this service is \$4.25 for current students and \$6.25 for graduates per request (price is subject to change without notice). Please contact Student Services or visit the Student Services link on the LHS website if you have questions.

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 early 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, he/she owes the classroom teacher a detention. A student may lose privileges.
3. On the 5th 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 7th time and thereafter, he/she will be sent to the office and the consequence is an automatic Thursday school, and a truancy warning letter will be sent home.
5. A student is considered absent after arriving to class 5 minutes after the period has started.

BULLYING

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

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may or may not be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; transgender status; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

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

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

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

CLASSROOM CONDUCT, EXPULSION, SUSPENSION

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

Findings from this evaluation may result in:

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

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

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

DETENTION/THURSDAY SCHOOL

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

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

DISCIPLINE PROCEDURES

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

Expectations of Wisconsin Rapids Lincoln High School Students:

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

DRESS FOR SUCCESS

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

- No coats, outdoor vests, chains, hats, headwear, hoods, blankets, bandanas or sunglasses may be worn. These items must be stored in a locker.
- Clothing should always completely cover the torso (e.g., no bare midriffs). When standing up, the shirt must touch the top of pants or skirt.
- Short shorts or skirts are not allowed. Extension to the mid-thigh is a minimum length requirement. All pants must be worn at waist level.
- Students must wear appropriate footwear at all times.
- Clothing items such as backless tops, halter tops, strapless tops and spaghetti-strapped tops are not allowed, except when being worn as a layering piece. All tops must have straps at least one-inch wide on both shoulders and be high enough in front to minimize chest cleavage. Undergarments must be worn and shall not be visible.

Any fashion (dress, accessory or adornment) that is distracting from the learning process or presents a safety risk, displays suggestive, offensive, obscene, sexually degrading or racially motivated graphics or statements, or pertains to drugs, alcohol or tobacco products is not permitted.

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

1. Basic Principle: Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with non-transparent (opaque) fabric. There will be no bare midriffs. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

2. Students Must Wear, while following the basic principle of Section 1:*

- *A Shirt (with fabric in the front, back, and on the sides under the arms), AND*
- *Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts),*
- *AND Shoes.*

3. Students May Wear , as long as these items do not violate Section 1 above :

- **Religious headwear**
- **Hoodie sweatshirts (the hood should not be up)**
- **Fitted pants, including opaque leggings, yoga pants and “skinny jeans”**
- **Pajamas**
- **Ripped jeans, as long as underwear and buttocks are not exposed**
- **Tank tops, including spaghetti straps**
- **Athletic attire**

4. Students Cannot Wear:

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

5. Items That Must Be Stored In Lockers

- **Coats,**
- **Hats,**
- **Backpacks,**
- **Blankets,**
- **Chains,**
- **Electronic Devices (unless teacher approved),**
- **Sunglasses, and**
- **Earbuds/Headphones.**

6. Dress Code Enforcement

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

DRUGS

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

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

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

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

ELECTRONIC DEVICES / MOBILE PHONES

The use of cell phones and other electronic devices (including portable speakers) during instructional time is prohibited unless approved by the classroom teacher. Cell phones are only allowed during school hours in the cafeteria during lunch, in the hallways between classes, and Commons study hall time. If a student is found using a cell phone during an unauthorized time, the cell phone will be confiscated and turned over to school administration. Students unwilling to turn the phone over to administration will be out of school suspended.

GANGS AND GANG ACTIVITY

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

LOOKS AND ACTIONS

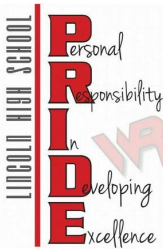
MINIMAL GUIDELINES HAVE BEEN ESTABLISHED AND ARE LISTED TO AVOID ANY MISUNDERSTANDING.

1. Students are required to fully cooperate with school administration and staff at all times. Failure to do so will result in disciplinary actions including out-of-school suspension.
2. Purses, hats, backpacks, handbags, book bags, laser pointers, and nuisance items should be left in lockers and not brought into classrooms.
3. Overt student affection is inappropriate behavior in the building, on campus, or at school sponsored activities.

4. Student assemblies will be held periodically throughout the school year. Student attendance is mandatory at these events.
5. ~~The use of cell phones and other electronic devices during instructional time is prohibited unless approved by the classroom teacher. Cell phones are only allowed during school hours in the cafeteria during lunch, in the hallways between classes, and Commons study hall time. If a student is found using a cell phone during an unauthorized time, the cell phone will be confiscated and turned over to school administration. Students unwilling to turn the phone over to administration will be out of school suspended.~~
6. Students involved in fighting, aggressive, threatening, or obscene behavior will be suspended from school and referred to the authorities for disorderly conduct citations, according to Wisconsin State Statutes Sections 947.01 and Board Policy 443.8.
7. Possession and use of pepper gas, mace, and similar materials on school grounds or at school activities may lead to suspension and possible referral to the School Board for expulsion.
8. Any student bringing a firearm or other weapons to school will be suspended and referred for expulsion according to Wisconsin State Statutes Section 948.605 and 948.61.
9. Students are subject to discipline for off-campus conduct. Off-campus student conduct and speech for incidents that jeopardize the order, safety, and discipline of the school will result in disciplinary consequences.
10. **Locker Room Privacy:** WRPS shall observe measures intended to protect the privacy rights of individuals using school locker rooms. No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time. Please see Locker Room Guidelines for more information.
11. Hoverboards, segways and other personalized vehicles are not allowed on school property.

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

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



STUDENT BILL OF RIGHTS

1. Each student has a right to an education.
2. Each student has the right to utilize school facilities and programs according to established school regulations and procedures.
3. Each student has the right to expect courteous behavior from other students and school personnel, including freedom from verbal abuse, harassment, or intimidation.
4. Each student has the right to form, hold, and express opinions and beliefs so long as the expression does not disrupt the normal operation of school.
5. Each student has the right to hold property free from theft or damage.
6. Each student has the right to determine his own dress, so long as it is not distracting, wholly inappropriate, indecent, or in other ways contrary to school policy.
7. Each student has the right to seek and obtain help from school staff members regarding such issues as personal problems, drugs, or alcohol.
8. The student body has the right to establish an elected student gov't.

THEFT/VANDALISM

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

TOBACCO

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

GENERAL INFORMATION

18 YEARS OLD

All students, regardless of age, will be held accountable to all rules and

regulations of the school. The administration may grant special privileges to 18-year-old students. The administration also has the right to restrict all student privileges including those of 18-year-olds.

~~BYOD=BRING YOUR OWN DEVICE~~

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

CAFETERIA

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

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

CO-CURRICULAR CODE (Abbreviated Summary)

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

DANCE RULES

- Unless specified differently, all tickets must be purchased in advance. In cases where tickets are sold at the door, they will be sold to LHS students with student ID's **ONLY**.
- All guests must be registered by a predetermined deadline so background checks can be completed. Administration reserves the right to deny guests

the privilege to attend school dances.

- Students may register only one guest and must furnish the guest's grade, age, full name and address. Guests may not be older than 20 years of age as of the date of the dance.
- **No middle school students may attend. The LHS dances are senior high, 9-12 grade specific events.**
- **LHS students must show their LHS student ID** before being allowed admission into the dance. **Guests must furnish a driver's license** or other photo ID before being allowed admission.
- Students & guests must abide by LHS appropriate dress & activity codes.
- If a student or guest misbehaves at an LHS dance, fails to comply with LHS conduct policies for dances, or is found to be in violation of any school policy, both the LHS student and their guest will be asked to leave the school grounds immediately. LHS students who behave inappropriately at a school dance or otherwise fail to comply with LHS conduct policies will be subject to school disciplinary actions, including up to an out-of-school suspension.
- Students who leave the dance will not be allowed to reenter the dance.
- LHS students escorting non-LHS student guests are responsible for informing and advising their guests of all of the above mentioned policies and expectations for LHS dances.
- In order to attend dances, LHS students must have a good attendance record for the previous 30 days with attendance the day of and before the dance and not have frequent or severe discipline referrals the previous 30 days.
- Additional policies, including specific dress expectations, apply to the Junior Prom. These expectations are presented during Prom ticket sales, announcements, and postings in the main office.

School Dance Code of Conduct

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

FAMILY NIGHT

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

FEES

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

GRADUATION CEREMONY

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

1. Meet all the credit and class requirements. (Work must be completed and passing grades must be submitted the day prior to the practice.)
2. Participated in the entire graduation practice. The principal may waive this requirement for exceptional cases with sufficient reasons.
3. Understand that commencement is a school-sponsored activity and all school rules of behavior and dress attire remain in effect. Students will abide by the rules for participation in the ceremony as established by the administration.
4. Have resolved/paid all fees and fines.
5. Students who demonstrate recent, excessive, or severe misbehavior at school or who pose behavioral and supervisory concerns for the graduation ceremony will be restricted from participation.

HEALTH CENTER

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

IDENTIFICATION CARDS

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

LAB/AG/TECH ED SAFETY

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

LOCKERS

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

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

NATIONAL HONOR SOCIETY SELECTION PROCESS

Juniors who have met the scholastic requirement of a 3.5 or above cumulative grade point average will be notified in February of their eligibility for National Honor Society. Candidates will then be required to submit a Candidate Activity Information Form from which a faculty committee will evaluate candidates on their leadership, character, and service to determine those that will be invited to be inducted into NHS. Students will be notified after 2nd Term about the status of their membership and an induction ceremony will be held in Spring for those who have been accepted. Students who have been disciplined for academic dishonesty in grades 9-12 or who have a co-curricular code violation 12 months prior to the application due date will be ineligible for NHS.

PARKING

If parents consider it necessary for their children to drive to school and they wish to park on school property, a parking fee and 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.

- 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.
- A 10 m.p.h. speed limit applies in all on school property.
- Student drivers must park their vehicles in the south parking lot only and in parking spaces designated for student parking. Parking in areas reserved for faculty, on the lawn, on snowbanks, or outside of areas designated by painted lines is strictly prohibited. Vehicles parked in restricted areas or not properly registered are subject to a school issued parking fine. Unless otherwise permitted by school administration, parked cars are to remain locked and unoccupied until the student is through for the day. Students are not to loiter in the parking lot.
- Permission for a student to bring a vehicle on school property shall be conditioned upon consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others.

PRESCRIPTION & NONPRESCRIPTION MEDICATION**

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

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

For nonprescription medication at school:

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

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

P.R.I.D.E. SYSTEM

Seniors who qualify will, upon approval of parent and administration, be allowed to leave campus during their lunch period and/or study hall or I/E

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

RELEASE OF STUDENT INFORMATION

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

SCHOOL RESOURCE OFFICER

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

SEARCHES: GENERAL & CANINE

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

STUDENT SERVICES

Student Services is designed to supplement and complement the educational process. Through developmental, advisory, and preventative measures, counselors work with students, staff, parents, and the community to provide the

most appropriate educational program possible. Group and individual counseling, testing, registration, career planning, awards programs, and financial aid preparation are among the many tasks that are performed in Student Services. Students are assigned a counselor by the beginning letter of their last name.

STUDENT SURVEYS

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

VIDEO SURVEILLANCE

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

VISITOR POLICY

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

VOLUNTEER PROGRAM

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

WITHDRAWAL

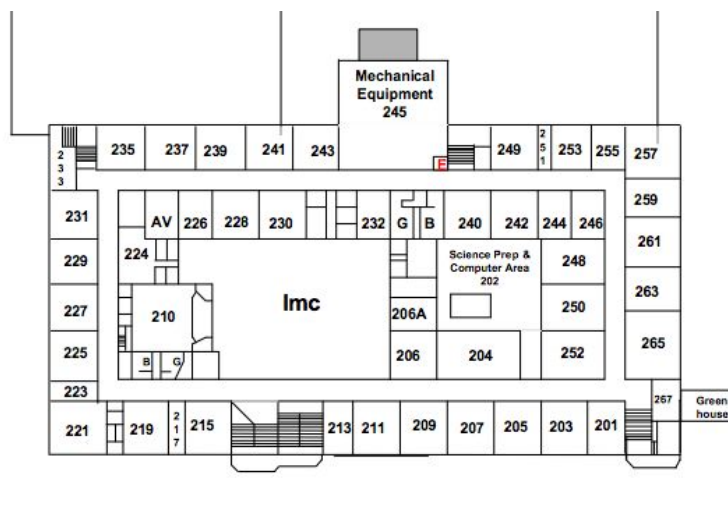
A student who wishes to withdraw or transfer to another school should report to the high school office at least one day prior to departure to obtain a withdrawal form. The withdrawal process includes clearance with each teacher, the counselor, and LMC; payment of all fees/fines, and all detentions served.

Every withdrawal should be verified by a written statement from the parent. Students will be marked absent and/or truant with appropriate consequences until LHS receives an official records transfer request from the new school at which the student has enrolled. Records will not be sent with the student.

WORK PERMITS

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

MAPS OF LINCOLN



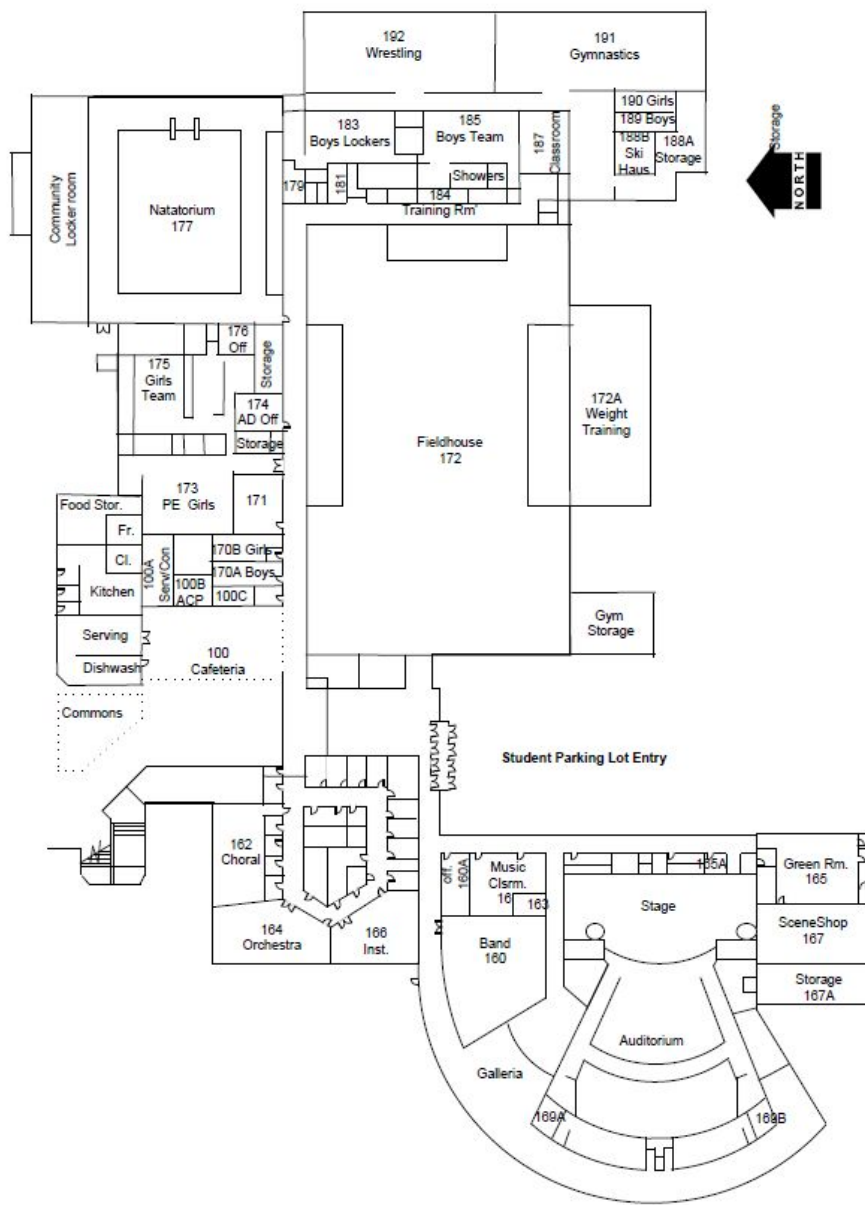
2nd. Floor Plan
Scale 1" = 80'-0"





Lincoln High School

1st Floor North



1st Floor South

Wisconsin Rapids Area Middle School

1921 27th Ave. South Wisconsin Rapids, Wisconsin 54495

Telephone: (715) 424-6740

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



Welcome to WRAMS!

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

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

Tracy Ginter – Principal

Brian Oswald- Associate Principal 7th and 8th Grade Regular Education

Patti Ritchay- Associate Principal Special Education and 6th Grade Regular Education

Cover Art By: Gaoly Thae

2017-2018 2018-2019 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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General Information



WRPS Mission Statement

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

RELEASE OF STUDENT INFORMATION

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

TOBACCO, ALCOHOL AND OTHER DRUGS

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

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

2017-2018 Calendar of Events



- September 5 — First Day for Students
- September 29 — Professional Development
***No School**
- October 19 — Conferences (3:30-7:30 p.m.)
- October 27** — Professional Development
***No School**
- Nov. 22-24** — Thanksgiving Vacation
***No School**
- November 30 — End of First Trimester
- December 1 — Start of Second Trimester
- Dec. 25-Jan. 1** — Winter Vacation
***No School**
- January 2** — Professional Development
***No School**
- January 3 — Students Return
- January 25 — Conferences (4:00-6:00p.m.)
- March 2** — Record Keeping Day
***No School**
- March 7 — End of Second Trimester
- March 8 — Start of Third Trimester
- March 26-30** — Spring Break
***No School**
- April 2** — Professional Development
***No School**
- May 28** — Memorial Day
***No School**
- June 6 — Last Day for Students (dismiss 1 p.m.)

* There is no school for all students.

2018-2019

Calendar of Events

<u>September 4</u>	<u>First Day for Students</u>
<u>October 1</u>	<u>Professional Development</u> <u>*No school</u>
<u>October 26</u>	<u>Professional Development</u> <u>* No School</u>
<u>November 1</u>	<u>7/8 Conferences (3:30-7:00 p.m.)</u>
<u>November 8</u>	<u>6th Conferences (3:30-7:00 p.m.)</u>
<u>Nov. 21-23</u>	<u>Thanksgiving Vacation</u> <u>*No School</u>
<u>November 29</u>	<u>End of First Trimester</u>
<u>December 3</u>	<u>Start of Second Trimester</u>
<u>Dec.24-Jan. 1</u>	<u>Winter Vacation</u> <u>*No School</u>
<u>January 2</u>	<u>Professional Development</u> <u>*No School</u>
<u>January 3</u>	<u>Students Return</u>
<u>February 7</u>	<u>7/8 Conferences (3:30-6:30 p.m.)</u>
<u>February 12</u>	<u>6th Conferences (3:30-6:30 p.m.)</u>
<u>March 1</u>	<u>Record Keeping Day</u> <u>* No School</u>
<u>March 7</u>	<u>End of Second Trimester</u>
<u>March 8</u>	<u>Start of Third Trimester</u>
<u>March 25-29</u>	<u>Spring Break</u> <u>*No School</u>
<u>April 19</u>	<u>No School</u>
<u>April 22</u>	<u>Professional Development</u> <u>*No School</u>
<u>May 27</u>	<u>Memorial Day</u> <u>*No School</u>
<u>June 7</u>	<u>Last Day for Students (dismiss 1 p.m.)</u>

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

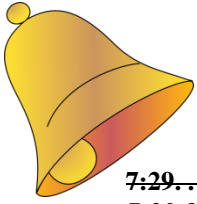
Each student is issued their own login and password. Also, each guardian listed in the district database has a login and password assigned to them. This is the same login/password used for ON-LINE ENROLLMENT VERIFICATION at the beginning of each school year. If a guardian is unsure about a login and/or 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	6th Grade Lunch
10:50-11:35	Period 5 (7)
11:24-12:09	Period 5 (6)
11:39-12:09	7th Grade Lunch
12:13-12:58	Period 6
1:02-1:47	Period 7
1:51-2:39	Period 8
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	6th Grade Lunch
10:50-11:35	Period 5 (8)
10:50-11:35	Period 5 (7)
11:24-12:09	Period 5 (6)
11:39-12:09	7th Grade Lunch
11:39-12:24	Period 6 (8)
12:13-12:58	Period 6 (7)
12:13-12:58	Period 6 (6)
12:28-12:58	8th Grade Lunch
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 - Je
Randy.Chip@wrps.net~~

~~*Mrs. Niedbalski _____ Ji - Se
Gretchen.Niedbalski@wrps.net~~

~~*Mrs. Derringer _____ Se - Z
Stephanie.Derringer@wrps.net~~

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

~~*Mr. Chip Counselor _____ 6th Grade Students
Randy.Chip@wrps.net~~

~~*Mrs. Niedbalski Counselor _____ 7th/8th Grade Students A - K
Gretchen.Niedbalski@wrps.net~~

~~*Ms. Van De Hey Counselor _____ 7th/8th Grade Students L - Z
Amanda.VanDeHey@wrps.net~~

~~*Ms. Tessa Gruszynski _____ Social Worker
Tessa.Gruszynski@wrps.net~~

~~*Ms. Amanda Manzke _____ School Psychologist
Amanda.Manzke@wrps.net~~

~~*Mr. Eric Daven _____ School Resource Officer~~

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~~ **\$2.25** for lunch. Additional milk is \$0.35. Students may qualify for free or reduced lunch. Information is sent home at the beginning of the school year regarding eligibility. An automated meal system which allows students to deposit money into an account and enter a personal identification number (PIN) at the lunch line can be used for breakfast and lunch purposes. Breakfast and lunch may also be brought from home. Students are urged to eat nutritious meals in order to optimize their health and learning potential. *Therefore, students may not have food delivered nor have energy drinks in school.*



TECHNOLOGY USE

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

Waiver form will be distributed at orientation and explained upon initial log in to the network. Once completed, the policy stays in effect for the entire time the student is enrolled at WRAMS.

CO-CURRICULAR CODE SUMMARY



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

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.

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,



ATTENDANCE

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

Students with approved open enrollment applications must meet attendance expectations. Students determined to be habitually truant may have the open enrollment approval rescinded and be returned to attend school in their resident district. As a result of habitual truancy, future applications to attend Wisconsin Rapids School District under open enrollment may be denied in accordance with State Statutes and Board Policy. Therefore, it is the responsibility of the student's parent or guardian to report absences from school on a daily basis by calling (715) 424-6765 or by entering the information on Skyward Family Access on the day of the absence.

The school administration reserves the right to

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

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

Student Expectations

School-Appropriate Attire

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



Thus, the following rules have been established:

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

Remember the 3Cs when dressing for school; you should be Clean, Comfortable and Covered.

Personal appearance should not be distracting, cause disruption or present unsafe situations.

Therefore:

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

Note: Any fashion (dress, accessory or adornment) that is distracting from the learning process or presents a safety risk or conceals/covers identity; displays suggestive, offensive, obscene, sexually degrading or racially motivated graphics or statements; or pertains to drugs, alcohol or tobacco products is not permitted.

Students not meeting the dress 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**

The student is...	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.

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

What are the different types of bullying?

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

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

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

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

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

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

Don't be a bystander, be an upstander!

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

WRAMS STUDENTS ARE:



RESPONSIBLE

RESPECTFUL

RESOURCEFUL

Student Non-Discrimination and Anti-Harassment

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

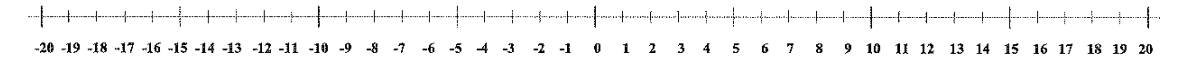
The District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. The District prohibits all forms of discrimination and harassment.

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

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












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

Wisconsin Mathematics Formula Reference Sheet



Equations of a Line	Time
Slope-Intercept Form: $y = mx + b$ where m = slope and b = y -intercept	60 seconds = 1 minute (min) 60 minutes = 1 hour (h) 24 hours = 1 day (d) 7 days = 1 week (wk) 4 weeks (approx.) = 1 month 365 days 52 weeks (approx.) } 1 year 12 months 10 years = 1 decade 100 years = 1 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

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

Trimester Hallway Passes

English Trimester One

Date	Time Out	Destination	Teacher

Math

Date	Time Out	Destination	Teacher

Science

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

English Trimester Two

Date	Time Out	Destination	Teacher

Math

Date	Time Out	Destination	Teacher

Science

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

English Trimester Three

Date	Time Out	Destination	Teacher

Math

Date	Time Out	Destination	Teacher

Science

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

Hallway Passes Special Circumstances

Trimester One

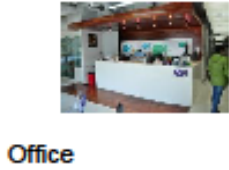
Date	Time Out	Teacher	Destination

Trimester Two

Date	Time Out	Teacher	Destination

Trimester Three

Date	Time Out	Teacher	Destination



332 EXPERIMENTAL/INNOVATIVE PROGRAMS

The Board encourages educational experimentation and innovative programs that indicate promise of practical long-range improvements for students based on educational research and best practice. They may take the form of pilot programs, curriculum modifications, cooperative teaching projects, and the like. Once proven effective and feasible, the Board may wish to make such experimental or innovative programs available to all students who can benefit from them as rapidly as resources will permit.

The Board encourages development of continuing efforts to improve the instructional program. A process for research and development of new instructional programs should be the responsibility of the professional staff. Evaluation and measurement of the instructional program is necessary for guiding improvement efforts.

The Board of Education will approve all curriculum and periodically review the curriculum acquisition plan, which defines the timeline and process for curriculum evaluation, adoption, resource allocations and implementation.

Formal requests for new course proposals must be made to the Director of Instruction by utilizing the Process Guidelines for Requesting New Courses form. The Council for Instructional Improvement will make recommendations for all new courses at the ~~October~~ November meeting, and the Board of Education will receive proposals for approval at the ~~November~~ December Educational Services Committee meeting.

Requests for pilot programs and curriculum modifications outside of the normal acquisition process must be made to the Director of Instruction by utilizing the Process Guidelines for Pilot Programs or Curriculum Modifications form. Requests will be considered on a case-by-case basis, with involvement and recommendations by appropriate CII Committees and the Council for Instructional Improvement. Updates will be provided to the Educational Services Committee as appropriate.

CROSS REF.: 334 - Curriculum Evaluation
 332.1 - Process Guidelines for Requesting New Courses Form
 332.2 - Process Guidelines for Pilot Programs or Curriculum Modifications Form
~~WREA Agreement~~

APPROVED: November 11, 1974

REVISED: April 9, 2001
 August 10, 2009
 TBD

332.1 – EXHIBIT 1 – PROCESS GUIDELINES FOR REQUESTING NEW COURSES FORM

A. Cover Sheet

Identify names and positions of those requesting the new course.

B. Rationale

Provide a clear, complete, concise rationale for the new courses requested. Include such things as:

- Relationship to federal or state initiatives;
- Relationship to District goals and initiatives;
- Research supporting the change, including reference to “best practice” in the particular content;
- Relationships to District curriculum (Reference State Standards and WKCE-CRT Frameworks [math, reading, and science]).

C. Communication

Provide a list of stakeholders (Director of Instruction, Building Administration, CII Committees, Department Chairs and Departments, EPIC, WIC, and LHS Cabinet) affected by the new course and a timeline for communication with each group. Communication with stakeholders must occur the school year prior to the formal new course proposal being submitted to the Director of Instruction.

D. Curriculum

Provide a course outline.

Include a brief implementation plan, answering these questions:

- Who will write the curriculum and enter it into Build Your Own Curriculum?
- When will the curriculum be developed?
- What schedule or staff assignments may need to be changed?
- What professional development needs may be necessary to implement the curriculum?

E. Resources

Provide a description and estimated dollar amount of the following:

- Curriculum Development Time;
Maximum of 24 hours paid at the Curriculum Development rate or two (2) DEU's
- Staff Development Time
- Instructional Materials
- Staffing
- Space, Equipment, Furniture

F. Statement of Impact

Provide a statement of who and what will be impacted by the proposed change.

Consider the new course in the context of a total program offering (i.e., credits, students eligible). Will a section/course be eliminated so the new course can be added?

CROSS REF.: 334 - Curriculum Evaluation
332.2 - Process Guidelines for Pilot Programs or Curriculum Modifications Form
~~WREA Agreement~~

APPROVED: August 10, 2009
TBD

432 SCHOOL ATTENDANCE BOUNDARIES

The Board of Education recognizes the importance of parental involvement in the education of the students of the District. That involvement is recognized to include determining to which school in the District a child shall attend.

The Board of Education will establish school boundaries for each elementary school. Such boundaries are established in order to maintain accessible, equal educational opportunity for education, and in order to be able to staff and program each school appropriately. Such boundaries shall be prepared by members of the administrative staff designated by the Superintendent of Schools.

All children grades K through 5, living within the designated boundary lines of a given elementary school, must attend this given school unless a written exception is granted.

Exceptions may be made to the District Superintendent or persons designated by the Superintendent. Such exceptions may be made in order:

1. To equalize pupil-teacher ratio among given schools.
2. To provide especially designed instructional programs, or to meet specific educational or social needs, which cannot be effectively met otherwise.
3. To permit a pupil to complete the school year in the given school in which the pupil is enrolled at the time of change of residence. Transportation in cases of this nature will be provided by the parent or guardian.
4. To permit a pupil to enroll in a given school where it is known the pupil will become a resident within a period not to exceed 45 school days. Transportation will be provided by the parent or guardian of the pupil granted this exception.
5. ~~To accommodate family concerns such as child care.~~

All requests for exceptions to attendance boundaries must be made in writing to the Director of Human Resources. ~~Such requests must be made on an annual basis.~~ Approvals will be based on class size(s) at the requested school and on student attendance ~~and behavior records in school~~ and on school approved activities, ~~including bus transportation.~~ Exceptions will not be approved if such approval will result in additional costs relating to staffing or transportation.

When a boundary exception at parent request is permitted, transportation will be provided by the parent or guardian of the pupil granted this exception, either privately or by purchasing bussing services from the District under the administrative non-mandated bus guidelines.

If objection on the part of a parent or guardian is such that it is felt serious contingencies need exploration, the parent or guardian may appeal their request for an exception to the Superintendent, and subsequently to the Board of Education.

LEGAL REF.: Section 121.545 Wisconsin Statutes

CROSS REF.: 343.2, Class Size

ADOPTED: March 10, 1976

REVISED: September, 1982 January 8, 1996 February 14, 2011
 October, 1987 August 13, 2001 TBD
 November 12, 1990 February 9, 2009

Course Introduction: The Importance of Learning History (2 days)

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>How does learning the past help determine our future?</p>	<p>The importance of learning history The tools and skills of an historian</p>	<p>Cause and Effect: <input type="checkbox"/> Analyze how the past affects the present and the future</p> <p>Context: <input type="checkbox"/> Explain how the study of our shared past binds us together as American citizens and support American ideals of equality and freedom</p>	<p>8th Grade Civic Test Unit Test</p>	<p>Wisconsin Model Academic Standards: B.8.2 C.8.1</p>
<p>Must Know Vocabulary: Chronology Cause and effect Bias Multiple Perspectives</p>				

Unit 1: Worlds Meet/Colonization and Settlement (3 weeks)

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>How was the way of life of the Native Americans of North America related to their environment?</p> <p>What events and technological advances paved the way for European exploration?</p>	<p>The First Americans:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Migration to the Americas <input type="checkbox"/> Cities and Empires <input type="checkbox"/> North American Peoples <p>Exploring the Americas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Changing World <input type="checkbox"/> Early Exploration <input type="checkbox"/> Spain in America 	<p>Compare and Contrast:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine and understand the migration and settlement patterns of peoples in the Americas <p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the social, economic, and political factors that stimulated overseas exploration <p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the results of European exploration 	<p>Early Exploration Assessment</p> <p>Unit Test</p>	<p>Wisconsin Model Academic Standards A.8.7 B.8.2</p>
<p>Must Know Vocabulary: The First American Nations Renaissance</p>	<p>Bering Strait Conquistadors Bering Sea Land Bridge Ice Age</p>		<p>Columbian Exchange Indigenous Beringia "New World"</p>	

Unit 2 - Worlds Meet/Colonization and Settlement con't

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>Why did European nations establish colonies in North America?</p> <p>How did geography affect the economic development of the three colonial regions?</p> <p>In what ways was an American culture developing during the colonial period?</p> <p>What were the lasting effects of the French and Indian War?</p>	<p>Colonial America:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Early English Settlements <input type="checkbox"/> New England Colonies <input type="checkbox"/> Middle Colonies <input type="checkbox"/> Southern Colonies <p>Growth of the Thirteen Colonies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Life in the Colonies <input type="checkbox"/> Government, Religion, Culture <input type="checkbox"/> France and Britain Clash <input type="checkbox"/> The French and Indian War 	<p>Compare and Contrast:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare how different economic factors influenced the political development of the Thirteen Colonies. <p>Turning Points:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the impact of European settlement in America <p>Point of View:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain ideas that influenced religious and political aspects of Colonial America <p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze how conflict arose in North America between France and Great Britain <p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how the outcome of the French and Indian War determine who controlled North America 	<p>Thirteen Colonies Map Assessment</p> <p>Colonial America Assessment</p>	<p>Wisconsin Model Academic Standards</p> <p>B.8.2</p> <p>E.8.4</p> <p>E.8.5</p>
<p>Must Know Vocabulary:</p> <p>Mayflower Compact</p> <p>French & Indian War</p> <p>Proclamation of 1763</p> <p>Stamp Act</p> <p>Salem</p>	<p>Joint-stock Companies</p> <p>Roger Williams</p> <p>Triangular Trade Route</p> <p>Pilgrims</p> <p>Powhatan</p> <p>Puritans</p>		<p>Cash Crop</p> <p>Indentured Servant</p> <p>Jamestown</p> <p>Quakers</p>	

Unit 3 - CREATING A NATION (3 weeks)

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>Following the French and Indian War, how did the British government anger the American colonists?</p> <p>How did the colonists react to British policies?</p> <p>What brought about the clash between American colonists and British soldiers at Lexington and Concord?</p> <p>Why did the American colonies choose to declare independence?</p> <p>What challenges did the American revolutionaries face at the start of the war?</p>	<p>The Spirit of Independence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Taxation without Representation <input type="checkbox"/> Building Colonial Unity <input type="checkbox"/> A Call to Arms <input type="checkbox"/> Moving Towards Independence <p>The American Revolution:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Early Years <input type="checkbox"/> The War Continues <input type="checkbox"/> The War Moves West and South <input type="checkbox"/> The War is Won 	<p>Context:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze how political and religious ideas join economic interests to bring about "the shot heard 'round the world" <p>Compare/Contrast:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify significant events of the Revolutionary War <p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how the colonists reacted to British policies and the British reaction to those actions <p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze the causes of the American Revolution <p>Turning Points:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine the creation of the Declaration of Independence 	<p>Rise in Animosity Assessment</p> <p>Unit Test</p> <p>Declaration of Independence Matrix/rewrite</p>	<p>Wisconsin Model Academic Standards</p> <p>B.8.4 C.8.1</p> <p>B.8.2 C.8.2</p> <p>B.8.6 C.8.3</p> <p>B.8.7 C.8.4</p>
<p>Unit Vocabulary</p> <p>Navigation Acts</p> <p>Yorktown</p> <p>Proclamation of 1763</p> <p><i>The Declaration of Independence</i></p> <p>Sons of Liberty</p> <p>Townshend Act</p> <p>Bunker Hill</p>	<p>Redcoats</p> <p>Quartermaster Act</p> <p>Stamp Act</p> <p>Loyalists/Patriots</p> <p>Boston Massacre</p> <p>"No Taxation without representation"</p>		<p>Militia</p> <p>Boston Tea Party</p> <p>Lexington and Concord</p> <p>Intolerable/Coercive Acts</p>	

Unit 4 - Launching the Republic... Part I (4 weeks)

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>How effective was government under the Articles of Confederation?</p> <p>Why is the Constitution a document of compromises?</p>	<p>The Confederation Period:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Articles of Confederation <p>The Constitutional Convention</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convention and Compromise <input type="checkbox"/> A New Plan of Government <p>The Constitution</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Three Branches of Government <input type="checkbox"/> The Bill of Rights <input type="checkbox"/> Federal, State and Local Government 	<p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sequence events that led to and shaped the Constitutional Convention <p>Point of View:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline the key plans that were proposed at the Constitutional Convention <p>Context</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and explain the important points in the Constitution <input type="checkbox"/> Analyze an example of checks and balances in action <input type="checkbox"/> Analyze the main points of the Bill of Rights in regard to the colonial experience with Great Britain 	<p>Articles of Confederation Quiz</p> <p>Constitution Test</p>	<p>Wisconsin Model Academic Standards</p> <p>B.8.7 C.8.1 C.8.2</p> <p>B.8.11 C.8.3 C.8.4</p> <p>B.8.2 B.8.6</p> <p>A.8.7</p>
<p>Must Know Vocabulary:</p> <p>Articles of Confederation</p> <p>Executive Branch</p> <p>Supremacy Clause</p> <p>Separation of Powers</p> <p>Ratification</p> <p>Majority Rule/Minority Rights</p>		<p>Northwest Ordinance</p> <p>Legislative Branch</p> <p>Federal Government</p> <p>Judicial Branch</p> <p>Constitutional Convention</p> <p>Electoral College</p>	<p>Virginia Plan</p> <p>Federalist</p> <p>Preamble</p> <p>James Madison</p> <p>Anti-Federalist</p> <p>Articles</p> <p>Delegate</p>	<p>Great Compromise</p> <p>Limited Government</p> <p>Amendments</p> <p>New Jersey Plan</p> <p>Bill of Rights</p> <p>Rule of Law</p> <p>Connecticut Compromise</p>

Unit 5 - Launching the Republic... Part II (4 weeks)

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>How did the Louisiana Purchase affect the Nation's economy and politics?</p> <p>What effects did the Industrial Revolution have on the US economy?</p> <p>How did land and water transportation affect westward expansion?</p>	<p>The Federalist Era:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The First President <input type="checkbox"/> Early Challenges <input type="checkbox"/> The First Political Parties <p>The Jefferson Era:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Republicans take Power <input type="checkbox"/> The Louisiana Purchase <input type="checkbox"/> A Time of Conflict <input type="checkbox"/> The War of 1812 <p>Growth and Expansion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Economic Growth <input type="checkbox"/> Westward Bound <input type="checkbox"/> Unity and Sectionalism <p>The Jackson Era:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jacksonian Democracy <input type="checkbox"/> Conflicts over Land <input type="checkbox"/> Jackson and the Bank 	<p>Compare/contrast</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify how the Federalist and Republican Parties formed, and on what issues did they disagree <p>Context</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate how government policy affected Native American tribes 	<p>Early Republic Vocabulary Quiz</p>	<p>Wisconsin Model Academic Standards B.8.7 B.8.11 B.8.2</p>
<p>Must Know Vocabulary: Alien and Sedition Acts Bank of the United States Election of 1800 War of 1812 Democratic-Republican</p>	<p>Marbury v. Madison Indian Removal Act XYZ Affair Lewis and Clark Spoils System Louisiana Purchase Monroe Doctrine</p>		<p>Two-Party System Impressment Cabinet Whiskey Rebellion Judicial Review Trail of Tears</p>	

Unit 6 - Nationalism and Sectionalism (2 weeks)

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>What political, economic and social factors led Americans to fulfill Manifest Destiny?</p> <p>How did the South's industry and economy differ from the industry and economy of the North?</p>	<p>Manifest Destiny:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Oregon Country <input type="checkbox"/> Independence for Texas <input type="checkbox"/> War with Mexico <input type="checkbox"/> California and Utah <p>North and South:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The North's Economy <input type="checkbox"/> The North's People <input type="checkbox"/> Southern Cotton Kingdom <input type="checkbox"/> The South's People <p>The Age of Reform:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Reform <input type="checkbox"/> The Abolitionists 	<p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze how the belief in Manifest Destiny influence western settlement <p>Turning Points:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how innovations in industry, travel and communications changed the lives of American in the 1800s and made Westward Expansion possible. <p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine how immigration had an impact on the culture of the United States. <p>Point of View:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify how the abolitionists influence the antislavery movement 	<p>Westward Expansion Quiz</p> <p>Early Reformers Quiz</p>	<p>Wisconsin Model Academic Standards</p> <p>B.8.7 E.8.11</p> <p>B.8.11</p> <p>B.8.2</p> <p>A.8.7</p>
<p>Must Know Vocabulary:</p> <p>Sectionalism</p> <p>Oregon Territory</p> <p>Industrial Economy</p>		<p>Manifest Destiny</p> <p>Nat Turner's Rebellion</p> <p>Agricultural Economy</p> <p>49ers</p>	<p>Gold Rush</p> <p>Abolitionist</p> <p>Seneca Falls Convention</p> <p>The Alamo</p> <p>Free-Soil Party</p>	

Unit 7 - CIVIL WAR AND RECONSTRUCTION (6 weeks)

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>How did the compromises made by Congress effectively and ineffectively address slavery and sectionalism?</p> <p>What were the political, social, and economic effects of the Civil War and Reconstruction?</p>	<p>Toward Civil War:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Slavery and the West <input type="checkbox"/> A Nation Dividing <input type="checkbox"/> Challenges to Slavery <input type="checkbox"/> Secession and War <p>The Civil War:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Two Sides <input type="checkbox"/> Early Stages of the War <input type="checkbox"/> Life During the War <input type="checkbox"/> The Strain of War <input type="checkbox"/> The War's Final Stages <p>Reconstruction and the New South:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reconstruction Plans <input type="checkbox"/> Radicals in Control <input type="checkbox"/> The South During Reconstruction <input type="checkbox"/> Change in the South 	<p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine how slavery and other issues caused the Civil War <p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trace the development of secession prior to the Civil War <p>Point of View:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze changes in political and social structure during Reconstruction for the North and South. <p>Compare and Contrast:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare how different groups of people shaped the outcome of the Civil War <p>Compare and Contrast:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the strengths and weaknesses of the North and South, 	<p>Civil War Assessments</p>	<p>Wisconsin Model Academic Standards B.8.2 B.8.2 E.8.11 C.8.6 E.8.12 E.8.11</p>
<p>Must Know Vocabulary: Secede The Confederate States of America 13th, 14th, 15th Amendments Carpetbaggers States' rights Reconstruction</p>	<p>Scalwags Missouri Compromise <i>Uncle Tom's Cabin</i> Congressional/Radical Reconstruction Appomattox Court House The Compromise of 1850 John Brown's Raid <i>Emancipation Proclamation</i></p>		<p>The Fugitive Slave Law Ku Klux Klan The Dred Scott Decision Separate but Equal Kansas-Nebraska Act Popular Sovereignty</p>	

Unit 8 Reshaping the Nation (2 weeks)

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>What effects did the Industrial Revolution have on the US economy?</p> <p>How did Progressives fight corruption in business and in government?</p>	<p>Opening the West:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Mining Booms <input type="checkbox"/> Ranchers and Farmers <input type="checkbox"/> Native American Struggles <input type="checkbox"/> Farmers in Protest <p>The Industrial Era:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Railroads Lead the Way <input type="checkbox"/> Inventions <input type="checkbox"/> An Age of Big Business <input type="checkbox"/> Industrial Workers <p>An Urban Society:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The New Immigrants <input type="checkbox"/> Moving to the City <input type="checkbox"/> A Changing Culture 	<p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify how Progressives and others addressed problems of corruption in American society. <p>Compare and Contrast:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret how changes in business, urbanization and industrialization affected late 19th Century America <p>Point of View:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare the different experiences of immigrants in the late 19th Century <p>Point of View: E</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine why workers formed labor unions in the middle to late 1800s? 	<p>Late 1800s Assessment</p> <p>Teddy Roosevelt Assessment</p> <p>Unit Test</p>	<p>Wisconsin Model Academic Standards</p> <ul style="list-style-type: none"> A.8.10 E.8.11 B.8.8 E.8.3 D.8.2 D.8.10 D.8.5
<p>Must Know Vocabulary:</p> <p>Homestead Act</p> <p>Chinese Exclusion Act</p> <p>Union Pacific Railroad</p> <p>Central Pacific Railroad</p> <p>Robber Barons</p> <p>Nativism</p>		<p>Tenements</p> <p>Promontory Point</p> <p>Urbanization</p> <p>Ellis Island</p> <p>Laissez Faire</p>	<p>Angel Island</p> <p>Monopoly</p> <p>Sherman Antitrust act</p> <p>Labor Union</p> <p>Melting Pot</p>	

Unit 9 - REFORM AND EMPIRE (2 weeks)

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>How did the progressives fight corruption in business and in government??</p> <p>Why did the United States enter the Great War?</p>	<p>The Progressive Era</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Progressive Movement <input type="checkbox"/> Women and Progressives <input type="checkbox"/> Progressive Presidents <input type="checkbox"/> Excluded from Reform <p>Rise to World Power</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expanding Horizon <input type="checkbox"/> Imperialism in the Pacific <input type="checkbox"/> Spanish-American War <input type="checkbox"/> Latin American Policies <p>War in Europe</p> <ul style="list-style-type: none"> <input type="checkbox"/> America's Road to War <input type="checkbox"/> Americans Join the Allies <input type="checkbox"/> The War at Home <input type="checkbox"/> Searching for Peace 	<p>Context:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze United States foreign policy in the early 20th Century <p>Point of View:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify why women began to demand more rights during the middle to late 1800s. <p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine the causes and effects of America's involvement in WWI. 	<p>WWI Assessment</p> <p>Spanish Flu Assessment</p> <p>Unit Test</p>	<p>Wisconsin Model Academic Standards</p> <p>B.8.12</p> <p>B.8.2</p> <p>E.8.11</p> <p>E.8.3</p>
<p>Must Know Vocabulary:</p> <p>Imperialism</p> <p>Panama Canal</p> <p>Lusitania</p> <p>Suffrage</p> <p>Progressives</p>		<p>Zimmerman Note</p> <p>Spanish American War</p> <p>Muckrakers</p> <p>Fourteen Points</p> <p>Epidemic</p>	<p>Labor Unions</p> <p>Lusitania</p> <p>Alliances/Militarism/Nationalism</p> <p>Treaty of Versailles</p>	

Unit 10 - CHANGE AND CONFLICT (2 weeks)

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>How did the US change politically, socially and economically in the 1920s?</p> <p>What were the factors that brought about the Great Depression?</p> <p>What were the causes and effects of American involvement in World War II?</p>	<p>The Jazz Age</p> <ul style="list-style-type: none"> <input type="checkbox"/> Time of Turmoil <input type="checkbox"/> Desire for Normalcy <input type="checkbox"/> A Booming Economy <input type="checkbox"/> The Roaring Twenties <p>The Depression and the New Deal</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Great Depression <input type="checkbox"/> Roosevelt's New Deal <input type="checkbox"/> Life During the Depression <p>America and World War II</p> <ul style="list-style-type: none"> <input type="checkbox"/> Road to War <input type="checkbox"/> War Begins <input type="checkbox"/> On the Home Front <input type="checkbox"/> War in Europe and Africa <input type="checkbox"/> War in the Pacific 	<p>Point of View:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize events that shaped the political and social structure of America in the 1920s and analyze changing points of view among different segments of American society. <p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze the social and economic impact of the Great Depression <p>Point of View:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze why some people supported Roosevelt's New Deal and some opposed it <p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the causes and effects of American involvement in World War II. 	<p>1920/s Quiz</p> <p>Great Depression Unit Test</p> <p>World War II Paper</p> <p>World War II Test</p>	<p>Wisconsin Model Academic Standards</p> <p>B.8.12</p> <p>D.8.2</p> <p>D.8.5</p> <p>D.8.10</p> <p>E.8.6</p>
<p>Must Know Vocabulary:</p> <p>Prohibition</p> <p>New Deal</p> <p>Harlem Renaissance</p> <p>Red Scare</p>		<p>Scopes Monkey Trial</p> <p>Black Tuesday</p> <p>Teapot Dome Scandal</p> <p>Great Depression</p>	<p>Isolationism</p> <p>Dust Bowl</p> <p>Axis/Allied Powers</p> <p>Pearl Harbor</p>	

Unit 11 - Challenges at Home and Abroad (2 weeks)

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>What economic, social, and political challenges did Americans face after World War II?</p>	<p>The Cold War Era</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cold War Origins <input type="checkbox"/> The Korean War <input type="checkbox"/> America in the 1950s <p>The Civil Rights Era</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Civil Rights Movement <input type="checkbox"/> Kennedy and Johnson <p>The Vietnam Era</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kennedy's Foreign Policy <input type="checkbox"/> War in Vietnam <input type="checkbox"/> The Vietnam Years at Home <input type="checkbox"/> Nixon and Vietnam 	<p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze how American society changed with the development of the Cold War <p>Context:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain major events in US foreign policy during the Cold War <p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine the causes and effects of American involvement in the Vietnam War <input type="checkbox"/> Examine the impact of the Watergate scandal <p>Turning Points:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the advancement in civil and equal rights in the United States 	<p>Early Cold War Assessment</p> <p>Kennedy Assassination Assessment</p> <p>Vietnam War Assessment</p> <p>Unit Test</p>	<p>Wisconsin Model Academic Standards</p> <p>E.8.4 D.8.2</p> <p>B.8.7 B.8.10</p> <p>C.8.9 E.8.14</p> <p>B.8.2</p>
<p>Must Know Vocabulary: Cold War Domino Theory United Nations Containment</p>	<p>Iron Curtain Arms Race Marshall Plan Sputnik</p>		<p>McCarthyism H-Bomb 38th Parallel Communism NATO</p>	

UNIT 12 America in a Modern Era (2 weeks)

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common Assessments	Standards
<p>What were the foreign and domestic challenges faced by Presidents Nixon, Carter and Reagan?</p> <p>How has the War on Terror changed the way Americans live?</p>	<p>America in the 1970s</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nixon's Foreign Policy <input type="checkbox"/> Nixon and Watergate <input type="checkbox"/> The Carter Presidency <p>New Challenges</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Reagan & Bush Presidencies <input type="checkbox"/> A New Century <input type="checkbox"/> The War on Terror 	<p>Cause and Effect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze the events surrounding September 11, 2001, and its effects on US foreign and domestic policy <p>Context:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine historic events that shaped US policies in post-Cold War America and into the 21st Century. 	<p>Late 20th / Early 21st Century Assessment</p>	<p>Wisconsin Model Academic Standards B.8.7</p>
<p>Must Know Vocabulary:</p> <p>Watergate</p> <p>terrorism</p> <p>September 11th, 2001</p> <p>Al Qaeda</p> <p>Iraq War</p> <p>Afghanistan War</p>				

Social Studies Acquisition: Secondary

Grade/Class	Acquisition Materials	Estimated Cost
W. Hemisphere History (Grade 6)	1) National Geographic Student World Atlases: \$730 2) PBS DVDs: \$85	\$815
E. Hemisphere History (Grade 7)	1) Rand McNally Classroom Atlases: \$1047 2) Continue Nearpod Subscriptions: Accessed through Library	\$1047
Early American History (Grade 8)	1) Pocket Constitutions: \$40 2) Textbook: A History of US, Joy Hakim: \$17,500 3) Historical Atlases: \$1050	\$18,590
Human Geography (Grade 9)	1) Textbook & online subscription: Contemporary Human Geography, Rubenstein: \$21,800 2) FANschool: \$500 per year 3) Supplemental Resources-TBD: \$1500 4) Five Themes of Geography: \$60 5) Where on Earth?: \$23	\$23,883
AP Human Geography (Grade 9)	1) Textbook & online subscription: The Cultural Landscape, Rubenstein: \$13,600 2) DVD: Guns, Germs & Steel: \$15	\$13,615
Contemporary American History (Grade 10)	1) Misc. books, posters, pictures & DVDs	\$1195
American Dream (Grade 10)	1) Textbook: From There to Here: \$1200	\$1200
AP U.S. History (Grade 10)	1) Textbook: The American Pageant, 17th Ed.: \$12,000 2) AP United States History Examination, 6th Ed: \$1365 3) AP U.S. History Activities Workbook: \$40	\$13,405
American Government (Grade 11)	1) Textbook: \$11,000 2) Graphic Novel: The US Constitution: \$1600 3) DVD: \$10 4) Wall Chart & Activity Book: \$97	\$12707

AP American Government (Grade 11)	1) Textbook: American Government: \$7500 2) Activities & DBQs: \$1830	\$9330
The Law	1) Textbook: Criminal Justice in America: \$1011 2) Misc. Books & Activities: \$199	\$1210
Contemporary Issues	1) Misc. maps, books, activities	\$800
Russia: CCC	1) Textbook: A Brief History of Russia: \$300 2) DVDs: \$30	\$330
Roots of Modern Conflict	1) Textbook: Opposing Viewpoints: \$282 2) DVDs: \$68	\$350
American Indians	1) TBD	
Principles of Econ.	1) Flash Drive: Virtual Economics	\$160
Sociology	1) Textbook: Sociology and You: \$4550	\$4550
Psychology		
AP Psychology	1) Textbook: AP Psychology: \$9500	\$9500
AP Macro Econ.	1) Textbook: Macroeconomics for AP: \$8270	\$8270
AP Euro.	1) Document Reader	\$2000
AP World		
AP Art History		
LHS Department	1) Three Chromebook Carts	\$19,500
		Total: \$142,457

Totals include estimated shipping

**Council for Instructional Improvement
Ballot Results
April 10, 2018 Meeting**

1. Professional Development Initiatives: 2018-19

21 Yes 0 No 0 Unsure

Comments:

- Good discussion
- Looks good
- Questions answered

2. Professional Days: 2018-19

21 Yes 0 No 0 Unsure

Comments:

- With changes discussed at meeting.
- Just make sure there is consistency of language used "responsibility" column between secondary and elementary, i.e., October 1

3. Lincoln Launch

21 Yes 0 No 0 Unsure

Comments:

- Good start. Use data collected from student success/struggles to modify in future years.
- I hope it changes in years to come. LL @ 11th, LEAP @ 9, 10

4. Course Equivalency Procedures

21 Yes 0 No 0 Unsure

Comments:

- Excellent – always reviewing what we are doing and why.
- Very well done. Much needed to make sure rigor and expectations are maintained.

5. 6-12 Social Studies Curriculum

21 Yes 0 No 0 Unsure

Comments:

- Great job to Jacob and the committee for working through this challenging task!
- Well done Jacob!
- I like the maps!

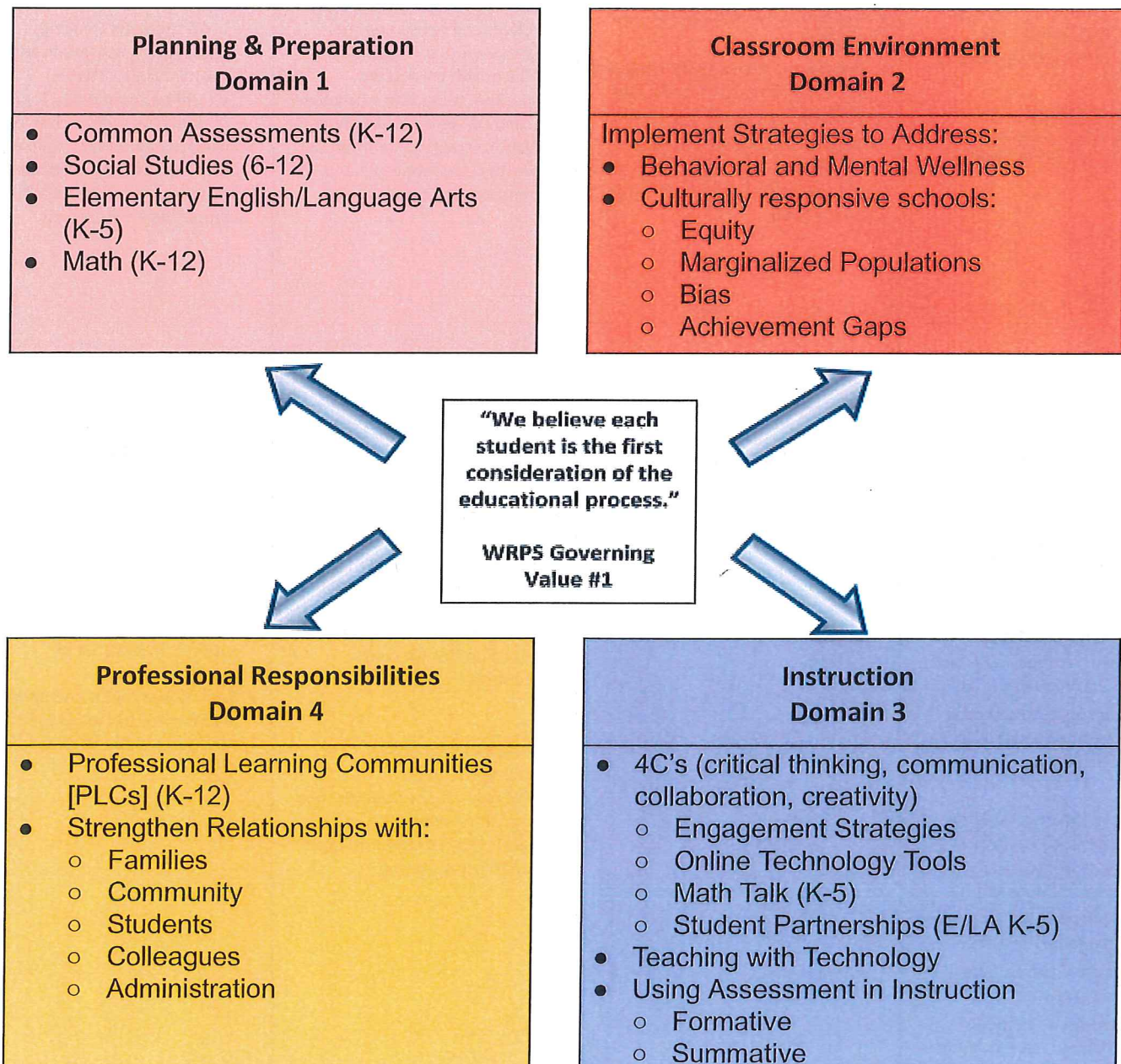
Music Acquisition: Elementary and Secondary

Grade/Class	Acquisition Materials	Estimated Cost
Elementary Music K-5	5- Peripole Bass Xylophone with stands: \$1654.00 5 - Peripole Bass Xylophone Mallets: \$17.00 Remo 100 Series Key Tuned Tubano, Island Finish, Set of 3: \$579.80 Remo 100 Series TU-1112-16 27x12" Key Tuned Tubano, Island Finish: \$191.65	\$8270 \$85.00 \$579.80 \$383.30
Choir 9-12	Baby Grand Piano	\$15000.00
Orchestra 6-12	2 - Wenger Violin/ Viola Rack: \$800 Perfection Planetary Pegs 4- ¾ size Violins - OUTFIT: \$250.00 10- 4/4 size Violins - OUTFIT: \$239.00 6- 4/4 size Cellos - OUTFIT: \$1500.00 6- 4/4 CODA brand cello bows: \$250.00 4 - Viola 15.5": \$350.00	\$1600.00 \$800.00 \$1000.00 \$2390.00 \$9000.00 \$1500.00 \$1400.00
Band 6-8	2- Oboe, Selmer 1492 :\$1462.00 3- Tenor Sax, Accent Student: \$980.00 3- Euphonium, Yamaha YBB-105: \$1527.00 2- Tuba, Accent ¾ TU571L: \$1990.00 2- Bass Clarinet, Jupiter JBC1000N: \$1505.00 1- Bassoon, Renard 51 1- Xylophone 1- Tom-Toms 1- Percussion Cabinet	\$2924.00 \$2940.00 \$4581.00 \$3980.00 \$3010.00 \$4223.00 \$500.00 \$400.00 \$1900.00
Band 9-12	1- Baritone Saxophone, Yamaha YBS-52 3- Tenor Saxophone, Yamaha YTS-52: \$1900.00 2- Bass Clarinet, Leblanc L60: \$4802.00 8- Yamaha BiPosto Snare Carriers: \$276.00 4- Yamaha BiPosto Tenor Carriers: \$296.00 6- Yamaha BiPosto Bass Carriers: \$414.00 4- Yamaha sfz Marching Snare Drums: \$556.00 2- Yamaha Small Quints: \$1301.00	\$4674.00 \$5700.00 \$9604.00 \$2208.00 \$1184.00 \$1656.00 \$2224.00 \$2602.00
		Estimate: \$103,477.70

Wisconsin Rapids Public Schools PROFESSIONAL DEVELOPMENT PLAN 2018-19

Mission Statement:

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



Curriculum Sub Committee (CII) Goals 2018-2019

Important Links
 Strategic Plan: https://media.wrps.org/pdf/strategic_plan_approved_2018-02-12.pdf
 Wisconsin Digital Learning Plan: <https://dpl.wi.gov/digital-learning>
 WRPS Curriculum: <https://www.wrps.org/curriculum/districtcurriculum.cfm>

CII Subcommittees

ART	CAREER AND TECHNICAL EDUCATION	HEALTH	INFORMATION TECHNOLOGY/ LIBRARY MEDIA
<ul style="list-style-type: none"> Continue to collaborate, develop and implement curriculum that reflects best practice. Revise and update 6-12 curriculum maps to reflect the changes in curriculum due to restructuring including adding level IVs to Drawing, Painting, Clay and Glass Fabrication. Digital and Photo II will need to be rewritten. Provide professional development to support technology acquisition materials K-5. 	<ul style="list-style-type: none"> Continue implementation of communication plan and professional development plan, including Carl Perkins initiatives. Review and revise curriculum, assessments, and district maps based on new CTE standards. Implement and evaluate ACP as required Identify and evaluate concerns and curricular changes that resulted from the 6-12 grade realignment. Present curriculum map revisions and present to Educational Services Committee and Board of Education for approval. 	<ul style="list-style-type: none"> Continue to research and develop a K-12 Health curriculum that best reflects best practices Provide professional development opportunities that support the scope and sequence of the K-12 program Reflect and revise common assessments throughout the K-12 health curriculum. Continue to update curriculum based on state requirements Work to create a common K-5 Health comprehensive and common curriculum 	<ul style="list-style-type: none"> Align new K-12 ITL standards to curriculum maps with integration into existing curriculum. Explore and learn about the Wisconsin Digital Learning Plan. Focus Professional Development on: <ul style="list-style-type: none"> 4C's (critical thinking, creativity, communication and collaboration) Online Technology Tools Teaching with Technology Evaluate and update policies, infrastructure and curricular changes as it relates to a 1:1 computing environment.

LANGUAGE ARTS	COUNSELING	MATH	MUSIC
<p>K-5</p> <ul style="list-style-type: none"> Provide professional development and grade level collaboration for the Reading Units of Study Support teachers in the implementation of their classroom libraries and new benchmark book materials Continue supporting Words Their Way and the Writing Units of Study <p>6-12</p> <ul style="list-style-type: none"> Provide mentoring for large number of new teachers - including distribution of materials and information Study and reflection on current research and best practice Evaluate staff and student transition process Research and implement summative assessment audit 		<p>K-5</p> <ul style="list-style-type: none"> Support teachers with the implementation of Daily Routine (K-2), Anytime Problems (3-5), Quick Practice, and Math Talk Explore resources and PD opportunities for next acquisition (K-5) <p>6-12</p> <ul style="list-style-type: none"> Review and/or revise curriculum maps Pilot resources and determine acquisition needs Assist with curricular changes due to restructuring 	<ul style="list-style-type: none"> Collaborate and reflect on current research and best practice Continue to research and implement supplemental materials in the K-5 curriculum Provide staff development and support in the area of assessment Continue to revise and update 6-12 curriculum maps to reflect the changes due to restructuring

CII Subcommittees

PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	WORLD LANGUAGE
<ul style="list-style-type: none"> ● Organize USTA training for secondary ● Meet with vendor representative from School Specialty to look at their SPARK curriculum. ● Continue Community outreach through First Tee / Bull's Eye Country Club, Curling Club, USTA, American Heart Association, and Fuel Up to Play 60. Seek opportunities to encourage parent / family involvement. ● Review 8th and 9th grade curriculums and troubleshoot any alignment issues within their new buildings 	<p>K-5 (Cycle Year 5) 6-12 (Cycle Year 6)</p> <p>FALL TRIMESTER</p> <ul style="list-style-type: none"> ● Complete Needs Assessment ● Review Longitudinal Exam Data (Forward/ACT) ● Course Proposals??? ● 9-12 Acceleration Process <p>WINTER TRIMESTER</p> <ul style="list-style-type: none"> ● Review Needs Assessment ● Review WSS/NGSS/ACT Standards/Correlations ● Propose Unit Revisions, as needed <p>SPRING/SUMMER</p> <ul style="list-style-type: none"> ● Draft Work on: <ul style="list-style-type: none"> ○ Scope & Sequence ○ Unit Maps ○ Common Assessments ○ Common Activities 	<ul style="list-style-type: none"> ● Implement purchased acquisition material (6 - 12). ● Complete writing k - 5 district and curriculum map (August 2017). ● Arrange meeting with social studies publishers for elementary acquisition. ● Gather input and pilot curriculum materials in primary grades (Fall 2017 - Spring 2018). ● Present updated curriculum and recommend acquisition of materials to Educational Services Committee and Board for approval (K - 5). 	<ul style="list-style-type: none"> ● Continue work with curriculum mapping (Unit Map level). ● Survey parents and students about textbooks. ● Begin piloting materials (Spring 2019). ● Continue implementation of the GEAC. ● Continue to develop and discuss results of common assessments.

District Ad Hoc Committees

ACADEMIC & CAREER PLANNING	ASSESSMENT COMMITTEE	BEHAVIOR AND MENTAL WELLNESS
<ul style="list-style-type: none"> ● Continue implementation of the Academic & Career Planning begun in the 2017-18 school year. ● Develop a formal plan of assessment of the WRPS ACP program to be administered at the end of the 2018-19 school year. ● Develop a plan for educating parents about ACP to be implemented by the spring of 2019. 	<ul style="list-style-type: none"> ● Create a PD plan for teachers and administrators to develop assessment literacy, including understanding and support of the Assessment Belief Statements, and practices to support the belief statements. ● Work with those who attend PLC training this summer to develop cohesive guidelines for the formation and function of PLCs, as well as common assessments within the PLCs. ● Implement the following three categories in Skyward for grading at the secondary level, and provide professional development for all teachers which includes developing an understanding about the difference between formative and summative assessment. The three categories include (1) Assessment- Summative 80%, (2) Coursework- Formative 20%, (3) Practice-Not Graded 0%. ● Survey all elementary staff on their feelings about the elementary report card specifically the scoring rubric of MG, SP, LP and NA. 	<ul style="list-style-type: none"> ● Explore, study and develop a system to address behavior intervention and mental health needs of student in WRPS. <ul style="list-style-type: none"> ○ Continue implementation of the BEST Screener K-5, along with ongoing training regarding interventions. ○ Pilot two different screeners 6-12, and select one to implement in 2019-20. ○ Implement behavior teams in each building to review screening results and provide classroom support for hard to teach students, including "huddles." ○ Implement staff mentor programs. ○ Collect data on the impact of I/E time on participation in co-curricular opportunities. ○ Create a system for behavior interventions that parallels the WRPS RtI handbook. ○ Continue flushing out recommendations for tier 1, tier 2 and tier 3 interventions. ● Provide ongoing professional development related to the social, emotional and behavior well being of all students. <ul style="list-style-type: none"> ○ Continue ongoing professional development, including a keynote speaker and sectionals on October 1, and choices of courses and workshops throughout the school year.

District Standing Committees

ADMINISTRATION	CII SUB-COMMITTEE CHAIRS	EDUCATOR EFFECTIVENESS COACHES	QUALITY EDUCATOR COMMITTEE
<ul style="list-style-type: none"> • Integrate professional development opportunities on equity into building meetings. • Continue to study implementation and evaluate the effectiveness of the reading and writing units of study (elementary). • Work with Assessment committee and CII Sub-Committee Chairs to implement cohesive guidelines for the formation and function of PLCs. 	<ul style="list-style-type: none"> • Assess the current curriculum cycle and make recommendations for modification if necessary. • Work with the District Assessment Committee to implement cohesive guidelines for the formation and function of PLCs, as well as common assessments within the PLC. 	<ul style="list-style-type: none"> • Expand instructional coaching opportunities, including offering 1-3 coaching cycles for each elementary teacher in English/ Language Arts and mathematics. 	<ul style="list-style-type: none"> • Work with administration to expand opportunities for professional staff to earn District Education Units (DEUs).

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content and the structure of the discipline • Prerequisite relationships • Content-related pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child and adolescent development • Learning process • Special needs • Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom use • To extend content knowledge and pedagogy • Resources for students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>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</p> <p>2b Establishing a Culture for Learning • Importance of content and of learning • Expectations for learning and achievement • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring student behavior • Response to student misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and use of physical resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Noninstructional records</p> <p>4c Communicating with Families • Information about the instructional program • Information about individual students • Engagement of families in the instructional program</p> <p>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</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulation</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions/prompts • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

Elementary Professional Development Days Schedule
2018-19

	Time	Responsibility
October 1	7:45 - 11:00	District (Keynote Speaker: Mental Health & Behavior)
	12:00 - 3:15	District (Sectionals: Mental Health & Behavior-Classroom Strategies)
October 26	7:45 - 11:00	District: Grade Level Meetings - ELA, Math**
	12:00 - 1:30	Building
	1:45 - 3:15	Teacher Collaboration
November 30	7:45 - 11:00	District: Grade Level Meetings - ELA, Social Studies
	12:00 - 3:15	Record Keeping
January 2	7:45 - 11:00	District: Grade Level Meetings - ELA
	12:00 - 1:30	Building
	1:45 - 3:15	Teacher Collaboration
March 1	7:45 - 11:00	District: Grade Level Meetings
	12:00 - 3:15	Record Keeping
April 22	7:45 - 11:15	Building
	12:15-3:15	Teacher Collaboration
June 7 pm	Afternoon	Teacher Collaboration/Record-Keeping
June 10	Full Day	Record Keeping

June 11, 2018: 8:30 a.m. - Noon (Classroom Library Training, K-2)
June 12, 2018: Noon - 3:30 p.m. (Classroom Library Training, 3-5)
August 27, 2018: RUOS Follow-up, K-2 (8:30 a.m. - Noon) RUOS Follow-up, 3-5 (12:30 - 4:00 p.m.)
December 6, 2018: Kindergarten: Kristi Mraz, author of Purposeful Play

**K-12 Special Education Department Meeting

DRAFT

Professional Development Day Understandings:

- All teachers will follow the above schedule on Professional Development Days.
- Professional staff will not be released for practices or rehearsals on professional days until 3:15.
- Morning sessions will begin at 7:45 a.m. and end at 11:00 a.m. Afternoon sessions will begin at 12:00 p.m. and end at 3:15 p.m. Lunch will be from 11:00 a.m. to 12:00 p.m.

Elementary Portfolio Conferences or Parent Involvement Evenings:

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

1. March Recordkeeping Afternoon
2. Last Day with Students
3. June Recordkeeping Day

The purpose of professional days is to achieve the following:

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

Definitions:

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

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

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

Secondary Professional Development Days Schedule
2018-19

	Time	Responsibility
October 1	7:45 - 11:00	District (Keynote Speaker: Mental Health & Behavior)
	12:00 - 3:15	District (Sectionals: Mental Health & Behavior-Classroom Strategies)
October 26	7:45 - 11:00	District: Department Meetings**
	12:00 - 1:30	Building
	1:45 - 3:15	Teacher Collaboration
November 30	7:45 - 11:00	Building Meetings
	12:00 - 3:15	Record Keeping
January 2	7:45 - 11:00	District: Department Meetings
	12:00 - 3:15	Teacher Collaboration
March 1	7:45 - 11:00	District: Department Meetings^
	12:00 - 3:15	Record Keeping
April 22	7:45 - 11:15	Building
	12:15-3:15	Collaboration
June 7 pm	Afternoon	Building PD Initiatives
June 10	Full Day	Record Keeping

Content of District: Department Meetings will include:

- Writing an effective common assessment
- Formative versus summative assessments
- Tech Integration

^Build in time for collaboration by building/grade level/course

**K-12 Special Education Department Meeting

DRAFT

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- Provide collaboration time for teachers.
- Provide professional development for teachers at the building and District levels.
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District/Grade Level Meetings - Activities determined by teacher leaders, CII Chairs, and administration.

9th Grade Transition/Intervention Course Proposal:

“Lincoln Launch”

For new 9th grade Lincoln High School Students entering as ‘At-Risk’

Requested by:
LHS LEAP PLC

Explanation and Rationale:

Research has supported the observation that the transition from 8th to 9th grade (high school) has been a critical point in the educational; experience of students. Students who are, or are eventually deemed at-risk of not graduating from high school have tremendous difficulty with this transitional period. There is current research that shows some promise in minimizing the negative effect of this particular transitional period, and several studies have focused on specific curricular areas that are of need.

Selected students will take this course in their freshman year as an elective to help them acclimate to the high school atmosphere and curriculum.

This course would weave in a variety of the WI DPI State Standards: [Wisconsin Academic Standards](#). The main focus would be on improving skills for academic success, as these are the areas that we feel are holding these students back from fulfilling the rest of the standards. They may include (from [Model Academic Standards for School Counseling](#)):

A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success

B.1 Apply the skills necessary to improve learning and make successful academic transitions

C.1 Understand how to relate school to life experiences

C.12.1.2 Understand how school success and lifelong learning enhance future career opportunities

D.12.2.1 Demonstrate skills for establishing and maintaining meaningful relationships

E.1 Apply self-knowledge in the decision making or goal setting process

I.2 Apply decision-making skills to career planning and development

The benefits of taking (being enrolled in) this course:

1. Improved self-confidence and self-esteem.

Being enrolled in this course with peers with similar challenges or interests in a unique setting will allow students to build their skills in an emotionally safe environment.

2. Students learn to navigate the demands of the high school atmosphere.

Students who will be enrolled in this course will have the opportunity to participate in a wide-range of developmentally-appropriate activities that can be done as individuals or in groups throughout the term.

3. Stress & Anxiety Reduction.

Students who will be enrolled in this course will have an outlet for releasing tension and anxiety which will facilitate emotional stability. Identifying with peers that are in unique situations as well as an understanding that some experiences some may have not had to deal with will allow students to feel more at ease compared to a traditional classroom setting.

4. Strengthened Peer Relationships.

Students enrolled in this course will be provided opportunities for helping others and learn positive people skills. During adolescence, being able to participate in activities or projects, grow as leaders, and collaborate with their peers is an important part of teenage culture.

5. Strengthened Staff Relationships.

Students enrolled in this course will have opportunities to assist other staff members and strengthen positive interaction skills. This can increase the ability and effort to seek out trusting adults and provide for extra support outside of the student's own classroom teachers. An increase connectedness to a caring adult is an extremely positive step in increasing resiliency skills.

Students can take this class based on the following criteria:

1. Identified as at-risk in 8th grade, or demonstrated at-risk tendencies in first term in 9th grade:
 - Counselor and parent input is critical in determining at-risk criterion, and can be based on the AARBMS ([Assessment of At-Risk Behaviors in Middle School](#)) screening tool. See **Appendix A**
2. Enrolled for one term (trimester) with counselor and parent/guardian discretion.

Stakeholders: 9th grade students
LHS Encore Departments

Communication/Timeline:

May 2017:	Course idea shared with LHS Administration & Cabinet
Fall 2017:	Proposal shared with LHS Administration & Cabinet
Fall 2017:	Proposal shared with WRPS Behavior & Mental Wellness Committee
November 2017:	Counselors informed of the course intervention process
2018-2019:	Course implementation.

Curriculum:

[Lincoln Launch Curriculum](#) See Appendix B

Credit:

Elective credit (0.5 per term). Student may only take once.

Course Offerings:

Course may be offered Term 1 and Term 2 of the school year. A maximum of two sections will be offered during the school year.

Selection & Enrollment Process & Sequence:

1. Identified during 8th (or beginning of 9th) grade by teachers, administrators and counselors per screening tool.
2. Inform & discuss with parent/guardian.
3. Direct enrollment/assignment by counselor after discussion with parent.
4. Course limited to 16 students per term.

Resources:

- Curriculum Development Time: 40 hours at \$18.00/hr
- Staff Development Time: 5-10 hours at \$18.00/hr
- Instructional Materials: Using materials already available or may be web-based
- Space, Equipment, Furniture and 1 classroom at LHS that has tables and chairs

Staffing:

An LHS staff member at the discretion of building administration (certification with at-risk students is preferred but not required).

Instructional Materials:

Information will be selected based on the criteria set by both the current research, LHS LEAP PLC, and the instructor selected. It is likely to include the topics of literacy, character development, thinking skills, core subject support, study skills, career exploration, academic success, and other transition issues.

Evaluation:

Student success in this course will be evaluated at the end of the course. Any modifications to the criteria for student enrollment can then be made for the following year.

Evaluation will be conducted by the LHS counselors, administration, and possibly LEAP PLC.

Summary/Statement of Impact:

While this is a class that would benefit any student taking it, the guiding premise is that it is designed to be an alternative setting for identified at-risk students who may not be prepared for or aware of the challenges and demands of the high school setting. Final enrollment in the course is with counselor approval.

Appendix A

Assessment of At-Risk Behaviors in Middle School

A preliminary assessment to be used by teachers for determining if middle-level youth are potentially at-risk of not succeeding.

Date Completed: _____ by: _____

Check each one that applies for: _____

(child's name)

- *Direct evidence of neglect
- *Established evidence of abuse
- *Sustained sadness and/or monitored for depression
- *Known family history of abuse or neglect
- *No one home when child arrives from school/left alone for long periods of time
- *Poor school/academic performance
- *Two years or more below grade level in reading
- *Has been in possession of drugs, tobacco, weapons

PHYSICAL HEALTH:

- Shots not complete, waived
- Continual health problems
- Doesn't get good night's sleep
- Delayed physical development/growth (possibly from malnutrition)

HOME:

- Lack of parent support
- Hopeless
- Parental/family do not value education/schools
- Pulled out for vacations or activities with no regard to time missed in school
- Missing 10 or more days in 1st semester
- Unpredictable home base, (example: "Where do I go tonight?")
- Little/no structure at home (lack of positive consistent discipline)
- Does no work outside of school (homework)

PERSONAL:

- Does not have many life experiences
- Wants to be loved by anyone
- Bargains for friendship
- Gives up easily/needs teacher support
- Emotionally immature for age in the classroom
- Poor attitude toward school; doesn't care
- Seeks teacher attention negatively
- Disconcerted/flustered (almost lucky he/she got to school at all)
- Angry
- Lack of organizational skills
- Lack of self-confidence
- Oversensitive to issues of fairness/injustice
- Blames others habitually (external locus of control)
- Cannot follow organizational system (lacks structure, realistic direction/focus)
- Dirty/unkept
- Bullying behavior
- Does not get along with others

Scoring

Name of child: _____

Circle appropriate category below:

Green – WARNING:

Checking 1 *ed item **Or** Checking 2 or 3 non-*ed symptoms

Orange – DANGER:

Checking 2 *ed items **Or** Checking 1 ed and 2 or more non-*ed items

Red Zone – CRITICAL:

Checking 3 or more *ed items **Or** Checking 2 *ed items and 3 or more non-*ed items

INTERPRETATION GUIDE

Green – WARNING: School personnel should be on alert and exhibit deliberate heightened awareness in watching for an increase in existing signs, or the addition of new ones. Monthly reassessments with this rubric by a designated responsible professional are now warranted.

Orange – DANGER: School personnel should initiate a responsible and deliberate intervention to halt further damage to the child and begin a specific recovery program.

Red Zone – CRITICAL: School personnel should initiate a referral to the proper authority outside the school and begin an immediate collaborative effort with that/those agency(ies) in a strong intervention effort on behalf of the child.

Adapted from Assessment of At-Risk Behaviors in Middle School (A.A.R.B.M.S.); Dr. Anthony Dallmann-Jones.

PLEASE NOTE:

Both the E.A.A.R.B. and the A.A.R.B.M.S. rubrics should not be misinterpreted. Establishing a rubric that would be equitable across all items would be misleading. For example, established evidence of abuse certainly has more impact, perhaps, than does not have many life experiences. To avoid skewing, this checklist is scored by totaling quantity of items checked, plus additional weighting for some items. Starred (*) items are seen as having more impact and are weighted accordingly.

Appendix B

Lincoln Launch Curriculum

Units:

Periods

Transition to High School - 1 week

- Transition/issues help 2
- School and community resources available 2
- Successfully using technology in school 1

Building Personal Success - 3 weeks

- Importance of high school diploma & relevance 4
- Setting goals 4
- Career exploration (ACP process) 2
- Finding your way socially in high school 3
- Academic assistance & core subject support and/or tutoring assistance. 2

Finding a Positive Peer Culture - 2 weeks

- Character development 5
- Service Learning 5

How to be Successful in School - 3 weeks

- Understanding negative influences and avoiding them 2
- Involvement in activities and extracurriculars 1
- Thinking skills 2
- Building study strategies, habits & skills for academic success 3
- AVID/Cornell Note-taking strategies 2
- Successful test-taking strategies 2
- Time Management & Organization 1
- Stress Management 2

Literacy for Learning - 3 weeks

- Structuring an essay 3
- Efficient research - evaluating sources of information 4
- Understanding media today 4
- Giving a speech 4

Total periods: 60

BRIDGES



INFORMATIONAL BROCHURE

PROGRAM BENEFITS

- Increased collaboration and communication between school and day treatment, thus better outcomes in both locations.
- Individualized instruction in a small class size.
- Less time lost in the day due to transportation between school and day treatment.
- Increased probability of a successful transition between school and day treatment.

Northwest Journey:
Wisconsin Rapids Location
110 24th Street Suite A
Wisconsin Rapids, WI 54494-1615

Northwest Journey
Program Coordinator: Laura Duckett
(715)424-5040 OR
NWJWRapids@nwjcc.com

Wisconsin Rapids Public Schools
Director of Pupil Services: Matt Green
(715)424-6724 OR
matthew.green@wrps.net



Attachment M

Wisconsin Rapids Public Schools

2018

Northwest Journey



WHAT IS BRIDGES?

Bridges is a co-located program between Northwest Journey and Wisconsin Rapids Public Schools.

MISSION

The mission of Bridges is to “bridge” the gap between school and day treatment by allowing students who attend both to be able to stay housed in one location. As a result, the transition between the two services will be smooth and successful for students.

PHILOSOPHY

Bridges is meant to serve as a temporary holding ground that's purpose is to assist students in their educational goals as they transition to and from day treatment.



HOW DOES IT WORK?

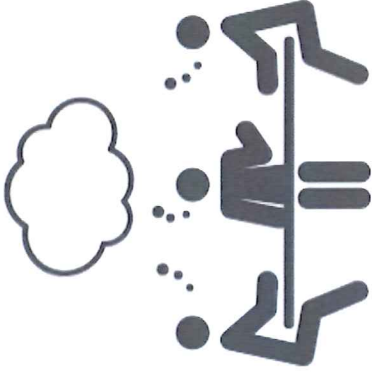
WHO CAN BE REFERRED?

Special education students in grades K-6 within the Wisconsin Rapids Public School District who are also receiving treatment at Northwest Journey AND who are struggling in the regular school setting.

**Space is limited to 10 students at most.*

HOW DOES IT WORK?

WRPS provides classroom teachers at the Northwest Journey site to teach students their core academics that they would otherwise receive in their home school location. Curriculum and instruction is individualized and based on student needs.



CONSIDERATIONS FOR PARENTS

- Does your child have an Individualized Education Plan (IEP) through the schools?
- Does your child or has your child received professional counseling?
- Does your child or has your child attended day treatment at Northwest Journey?
- Does your child continue to struggle in school because of mental/behavioral health, regardless of the therapeutic interventions in place?

If you have answered yes to all of these questions, then you may want to consider talking about the Bridges option with your child's school psychologist and/or the program coordinator at Northwest Journey. They will work together to take next steps to see if Bridges is the right fit for your child.

**Options to Obtain a DEU
Ideas for Discussion**

Activity	Value	Timeline
*District Courses/Workshops	12 Hours = 1 DEU	In Place
Approved College Credits	1 Credit = 1 DEU	In Place
Approved Masters Degree	1 Degree = \$5000 recurring supplemental pay	In Place
Additional Masters - Directed by District	\$5000 recurring	Begin in 2018-19
National Board	\$2500 recurring while license is current	Begin in 2018-19
Additional Certifications or Licenses - Directed by District	Hours needed for certification/ license: 1 hour = 1 hour toward a DEU	Begin in 2018-19
Writing Curriculum for a New Course that Has Been Approved	24 hours = 2 DEUs (per course, not per person)	Begin in 2018-19
Attendance at a workshop/conference - Directed by District (During Non-Contracted Time)	Hours at conference: 1 hour = 1 hour toward a DEU	Begin in 2018-19
*Curriculum Development/ Curriculum Writing	1 hour = 1 hour toward a DEU	Begin in 2018-19
*District Directed/ Approved Independent Study/ Online Activity	1 hour = 1 hour toward a DEU	Begin in 2018-19

Considerations:

1. The \$70,000 cap will be removed beginning with the 2018-19 school year. Anyone participating in courses and workshops may earn DEUs.
2. Hourly compensation for participating in courses and workshops when participants are eligible for DEUs will no longer be available.

3. The process and timeline for earning DEUs will remain the same and is set out in the “Supplemental Pay Plan” document as linked [here](#). This document will be updated for Board approval.
- *4. District Courses/Workshops may include the following activities:
 - Any activities that meet the criteria set out on the “Request to Offer DEUs” form linked here and that are pre-approved. This could include book studies, curriculum writing, online courses, study groups, etc.
5. Attendance at conferences that are paid for by the District, but not directed by the District, does not constitute hours towards a DEU. However, after attending the conference, groups of teachers are encouraged to propose a DEU eligible class to meet, study, and implement what was learned at the conference.
6. The District will work towards developing courses that are accessible online and/or in a virtual format (if possible) which will be eligible for DEUs and/or hours towards DEUs
7. Ongoing discussions will occur about possible compensation for longevity and working with high risk/high poverty students. However, any increases in pay that are established for these activities will be outside the DEU process, since DEUs are reserved for professional development activities.
8. There will be no retroactive pay for DEU activities/ recurring pay (national board certification, etc.) above that begin in 2018-19.