



Wisconsin Rapids Board of Education
Educational Services Committee

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

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

May 6, 2019

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

TIME: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Board Policy 458 - Student Wellness for First Reading
 - B. Career and Technical Education (CTE) Curricula
 - 1. Agriculture
 - 2. Family & Consumer Science
 - 3. Technology & Engineering
 - C. Mathematics Curriculum (K-12)
 - D. Co-Curricular Activities Code of Conduct (2019-20)
 - E. Secondary Agenda Planners (2019-20)
 - F. Professional Development Plan (2019-20)
 - G. Professional Day Schedule (2019-20)
 - H. Grant Approval
 - 1. School-Based Mental Health Services Grant
 - 2. Peer Review and Mentor Grant
 - 3. 21st Century Community Learning Center (CLC) Grant
 - I. Mead Elementary Charter School
- IV. Updates
 - A. 2018-19 Building Restructuring Report
 - B. Student Travel
- IV. Consent Agenda Items
- V. Future Agenda Items/Information Requests

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

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

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



BACKGROUND

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- I. Call to Order
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A. Board Policy 458 - Student Wellness for First Reading

Based on findings during the Department of Public Instruction (DPI) audit of the Wisconsin Rapids Public Schools (WRPS) Food Service Program, proposed changes have been made to Board Policy 458 - Student Wellness. These changes are set out in Attachment A. Lizzie Severson, WRPS Food Service Director will be present to explain the proposed changes.

The administration recommends approval of Board Policy 458 - Student Wellness for First Reading.

B. Career & Technical Education (CTE) Curricula

Eric Siler, CII Sub-Committee Chairperson and Coordinator of Career and Technical Education (CTE), along with members of the CTE sub-committee, will be present to share proposed curricula in the content areas of:

- 1. Agriculture
- 2. Family and Consumer Science
- 3. Technology and Engineering

Over the past seven years the committee has followed the required process for curriculum development. They have utilized state and national standards, as well as research on best practice to create curriculum maps for their content area. Attachment B, C, and D set out sample curriculum maps for one of each of the departments' courses.

The CTE CII Sub-Committee presented their proposed curricula for the three areas to the CII on April 25, 2019. The CII voted unanimously to recommend approval of the three proposed curricula. The actual vote tally and comments are set out in Attachment E.

The administration recommends approval of the proposed Agriculture Curriculum beginning with the 2019-20 school year.

The administration recommends approval of the proposed Family and Consumer Science Curriculum beginning with the 2019-20 school year.

The administration recommends approval of the proposed Technology and Engineering Curriculum beginning with the 2019-20 school year.

C. Mathematics Curriculum (K-12)

Kim Akey, Math CII Sub-Committee Chairperson and Coordinator of Mathematics, along with members of the Math CII sub-committee, will be present to share proposed curriculum for K-12 Math.

Over the past ten years the committee has followed the required process for curriculum development. They have utilized state and national standards, as well as research on best practice to create curriculum maps for Math. Attachment F sets out the grade 6 curriculum map for math as a sample for the other grade level and course maps.

The Math CII Sub-Committee presented their proposed curriculum to the CII on April 25, 2019. The CII voted almost unanimously to recommend approval of the proposed K-12 Math Curriculum. The actual vote tally and comments are set out in Attachment E.

The administration recommends approval of the proposed Math Curriculum beginning with the 2019-20 school year.

D. Co-Curricular Activities Code of Conduct (2019-20)

Ronald Rasmussen, Principal of Lincoln High School will be present to share revisions to the Co-Curricular Activities Code of Conduct for the 2019-20 school year. The proposed revisions are set out in Attachment G.

The administration recommends approval of the revisions to the Co-Curricular Activities Code of Conduct for the 2019-20 school year.

E. Secondary Agenda Planners (2019-20)

Proposed changes for the 2019-20 Agenda Planners for Lincoln High School (LHS) and Wisconsin Rapids Area Middle School (WRAMS) are set out in Attachments H and I, 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 2019-20 school year as set out in Attachment H.

The administration recommends approval of the proposed modifications to the Wisconsin Rapids Area Middle School Agenda Planner for the 2019-20 school year as set out in Attachment I.

F. Professional Development Plan (2019-20)

Attachment J sets out the proposed Professional Development Plan for the 2019-20 school year. The plan was created with input from the CII, Quality Educator Committee (QEC), CII Sub-Committee Chairs, Instructional Coaches, Behavior and Mental Wellness Committee, Assessment Committee, and the administrative team. Before creating this plan, each group reviewed the WRPS 2019-20 Strategic Plan Initiatives and discussed progress made on goals from 2018-19. In addition, each group considered the emphasis on closing achievement gaps contained in the Every Student Succeeds Act (ESSA), as well as Wisconsin's goal to cut achievement gaps in half in five years. Kathi Stebbins-Hintz, Director of Curriculum and Instruction, will be present to explain the proposed plan.

The CII recommended approving the plan (24 yes, 0 no, 2 didn't vote). Their vote and comments are set out in Attachment E.

The administration recommends approval of the 2019-20 Professional Development Plan as set out in Attachment J.

G. Professional Day Schedule (2019-20)

Attachment K sets out the proposed schedule for Professional Days for the 2019-20 school year. The schedule was developed with input from The Quality Educator Committee (QEC), CII, CII Sub-Committee Chairs, Instructional Coaches, 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 (24 yes, 0 no, 2 didn't vote). Their vote and comments are set out in Attachment E.

The administration recommends approval of the Professional Day Schedule for the 2019-20 school year as set out in Attachment K.

H. Grant Approval

1. 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. WRPS was a recipient of this grant in the 2018-19 school year, and as a result we have established collaborative partnerships with several community agencies to provide mental health and wellness services to our students. The WRPS Behavior and Mental Wellness Committee would like to apply for the grant once again to continue the work we have begun to 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 2019-20 school year.

2. Peer Review and Mentor Grant

Each school year, the District provides a comprehensive "New Colleague Program" in consortium with Nekoosa and Port Edwards Public Schools. The program provides an orientation program, monthly seminars, a mentor, and other support systems to make our new colleagues' adjustment to their 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 2019-20 school year.

3. 21st Century Community Learning Center (CLC) Grant

Mead Elementary School is applying for a 21st Century Community Learning Center (CLC) Grant for the 2019-20 through 2023-24 school years. This grant will enable Mead to maintain the Club Mead after school programming available to all students. It will also fund the Club Mead Coordinator position that coordinates effective operation of the club.

The administration recommends approval of the application for the 21st Century Community Learning Center (CLC) Grant in the amount of \$145,000 for the 2019-20 school year, and additional amounts for the following four years.

I. Mead Elementary Charter School

The Mead Elementary Charter School has been in existence since 2008. The charter enabled Mead to provide many opportunities for students, staff and parents including Club Mead, weekly collaboration time for teachers, Responsive Classroom philosophy, Community Service options for students, and quality professional development opportunities for staff. The charter expires at the end of the 2018-19 school year. After much discussion and consideration, the Mead Elementary Charter School Governing Council has voted to dissolve the Charter. Programs that began as a result of the Charter have been sustained through other means. As a result, Mead Elementary Charter School will no longer exist, and Mead Elementary School will take its place.

The administration recommends the dissolution of the Mead Elementary School Charter.

IV. Updates

A. 2018-19 Building Restructuring Report

Tracy Ginter, Principal of WRAMS, Roxanne Filtz, Principal of THINK Academy, and Ronald Rasmussen will be present to report to the Board on the building restructuring that took place during the 2018-19 school year.

B. Student Travel

Two students from Lincoln High School qualified for Nationals in FCCLA and will be traveling to Anaheim, California to compete in the Culinary Arts competition from June 28 to July 5, 2019. Students will be chaperoned by Valerie DeVries-Polman and Lynn Borski, Family and Consumer Economics Teachers.

Three students from Lincoln High School qualified for the International HOSA competition and will be traveling to Orlando, Florida to compete from June 18 to 23, 2019. Students will be chaperoned by Rachel Lent, retired Family and Consumer Economics Teacher.

V. Consent Agenda Items

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

VI. Future Agenda Items/Information Requests

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

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

- CII Cycle Revisions (June)
- Elementary Report Card Revisions (June)
- Career and Technology Acquisition with Carl Perkins and the Fab Lab Grant (June)
- 6-12 Math Acquisition (June)
- Phonics Units of Study Pilot (June)
- Elementary Social Studies Curriculum (July)
- Achievement Gap Reduction Update (July)
- Academic Standards (July)
- Seclusion and Restraint Report (August)
- Parent CII Representatives (August)
- ESSA Update (September)
- ACP Update (October)

458 STUDENT WELLNESS POLICY

Policy

Wellness influences a child's development, health, well-being and potential for learning. To afford students the opportunity to fully participate in the educational process, students must attend school with their bodies ready to take advantage of the learning environment. This district-wide nutrition and physical education/activity policy encourages all members of the school community to act as positive healthy role models and create an environment that supports lifelong healthy eating habits and regular physical activity.

School Meal Programs

- The District is committed to serving healthy meals to our students. The school meal programs aim to improve the diet and health of school children, model healthy eating patterns, and support healthy choices.
- All meals meet or exceed current nutrition requirements established under the Healthy Hunger-Free Kids Act of 2010 (www.fns.usda.gov/sites/default/files/dietaryspecs.pdf).
- All schools in the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and School Breakfast Program (SBP).
- Withholding food as a punishment shall be strictly prohibited.
- Drinking water is available for students during mealtimes.
- The school nutrition programs, in partnership with other school departments and community organizations, will work to market and promote locally grown (if possible) food to students, and promote participation in the school nutrition program.
- The District will provide students with a positive eating environment and with appropriate time to eat. The School Nutrition Association recommends at least 20 minutes for lunch and 15 minutes for breakfast.

Nutrition Education and Promotion

- Nutrition education will be integrated into curricular areas (where appropriate) to provide students (K-12) with a consistent message of building habits that support a healthy lifestyle.
- School nutrition services shall use the Smarter Lunchroom Self-Assessment Scorecard to determine ways to improve the schools meals environment.
- The District school wellness policy and other wellness/nutrition resources will be available on the District website.
- The District will provide healthy food and beverage recommendations to parents, students, and staff to promote healthy food choices at school, in the classroom, and in fundraising. (See District Guidelines).

Physical Education / Activity Guidelines and Standards

The physical education curriculum teaches children the importance of physical exercise and exposes students to a wide range of physical activities so that students develop the knowledge and skills to be physically active for life. The curriculum promotes lifelong physical activity and fitness, as well as healthy eating.

A quality physical education program is an essential component for all students to learn about and participate in through physical activity.

- The District provides K-12 students with a physical education program that meets DPI/SHAPE standards.
- The District ensures that all physical education teachers are highly qualified. The District will support continuing education opportunities to those individuals.
- The physical education curriculum emphasizes knowledge and skills for a lifetime of regular physical activity, be consistent with state and national standards, include a wide variety of physical activities, and encourage participation in physical activity after school and outside of school.

The District implements sequential physical education curricula and instruction in grades K-12 which:

- Emphasize enjoyable participation in physical education activities that are easily done throughout life.
- Offer a diverse range of noncompetitive and competitive activities for different ages and abilities.
- Help students develop the knowledge, attitudes, and skills they need to adopt and maintain a physically active lifestyle.
- The District provides physical and social environments that encourage and enable safe and enjoyable physical activity.
- The District encourages parents/guardians to support their children's participation in physical activity and to include physical activity in family events.
- Substitutions for physical activity curriculum will not be permitted without proper medical documentation.
- Students will be given the opportunity for physical activity during the school day as appropriate. Giving or restricting physical activity will not be encouraged as punishment for students and should not compromise the 20 minutes of physical activity recommended by DPI/SHAPE.
- When recess is indoors due to inclement weather, supervising staff should encourage movement and physical activity whenever possible by utilizing tools such as www.gonoodle.com in the classroom.
- The District regularly evaluates physical activity instruction, programs and facilities.

Extra Curricular Opportunities

- The District offers physical activity programs outside the school day to interested students as resources permit.
- The District encourages students and families to engage in school and community events that promote movement and physical activity.

Community Engagement

- The District shall invite a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the wellness policy. Stakeholders may include district staff members, community members, parents, and students. The District shall provide information on how the public can participate in the school wellness committee on the school website.

Policy Leadership

The Director of Food Services will implement and ensure compliance with the policy by leading the review, update, and evaluation of the policy.

Evaluation

The District Wellness Committee will meet at least once each trimester to evaluate the effectiveness of the school wellness policy and progress in attaining the policy goals. The Wellness Committee will evaluate compliance with the Wellness Policy no less than once every three years. The assessment will include the extent to which each school is in compliance with the policy and how the policy compares to a model policy as established by the U.S. Department of Agriculture. A and a report will be provided to the Board of Education annually every time the triennial assessment is completed.

The District will actively inform families and the public about the content of, and any updates to the policy through the District website and Board of Education meetings.

The Director of Food Service and building administrators will be responsible for ensuring that each school implements practices and procedures for meeting the requirements of the school wellness policy.

LEGAL REF: Healthy Hunger Free Kids Act of 2010

CROSS REF: 458 Rule – Nutrition Guidelines

APPROVED: June 12, 2006

REVISED: November 12, 2012
July 10, 2017
TBD

Course Name: Natural Resources

Unit 1 - Habitats

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>Why do we study/value habitats?</p> <p>What defines a healthy wildlife habitat?</p> <p>Why is it important to maintain a healthy habitat?</p>	NR/Natural Resources	<p>NR1.a: Apply knowledge of natural resources components to the management of natural resource systems.</p> <p>NR2.c.3.e: Illustrate a healthy wildlife habitat.</p> <p>NR2.c.9.m: Identify characteristics of a healthy wildlife habitat.</p> <p>NR2.c.15.h: Design a blueprint and/or survey of a wildlife habitat.</p>	NR1 NR2	
Unit Vocabulary <ul style="list-style-type: none"> Habitat, Extinction, Carrying Capacity, Community, Ecosystem, Niche, Competition, Predation/Parasitism, Mutualism, Symbiosis, Commensalism, Amensalism, Competition Exclusion Principle, Habitat Generalist, Habitat Specialist, Predator, Threatened Species, Endangered Species, Succession, Disturbance, Resilience, Biodiversity, Habitat Fragmentation 				

Resources

Craig Kohn, University of Wisconsin Stevens Point College(KEEP), University of Wisconsin Whitewater, National Association of Agricultural Education(NAAE), Discover Education, Wisconsin Agriculture in the Classroom, Colorado FFA Agriculture Education(Team AgEd), AgEd.net, Project Wild

Attachment B

Unit 2 - Wildlife Management

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>Why is it important to study wildlife management?</p> <p>What characteristics identify or indicate a healthy wildlife habitat?</p> <p>What techniques are used to manage wildlife?</p>	NR/Natural Resources	<p>NR1.b: Classify natural resources.</p> <p>NR2.c: Demonstrate natural resource enhancement techniques.</p> <p>NR2.c.9.m: Identify characteristics of a healthy wildlife habitat.</p> <p>NR3.a.16.h: Describe techniques used in the harvesting of wildlife and aquatic species.</p> <p>NR3.a.17.h: Explain and use techniques to process wildlife and aquatic species.</p>	NR1 NR2 NR3	
Unit Vocabulary <ul style="list-style-type: none"> Overharvesting, Overhunting, Passive Habitat Management, Featured Species Approach, Species Richness Approach, Active Management, Mark-Recapture, Complete Counts, Incomplete Counts, Indirect Counts, DNA Testing, Survivorship Curves, Logarithmic Growth, Exponential Growth, K-Selection, R Selection, Density-Independent, Negative Feedback, Keystone Species, Recovery, CRP 				

Resources

Craig Kohn, University of Wisconsin Stevens Point College(KEEP), University of Wisconsin Whitewater, National Association of Agricultural Education(NAAE), Discovery Education, Wisconsin Agriculture in the Classroom, Colorado FFA Agriculture Education(Team AgEd), AgEd.net, Project Wild

Unit 3 - Invasive Species

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
Define and identify invasive species. What is an invasive species and how can they impact an ecosystem? Why is it important to understand the impact invasives can make on an environment?	NR/Natural Resources	NR2.d: Apply ecological concepts and principles to natural resource systems. NR2.d.7.e: Explain why invasive species have negative impacts on natural resource systems with recognition of polluted illustrations and a description of the climate you live in. NR2.d.14.m: Define invasive species along with pollution descriptions and delineation between point and nonpoint source pollution with descriptions of climatic factors that influence natural resources. NR2.d.21.h: Discuss factors that influence the establishment and spread of invasive species.	NR2	
Unit Vocabulary <ul style="list-style-type: none">Invasion Curve, Habitat Disturbance, Eradicate, Native Species				

Resources

Craig Kohn, University of Wisconsin Stevens Point College(KEEP), University of Wisconsin Whitewater, National Association of Agricultural Education(NAAE), Discovery Education, Wisconsin Agriculture in the Classroom, Colorado FFA Agriculture Education(Team AgEd), AgEd.net, Project Wild

Unit 4 - Pollution

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>Why is it important to study pollution?</p> <p>What are the different types of pollution?</p> <p>What factors are involved with pollution?</p>	NR/Natural Resources	<p>NR2.d: Apply ecological concepts and principles to natural resource systems.</p> <p>NR2.d.14.m: Define invasive species along with pollution descriptions and delineation between point and nonpoint source pollution with descriptions of climatic factors that influence natural resources.</p> <p>NR2.d.21.h: Discuss factors that influence the establishment and spread of invasive species.</p>	NR2	
Unit Vocabulary <ul style="list-style-type: none"> Toxicity, Runoff, Nonpoint Pollution, Point Pollution, Light Pollution, Land Pollution, Water Pollution, Air Pollution, Noise Pollution, Superfund, Chromium-6, Carbon Dioxide, Lead, Mercury, DDT, Eutrophication, Biomagnification, Synthetic, Decomposition, Photosynthesis 				

Resources

Craig Kohn, University of Wisconsin Stevens Point College(KEEP), University of Wisconsin Whitewater, National Association of Agricultural Education(NAAE), Discovery Education, Wisconsin Agriculture in the Classroom, Colorado FFA Agriculture Education(Team AgEd), AgEd.net, Project Wild

Unit 5 - Climate Change

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What is climate change and is it for real?</p> <p>How is climate change related to the previous units?</p> <p>How does climate change affect people?</p>	NR/Natural Resources	<p>NR2.d: Apply ecological concepts and principles to natural resource systems.</p> <p>NR2.d.7.e: Explain why invasive species have negative impacts on natural resource systems with recognition of polluted illustrations and a description of the climate you live in.</p>	NR2	
Unit Vocabulary <ul style="list-style-type: none"> Global Warming, Climate, Drought, Flood, Milankovitch Cycle, Greenhouse Gas, CFCs, Ice Core, Hydrogen, Maturation, Thermohaline Currents, Emissions, CO2, Sustainability 				

Resources

Craig Kohn, University of Wisconsin Stevens Point College(KEEP), University of Wisconsin Whitewater, National Association of Agricultural Education(NAAE), Discovery Education, Wisconsin Agriculture in the Classroom, Colorado FFA Agriculture Education(Team AgEd), AgEd.net, Project Wild, The Inconvenient Truth Documentary

Unit 6 - Sustainability

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What is sustainability?</p> <p>How is sustainability related to the previous units?</p> <p>How does sustainability affect people?</p>	NR/Natural Resources	<p>Standards: NR3: Students will apply knowledge of natural resources to production and processing industries.</p> <p>NR3.a: Produce, harvest, process and use natural resource products.</p> <p>NR3.a.9.m: Identify wildlife and aquatic species that can be commercially and or sustainably harvested for commercial and recreational purposes.</p>	NR3	
Unit Vocabulary <ul style="list-style-type: none"> Sustainability, Renewable Energy, Harvesting, Reproduction, Ecological Sustainability, Social Sustainability, Economic Sustainability, Adaptation, Foresight, Long-term Planning, Destruction, Dust Bowl, Exotic Species, Land Ethics, Regeneration, Diversity 				

Resources

Craig Kohn, University of Wisconsin Stevens Point College(KEEP), University of Wisconsin Whitewater, National Association of Agricultural Education(NAAE), Discovery Education, Wisconsin Agriculture in the Classroom, Colorado FFA Agriculture Education(Team AgEd), AgEd.net, Project Wild, The Inconvenient Truth Documentary

Course Name: Intro to Interior Design

Unit 1 - Introduction to Interior Design

Essential Questions	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What is interior design?</p> <p>What skills and abilities do designers use to create design solutions for their clients?</p> <p>What are some tools an interior designer uses to develop design ideas?</p>	<p>Housing, Interiors, and Furnishings (HIF)</p>	<p>Discuss Housing needs and wants</p> <p>Experience the work of an interior designer</p> <p>Activate prior knowledge of:</p> <ul style="list-style-type: none"> Architectural features Drawing skills Spatial skills Measuring skills Elements and Principles of Design Use of technology to create visual presentations Content specific vocabulary 	<p>HIF1</p> <p>HIF1.f.10.</p> <p>HIF1.f.11.</p>	<p>Formative:</p> <ul style="list-style-type: none"> Interior Design Pre-test House Sketch Draw a floor plan for one room 5 word strategy: Use descriptive words to describe design concepts Draw an interior elevation sketch of a focal point wall <p>Summative:</p> <ul style="list-style-type: none"> Use technology to create a MoodBoard to show design ideas for one room
<p>Unit Vocabulary</p> <ul style="list-style-type: none"> Architecture, curb appeal, focal point, floor plan, exterior, interior, mood board, scale, inspiration, theme, elevation 				

<p>Resources</p> <p>Ollioboard Mood Board Website</p> <p>Sherwood, Ruth, Homes for Today & Tomorrow, Glencoe Publishing Company (out of print edition)</p> <p>Textbook to purchase: Evelyn L. Lewis, Ed.D. and Carolyn Turner Smith, Ph.D. Housing and Interior Design, 11th edition</p> <p>Copyright: 2018 Goodheart-Willcox Publishing Company</p>
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Unit 2 - Housing Decisions through the Family Life Cycle

Essential Questions	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What needs does housing fulfill?</p> <p>How do housing decisions reflect values and lifestyle?</p> <p>What are the stages of the family life cycle?</p> <p>How do housing needs and values change as a family moves from one stage of the life cycle to another?</p> <p>How do needs and wants impact housing costs?</p> <p>What is a general way to determine the cost of housing that a person or family can afford?</p> <p>What are the processes and costs involved in acquiring and maintaining housing?</p>	Housing, Interiors, and Furnishings (HIF)	<p>Discuss human needs fulfilled by housing.</p> <p>Analyze the influences on housing decisions throughout the family life cycle and those with special needs.</p> <p>Discuss the financial realities of housing decisions.</p> <p>Define important terms to remember when evaluating and purchasing housing.</p> <p>Evaluate and determine a family's resources to determine a plan for housing throughout the family life cycle. Justify housing choices and decide on adaptations to their living space based on their income, lifestyle, needs, wants, values.</p>	<p>HIF1</p> <p>HIF1.f.10.</p> <p>HIF1.f.11.</p>	<p>Formative:</p> <ul style="list-style-type: none"> Chapter 1 and 8 reading and review questions Writing prompts Video reflections Small group and large group strategies, conversations, debates and discussions <p>Summative:</p> <ul style="list-style-type: none"> Family Life Cycle "House Hunters" Project (writing, research, and oral presentation) Google Slides
<p>Unit Vocabulary</p> <ul style="list-style-type: none"> Salary, budget, mortgage, rent, lease, security deposit, closing costs, earnest money, down payment, loan, interest, real estate agent, condo apartment: high-rise, low-rise, studio, flat, garden single family home, townhouse, duplex, triplex, quadplex, cottage, mobile home, tiny house, green space, curb appeal; Family life cycle stages: Beginning, parenting/expanding, launching, aging/middle-age, retirement. universal design, barrier-free design, urban, suburban, rural. Adaptation choices: remodel, refinish, restore, redecorate, build an addition 				

Resources

Sherwood, Ruth, Homes for Today & Tomorrow, Glencoe Publishing Company (out of print edition)

Textbook to purchase: Evelyn L. Lewis, Ed.D. and Carolyn Turner Smith, Ph.D. Housing and Interior Design, 11th edition

Copyright: 2018 Goodheart-Willcox Publishing Company

Unit 3 - Housing Styles, Furniture Styles, and Window Treatments

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What factors influence housing styles and architectural features?</p> <p>What housing styles are in your community?</p> <p>What factors influence production and selection of furniture materials and styles?</p> <p>What resources are available for a designer to find furniture, materials, and accessories?</p> <p>How do housing styles and furniture styles vary according to geographic location?</p> <p>What are common window treatments and how do they impact a space?</p>	Housing, Interiors, and Furnishings (HIF)	<p>Identify housing styles and architectural features.</p> <p>Compare and contrast historical influences on housing styles and architectural features.</p> <p>Identify how exterior homestyle influences interior characteristics and space layout.</p> <p>Summarize the value of historical preservation.</p> <p>Analyze influences furniture design and development.</p> <p>Compare and contrast various characteristics of furniture styles throughout history.</p> <p>Summarize materials used in furnishings.</p> <p>Explain types and functions of window treatments.</p> <p>Build vocabulary for discussing and explaining design concepts.</p>	<p>HIF1.e</p> <p>HIF1.e.4</p> <p>HIF1.e.9</p> <p>HIF1.e.8</p>	<p>Formative:</p> <ul style="list-style-type: none"> Conduct research on architectural styles and take notes. Create flashcards, drawings, and collect images to identify housing styles, architectural features, furniture pieces, and window treatments. <p>Summative:</p> <ul style="list-style-type: none"> House styles and architectural features exam. Furniture styles and materials and window treatments booklet. Apply information learned to final project.
<p>Unit Vocabulary</p> <ul style="list-style-type: none"> <u>Architectural features</u>: gingerbread trim, eaves, façade, stucco, pilaster, rafter, cornice, pediment, quoins, cupola, turret, clapboard siding <u>Roofs</u>: shed, gambrel, Mansard, pyramidal, hip, gable <u>Windows</u>: bay, Palladian, fanlight, casement, sidelights, transom <u>House styles</u>: Ranch, Greek revival, Prairie, Cape Cod, Georgian Colonial, Dutch Colonial, Tudor, Brownstone, Split-level, Modern, Saltbox, International, Spanish, Queen Anne style Victorian, Neo-Eclectic, Craftsman/Bungalow, Victorian <u>Furniture Styles</u>: Traditional, Victorian, Mission, Art Deco/Nouveau, Retro, African, Asian, Southwestern, Shabby Chic, Country <u>Furniture pieces</u>: Sectional, drop leaf table, sleigh bed, trundle or loft bed, four poster bed, roll top or flip down desk, armoire, canopy bed, ottoman, <u>Chairs</u>: Windsor, wing, balloon back, ladder back, chaise <u>Furniture materials</u>: hardwoods, softwoods, wicker, bamboo, metal, glass, plastic, leather; antique, collectible, reproduction, ergonomics, upholstery <u>Window Treatments</u>: draperies, curtains, shades, shutters, blinds, and decorative top treatments. 				

Resources

Sherwood, Ruth, Homes for Today & Tomorrow, Glencoe Publishing Company (out of print edition)

Textbook to purchase: Evelyn L. Lewis, Ed.D. and Carolyn Turner Smith, Ph.D. Housing and Interior Design, 11th edition

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Unit 4 - Elements and Principles of Design

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>How does visual imagery relate to room design?</p> <p>What is the meaning of design?</p> <p>Why are function, construction, and aesthetics all important to good design?</p> <p>What are the elements of design?</p> <p>What are the principles of design?</p> <p>What are the different types of lines? What feeling does each communicate?</p> <p>How can you use design elements and principles to create a cozy feeling in a large space?</p> <p>How can you use design elements and principles to create more visual space in a small room?</p> <p>What is color?</p> <p>What factors influence the psychological impact color has on people?</p>	<p>Housing, Interiors, and Furnishings (HIF)</p>	<p>Summarize, compare, and contrast the characteristics of good design.</p> <p>Identify and find examples of each element and principle of design.</p> <p>Analyze room designs and evaluate the physical and psychological effect of each design element and principle.</p> <p>Design concepts for room arrangements using elements and principles of design.</p> <p>Justify design choices for living spaces.</p> <p>Analyze and describe the relationships between colors on the color wheel.</p> <p>Analyze the psychological impact and meaning of different colors.</p> <p>Identify color harmonies and give examples of each.</p> <p>Evaluate the use of color harmonies in planning interior designs.</p> <p>Create color schemes for rooms with real design samples.</p>	<p>HIF 1.b HIF1.b.9 HIF1.b.10 HIF1.b.11</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> Research and take notes on the elements and principles of design Create and label a color wheel and take notes on color theory. Identify and locate examples of color schemes in the real world. <p><u>Summative:</u></p> <ul style="list-style-type: none"> Create an elements and principles of design picture portfolio with design descriptions to demonstrate knowledge of design theory. Create color schemes for rooms using technology and real samples. Elements and principles of design exam.

What are the colors on the color wheel, color schemes, and color harmonies?				
Unit Vocabulary <ul style="list-style-type: none">Visual imagery, design, <u>Characteristics of good design</u>: function, construction, aesthetics, <u>Elements of design</u>: line, shape/form, space, texture (visual and tactile), color; <u>Principles of design</u>: emphasis, focal point, balance: informal/asymmetrical, formal/symmetrical; proportion/scale, unity/harmony, rhythm: repetition, gradation, opposition, transition, radiation; pattern: natural/realistic, conventional/stylized, geometric, abstract; <u>Color theory</u>: color scheme, color harmony, psychological effects, illusion, mood, feeling, color wheel, intensity, hue, shade, tint, shade; <u>color schemes</u>: primary, secondary, complementary, monochromatic, analogous, split complementary, triadic, cool, warm, neutrals, accented neutral.				
Resources <p>Sherwood, Ruth, Homes for Today & Tomorrow, Glencoe Publishing Company (out of print edition) Textbook to purchase: Evelyn L. Lewis, Ed.D. and Carolyn Turner Smith, Ph.D. Housing and Interior Design, 11th edition Copyright: 2018 Goodheart-Willcox Publishing Company</p>				

Unit 5 - Designer's Challenge

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What questions do designers ask their clients before creating a custom design plan?</p> <p>What are some current trends that influence architecture, interior design, and space planning?</p> <p>What methods do designers use to communicate their design ideas?</p> <p>What is sustainable design?</p> <p>How do designers use computer aided-design programs to create functional room plans and design concepts?</p> <p>What makes a good floor plan?</p> <p>What is an elevation sketch and how are they constructed?</p> <p>What career opportunities are right in my community related to housing, interiors, and furnishings?</p>	<p>Housing, Interiors, and Furnishings (HIF)</p>	<p>Analyze the career paths within the housing, interior design, and furnishings industry. Summarize the education, training, and credentialing requirements.</p> <p>Explain the roles and functions of professionals in interior design careers.</p> <p>Recognize the importance of housing, interiors, and furnishings businesses and their impact on the local community.</p> <p>Analyze different floor plans. Determine what makes an efficient living space. Apply knowledge of space planning to final project.</p> <p>Demonstrate computer-aided design tools for space planning.</p> <p>Use technical reading, research skills, drawing skills, space planning, mathematics, and interpersonal skills necessary for employment in the housing, interior design, and furnishings industries.</p> <p>Use interior design skills and principles to design spaces based on a client's lifestyle, values, needs and wants.</p> <p>Research and discuss trends in housing, architecture, and furniture design and development that will meet specific needs of a client.</p> <p>Demonstrate oral, written and visual presentation skills to communicate design ideas using industry terminology in a manner that a client will understand.</p> <p>Understand opportunities for recycling, restoring and repurposing homes, building materials, furniture, accessories and art.</p>	<p>HIF1.a HIF1.a.10 HIF1.b, HIF1.b.9, HIF1.b.10, HIF1.b.11, HIF1.b.12, HIF1.c, HIF1.d, HIF1.d.11, HIF1.d.12, HIF1.d.13, HIF1.d.14, HIF1.d.15, HIF1.d.16 HIF1.e, HIF1.e.4, HIF1.f, HIF1.f.10, HIF1.f.11, HIF1.f.12, HIF1.f.13, HIF1.f.14, HID1.g, HIF1.g.13, HIF1.g.14, HIF1.g.15, HIF1.g.16, HIF1.g.17, HIF1.h</p>	<p>Formative:</p> <ul style="list-style-type: none"> Field trips to local businesses Listen to guest speakers, discuss services, products, and career opportunities. Participate in guided and shared research to present housing and design trends related to final project Compare and contrast various floor plans. Experiment with technology to create floor plans, color schemes and mood boards. Create an elevation sketch. <p>Summative:</p> <ul style="list-style-type: none"> Synthesize skills learned in the course to design, produce, and present design concepts for a specific client.

What education, training, and certification does an interior designer need?				
What impact does the housing, interiors, and furnishings business have on my community?				
Unit Vocabulary <ul style="list-style-type: none"> • <u>Career cluster:</u> Arts, A/V Technology, Communication; <u>Career Pathway:</u> Visual Arts; wage, income, salary, employment outlook, economy, aesthetic, environment, degree, certification, licensing, interior design disciplines, internship, accreditatation; floor plan, color palette, dimensions, elevation, height, scale, 2D, 3D, interior, exterior, Eco-friendly, sustainable design, responsible design, repurposed, reclaimed, recycled, renovation, neighborhood revitalization, Habitat for Humanity, Feng Shui, tiny houses, flex rooms & furniture, home technology trends, outdoor spaces/landscaping, innovation in kitchen & bath design, pocket neighborhoods, small house movement, National Kitchen and Bath Association (NKBA) 				

Resources FCCLA Interior Design Event Scenario: http://fcclainc.org/programs/resources.php http://fcclainc.org/programs/star-event-descriptions.php Home Depot The Furniture Studio Furniture Plus Ace Hardware Tom's Paint Design mentors: local business professionals and designers, University students and professors, landlords, real estate agents, builders <u>How to present a design board to a client</u>

Course Name: Introduction to Engineering Design

Unit 1 - Design Process

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>When solving an engineering problem, how can we be reasonably sure that we have created the best solution possible? What is the evidence?</p> <p>How many alternate solutions are necessary to ensure a good final solution?</p> <p>What engineering accomplishment of the 20th century has had the greatest impact on society? Justify your answer.</p> <p>What will be the biggest impact that engineering will have on society and your life in the 21st century? Justify your answer.</p> <p>Engineering tends to be a male-dominated profession. Why is that?</p>		<p>ENG1.a.9.h: Examine how the design needs to continually be evaluated and the ideas of the design must be redefined and improved.</p> <p>ENG1.a.10.h: Interpret design problems are seldom presented in a clearly defined form.</p> <p>ENG1.a.11.h: Argue design processes vary slightly. However, key elements of any design process include: defining a problem, identifying criteria, generating solutions, creating a model or prototype, testing and evaluating, refining the design and communicating processes and results.</p> <p>ENG1.a.12.h: Requirements of a design, such as criteria, constraints and efficiency, sometimes compete with each other.</p> <p>ENG2.a.6.h: Established design principles are used to evaluate existing designs, to collect data and to guide the design process</p> <p>ENG2.a.7.h: Recognize that engineering design is influenced by personal characteristics, such as creativity, resourcefulness and the ability to visualize and think abstractly.</p> <p>ENG2.a.8.h: Analyze the process of engineering design accounts for a number of factors to make decisions.</p> <p>ENG2.b.4.h: A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.</p> <p>ENG3.b.5.h: Describe how many technological problems require a multidisciplinary approach.</p> <p>ENG4.a.5.h: Identify the design problem to solve and determine how to address it.</p> <p>ENG4.a.6.h: Identify criteria and constraints and determine how these will affect the design process.</p> <p>ENG4.c.6.h: Evaluate final solutions and communicate observation, processes and results of the entire design process, using verbal, graphic, quantitative, virtual and written means, in addition to design models.</p>	<p>Standard: ENG1: Students will analyze and demonstrate the attributes of design.</p> <p>Standard: ENG2: Students will analyze and demonstrate engineering design.</p> <p>Standard: ENG3: Students will demonstrate and analyze the role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.</p> <p>Standard: ENG4: Students will develop abilities to apply the design process.</p>	Attachment D

		<p>ENG4.c.7.h: Evaluate the design solution using conceptual, physical and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.</p> <p>ENG5.a.6.h: Diagnose a system that is malfunctioning and use tools, materials, or machines to repair it.</p> <p>ENG5.a.7.h: Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.</p> <p>ENG5.b.6.h: Operate systems so that they function in the way they were designed.</p> <p>ENG5.b.7.h: Use computers and calculators to access, retrieve organize, process, maintain, interpret and evaluate data and information in order to communicate.</p> <p>ENG5.b.8.h: Troubleshoot, analyze and maintain systems to ensure proper function, accuracy and precision.</p> <p>ENG6.b.3.h: Collect information and evaluate its quality.</p> <p>ENG6.b.7.h: Synthesize data, analyze trends and draw conclusions regarding the effects of technology on the individual, society and the environment.</p> <p>ENG6.b.8.h: Use assessment techniques, such as trend analysis and experimentation, to make decisions about the future development of technology.</p> <p>ENG6.b.9.h: Design forecasting techniques to evaluate the results of altering natural systems.</p>	<p>Standard: ENG5: Students will develop the abilities to use and maintain technological products and systems.</p> <p>Standard: ENG6: Students will develop the abilities to assess the impact of products and systems.</p>	
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Unit Vocabulary

- Assess, assessment, brainstorm, client, creativity, criteria, constraint, design, design brief, design process, design statement, designer, engineer, engineering notebook, innovation, invention, iterative, justifiable, piling-on, problem identification, product, prototype, research, valid

Unit 2 - Technical sketching and Drawing

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>How is technical drawing similar to and different from artistic drawing?</p> <p>In what ways can technical drawings help or hinder the communication of problem solution in a global community?</p> <p>Strong spatial-visualization skills have been linked to success in engineering. Why are spatial-visualization skills so important to engineering success?</p>		<p>ENG1.a.9.h: Examine how the design needs to continually be evaluated and the ideas of the design must be redefined and improved.</p> <p>ENG1.a.10.h: Interpret design problems are seldom presented in a clearly defined form.</p> <p>ENG1.a.11.h: Argue design processes vary slightly. However, key elements of any design process include: defining a problem, identifying criteria, generating solutions, creating a model or prototype, testing and evaluating, refining the design and communicating processes and results.</p> <p>ENG1.a.12.h: Requirements of a design, such as criteria, constraints and efficiency, sometimes compete with each other.</p> <p>ENG2.a.6.h: Established design principles are used to evaluate existing designs, to collect data and to guide the design process</p> <p>ENG2.a.7.h: Recognize that engineering design is influenced by personal characteristics, such as creativity, resourcefulness and the ability to visualize and think abstractly.</p> <p>ENG2.a.8.h: Analyze the process of engineering design accounts for a number of factors to make decisions.</p> <p>ENG2.b.4.h: A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.</p> <p>ENG3.b.5.h: Describe how many technological problems require a multidisciplinary approach.</p> <p>ENG4.a.5.h: Identify the design problem to solve and determine how to address it.</p> <p>ENG4.a.6.h: Identify criteria and constraints and determine how these will affect the design process.</p> <p>ENG4.c.6.h: Evaluate final solutions and communicate observation, processes and results of the entire design process, using verbal, graphic, quantitative, virtual and written means, in addition to design models.</p> <p>ENG4.c.7.h: Evaluate the design solution using conceptual,</p>	<p>Standard: ENG1: Students will analyze and demonstrate the attributes of design.</p> <p>Standard: ENG2: Students will analyze and demonstrate engineering design.</p> <p>Standard: ENG3: Students will demonstrate and analyze the role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. Standard:</p> <p>ENG4: Students will develop abilities to apply the design process.</p> <p>Standard: ENG5: Students will develop the abilities to use and maintain technological</p>	

		<p>physical and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.</p> <p>ENG5.a.6.h: Diagnose a system that is malfunctioning and use tools, materials, or machines to repair it.</p> <p>ENG5.a.7.h: Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.</p> <p>ENG5.b.6.h: Operate systems so that they function in the way they were designed.</p> <p>ENG5.b.7.h: Use computers and calculators to access, retrieve organize, process, maintain, interpret and evaluate data and information in order to communicate.</p> <p>ENG5.b.8.h: Troubleshoot, analyze and maintain systems to ensure proper function, accuracy and precision.</p> <p>ENG6.b.3.h: Collect information and evaluate its quality.</p> <p>ENG6.b.7.h: Synthesize data, analyze trends and draw conclusions regarding the effects of technology on the individual, society and the environment.</p> <p>ENG6.b.8.h: Use assessment techniques, such as trend analysis and experimentation, to make decisions about the future development of technology.</p> <p>ENG6.b.9.h: Design forecasting techniques to evaluate the results of altering natural systems.</p>	<p>products and systems.</p> <p>Standard: ENG6: Students will develop the abilities to assess the impact of products and systems.</p>	
<p>Unit Vocabulary</p> <ul style="list-style-type: none"> Cabinet pictorial, cavalier pictorial, center line, construction line, depth, dimension, dimension line, documentation, drawing, edge, ellipse, extension line, freehand, grid, height, hidden line, isometric sketch, leader line, line, line conventions, line weight, long-break line, manufacture, measurement, multiview drawing, object line, oblique sketch, orthographic projection, perspective sketch, pictorial sketch, plane, point, profile, projection line, projection plane, proportion, scale 				

Unit 3 - Measurement and Statistics

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
Can statistics be interpreted to justify conflicting viewpoints? Can this affect how we use statistics to inform, justify and validate a problem solution? Why is error unavoidable when making a measurement? What strategy would you use to teach another student how to use units and quantitative reasoning to solve a problem involving quantities? What would happen if engineers did not follow accepted dimensioning standards and guidelines but, instead, used their own individual dimensioning methods?		<p>ENG1.a.9.h: Examine how the design needs to continually be evaluated and the ideas of the design must be redefined and improved.</p> <p>ENG1.a.10.h: Interpret design problems are seldom presented in a clearly defined form.</p> <p>ENG1.a.11.h: Argue design processes vary slightly. However, key elements of any design process include: defining a problem, identifying criteria, generating solutions, creating a model or prototype, testing and evaluating, refining the design and communicating processes and results.</p> <p>ENG1.a.12.h: Requirements of a design, such as criteria, constraints and efficiency, sometimes compete with each other.</p> <p>ENG2.a.6.h: Established design principles are used to evaluate existing designs, to collect data and to guide the design process</p> <p>ENG2.a.7.h: Recognize that engineering design is influenced by personal characteristics, such as creativity, resourcefulness and the ability to visualize and think abstractly.</p> <p>ENG2.a.8.h: Analyze the process of engineering design accounts for a number of factors to make decisions.</p> <p>ENG2.b.4.h: A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.</p> <p>ENG3.b.5.h: Describe how many technological problems require a multidisciplinary approach.</p> <p>ENG4.a.5.h: Identify the design problem to solve and determine how to address it.</p> <p>ENG4.a.6.h: Identify criteria and constraints and determine how these will affect the design process.</p> <p>ENG4.c.6.h: Evaluate final solutions and communicate observation, processes and results of the entire design process, using verbal, graphic, quantitative, virtual and written means, in addition to design models.</p>	<p>Standard: ENG1: Students will analyze and demonstrate the attributes of design.</p> <p>Standard: ENG2: Students will analyze and demonstrate engineering design.</p> <p>Standard: ENG3: Students will demonstrate and analyze the role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. Standard:</p> <p>ENG4: Students will develop abilities to apply the design process.</p> <p>Standard: ENG5: Students will develop the abilities to use and maintain technological</p>	

		<p>ENG4.c.7.h: Evaluate the design solution using conceptual, physical and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.</p> <p>ENG5.a.6.h: Diagnose a system that is malfunctioning and use tools, materials, or machines to repair it.</p> <p>ENG5.a.7.h: Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.</p> <p>ENG5.b.6.h: Operate systems so that they function in the way they were designed.</p> <p>ENG5.b.7.h: Use computers and calculators to access, retrieve organize, process, maintain, interpret and evaluate data and information in order to communicate.</p> <p>ENG5.b.8.h: Troubleshoot, analyze and maintain systems to ensure proper function, accuracy and precision.</p> <p>ENG6.b.3.h: Collect information and evaluate its quality.</p> <p>ENG6.b.7.h: Synthesize data, analyze trends and draw conclusions regarding the effects of technology on the individual, society and the environment.</p> <p>ENG6.b.8.h: Use assessment techniques, such as trend analysis and experimentation, to make decisions about the future development of technology.</p> <p>ENG6.b.9.h: Design forecasting techniques to evaluate the results of altering natural systems.</p>	<p>products and systems.</p> <p>Standard: ENG6: Students will develop the abilities to assess the impact of products and systems.</p>	
<p>Unit Vocabulary</p> <ul style="list-style-type: none"> Accuracy, arrowheads, caliper, class interval, convert, data, data set, dimension, dimension lines, dot plot, frequency, graph, histogram, International Organization for Standardization (ISO), International System of Units (SI), line plot, mean, measure, median, mode, normal distribution, numeric constraint, precision, scale, scatter plot, significant digits, standard deviation, statistics, unit, US Customary Measurement System, variation 				

Unit 4 - Modeling Skills

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
How should one decide what information and/or artifacts to include in a portfolio? Should a portfolio always include documentation on the complete design process? Why do engineers use models? How reliable is a model?		<p>ENG1.a.9.h: Examine how the design needs to continually be evaluated and the ideas of the design must be redefined and improved.</p> <p>ENG1.a.10.h: Interpret design problems are seldom presented in a clearly defined form.</p> <p>ENG1.a.11.h: Argue design processes vary slightly. However, key elements of any design process include: defining a problem, identifying criteria, generating solutions, creating a model or prototype, testing and evaluating, refining the design and communicating processes and results.</p> <p>ENG1.a.12.h: Requirements of a design, such as criteria, constraints and efficiency, sometimes compete with each other.</p> <p>ENG2.a.6.h: Established design principles are used to evaluate existing designs, to collect data and to guide the design process</p> <p>ENG2.a.7.h: Recognize that engineering design is influenced by personal characteristics, such as creativity, resourcefulness and the ability to visualize and think abstractly.</p> <p>ENG2.a.8.h: Analyze the process of engineering design accounts for a number of factors to make decisions.</p> <p>ENG2.b.4.h: A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.</p> <p>ENG3.b.5.h: Describe how many technological problems require a multidisciplinary approach.</p> <p>ENG4.a.5.h: Identify the design problem to solve and determine how to address it.</p> <p>ENG4.a.6.h: Identify criteria and constraints and determine how these will affect the design process.</p> <p>ENG4.c.6.h: Evaluate final solutions and communicate observation, processes and results of the entire design process, using verbal, graphic, quantitative, virtual and written means, in addition to design models.</p>	<p>Standard: ENG1: Students will analyze and demonstrate the attributes of design.</p> <p>Standard: ENG2: Students will analyze and demonstrate engineering design.</p> <p>Standard: ENG3: Students will demonstrate and analyze the role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. Standard:</p> <p>ENG4: Students will develop abilities to apply the design process.</p> <p>Standard: ENG5: Students will develop the abilities to use and maintain</p>	

	<p>ENG4.c.7.h: Evaluate the design solution using conceptual, physical and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.</p> <p>ENG5.a.6.h: Diagnose a system that is malfunctioning and use tools, materials, or machines to repair it.</p> <p>ENG5.a.7.h: Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.</p> <p>ENG5.b.6.h: Operate systems so that they function in the way they were designed.</p> <p>ENG5.b.7.h: Use computers and calculators to access, retrieve organize, process, maintain, interpret and evaluate data and information in order to communicate.</p> <p>ENG5.b.8.h: Troubleshoot, analyze and maintain systems to ensure proper function, accuracy and precision.</p> <p>ENG6.b.3.h: Collect information and evaluate its quality.</p> <p>ENG6.b.7.h: Synthesize data, analyze trends and draw conclusions regarding the effects of technology on the individual, society and the environment.</p> <p>ENG6.b.8.h: Use assessment techniques, such as trend analysis and experimentation, to make decisions about the future development of technology.</p> <p>ENG6.b.9.h: Design forecasting techniques to evaluate the results of altering natural systems.</p>	<p>technological products and systems.</p> <p>Standard: ENG6: Students will develop the abilities to assess the impact of products and systems.</p>	
<p>Unit Vocabulary</p> <ul style="list-style-type: none"> Annotate, assembly, assembly drawing, Cartesian Coordinate System, component, computer-aided design or computer aided drafting (CAD), degree of freedom, design brief, design statement, domain, extrusion, function, geometric constraint, marketing, mathematical modeling, mock-up, model, origin, packaging, pattern, physical model, plane, portfolio, prototype, range, revolution, rotation, round, scale model, scoring, solid, solid modeling, subassembly, translation, working drawings 			

Unit 5 - Geometry of Design

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What advantage(s) do Computer Aided Design (CAD) and Drafting provide over traditional paper and pencil design? What advantages does paper and pencil design provide over CAD?</p> <p>Which high school math topic/course, Algebra or Geometry, is more closely related to engineering? Justify your answer.</p> <p>How does the material chosen for a product impact the design of the product?</p>		<p>ENG1.a.9.h: Examine how the design needs to continually be evaluated and the ideas of the design must be redefined and improved.</p> <p>ENG1.a.10.h: Interpret design problems are seldom presented in a clearly defined form.</p> <p>ENG1.a.11.h: Argue design processes vary slightly. However, key elements of any design process include: defining a problem, identifying criteria, generating solutions, creating a model or prototype, testing and evaluating, refining the design and communicating processes and results.</p> <p>ENG1.a.12.h: Requirements of a design, such as criteria, constraints and efficiency, sometimes compete with each other.</p> <p>ENG2.a.6.h: Established design principles are used to evaluate existing designs, to collect data and to guide the design process</p> <p>ENG2.a.7.h: Recognize that engineering design is influenced by personal characteristics, such as creativity, resourcefulness and the ability to visualize and think abstractly.</p> <p>ENG2.a.8.h: Analyze the process of engineering design accounts for a number of factors to make decisions.</p> <p>ENG2.b.4.h: A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.</p> <p>ENG3.b.5.h: Describe how many technological problems require a multidisciplinary approach.</p> <p>ENG4.a.5.h: Identify the design problem to solve and determine how to address it.</p> <p>ENG4.a.6.h: Identify criteria and constraints and determine how these will affect the design process.</p> <p>ENG4.c.6.h: Evaluate final solutions and communicate observation, processes and results of the entire design process, using verbal, graphic, quantitative, virtual and written means, in addition to design models.</p>	<p>Standard: ENG1: Students will analyze and demonstrate the attributes of design.</p> <p>Standard: ENG2: Students will analyze and demonstrate engineering design.</p> <p>Standard: ENG3: Students will demonstrate and analyze the role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.</p> <p>Standard: ENG4: Students will develop abilities to apply the design process.</p> <p>Standard: ENG5: Students will develop the abilities to use and maintain</p>	

		<p>ENG4.c.7.h: Evaluate the design solution using conceptual, physical and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.</p> <p>ENG5.a.6.h: Diagnose a system that is malfunctioning and use tools, materials, or machines to repair it.</p> <p>ENG5.a.7.h: Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.</p> <p>ENG5.b.6.h: Operate systems so that they function in the way they were designed.</p> <p>ENG5.b.7.h: Use computers and calculators to access, retrieve organize, process, maintain, interpret and evaluate data and information in order to communicate.</p> <p>ENG5.b.8.h: Troubleshoot, analyze and maintain systems to ensure proper function, accuracy and precision.</p> <p>ENG6.b.3.h: Collect information and evaluate its quality.</p> <p>ENG6.b.7.h: Synthesize data, analyze trends and draw conclusions regarding the effects of technology on the individual, society and the environment.</p> <p>ENG6.b.8.h: Use assessment techniques, such as trend analysis and experimentation, to make decisions about the future development of technology.</p> <p>ENG6.b.9.h: Design forecasting techniques to evaluate the results of altering natural systems.</p>	<p>technological products and systems.</p> <p>Standard: ENG6: Students will develop the abilities to assess the impact of products and systems.</p>	
Unit Vocabulary <ul style="list-style-type: none"> Acute triangle, angle, area, axis, center of gravity, centroid, circle, circumscribe, cylinder, density, diameter, ellipse, fillet, inscribe, mass, meniscus, obtuse triangle, parallelogram, Pi (π), polygon, principal axes, prism, quadrilateral, radius, rectangle, regular polygon, right triangle, round, square, surface area, tangent, title block, triangle, vertex, volume 				

Unit 6 - Reverse Engineering

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
Why are many consumer product designs not commercially successful? When, if ever, is it acceptable for a company to reverse engineer and reproduce a successful consumer product designed by another person/company?		<p>ENG1.a.9.h: Examine how the design needs to continually be evaluated and the ideas of the design must be redefined and improved.</p> <p>ENG1.a.10.h: Interpret design problems are seldom presented in a clearly defined form.</p> <p>ENG1.a.11.h: Argue design processes vary slightly. However, key elements of any design process include: defining a problem, identifying criteria, generating solutions, creating a model or prototype, testing and evaluating, refining the design and communicating processes and results.</p> <p>ENG1.a.12.h: Requirements of a design, such as criteria, constraints and efficiency, sometimes compete with each other.</p> <p>ENG2.a.6.h: Established design principles are used to evaluate existing designs, to collect data and to guide the design process</p> <p>ENG2.a.7.h: Recognize that engineering design is influenced by personal characteristics, such as creativity, resourcefulness and the ability to visualize and think abstractly.</p> <p>ENG2.a.8.h: Analyze the process of engineering design accounts for a number of factors to make decisions.</p> <p>ENG2.b.4.h: A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.</p> <p>ENG3.b.5.h: Describe how many technological problems require a multidisciplinary approach.</p> <p>ENG4.a.5.h: Identify the design problem to solve and determine how to address it.</p> <p>ENG4.a.6.h: Identify criteria and constraints and determine how these will affect the design process.</p> <p>ENG4.c.6.h: Evaluate final solutions and communicate observation, processes and results of the entire design process, using verbal, graphic, quantitative, virtual and written means, in addition to design models.</p>	<p>Standard: ENG1: Students will analyze and demonstrate the attributes of design.</p> <p>Standard: ENG2: Students will analyze and demonstrate engineering design.</p> <p>Standard: ENG3: Students will demonstrate and analyze the role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. Standard:</p> <p>ENG4: Students will develop abilities to apply the design process.</p> <p>Standard: ENG5: Students will develop the abilities to use and maintain</p>	

		<p>ENG4.c.7.h: Evaluate the design solution using conceptual, physical and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.</p> <p>ENG5.a.6.h: Diagnose a system that is malfunctioning and use tools, materials, or machines to repair it.</p> <p>ENG5.a.7.h: Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.</p> <p>ENG5.b.6.h: Operate systems so that they function in the way they were designed.</p> <p>ENG5.b.7.h: Use computers and calculators to access, retrieve organize, process, maintain, interpret and evaluate data and information in order to communicate.</p> <p>ENG5.b.8.h: Troubleshoot, analyze and maintain systems to ensure proper function, accuracy and precision.</p> <p>ENG6.b.3.h: Collect information and evaluate its quality.</p> <p>ENG6.b.7.h: Synthesize data, analyze trends and draw conclusions regarding the effects of technology on the individual, society and the environment.</p> <p>ENG6.b.8.h: Use assessment techniques, such as trend analysis and experimentation, to make decisions about the future development of technology.</p> <p>ENG6.b.9.h: Design forecasting techniques to evaluate the results of altering natural systems.</p>	<p>technological products and systems.</p> <p>Standard: ENG6: Students will develop the abilities to assess the impact of products and systems.</p>	
<p>Unit Vocabulary</p> <ul style="list-style-type: none"> Aesthetic, asymmetry, balance, color, contrast, element, emphasis, form, gestalt, graphic design, harmony, message analysis, pattern, pictograph, principle, proportion, radial symmetry, reverse engineering, rhythm, shape, space, symbol, symbolism, symmetry, texture, typography, unity, value, variety 				

Unit 7 - Documentation

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What quality makes a set of drawings sufficient to adequately represent the design intent?</p> <p>Is it always necessary to indicate a tolerance for every dimension on a technical drawing? Justify your answer.</p> <p>Stephen Covey includes "Begin with the End in Mind" as one of the habits listed in his book <i>The 7 Habits of Highly Effective People</i>. How can this habit make an engineer more effective?</p>		<p>ENG1.a.9.h: Examine how the design needs to continually be evaluated and the ideas of the design must be redefined and improved.</p> <p>ENG1.a.10.h: Interpret design problems are seldom presented in a clearly defined form.</p> <p>ENG1.a.11.h: Argue design processes vary slightly. However, key elements of any design process include: defining a problem, identifying criteria, generating solutions, creating a model or prototype, testing and evaluating, refining the design and communicating processes and results.</p> <p>ENG1.a.12.h: Requirements of a design, such as criteria, constraints and efficiency, sometimes compete with each other.</p> <p>ENG2.a.6.h: Established design principles are used to evaluate existing designs, to collect data and to guide the design process</p> <p>ENG2.a.7.h: Recognize that engineering design is influenced by personal characteristics, such as creativity, resourcefulness and the ability to visualize and think abstractly.</p> <p>ENG2.a.8.h: Analyze the process of engineering design accounts for a number of factors to make decisions.</p> <p>ENG2.b.4.h: A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.</p> <p>ENG3.b.5.h: Describe how many technological problems require a multidisciplinary approach.</p> <p>ENG4.a.5.h: Identify the design problem to solve and determine how to address it.</p> <p>ENG4.a.6.h: Identify criteria and constraints and determine how these will affect the design process.</p> <p>ENG4.c.6.h: Evaluate final solutions and communicate observation, processes and results of the entire design process, using verbal, graphic, quantitative, virtual and written means, in addition to design models.</p>	<p>Standard: ENG1: Students will analyze and demonstrate the attributes of design.</p> <p>Standard: ENG2: Students will analyze and demonstrate engineering design.</p> <p>Standard: ENG3: Students will demonstrate and analyze the role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. Standard:</p> <p>ENG4: Students will develop abilities to apply the design process.</p> <p>Standard: ENG5: Students will develop the abilities to use and maintain</p>	

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<p>Unit Vocabulary</p> <ul style="list-style-type: none"> Aligned dimension, allowance, American National Standards Institute (ANSI), American Society of Mechanical Engineers (ASME), audience analysis, auxiliary view, baseline dimensioning, balloon, bilateral tolerance, blind hole, broken-out section, chain dimensioning, clearance fit, counterbore, countersink, cutting plane line, datum, datum dimensioning, decision matrix, detail drawing, detail view, dual dimensions, fillet, foreshorten, full section, half section, general notes, interference, interference fit, International Organization for Standardization (IOS), least material condition (LMC), limit dimensions, local notes, location dimension, market research, nominal size, part drawing, parts list, pitch, reference dimension, round, section lines, section view, size dimension, specified dimension, spotface, survey, taper, technical writing, tolerance, transition fit, unidirectional dimension, unilateral tolerance, working drawings 				

Unit 8 - Advanced Computer Modeling

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
Are working drawings always necessary in order to communicate the design of a consumer product? Justify your answer. Beyond creating working drawings to document a design, how can 3D computer modeling be used in the design process? Beyond the design process? How can it be used beyond the design process?		<p>ENG1.a.9.h: Examine how the design needs to continually be evaluated and the ideas of the design must be redefined and improved.</p> <p>ENG1.a.10.h: Interpret design problems are seldom presented in a clearly defined form.</p> <p>ENG1.a.11.h: Argue design processes vary slightly. However, key elements of any design process include: defining a problem, identifying criteria, generating solutions, creating a model or prototype, testing and evaluating, refining the design and communicating processes and results.</p> <p>ENG1.a.12.h: Requirements of a design, such as criteria, constraints and efficiency, sometimes compete with each other.</p> <p>ENG2.a.6.h: Established design principles are used to evaluate existing designs, to collect data and to guide the design process</p> <p>ENG2.a.7.h: Recognize that engineering design is influenced by personal characteristics, such as creativity, resourcefulness and the ability to visualize and think abstractly.</p> <p>ENG2.a.8.h: Analyze the process of engineering design accounts for a number of factors to make decisions.</p> <p>ENG2.b.4.h: A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.</p> <p>ENG3.b.5.h: Describe how many technological problems require a multidisciplinary approach.</p> <p>ENG4.a.5.h: Identify the design problem to solve and determine how to address it.</p> <p>ENG4.a.6.h: Identify criteria and constraints and determine how these will affect the design process.</p> <p>ENG4.c.6.h: Evaluate final solutions and communicate observation, processes and results of the entire design process, using verbal, graphic, quantitative, virtual and written means, in addition to design models.</p>	<p>Standard: ENG1: Students will analyze and demonstrate the attributes of design.</p> <p>Standard: ENG2: Students will analyze and demonstrate engineering design.</p> <p>Standard: ENG3: Students will demonstrate and analyze the role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. Standard:</p> <p>ENG4: Students will develop abilities to apply the design process.</p> <p>Standard: ENG5: Students will develop the abilities to use and maintain</p>	

		<p>ENG4.c.7.h: Evaluate the design solution using conceptual, physical and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.</p> <p>ENG5.a.6.h: Diagnose a system that is malfunctioning and use tools, materials, or machines to repair it.</p> <p>ENG5.a.7.h: Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.</p> <p>ENG5.b.6.h: Operate systems so that they function in the way they were designed.</p> <p>ENG5.b.7.h: Use computers and calculators to access, retrieve organize, process, maintain, interpret and evaluate data and information in order to communicate.</p> <p>ENG5.b.8.h: Troubleshoot, analyze and maintain systems to ensure proper function, accuracy and precision.</p> <p>ENG6.b.3.h: Collect information and evaluate its quality.</p> <p>ENG6.b.7.h: Synthesize data, analyze trends and draw conclusions regarding the effects of technology on the individual, society and the environment.</p> <p>ENG6.b.8.h: Use assessment techniques, such as trend analysis and experimentation, to make decisions about the future development of technology.</p> <p>ENG6.b.9.h: Design forecasting techniques to evaluate the results of altering natural systems.</p>	<p>technological products and systems.</p> <p>Standard: ENG6: Students will develop the abilities to assess the impact of products and systems.</p>	
Unit Vocabulary <ul style="list-style-type: none"> Exploded assembly, formula, numeric constraint, parameter, parametric modeling, phantom line, ratio, rib 				

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Unit 9 - Design Team

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
Is it ever advantageous to create a design or solve a problem individually as opposed to using a team approach? Explain. What strategy would you use to form a design team in order to obtain the best solution possible? What does it mean to be “ethical” in your work? Do engineers need to be taught to be “ethical”?		ENG1.a.9.h: Examine how the design needs to continually be evaluated and the ideas of the design must be redefined and improved. ENG1.a.10.h: Interpret design problems are seldom presented in a clearly defined form. ENG1.a.11.h: Argue design processes vary slightly. However, key elements of any design process include: defining a problem, identifying criteria, generating solutions, creating a model or prototype, testing and evaluating, refining the design and communicating processes and results. ENG1.a.12.h: Requirements of a design, such as criteria, constraints and efficiency, sometimes compete with each other.	Standard: ENG1: Students will analyze and demonstrate the attributes of design. Standard: ENG2: Students will analyze and demonstrate engineering design. Standard: ENG3: Students will demonstrate and analyze the role of	
It has been said that, “Having a vision without action is a daydream; Taking action without a vision is a nightmare!” How does this apply to engineering design?		ENG2.a.6.h: Established design principles are used to evaluate existing designs, to collect data and to guide the design process ENG2.a.7.h: Recognize that engineering design is influenced by personal characteristics, such as creativity, resourcefulness and the ability to visualize and think abstractly. ENG2.a.8.h: Analyze the process of engineering design accounts for a number of factors to make decisions. ENG2.b.4.h: A prototype is a working model used to test a design concept by making actual observations and necessary adjustments. ENG3.b.5.h: Describe how many technological problems require a multidisciplinary approach. ENG4.a.5.h: Identify the design problem to solve and determine how to address it. ENG4.a.6.h: Identify criteria and constraints and determine how these will affect the design process. ENG4.c.6.h: Evaluate final solutions and communicate observation, processes and results of the entire design process, using verbal, graphic, quantitative, virtual and written means, in addition to design models.	Standard: ENG3: Students will demonstrate and analyze the role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. Standard: ENG4: Students will develop abilities to apply the design process. Standard: ENG5: Students will develop the abilities to use and maintain	

		<p>ENG4.c.7.h: Evaluate the design solution using conceptual, physical and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.</p> <p>ENG5.a.6.h: Diagnose a system that is malfunctioning and use tools, materials, or machines to repair it.</p> <p>ENG5.a.7.h: Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.</p> <p>ENG5.b.6.h: Operate systems so that they function in the way they were designed.</p> <p>ENG5.b.7.h: Use computers and calculators to access, retrieve organize, process, maintain, interpret and evaluate data and information in order to communicate.</p> <p>ENG5.b.8.h: Troubleshoot, analyze and maintain systems to ensure proper function, accuracy and precision.</p> <p>ENG6.b.3.h: Collect information and evaluate its quality.</p> <p>ENG6.b.7.h: Synthesize data, analyze trends and draw conclusions regarding the effects of technology on the individual, society and the environment.</p> <p>ENG6.b.8.h: Use assessment techniques, such as trend analysis and experimentation, to make decisions about the future development of technology.</p> <p>ENG6.b.9.h: Design forecasting techniques to evaluate the results of altering natural systems.</p>	<p>technological products and systems.</p> <p>Standard: ENG6: Students will develop the abilities to assess the impact of products and systems.</p>	
<p>Unit Vocabulary</p> <ul style="list-style-type: none"> Arbitration, Attorney General, by-product, carcinogen, consensus, critique, ecosystem, Environmental Protection Agency (EPA), ergonomics, ethical, ethics, evaluate, gantt chart, hazard, impact, landfill, mediation, negotiation, norms, Occupational Safety and Health Administration (OSHA), product lifecycle, protocol, raw material, recycle, refurbish, refuse, residue, synergy, trade-off, virtual team, waste 				

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Unit 10 - Design Challenge

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
Engineering has been referred to as the “stealth” profession. Do you think this is an appropriate label? Explain. If you had to describe one strategy that would most help an engineer be a good and effective designer, what would it be?		<p>ENG1.a.9.h: Examine how the design needs to continually be evaluated and the ideas of the design must be redefined and improved.</p> <p>ENG1.a.10.h: Interpret design problems are seldom presented in a clearly defined form.</p> <p>ENG1.a.11.h: Argue design processes vary slightly. However, key elements of any design process include: defining a problem, identifying criteria, generating solutions, creating a model or prototype, testing and evaluating, refining the design and communicating processes and results.</p> <p>ENG1.a.12.h: Requirements of a design, such as criteria, constraints and efficiency, sometimes compete with each other.</p> <p>ENG2.a.6.h: Established design principles are used to evaluate existing designs, to collect data and to guide the design process</p> <p>ENG2.a.7.h: Recognize that engineering design is influenced by personal characteristics, such as creativity, resourcefulness and the ability to visualize and think abstractly.</p> <p>ENG2.a.8.h: Analyze the process of engineering design accounts for a number of factors to make decisions.</p> <p>ENG2.b.4.h: A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.</p> <p>ENG3.b.5.h: Describe how many technological problems require a multidisciplinary approach.</p> <p>ENG4.a.5.h: Identify the design problem to solve and determine how to address it.</p> <p>ENG4.a.6.h: Identify criteria and constraints and determine how these will affect the design process.</p> <p>ENG4.c.6.h: Evaluate final solutions and communicate observation, processes and results of the entire design process, using verbal, graphic, quantitative, virtual and written means, in addition to design models.</p>	<p>Standard: ENG1: Students will analyze and demonstrate the attributes of design.</p> <p>Standard: ENG2: Students will analyze and demonstrate engineering design.</p> <p>Standard: ENG3: Students will demonstrate and analyze the role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.</p> <p>Standard: ENG4: Students will develop abilities to apply the design process.</p> <p>Standard: ENG5: Students will develop the abilities to use and maintain</p>	

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<p>Unit Vocabulary</p> <ul style="list-style-type: none"> • *None 				

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Council for Instructional Improvement Ballot
April 25, 2019
Part I

Attachment E

1. Agriculture Curriculum

26 Yes 0 No 0 Unsure

Comments:

- Awesome
- Application to real world examples is a great addition.
- Excellent opportunities for our students!
- Absolutely love this opportunity. Agriculture is a HUGE part of my family's life and livelihood.
- Wow!
- Awesome – Transformational Teacher!
- Awesome to hear about all of the hands-on learning experiences.
- Keep up the passion & energy! It shows in what you do!
- Exciting
- Love the AG page updates!!
- Wow! Lots happening!
- Wow. Great curriculum! Sounds like you are doing some great things.

2. Family & Consumer Science Curriculum

26 Yes 0 No 0 Unsure

Comments:

- Great
- Nice job!
- There are a great number of essential questions. Are these goals/objectives rather than essential questions?

3. Technology & Engineering Curriculum

26 Yes 0 No 0 Unsure

Comments:

- Great opportunities for our students. Thank you!
- Very nice job with a very challenging curriculum! Keep up the good work!
- The employability skills need is something we hear over and over from employees also (Mid-State).
- Again many essential questions. I thought essential questions were what you want kids to know in 40 years.
- Great courses/curriculum. Like the emphasis on application and collaboration. Our kids are lucky!

4. Mathematics (K-12) Curriculum

25 Yes 0 No 1 Unsure

Comments:

- The new flow chart is well done and removes the prestige pressure.
- Parent website – especially resources for K-5 as it relates to math expressions.
- Recommend creating a math website for parents.
- PLC will need to be utilized to ensure Algebra 8 & 9 have similar summative assessments.
- Looks great!
- Really like the site. Looks like the curriculum is clear and teachers have resources available.

5. Professional Development Goals: 2019-20

24 Yes 0 No 2 Didn't vote

Comments:

- Easier to read/follow.
- Remove the SIR goal – it isn't valuable to the district as a whole.
- Nice new look. Love the focus on PLC's.
- I like the new organization – great work!

6. Professional Days: 2019-20

24 Yes 0 No 2 Didn't vote

Comments:

- Change June 5 to recordkeeping/building meetings
- Recordkeeping actually is after each trimester. Should always happen.
- With June 5 building-level meeting change.



Math 6 Curriculum Map

Ratios and Proportional Reasoning					
Essential Questions	Content (Vocabulary)	Skills	Standards	Common Resources	Common Assessments
Understand ratio concepts and use ratio reasoning to solve problems.					
What is a ratio?	<ul style="list-style-type: none"> ratio: part to part vs. part to whole 	<input type="checkbox"/> Use ratio language to describe a ratio relationship between two quantities.	6.RP.1		
	<ul style="list-style-type: none"> rate unit rate 	<input type="checkbox"/> Use rate language in the context of a ratio relationship.	6.RP.2		
How can you use ratios to solve real-world problems?	<ul style="list-style-type: none"> equivalent ratios percent 	<input type="checkbox"/> Construct and use tables of ratios to find missing values, compare ratios and plot on a coordinate plane. <input type="checkbox"/> Evaluate unit rate problems including unit pricing and constant speed. <input type="checkbox"/> Solve percent problems including those involving finding the whole, given a part and the percent. <input type="checkbox"/> Manipulate and transform measurement units using ratio reasoning.	6.RP.3		

The Number System					
Essential Questions	Content (Vocabulary)	Skills	Standards	Common Resources	Common Assessments
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.					
When solving word problems involving division of fractions, how do we decide which value is the dividend and which is the divisor?	<ul style="list-style-type: none"> division of fractions dividend divisor quotient 	<input type="checkbox"/> Understand what the dividend represents in a word problem. <input type="checkbox"/> Understand what the divisor represents in a word problem. <input type="checkbox"/> Define the meaning of the quotient in a word problem. <input type="checkbox"/> Relate multiplication to division (and vice versa) using fact families. <input type="checkbox"/> Represent quotients of fractions using visual models.	6.NS.1		
Compute fluently with multi-digit numbers and find common factors and multiples.					
How do we use standard algorithms when solving problems using the four operations?	<ul style="list-style-type: none"> basic operations 	<input type="checkbox"/> Use the standard algorithms to fluently add, subtract, multiply and divide multi-digit whole numbers and decimal numbers.	6.NS.2 6.NS.3		
How do we use the distributive property to express a sum of two whole numbers with a common factor?	<ul style="list-style-type: none"> greatest common factor least common multiple distributive property 	<input type="checkbox"/> Compute the GCF and LCM of two whole numbers. <input type="checkbox"/> Represent the sum of two whole numbers with a common factor using the distributive property. For example, express $36 + 8$ as $4(9+2)$.	6.NS.4		
Apply and extend previous understandings of numbers to the system of rational numbers.					
How can we use positive and negative numbers to represent real-world contexts?	<ul style="list-style-type: none"> positive numbers negative numbers 	<input type="checkbox"/> Evaluate the meaning of zero, positive numbers and negative numbers in real-world contexts.	6.NS.5		

How can we represent positive and negative numbers on a number line and on coordinate grids?	<ul style="list-style-type: none"> • rational number • integer • opposites • coordinate plane • axes • quadrants • reflections 	<input type="checkbox"/> Understand that a rational number is a number that can be represented in the form a/b . <input type="checkbox"/> Understand a rational number as a point on a number line. <input type="checkbox"/> Recognize that opposite signs of numbers are equal distance from zero, on opposite sides of the number line, and that zero is its own opposite. <input type="checkbox"/> Analyze the difference between ordered pairs that are reflected across one or both axes. <input type="checkbox"/> Position pairs of integers and other rational numbers on a coordinate plane.	6.NS.6		
How do we apply absolute value real-world contexts?	<ul style="list-style-type: none"> • absolute value • inequality statements 	<input type="checkbox"/> Define absolute value as a number's distance from zero on a number line. <input type="checkbox"/> Interpret inequality statements involving rational numbers. <input type="checkbox"/> Translate inequality statements in real-world contexts. <input type="checkbox"/> Interpret absolute value as the magnitude of a positive or negative quantity in a real-world situation. <input type="checkbox"/> Distinguish between the use of positive and negative integers and their absolute values to describe the same situation (a balance of -30 dollars vs. a debt of 30 dollars).	6.NS.7		
How can we solve real-world problems by graphing points in a coordinate plane?	<ul style="list-style-type: none"> • distance in a coordinate plane 	<input type="checkbox"/> Compute distances in the coordinate plane between points with the same first coordinate or the same second coordinate.	6.NS.8		

Expressions and Equations					
Essential Questions	Content (Vocabulary)	Skills	Standards	Common Resources	Common Assessments
Apply and extend previous understandings of arithmetic to algebraic expressions.					
How can we solve numerical expressions with exponents?	<ul style="list-style-type: none"> expressions power base exponent 	<input type="checkbox"/> Write numerical expressions for real-world contexts. <input type="checkbox"/> Evaluate numerical expressions involving whole number exponents.	6.EE.1		
How can we solve expressions where letters stand for numbers?	<ul style="list-style-type: none"> variables term coefficient sum difference product quotient order of operations 	<input type="checkbox"/> Translate expressions from words to symbols. <input type="checkbox"/> Identify parts of an expression using mathematical terms. <input type="checkbox"/> Evaluate expressions using formulas used in real-world problems by following the order of operations.	6.EE.2		
How can we identify when expressions represent the same quantity?	<ul style="list-style-type: none"> distributive property commutative property associative property equivalent expressions like terms 	<input type="checkbox"/> Apply the properties of operations to generate equivalent expressions. <input type="checkbox"/> Identify when two expressions are equivalent.	6.EE.3 6.EE.4		
Reason about and solve one-variable equations and inequalities.					
How can we write and solve real-world one-variable equations and inequalities?	<ul style="list-style-type: none"> equation inequality variable solution 	<input type="checkbox"/> Recognize the difference between expression, equations and inequalities. <input type="checkbox"/> Demonstrate that a given number is a solution to a one-variable equation or inequality using substitution. <input type="checkbox"/> Represent and solve real-world and mathematical problems using one-variable equations, expressions, and inequalities. <input type="checkbox"/> Represent solutions to inequalities on number line diagrams.	6.EE.5 6.EE.6 6.EE.7 6.EE.8		

Represent and analyze quantitative relationships between dependent and independent variables.				
How does one quantity affect the value of another quantity when represented in graphs, tables and equations?	<ul style="list-style-type: none"> • independent variable • dependent variable 	<input type="checkbox"/> Use variables to represent two quantities that change in relationship to one another in a real-world problems. <input type="checkbox"/> Analyze the relationship between independent and dependent variables. <input type="checkbox"/> Express these relationships in tables, graphs and equations.	6.EE.9	

Geometry					
Essential Questions	Content (Vocabulary)	Skills	Standards	Common Resources	Common Assessments
Solve real-world and mathematical problems involving area, surface area, and volume.					
How can we use the area, surface area and volume of shapes to solve real-world and mathematical problems?	<ul style="list-style-type: none"> area of triangles, special quadrilaterals, and polygons 	<input type="checkbox"/> Find areas of triangles and special quadrilaterals. <input type="checkbox"/> Decompose and compose polygons to solve area problems.	6.G.1		
	<ul style="list-style-type: none"> volume of right rectangular prisms with fractional edge lengths 	<input type="checkbox"/> Find volumes of right rectangular prisms with fractional edge lengths using $V=lwh$ and $V=Bh$ to solve real-world problems.	6.G.2		
	<ul style="list-style-type: none"> polygons on a coordinate plane 	<input type="checkbox"/> Graph polygons in the coordinate plane. <input type="checkbox"/> Find side lengths using coordinates by subtracting x-coordinates for horizontal distance ($x_2 - x_1$) and y-coordinates for vertical distance ($y_2 - y_1$).	6.G.3		
	<ul style="list-style-type: none"> nets of rectangles and triangles surface area of rectangles and triangles 	<input type="checkbox"/> Represent 3D figures using nets made up of rectangles and triangles to calculate surface area.	6.G.4		

Statistics and Probability					
Essential Questions	Content (Vocabulary)	Skills	Standards	Common Resources	Common Assessments
Develop understanding of statistical variability.					
How can we write an appropriate statistical question?	<ul style="list-style-type: none"> statistical question variability 	<input type="checkbox"/> Recognize a statistical question produces a variety of responses.	6.SP.1		
What is the difference between measures of center and measures of variation/spread?	<ul style="list-style-type: none"> measures of center (mean, median, mode) measures of variation/spread (range, interquartile range, mean absolute deviation) distribution of data 	<input type="checkbox"/> Analyze and describe a set of data using measures of center, measures of variation/spread and overall shape. <input type="checkbox"/> Contrast measures of center with measures of variation/spread. (Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation/spread describes how its values vary with a single number.)	6.SP.2 6.SP.3		
Summarize and describe distributions.					
How can we organize and describe our data to make it useful for decision making?	<ul style="list-style-type: none"> dot plots histograms box plots 	<input type="checkbox"/> Choose and construct appropriate displays of data including tables, dot plots, histograms, and box plots to visually summarize numerical information in relation to its context. <input type="checkbox"/> Use appropriate measures of center and variation/spread to analyze and describe any patterns and/or deviations from patterns in the data.	6.SP.4 6.SP.5		

WISCONSIN RAPIDS PUBLIC SCHOOLS

CO-CURRICULAR ACTIVITIES
CODE OF CONDUCT

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

Reviewed and Approved by the Board of Education
May 13, 2019

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NOTICE: STUDENT NON-DISCRIMINATION & ANTI HARASSMENT

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

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

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

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

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

I. Goals of Co-Curricular Activity Participation

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

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

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

II. Definition of Co-Curricular Activities

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

Category 1 – Athletics

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

Girls' Sports

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

Boys' Sports

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

Category 2 – Competitive Activities

Activities that are competitive in nature are governed by the same code requirements as interscholastic athletics. Activities included under Category 2, but not limited to the following are:

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

Category 3 – Leadership & Public Recognition Activities

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

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

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

National Honor Society	Class Officers	FFA
School Musical	Badger Boys/Girls	Bloodstone
Commencement Speakers	Key Club	Student Council
Letterwinners Club	Drama Club	Ambassadors
Courts (Homecoming, Prom, Winter, etc.)	Art Honor Society	<i>Link Crew</i>
<i>Cool 2 Be Kind</i>	Team Managers, Statisticians, Videographers, etc	

Category 4 – Music/Class Related Activities

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

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

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

Category 5 – Intramural and Interest Clubs

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

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

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

French	Spanish	HOSA
German	Bucket Bombers	Running Club
GSA	Book Club	Computer Club
HASO	Engineering Club	Art Club
Middle School Intramural Sports	Knitting Club	Calligraphy Club

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

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

III. Eligibility Rules

- A. Wisconsin Interscholastic Athletic Association (WIAA), Wisconsin Valley Conference (WVC), and the Great Northern Conference (GNC) Rules of Eligibility (These rules apply only to Category 1 programs.)
 - a. Students participating in interscholastic athletics must abide by the specific rules of eligibility as stipulated by the WIAA, WVC and the GNC. (See the current WIAA handbook online at wiaawi.org or the WVC at wisconsinvalleyconference.org or the GNC at greatnorthernconference.org).
- B. Interscholastic Athletic Age Requirement (Applies only to Category 1 programs)
 - a. A student shall be ineligible for interscholastic competition if he/she reaches his/her 19th birthday before August 1st of any given school year. (Middle School/Junior High: 6th grade - 13, 7th grade -14 and 8th grade - 15.)
- C. Interscholastic Athletic Physical Examination Requirement (Applies only to Category 1 programs)
 - a. A physical examination taken April 1 and thereafter is valid for the following two school years.
 - b. A physical examination taken before April 1 is valid only for the remainder of that school year and the following school year.
- D. Mandatory paperwork to compete in athletics (Applies only to Category 1 and some Category 2 programs)
 - a. A concussion education acknowledgement form must be signed by parents and athletes before any participation in practice or competition at the start of every sports season.
 - b. A consent to treat form must be submitted at the start of every sports season.
 - c. A WIAA Rules of Eligibility Form must be signed by parents and athletes of grade 9-12 before any participation in practice or competition once per school year.

- E. Academic Rules - Academic eligibility requirements shall commence upon initial enrollment in the first activity/sport.
- A student must satisfy WRPS and Wisconsin Department of Public Instruction requirements defining a full time student.
 - Only full time WRPS students in grades 9-12 may participate in District co-curricular programs. (Full-time status will be determined by the Registrar, Principal and/or the Athletic Director.)
 - In grades 6-8, only full-time WRPS students and students in private schools within our district who are current members of the WIAA may participate in District co-curricular programs.
 - A student becomes a ninth grader the day after his/her last day of eighth grade.
- F. Students are eligible for participation in a co-curricular program if they have received no more than one (1) grade of "F" or one (1) grade of "Incomplete" from the previous progress report or semester/term official grading period.
- For grades 6-12, there are 6 periods of evaluation upon which academic eligibility is based.
 - The evaluation periods in the semester/term are summative in nature and are not separate mini-grading periods. The next semester/term evaluation period restarts calculations and are also summative in nature.

ACADEMIC ELIGIBILITY OVERVIEW

EVENT	INELIGIBILITY	SPRF TO TEACHERS	ELIGIBLE	STILL INELIGIBLE
Progress Report 1	8 scheduled school days	7th day	Play 9th day	5 more days
Term 1 Final Grade	15 scheduled school days	14th day	Play 16th day	5 more days
Progress Report 3	8 scheduled school days	7th	Play 9th	5 more days
Term 2 Final Grade	15 scheduled school days	14th day	Play 16th day	5 more days
Progress Report 5	8 scheduled school days	7th day	Play 9th day	5 more days
Term 3 Final Grade (to Fall)	21 calendar days	20th day	Play 22nd day	5 more days

- Each time a 6th -12th grader still has 2 or more "F's" or "Incompletes" after an initial ineligibility period, he/she must wait another full 5 scheduled school days before taking another Student Progress Report Form (SPRF) to teachers. The SPRF may be circulated on the 6th day in these situations.
- G. Academic Ineligibility/Eligibility Procedures (From Terms 1 & 2 - For the Winter/Spring)
- Students who receive more than 1 "F" or 1 "Incomplete" from Terms 1 & 2 official grading period are ruled ineligible. Co-curricular ineligibility begins *the day after grades are on the third day after grades have been* posted by the registrar. An ineligible student becomes eligible according to the aforementioned and they no longer have two (2) or more "F's", "Incompletes", or one of each.
 - It is the responsibility of the ineligible student to initiate a Student Progress Report Form (SPRF) which must be filled out by each of the student's teachers. (These forms are available in the ~~Athletic Student Services~~ Office.) See Academic Eligibility Overview Chart for timelines.
 - A Student Progress Report Form, completed and signed by an ineligible student's classroom teachers, must be returned to the Student Services Office before the end of the ineligibility period.

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

count toward penalties being served for a Code violation penalty.

- b. Out of School Suspension from school is an automatic Code of Conduct violation and penalties will be applied per the Code status of the individual involved.
- L. Failure to Complete a Season
 - a. A student who is dropped from one activity for disciplinary reasons shall be ineligible to participate in another activity during that same season.
 - b. A student who quits a seasonal co-curricular activity shall be ineligible to participate in another activity during that season unless he/she receives consent from the coaches or advisors involved. (This does not apply if the activity meets all year or if a student is cut from a team.)

IV. Social Behavior and Conduct Rules

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

prescription drugs, street drugs and Performance Enhancing Substances (PES).

- iii. Use, possession, buying or selling of alcoholic beverages, tobacco/nicotine, e-cigarettes in any form.
- iv. Possession or use of drug paraphernalia.
- v. Hazing, harassment, initiations, discrimination, transmission of inappropriate pictures online, cyber bullying online
- vi. Possession of a dangerous or concealed weapon on school grounds.
- vii. Falsifying grades or teachers' signature on any report or document.
- viii. Vandalism and/or criminal damage of property.
- ix. Threatening a staff member.
- x. Battery or sexual assault.
- xi. Charged with a local, state, or federal violation(s) which may or may not include a citation or arrest; may include a criminal offense or violation of an ordinance having a statutory counterpart.
- xii. Hosting a party or gathering where illegal activities are held which may include underage consumption of alcohol, illegal use of controlled substances, contributing to the delinquency of minors, not cooperating with law enforcement, etc.
- xiii. Damage to any school property, property while under school supervision, damage to property of employees and students of the school district and damage to school buses.
- xiv. Threats to personal safety, assaults, and conduct that interferes with or during school activities or bussing.
- xv. Flagrant misbehavior in school, on school grounds or on buses that is disrespectful and defiant toward school or bus personnel.
- xvi. Any athlete convicted of a felony (or other crime as determined by the Administration) will be suspended from participation (practice and competition) for a minimum of one calendar year. Restriction from participation shall be effective from the date of the crime.
- xvii. Unacceptable conduct contrary to the ideals, principles, and standards of Wisconsin Rapids Public Schools, the Wisconsin Valley Conference, the Great Northern Conference, the WIAA and any applicable conference affiliations.

G. Minor Rule/Conduct Infractions.

- a. The following is a list of representative minor infractions but is not a comprehensive list of all possible offenses.
 - i. Failure to attend all practices and contests unless excused by the coach or the advisor.
 - ii. Failure to maintain practice hours and/or rules designated by the coach or advisor. These rules will be distributed in writing to every participant. These rules will be discussed by the coach or advisor. These rules will be on file with the Principal and Athletic Director at the beginning of the season or activity.
 - iii. Failure to treat coaches, advisors, faculty and staff with respect.
 - iv. Equipment abuse, loss and tardy or improper return, or possession of equipment out of season.
 - v. Inappropriate use of the Internet, personal electronic and digital devices, on or off campus. This includes Acceptable Use Policy (AUP) violations.
 - vi. Profanity or obscene gestures.
 - vii. Unsportsmanlike conduct.
 - viii. *Academic Dishonesty*, cheating and/or plagiarism.
 - ix. Repeated inappropriate classroom conduct/disruption.
 - x. Repeated/Multiple in-school suspensions.
 - xi. Excessive classroom tardiness.
 - xii. Bus misconduct resulting in a bus suspension.

- xiii. Truancy/Unexcused Absences.
- xiv. If placed on detention, the participant must fulfill the obligation within 2 school days.

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

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

WRPS expressly reserves the right to impose a penalty it deems appropriate for each individual situation and case. Code violations are cumulative throughout a student career (grades 6-8 career and then grades 9-12 career). NOTES: 1.) A student has 4 strikes and out at their grades 6-8 career and then again at their grades 9-12 career. 2.) There is no statute of limitations on reporting Co-Curricular Code violations. However, it will be at the discretion of the administration on whether to take action on reports that are not made in a timely manner.

A. Consequences for Major Rule Code Violations:

- a. First Major Violation: (In grades 6-8 and/or 9-12 careers)
 - i. A first major violation of the Code will result in a suspension from competition for a period of 20% of the contests ...based upon each school's total regular season scheduled events for each specific activity. (See Appendix A)
 - 1. Any remaining percentage of that suspension not served shall be recalculated and applied toward the next activity in which a student participates in and completes. Any fraction of a competition will be rounded upward. (See Appendix A)
 - 2. If a suspension carries over into the WIAA tournament series, the athlete will miss the entire tournament series. This clause pertains to team tournaments as well as the individual tournament series. (A WIAA tournament event series missed will count as ONE event toward the penalty to be served.)
 - 3. Any student serving a penalty during an activity must remain in the sport in order for the penalty to be completed. If a student quits the activity, the penalty will carry over to the next season or activity in which the student participates.
- b. Second Major Violation: (In grades 6-8 and/or 9-12 careers)
 - i. A second major violation of the Code will result in suspension from competition for a period of 50% of the contests based upon each school's total regular season scheduled events for each specific activity. (See Appendix A)
 - 1. All other sanctions listed under the first violation will be served before a second violation suspension begins.
 - 2. Unserved suspension time will be recalculated for the next season/activity participated in and as applicable; and WIAA series applications will be similar to those listed under first violations.
- c. Third Major Violation: (In grades 6-8 and/or 9-12 careers)
 - i. A third major violation of the Code will result in suspension from competition for one calendar year from the date of the third violation. All other sanctions may be served simultaneously during this one year suspension.
- d. Fourth Major Violation: (In grades 6-8 and/or 9-12 careers)
 - i. A fourth major violation of the Code will result in loss of eligibility for activities in Categories 1 & 2 for the entirety/remainder of a grades 6-8 career and/or 9-12 career.
 - ii. A fourth major violation of the Code during a student's 8th grade year will result in a one calendar year suspension from all activities.
- e. Notes about Violations:

- i. A student who is academically ineligible must serve this penalty and regain eligibility status before serving other code violation penalties.
 - ii. A student found to be involved in the use or abuse of alcohol and controlled substances, including steroids, performance enhancers, etc. will receive sanctions and also be referred to Student Services and the School Resource Officer.
 - iii. Students who are reported for Co-Curricular Code violations will be sanctioned, if the violation is substantiated, to a reasonable degree by the athletic director and/or administration.
 - iv. See Appendix A – CHART OF INELIGIBILITY for the calculation of normal suspension periods.
 - v. Students who have received a code violation from a police issued referral and/or citation may request an appeals hearing within five days of the ticket being dismissed or found not guilty.
- B. Consequences for Minor Rule Violations
- a. The consequence for minor rule violations will be decided upon by the coach(s)/advisor(s) through a joint consultation that includes the Athletic Director and/or administration. (Consequences may include a Code violation ruling.)

VI. Enforcement of Activity Code Rules

- A. Investigation
- a. Coaches, advisors, teachers and/or administrators must report violations of the Code of Conduct at any time they become aware of the violation. Law enforcement agencies may report alleged violations of the Code of Conduct at any time they become aware of the violation. The report of the incident may be written or verbal. In this case, investigation of the event must be immediate with no statute of limitations.
 - b. Any student or person from the public may notify school authorities regarding alleged rule violations in writing in the form of a signed letter to the Athletic Director or administration. A violation must be reported within 28 days from the alleged violations(s).
- B. Upon receiving a report that a violation may have occurred:
- a. A member(s) of the administration or designee will interview the accused participant. If the participant admits to a violation, a suspension/Code penalty will be rendered and explained clearly to the student. A written letter will be sent to the parent/guardian.
 - b. When a suspension is rendered, it shall begin the day the decision is rendered to the student. The decision to suspend a student from participation will be implemented immediately and will remain in force until completed or until overturned through the appeal process. If a student disagrees with the judgment/penalty they may appeal the judgment/penalty by following the appeals procedure. (See Section D)
- C. Enforcement
- a. All co-curricular activities that a student is involved with will be subject to the enforcement of a penalty.
 - b. If the student is not out for a sport at the time of a violation, the penalty will affect the next sport season the student successfully completes.
 - c. If the student is currently not participating in a non-athletic co-curricular event at the time of a violation, a penalty may be enforced in the next subsequent activity in which they normally participate per the discretion of the advisor *in consultation with administration*.
 - i. All violations will be documented in the student's file. The number of violations automatically corresponds to the penalty level in all activities.

- ii. Any student serving a penalty during a sport or activity must remain active and finish in good standing in the sport or activity in order for the penalty to be successfully served.
- d. During a student's first offense suspension, the advisor/coach of an activity may:
 - i. Eliminate the student from some practices/meetings/events
 - ii. Prohibit the student from travelling to away events
- e. Students suspended from a competitive contest that required student-subsidized travel will forfeit all personal funds paid in advance of the competition.

D. Appeal Procedure

- a. Requesting an Appeal
 - i. An athlete, his/her parent(s) or guardians may appeal an Activities Code suspension by requesting in writing, of the building Principal, a hearing of the Appeal Committee. This request must be received by the building Principal within five (5) school days from the date of the suspension notification. Penalties will be served during the appeal process. Appeals do not stop the penalty phase of a Code violation.
- b. The Appeal Committee
 - i. The role of the committee is restricted to reviewing the facts of the alleged violation of the Code and determining whether or not a violation occurred.
 - ii. The Appeal Committee for each case will be selected by the Athletic Director and a building administrator. The Appeal Committee will meet to hear the appeal within five (5) school days of receipt of the request. The Appeal Committee will be made up of the following individuals:
 - 1. Chairperson – Principal (non-voting except for tie breaks)
 - 2. Athletic Director or Administrator (from a different school building than the appealing student)
 - 3. Two Coaches/Advisors not associated with the athlete/participant as a coach or advisor
- c. Appeal Hearing Procedures
 - i. The student, his/her parent/custodial guardian, and/or a legal representative may attend the appeal hearing.
 - ii. During the appeal hearing,
 - 1. The chairperson will review the procedures to be followed, and answer any questions that will clarify those procedures;
 - 2. The person who issued the Code violations will provide:
 - a. A summary of the overall situation, in the context of how/where the violation took place
 - b. The specific charges against the student
 - c. A description of the incident using witness information to substantiate the violation
 - d. The nature of the disciplinary measures taken as a result of the violation
 - iii. The student or his/her representative(s) may ask questions necessary to bring out facts or to clarify points of dispute.
 - iv. The student or his/her representative(s) may present his/her involvement using witness information if needed to bring out facts and/or to serve as a defense.
 - v. The parties may ask questions of any person relevant to the appeal hearing.
 - vi. The Appeal Committee members may ask questions of the person who issued the charges, the student or any witness.
 - vii. Each party summarizes his/her position for the members of the Appeals Committee.
 - viii. Within five (5) school days of the hearing, a decision will be made regarding the appeal. Such a decision will make findings of facts and communicate such to the student and his/her parents in writing.

E. Further Appeal

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

VII. Miscellaneous

A. Equipment/Supplies

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

B. Travel

- a. The student must travel to and from out-of-town events via transportation arranged by the coach or advisor. A student who travels via other transportation will not participate in the event.
- b. Exceptions may be made in advance with approval from the building administrator/athletic director via permission documentation by parents, coach/advisor and the athletic director/school advisor.

C. Poor Standing Criteria - A student will be considered as being in poor standing if one or more of the following criteria is met:

- a. The student was declared ineligible based on academic standards.
- b. The student quit the activity before the season was over.
- c. A student who has served a suspension during the season of the original violation is ineligible to receive any conference awards for that season.
- d. A student may not be awarded a letter if they do not finish the season in good standing. The season is completed at the conclusion of the awards banquet.
 - i. Coaches/Advisors are to submit a list of letter-winners and their fulfilled letter qualifications to the Athletic Director or administration for confirmation before any awards are announced. Any student whose suspension is initiated in an ongoing season will not be eligible to receive the designation of either Captain or Most Valuable Player for that season.
 - ii. Letter criteria for each activity will be handed out to the student and parent by the head coach/advisor prior to the season.
- e. A coach or advisor MAY RECALL an award if the student's conduct warrants such action. This decision is subject to the appeal procedure in Section V.D., but only as to whether the conduct occurred.

VIII. Dissemination

A. Preseason Meeting

- a. This Code shall be distributed to each student at a preseason meeting or on the first day a student

reports for a co-curricular activity. The Co-Curricular Code will also be available on the WRPS website in lieu of distributing paper copies.

- b. Additional standards determined by each coach or advisor shall also be written and distributed to each student at the same time. A copy shall be placed on file with the athletic director and/or school principal.
- c. Students and parents should read all items and ask for clarification by the coach or advisor of any items not understood. Participation by the student in the activity/sport is a representation by the student and parent/guardian that they read and understand the Code.

B. Parent Involvement

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

C. Integrity of the Code

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

D. Future Code Changes

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

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

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

Date: _____

Grade in School: _____

Student: (print name) _____

Parent/Guardian: (print name) _____

Student Signature: _____

Parent/Guardian Signature: _____

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

ASSUMPTION OF RISK STATEMENT

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

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

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

Date: _____ Student Signature: _____

Parent/Guardian Signature: _____

Appendix A – CHART OF INELIGIBILITY

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

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

Wisconsin Rapids Lincoln High School

1801 16th Street South
Wisconsin Rapids, Wisconsin 54494
Telephone: (715) 424-6750
<http://www.wrps.org/schools/lincoln/index.cfm>
Facebook: WR Lincoln High School
Twitter: LincolnHS_WRPS
Ronald Rasmussen, Principal
Nic Sydorowicz, Steve Thayer, Jaime Defelice, Assistant Principals



2019-2020 Student Handbook

This Agenda Belongs To:

Name: _____ Grade: _____

Address: _____

Phone: _____ Student ID #: _____

Email Address: _____

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**This handbook is current as of 5/16/18. 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 2019-2020 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:

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

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

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 College, Career, and Volunteer Center for information on what classes will best meet their needs.

COMING ATTRACTIONS

September 3	First Day for Students
September 26	Picture Retake Day
Sept 30 - Oct 4	Homecoming Week
October 7	Professional Development Day - No School
October 14	PTV 4:30 p.m. - 7:00 p.m.
October 16	PSAT Test
October 22	Sophomore MSTC visit
October 22	Junior Career Day
November 1	Professional Development Day - No School
November 27-29	Thanksgiving Break - No School
December 2	Record Keeping / Professional Development Day - No School
December 3	Term 2 Begins
Dec. 23 - Jan. 1	Winter Break - No School
January 20	PTV 4:30 p.m. - 7:00 p.m. & Registration Expo
January 27	Professional Development Day - No School
January 28 - 31	Fire on Ice Week
March 3	Junior ACT Assessment
March 3	Senior Reality Check
March 4	Junior WorkKeys Assessment
March 4	Sophomore UWSP Visit
March 6	Record Keeping / Professional Development Day - No School
March 9	Term 3 Begins
March 23-27	Spring Break - No School
April 7 & 8	Sophomore Forward Assessment
April 21 & 22	Freshmen & Sophomore Aspire Assessment
April 10	Professional Development Day - No School
April 23-24	Honors Breakfast 6:30-7:30 a.m.
April 27	PTV 4:30 p.m. - 7:00 p.m.
May 4-15	Advanced Placement Testing
May 9	Prom
May 21	Yearbook Distribution
May 25	Memorial Day - No School
May 28	Last Day for Seniors
May 29	Graduation Practice
May 31	Graduation
June 5	Last Day for Students

CONCURRENT ENROLLMENT COURSES

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

DAILY SCHEDULE

Monday, Tuesday, Thursday, Friday			Wednesday	
1	7:30 AM	8:40 AM	Staff PLC	7:05 AM 8:00 AM
PRIDE Time	8:47 AM	9:15 AM	1	8:00 AM 9:15 AM
2	9:22 AM	10:32 AM	2	9:22 AM 10:32 AM
3A Lunch	10:39 AM	11:09 AM	3A Lunch	10:39 AM 11:09 AM
3A Class	11:09 AM	12:19 PM	3A Class	11:09 AM 12:19 PM
3B Class	10:39 AM	11:14 AM	3B Class	10:39 AM 11:14 AM
3B Lunch	11:14 AM	11:44 AM	3B Lunch	11:14 AM 11:44 AM
3B Class	11:44 AM	12:19 PM	3B Class	11:44 AM 12:19 PM
3C Class	10:39 AM	11:49 AM	3C Class	10:39 AM 11:49 AM
3C Lunch	11:49 AM	12:19 PM	3C Lunch	11:49 AM 12:19 PM
4	12:26 PM	1:36 PM	4	12:26 PM 1:36 PM
5	1:43 PM	2:53 PM	5	1:43 PM 2:53 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.

DUAL ENROLLMENT COURSES

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

EARLY COLLEGE CREDIT & START COLLEGE NOW

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

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

GRADUATION CREDIT REQUIREMENTS

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

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~~ *Summative Assessments* are the exception, in which case the student is responsible for contacting the teacher and setting up an appointment upon his/her return to school. If a student is absent as unexcused, the teacher is not obligated to accept the student's ~~homework, project, etc.~~ **formative assessment.**

2. Teachers may set a deadline for long-term, major assignments. Regardless of whether a student is absent or present on the due date, students are expected to turn in such assignments on the date set by the teacher unless prior arrangements are made with the teacher.
3. Students who miss part of a day (school sponsored meetings, athletic contests, field trips, etc.) are responsible for obtaining the assignments and/or preparing for quizzes or tests as assigned by the teacher and are held to the same timeline as if they had been present in class that day.
4. Students are responsible for securing all work missed for absences by contacting the individual teacher through email, phone, or through Canvas 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-RAIDER PRIDE TIME PERIOD

Our ~~RPT H/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 four days per week for students to focus on maintaining academic standing in all courses, improve work, and ultimately improve grades. Expectations include:

- Mandatory attendance. Consequences for missing ~~RPT H/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 ~~RPT H/E~~ will result in discipline.
- All normal school rules apply to ~~RPT H/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 *and ChromeBooks* checked out in their name. Students will be charged for any damage that is determined to be above and beyond normal wear and tear.

TECHNOLOGY USE

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

Just as there are social codes and behaviors which are acceptable at school, there are correct procedures and rules for the use of the WRDN resources. Student users and their parent(s)/guardian(s) will be provided information from Board Policy 365.1 *and* 365.1 Rule. ~~=Network & Internet Acceptable Use & Internet Safety, and then be required to sign the Acceptable Use Policy (AUP) form.~~ This information will be distributed during orientation, registration, and verification sessions. ~~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 ~~R-AUP~~ form.

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

TRANSCRIPT REQUESTS

Transcripts can be requested through an online service at Parchment.com. Students and graduates will have the ability to send transcripts electronically 24/7/365 eliminating the need to contact the Student Services office or wait for open school office hours. Transcripts will also arrive faster and the chance of them being misfiled will be greatly reduced. Cost for this service is ~~\$4.50~~ for current students and ~~\$6.50~~ 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 (more than five days unexcused per term) students will be processed under Municipal Code 866. Detentions, in-school suspension, Thursday school, referral to Social Services, mandatory court appearances and citations are all consequences of truancy.
4. According to State Statute 118.15(3)(c), a parent may excuse their child for 10 excused absences. After the 10 days of absence per year, the student will be required to provide documentation from a doctor or other health care professional, a probation officer or social worker, police officer or judge in order to be excused, Wisconsin State Statute 118.15.
5. WRPS *may terminate* a pupil's open enrollment in the succeeding ~~trimester~~ semester or school year if the student is habitually truant during either trimester in the current school year.
6. Students are not allowed to leave school during the day unless they have permission from the office or nurse **and** have signed out. Failure to follow these procedures will result in detentions or possible suspension.
7. Students who must be absent because of participation in school activities are required to make up all work at the discretion of the teacher.
8. Any student who participates in or attends a school sponsored night activity must have attended the full day of instruction unless the absence was ~~pre-~~approved by administration.
9. When classes are in session, any students in the halls must have their agenda book. Students in the halls without proper hall passes will be sent to the office. Loitering is not allowed in the halls.
10. Missing class or leaving the building without authorization is illegal and violates school rules. Detention and/or suspension will be given for missing class/study hall and for leaving school without permission from the office.
11. Refusal to identify yourself upon request of school personnel is not permitted and ~~will~~ may result in suspension.
12. Falsified telephone calls or notes concerning attendance will result in detentions.
13. Any student coming in late for whatever reason or leaving early for

any reason MUST SIGN IN or OUT in the office.

14. In all situations, according to Wisconsin State Statutes, the school has the right to reject any request and determine if the absence is to be excused with or without credit.

TARDY POLICY

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

BULLYING (Board Policy 411.5)

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

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

Bullying behavior can be:

- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet)
- Cyberbullying is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate in a deliberate, repeated or hostile and unwanted manner

under a person's true or false identity. Any communication of this form which disrupts or prevents a safe and positive educational environment may be considered cyberbullying. Cyberbullying is unacceptable and a violation of the District's technology acceptable use policy and procedures.

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

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

CLASSROOM CONDUCT, EXPULSION, SUSPENSION

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

Findings from this evaluation may result in:

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

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

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

DETENTION/THURSDAY SCHOOL

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

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

DISCIPLINE PROCEDURES

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

Expectations of Wisconsin Rapids Lincoln High School Students:

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

DRESS FOR SUCCESS

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

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

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

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

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

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

4. Students Cannot Wear:

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

5. Items That Must Be Stored In Lockers

- Coats,
- Hats,
- Backpacks, *Bags, Purses, etc.*,
- Blankets,
- Chains,
- Electronic Devices (unless teacher approved),
- 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. *The police referral may include a citation, a referral to human services or being placed under arrest, depending on age.*

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

ELECTRONIC DEVICES / MOBILE PHONES

The use of cell phones and other electronic devices (including portable speakers) during instructional time is prohibited unless approved by the classroom teacher. Cell phones are only allowed during school hours in the cafeteria during lunch, in the hallways between classes, and Commons study hall time. If a student is found using a cell phone during an unauthorized time:

First Infraction (per term/per teacher)

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

Second Infraction

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

Third Infraction

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

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

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

GANGS AND GANG ACTIVITY

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

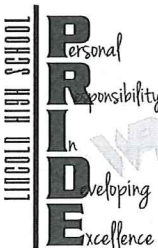
LOOKS AND ACTIONS

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

1. Students are required to fully cooperate with school administration and staff at all times. Failure to do so will result in disciplinary actions including out-of-school suspension.
2. Purses, hats, backpacks, handbags, book bags, laser pointers, and nuisance items should be left in lockers and not brought into classrooms.
3. Overt student affection is inappropriate behavior in the building, on campus, or at school sponsored activities.
4. Student assemblies will be held periodically throughout the school year. Student attendance is mandatory at these events.
5. Students involved in fighting, aggressive, threatening, or obscene behavior will be suspended from school and referred to the authorities for disorderly conduct citations, according to Wisconsin State Statutes Sections 947.01 and Board Policy 443.8.
6. Possession and use of pepper gas, mace, and similar materials on school grounds or at school activities may lead to suspension and possible referral to the School Board for expulsion.
7. Any student bringing a firearm or other weapons to school will be suspended and referred for expulsion according to Wisconsin State Statutes Section 948.605 and 948.61.
8. Students are subject to discipline for off-campus conduct. Off-campus student conduct and speech for incidents that jeopardize the order, safety, and discipline of the school will result in disciplinary consequences.
9. **Locker Room *and* Restroom Privacy:** WRPS shall observe measures intended to protect the privacy rights of individuals using school locker rooms. No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time. Please see Locker Room Guidelines for more information.
10. Hoverboards, segways and other personalized vehicles are not allowed on school property.

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

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



STUDENT BILL OF RIGHTS

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

THEFT/VANDALISM

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

TOBACCO / VAPE PENS

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

GENERAL INFORMATION

18 YEARS OLD

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

CAFETERIA

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

During lunch students are to eat in the cafeteria and not in hallways or outdoors without administrative approval. All eating areas should be kept neat and clean, trays are to be returned to the dishwashing counter, and waste materials put in proper receptacles. Students may be in outdoor areas immediately to the south 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.
- **All detentions/Thursday Schools must be served by the Thursday of the dance week.**
- If a student or guest misbehaves at an LHS dance, fails to comply with LHS conduct policies for dances, or is found to be in violation of any school policy, both the LHS student and their guest will be asked to leave the school grounds immediately. LHS students who behave inappropriately at a school dance or otherwise fail to comply with LHS conduct policies will be subject to school disciplinary actions, including

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

School Dance Code of Conduct

1. I will abide by all rules in the student handbook.
2. I will dance appropriately. No provocative dancing/grinding. No groping. No sandwiching.
3. I will dress appropriately for the occasion. *Any student wishing to attend a dance that is struggling to meet the dress code expectations, please contact your counselor at least one week in advance of the event.*
4. I will use controlled and appropriate language. I will not use vulgar, profane, obscene language, or gestures.
5. I will cooperate and obey the directions of the chaperones at the dance.
6. I will refrain from the use of tobacco, *tobacco products, electronic smoking devices*, alcohol, and/or drugs. If this occurs, it will be dealt with by administration and appropriate consequences will follow.
7. All purses, bags, and jackets are subject to search by school staff members.

FAMILY NIGHT

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

FEES

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

GRADUATION CEREMONY

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

1. Meet all the credit and class requirements. (Work must be completed and passing grades must be submitted the day prior to the practice.)
2. Participated in the entire graduation practice. The principal may waive this requirement for exceptional cases with sufficient reasons.
3. Understand that commencement is a school-sponsored activity and all school rules of behavior and dress attire remain in effect. Students will abide by the rules for participation in the ceremony as established by the administration.
4. Have resolved/paid all fees and fines.
5. 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~~ *January* of their eligibility for National Honor Society. Candidates will then be required to submit a Candidate Activity Information Form from which a faculty committee will evaluate candidates on their leadership, character, and service to determine those that will be invited to be inducted into NHS. Students will be notified after 2nd Term about the status of their membership and an induction ceremony will be held in Spring for those who have been accepted. Students who have been disciplined for academic dishonesty in grades 9-12 *or who have a co-curricular code violation 12 months prior to the application due date* will be ineligible for NHS.

PARKING

If parents consider it necessary for their children to drive to school and they wish to park on school property, a parking fee and ~~hang tag 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 medication identified as a controlled substance, such as medication for treatment of ADD/ADHD, anxiety, or pain, must be delivered to the school office by a parent, guardian, or other responsible adult.*
- Any change in prescription must be accompanied by a new prescription order.
- All prescription medicine must be kept in the school nurse's office.

For nonprescription medication at school:

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

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

P.R.I.D.E. SYSTEM

Seniors who qualify will, upon approval of parent and administration, be allowed to leave campus during their lunch period and/or study hall ~~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. LHS offers shadow request days for prospective students once per month. Requests are submitted online from our website.

~~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 the volunteer area of Xello, a Community Passport. Passports are available in the College, Career, and Volunteer Center off the Commons.

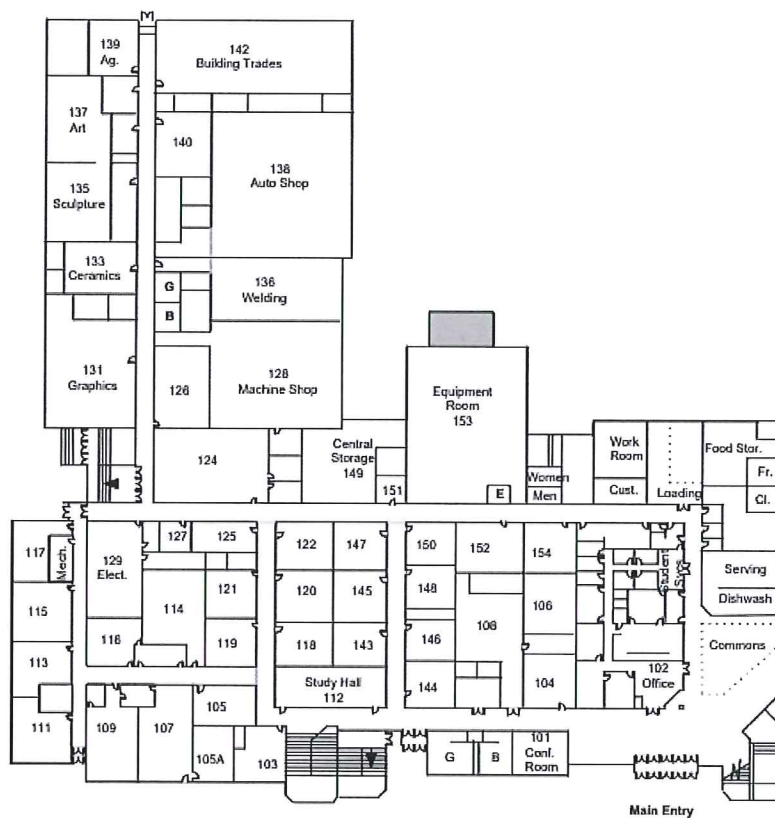
WITHDRAWAL

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

WORK PERMITS

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

MAPS OF LINCOLN

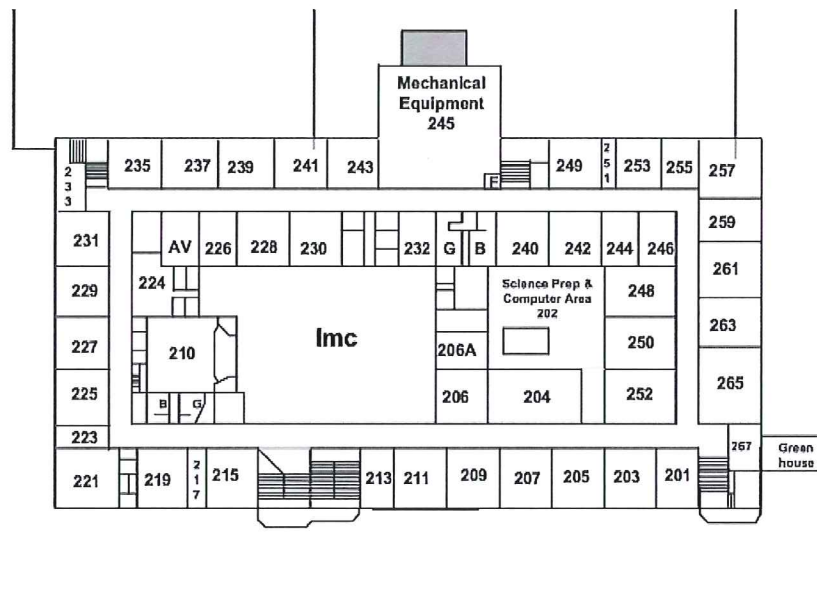


Lincoln High School

1st Floor North



27



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

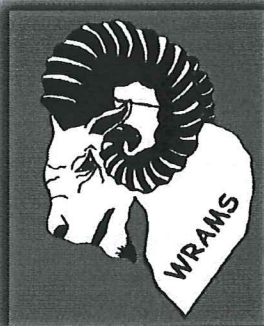


Wisconsin Rapids Area Middle School

1921 27th Ave. South Wisconsin Rapids, Wisconsin 54495

Telephone: (715) 424-6740

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



Welcome to WRAMS!

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

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

Tracy Ginter – Principal

Brian Oswald **Bill Oswald**- Associate Principal 7th and 8th **6th and 7th** Grade Regular Education

Patti Ritchey **Jamie Oliver**- Associate Principal Special Education and 6th 8th Grade Regular Education

Cover Art By: **Allison Jahns**

~~2018-2019~~ **2019-2020** Student Handbook

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

PHONE _____

STUDENT NO. _____

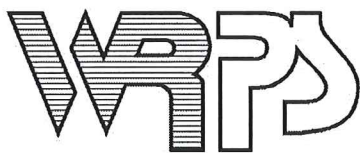


PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

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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.

2019-2020

Calendar of Events

<u>September 3</u>	<u>First Day for Students</u>
<u>October 7</u>	<u>Professional Development</u> <u>*No School</u>
<u>November 1</u>	<u>Professional Development</u> <u>* No School</u>
<u>November 27</u>	<u>Professional Development Half-Day</u> <u>*No School for Students ALL DAY</u>
<u>Nov. 28-29</u>	<u>Thanksgiving Break - *No School</u>
<u>December 2</u>	<u>Recordkeeping/Prof. Development</u> <u>*No School</u>
<u>December 3</u>	<u>Start of Second Trimester</u>
<u>Dec. 23-Jan. 1</u>	<u>Winter Break</u> <u>*No School</u>
<u>January 2</u>	<u>Students Return</u>
<u>January 27</u>	<u>Professional Development</u> <u>*No School</u>
<u>March 6</u>	<u>Recordkeeping/Prof. Development</u> <u>*No School</u>
<u>March 9</u>	<u>Start of Third Trimester</u>
<u>March 23-27</u>	<u>Spring Break -</u> <u>*No School</u>
<u>April 10</u>	<u>Professional Development Half-Day</u> <u>*No School for Students ALL DAY</u>
<u>May 25</u>	<u>Memorial Day</u> <u>*No School</u>
<u>June 5</u>	<u>Last Day for Students (Half-Day)</u> <u>WRAMS Dismissal - 1:00 p.m.</u>

*There is no school for all students.

2018-2019

Calendar of Events

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

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

VISITORS

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

STUDENT SURVEYS

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

SKYWARD FAMILY ACCESS

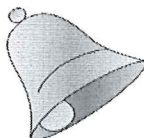
This is a very useful tool via the internet for parents to keep up-to-date about different aspects of their student's educational progress. This is available through any internet browser by going to the school website: www.wrps.org

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

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

Status Changes

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



DAILY SCHEDULE

7:29.....	Warning Bell
7:30-8:19.....	Period 1
8:23-9:08.....	Period 2
9:12-9:57.....	Period 3
10:01-10:46.....	Period 4
10:50-11:20.....	<u>6th Grade Lunch</u>
10:50-11:35.....	Period 5 (8)
10:50-11:35.....	Period 5 (7)
11:24-12:09.....	Period 5 (6)
11:39-12:09.....	<u>7th Grade Lunch</u>
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.....	<u>8th Grade Lunch</u>
1:02-1:47.....	Period 7
1:51-2:39 <u>2:40</u>	Period 8

Contact Information

Main Office	715-424-6740
Attendance Line	715-424-6765
Student Services	715-424-6745

Fax Number	715-422-6187
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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.



Student Services

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

* **Ms. 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**
Eric.Daven@wrps.net

FOOD SERVICES

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

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.

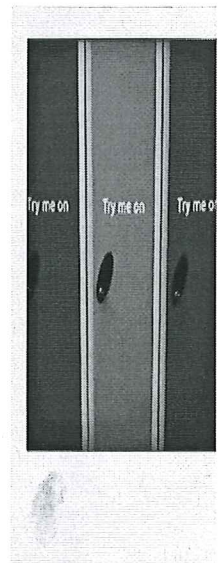


ACADEMIC HONESTY

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

LOCKERS

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



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

Bus Passes

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

ATTENDANCE

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

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

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

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

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



Therefore:

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

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

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

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





BEHAVIORAL STANDARDS

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

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

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

-Gum and energy drinks are prohibited in school.

-Water bottles should be clear and contain water.

-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.

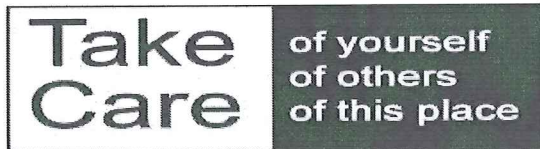
ELECTRONIC DEVICES

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

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





Wisconsin Rapids Public Schools

WRAMS

Responsible Use Policy (RUP)

Respect Yourself

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

Respect Others

- Show you care by not sending or forwarding hurtful, insulting or inappropriate messages to other people.
- Avoid getting involved in conversations that are unkind, mean or bullying.
- Some websites are disrespectful because they show people behaving inappropriately or illegally—or are racist, biased or unkind. Show your respect for others by avoiding these sites. (If you visit one by accident, close it and tell your teacher or an adult.)
- Show respect for others' privacy by not trying to get onto their devices or into their online files without invitation.




Respect Property

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

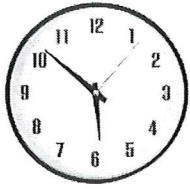
- **Respect our district's technology devices. Act appropriately when using them, do not change settings or vandalize them, and report any damage that you find.**
- **Limit your printing to appropriate school use. Do not print for personal purposes.**

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 <hr/>		<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 <hr/>		<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 <hr/>		<input type="checkbox"/> Using class time effectively <input type="checkbox"/> Participating in class <input type="checkbox"/> Utilizing resources <input type="checkbox"/> Applying technology appropriately

 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 - District Policy 411.5

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

Student council members answered the following questions about bullying:

What is bullying?

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

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

What are the different types of bullying?

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

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

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

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

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

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

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~~ **Brian Oswall**
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.

HALLWAY PASSES

Trimester One

ELA

Date	Time	To	Teacher

Math

Date	Time	To	Teacher

Science

Date	Time	To	Teacher

Social Studies

Date	Time	To	Teacher

Encore

Date	Time	To	Teacher

Encore

Date	Time	To	Teacher

Encore

Date	Time	To	Teacher

Trimester Two

ELA

Date	Time	To	Teacher

Math

Date	Time	To	Teacher

Science

Date	Time	To	Teacher

Social Studies

Date	Time	To	Teacher

Encore

Date	Time	To	Teacher

Encore

Date	Time	To	Teacher

Encore

Date	Time	To	Teacher

Trimester Three

ELA

Date	Time	To	Teacher

Math

Date	Time	To	Teacher

Science

Date	Time	To	Teacher

Social Studies

Date	Time	To	Teacher

Encore

Date	Time	To	Teacher

Encore

Date	Time	To	Teacher

Encore

Date	Time	To	Teacher

WRPS Professional Development Plan: 2019-20

WRPS MISSION

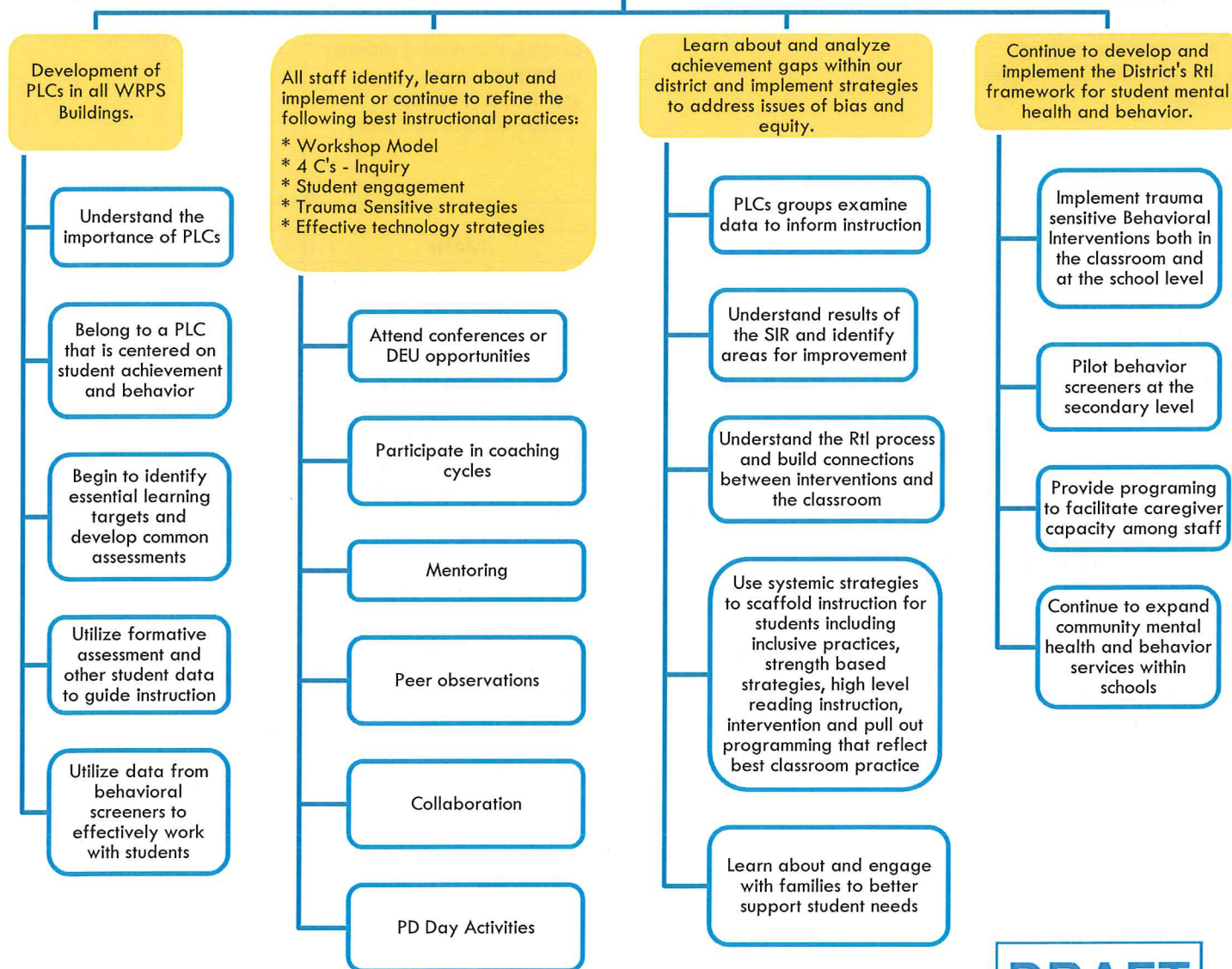
Working together with home and community, we are dedicated to providing the best education for every student, enabling each to be a thoughtful, responsible contributor to a changing world.

STATE GOAL

By the end of the 2024-25 school year, cut the achievement gap in half.

DISTRICT GOAL

We will reduce gaps in student achievement by five percent among economically disadvantaged students in reading and math on Forward, ACT Aspire, and ACT tests between 2017-18 and 2019-20.



Committee Goals 2019-2020

CII Subcommittees

ART	CAREER AND TECHNICAL EDUCATION	HEALTH	INFORMATION TECHNOLOGY/ LIBRARY MEDIA
<u>K-5</u> <ul style="list-style-type: none"> Continue to provide professional development for elementary technology acquisition, and collaboration. <u>6-12</u> <ul style="list-style-type: none"> Implement new curriculum. Develop and implement common assessments. Revise and update 6-12 curriculum maps to reflect the changes in curriculum including level IVs to Drawing, Painting, Clay and Glass fabrication, Digital and Photo II. 	<ul style="list-style-type: none"> Professional development, collaboration, and implementation of new curriculum, best practice, materials and technology. Evaluate Carl Perkins Grant requirements in relation to our WRPS CTE needs. Reflect and revise common course/ grade level assessments. 	<u>K-5</u> <ul style="list-style-type: none"> Inventory materials at Elementary level, what is there, what is needed? Meet with health CII team to assess needs and curriculum implementation. <u>6-12</u> <ul style="list-style-type: none"> Continue to implement curriculum. Make necessary adjustments to the 6th and 8th grade curriculum as needed with loss of 7th grade and to accommodate for more social/emotional curriculum. 	<ul style="list-style-type: none"> Align WI K-12 ITL standards to curriculum maps with integration into existing curriculum. Explore and learn about the Wisconsin Digital Learning Plan. Complete comparative analysis utilizing WI Digital Learning Plan versus current District Practice. Focus Professional Development on: <ul style="list-style-type: none"> 4C's Online Technology Tools Teaching with Technology Canvas 1:1

LANGUAGE ARTS	COUNSELING	MATH	MUSIC
<u>K-12</u> <ul style="list-style-type: none"> Study and reflect on research and best practice Identify the gaps in grammar instruction <u>K-5</u> <ul style="list-style-type: none"> Using common assessments to drive instruction Continue supporting professional development and grade level collaboration in Reading and Writing Units of Study <u>6-12</u> <ul style="list-style-type: none"> Research and implement summative assessment audit Using technology effectively in a 1:1 environment 	K-12 <ul style="list-style-type: none"> Continue to implement ACP goals in our counseling program. K-12: Update elementary curriculum originally created through BYOC. Update 6-12 curriculum. Pilot new resources. Reflect and evaluate successful student transitions. Review curriculum at each level and create requested documentation. Update our Counseling website. This will include our mission, vision instructional practices and update staff placement. Reflect and evaluate implementation of programs, transitions, and professional development. 	<ul style="list-style-type: none"> Explore elementary resources and PD opportunities for the upcoming acquisition. Continue elementary support with routines and structures of Math Expressions, including math talk and number sense. Support secondary teachers with the implementation of new materials. Assist 9-12 teachers with the transition to 1:1 and implementation of Canvas. Continue studying the book <i>Visible Learning for Mathematics</i>, and plan how to share this learning with K-12 teachers. 	<u>K-12</u> <ul style="list-style-type: none"> Continue to develop and implement common assessments <u>K-5</u> <ul style="list-style-type: none"> Continue to add suggested activities to curriculum maps Prepare common units for Opera (K-5) and the Orchestra (4th grade) <u>6-12</u> <ul style="list-style-type: none"> Explore composition, improvisation, creativity, and aural skills and how it fits in the curriculum Study and reflect Gregg Goodhart's "Practice Coaching" Write curriculum for the AP Music Theory and Music Technology classes

CII Subcommittees

PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	WORLD LANGUAGE
<ul style="list-style-type: none"> Continue to develop and refine curriculum maps - essential questions and common assessments Elementary - Complete needs assessment Establish peer observations and collaborations both in and out of the district Propose curriculum changes for Middle School and High School Continue Community partnerships (First Tee, Curling Club, Fuel up to Play 60, Antler's Archers, Kiwanis, Inourage) Host PD opportunity with Boys and Girls Club hosted by Speed Stacks (August 29, 8am - 10am) 	<p>K-5 Cycle Year (6?) 6-12 Cycle Year (7?)</p> <p><u>FALL Trimester</u></p> <ul style="list-style-type: none"> Continue Draft Work started in Spring/Summer Review Potential Pilot materials <p><u>Winter Trimester</u></p> <ul style="list-style-type: none"> Continue Draft Work Propose and Order Pilots <p><u>Spring Trimester</u></p> <ul style="list-style-type: none"> Complete 1st Round of Pilots (Single units, etc.) Review Pilot Results <p><u>Summer Work</u></p> <ul style="list-style-type: none"> Make Adjustments based on Initial Pilots Order and Prep Full Pilots for Fall/Winter 	<ul style="list-style-type: none"> Explore and pilot classroom resources with the intent of recommending acquisition materials by April/May (K - 5). Evaluate use of new curricular material and curriculum (6 - 12). Continue developing common assessments (6 - 12). Build knowledge around inquiry practices and develop common practices for implementation (K - 12). 	<ul style="list-style-type: none"> Unpack new world language Standards to include in curriculum maps. Explore and pilot resources to be purchased during the summer. Present updated curriculum and textbook acquisition information to the Board in the Spring. Continue implementation of the GEAC. Continue work on assessment practices. Continue to study best practice of 1:1 instruction in the World Language Classroom.

District Ad Hoc Committees

ACADEMIC & CAREER PLANNING	ASSESSMENT COMMITTEE	BEHAVIOR AND MENTAL WELLNESS
<ul style="list-style-type: none"> Continue oversight of the Academic & Career Planning (ACP) process Implement the formal assessment plan of ACP. Analyze data collected and present results to the Board of Education Provide Professional Development to staff on Xello Continue to educate parents about ACP 	<p>Support the process of developing and implementing PLC Guidelines for the District by:</p> <ul style="list-style-type: none"> Continuing to foster the study of achievement gaps and equity at a more granular level including examining grade, course and building level results, as well as results on District and state assessments Developing protocol for discussing data/results from common assessments within the PLC process Further studying <u>Learning by Doing</u> Providing Professional Development on quality assessment questions, including an understanding of Depth of Knowledge (DOK) Providing additional Professional Development on the Skyward gradebook categories of summative, formative and practice assessments, and parent communication Clarifying elementary report card performance indicators 	<ul style="list-style-type: none"> Promote programming to develop caregiver capacity among staff which will in turn promote student wellness Provide professional development to build teacher skills and strategies to support positive student behavior and mental wellness Work with Great Lakes to develop a plan to understand and incorporate equitable educational practices Pilot secondary behavior screeners Provide four District-wide parent nights to support positive student behavior and mental wellness Refine and communicate to staff the Social Emotional Learning (SEL) curriculum scope and sequence for the District Examine, pilot and implement behavioral interventions both in the classroom and at the school level

District Standing Committees

ADMINISTRATION	CII SUB-COMMITTEE CHAIRS	INSTRUCTIONAL COACHES	QUALITY EDUCATOR COMMITTEE
<p>Promote the Professional Learning Community (PLC) process by:</p> <ul style="list-style-type: none"> • Furthering individual understanding through a study of <u>Learning by Doing</u> and attending a PLC institute • Participating in the development of District PLC guidelines • Facilitating the development of continuation of the PLC process within buildings • Promoting equity, behavior and mental wellness and instructional excellence through the PLC process • Supporting initiatives to develop Caregiver Capacity among staff 	<ul style="list-style-type: none"> • Review the curriculum mapping process to ensure consistency among departments • Develop a process for mapping integrated standards and begin mapping the ITL standards • Continue to support the process of developing and implementing District guidelines for PLCs including studying <u>Learning by Doing</u> 	<ul style="list-style-type: none"> • Promote an understanding of the essential role of instructional coaching and expand opportunities in all schools • Support District initiatives by providing collaboration, workshop, and course opportunities • Participate on building and District committees to advance professional learning communities and professional development initiatives • Facilitate the Educator Effectiveness and New Colleague Programs including the exploration of coaching cycles to support the EE Process 	<ul style="list-style-type: none"> • Assess progress on District Professional development initiatives • Assess implementation of the Educator Effectiveness process • Promote an understanding of the essential role of instructional coaching

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

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

DOMAIN 2: The Classroom Environment

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

DOMAIN 4: Professional Responsibilities

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

DOMAIN 3: Instruction

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

**Elementary Professional Development Days Schedule
2019-20**

	Time	Responsibility
October 7	7:45 - 11:00	District (Keynote Speaker: Pete Hall)
	12:00 - 1:00	Sectional #1
	1:10 - 2:10	Sectional #2
	2:20 - 3:15	Building
November 1	7:45 - 11:00	Building
Nov. 27	12:00 - 3:15	Collaboration
	7:45 - 11:00	Record-Keeping
December 2	7:45 - 11:00	District (Grade Level or Department Meeting)
	12:00 - 3:15	Collaboration
January 27	7:45 - 11:00	District (Grade Level or Department Meeting)
	12:00 - 1:30	Building
	1:45 - 3:15	Teacher Collaboration
March 6	7:45 - 11:00	Record-Keeping
	12:00 - 3:15	Collaboration
April 10	7:45 - 11:00	Building
June 5 pm	Afternoon	Record-Keeping/Building
June 8	Full Day	Record Keeping

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. November 27 Recordkeeping Morning
2. March 6 Recordkeeping Morning
3. June 5 Recordkeeping Afternoon
4. June 8 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, CIL Chairs, and administration.

Secondary Professional Development Days Schedule 2019-20

	Time	Responsibility
October 7	7:45 - 11:00	District (Keynote Speaker: Pete Hall)
	12:00 - 1:00	Sectional #1
	1:10 - 2:10	Sectional #2
	2:20 - 3:15	Building
November 1	7:45 - 11:00	Building
	12:00 - 3:15	Collaboration
November 27	7:45 - 11:00	Record-Keeping
December 2	7:45 - 11:00	District (Grade Level or Department Meeting)
	12:00 - 3:15	Collaboration
January 27	7:45 - 11:00	District (Grade Level or Department Meeting)
	12:00 - 1:30	Building
	1:45 - 3:15	Teacher Collaboration
	7:45 - 11:00	Record-Keeping
March 6	12:00-3:15	Collaboration
April 10	7:45 - 11:00	Building
June 5 pm	Afternoon	Record-Keeping/Building
June 8	Full Day	Record-Keeping

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. November 27 Recordkeeping Morning
2. March 6 Recordkeeping Morning
3. June 5 Recordkeeping Afternoon
4. June 8 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.