



Wisconsin Rapids Board of Education
Educational Services Committee

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

AGENDA

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

June 3, 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 365.1 - Network and Internet Responsible Use and Internet Safety Policy for Students and Board Policy 365.1 Rule Network and Internet Responsible Use and Internet Safety Guidelines for Students for First Reading
 - B. Math Acquisition: Grades 6 – 12
 - C. Career and Technical Education (CTE) Acquisition
 - D. Curriculum Cycle Modifications
 - E. Elementary Report Card Modifications
- IV. Updates
 - A. 1 to 1 Implementation
 - B. Phonics Units of Study
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

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

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

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



BACKGROUND

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- I. Call to Order
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 - A. Board Policy 365.1 – Network and Internet Responsible Use and Internet Safety Policy for Students and Board Policy 365.1 Rule – Network and Internet Responsible Use and Internet Safety Guidelines for Students for First Reading

Board Policy 365.1 (Attachment A) and Board Policy 365.1 Rule (Attachment B) were last updated in 2011 and 2013 respectively. Since that time, there has been a shift in the technology available to students, as well as the technology tools being utilized in classrooms. As a result, updates to both the policy and rule are necessary. In addition, the move to a 1 to 1 environment at the secondary level necessitates the proposed changes.

The administration recommends approval of Board Policy 365.1 – Network and Internet Responsible Use and Internet Safety Policy for Students and Board Policy 365.1 Rule – Network and Internet Responsible Use and Internet Safety Guidelines for Students for First Reading.

- B. Math Acquisition: Grades 6 – 12

In May of 2019, the Educational Services Committee and Board of Education approved the K-12 Curriculum for Mathematics. Kim Akey, Wisconsin Rapids Public Schools (WRPS) Math Coordinator and Math CII Sub-committee Chairperson will be present to share the math acquisition proposal for grades 6 – 12. This acquisition

will support the recently approved curriculum. The Math CII Sub-Committee and secondary math teachers have examined potential materials to support the math curriculum and piloted several programs. Parents were invited to come in and examine the proposed materials. Kim will explain to the committee in more detail the process used to arrive at this recommendation. Attachment C sets out the recommendation for the Secondary Math Acquisition.

The Council for Instructional Improvement (CII) also discussed the secondary math acquisition proposal. The vote and comments of the CII are set out in Attachment D.

The administration recommends approval of the proposed secondary math acquisition in the amount of \$184,598 in 2019-20 and \$43,859 annually from WRPS curriculum funds.

C. Career and Technical Education (CTE) Acquisition

In May of 2019, the Educational Services Committee and Board of Education approved the Career and Technical Education Curricula from Agriculture, Business/Marketing & Computers, Family & Consumer Science, Health Science, and Technology & Engineering Education. Eric Siler, WRPS Career and Technical Education Coordinator will be present to share the CTE proposal for materials to support the recently approved curricula. In addition, Eric will share how funds from the Carl Perkins Grant, the Fab Lab Grant, and the CTE Technical Incentives Grant will be combined with the acquisition funds to support the CTE curricula. Attachment E sets out the recommendation for the CTE acquisition, as well as how the grant funding will be used.

The administration recommends approval of the proposed CTE acquisition in the amount of \$90,000 in 2019-20 from WRPS curriculum funds.

The administration recommends approval of the Carl Perkins Grant in the amount of \$43,774.09 for the 2019-20 school year.

D. Curriculum Cycle Modifications

For two years the CII Sub-Committee Chairs and the District CII Committee have been discussing possible changes to the WRPS Curriculum Cycle. The current cycle is set out in Attachment F. Some of the concerns with the current cycle include:

- Two years is not enough time for elementary teachers to effectively implement new curriculum and materials.
- Most on-line licenses that accompany materials are for a three to six year duration, requiring departments to make major purchases outside of the cycle or go without.
- Often there is a need to purchase materials before a department's acquisition year.

- Instructional Coaching and Professional Learning Communities have become a critical component within our professional development and curriculum implementation process, but are not reflected in the Curriculum Cycle.

After much discussion, the CII Sub-Committee Chairs and District CII Committee put together a modified curriculum cycle to address these concerns. This modified cycle is set out in Attachment G. Kathi Stebbins-Hintz, Director of Curriculum and Instruction, will be present to explain how the proposed modifications will address the concerns with the current cycle.

The CII voted to approve the modifications to the curriculum cycle. The vote and comments are set out in Attachment D.

The administration recommends approval of modifications to the WRPS Curriculum Cycle to be implemented beginning in the 2019-20 school year.

E. Elementary Report Card Modifications

During the 2015-16 school year, the Educational Services Committee and the WRPS Board of Education voted to implement a standards based report card for grades K-5. The implementation has been successful. However, with modifications in the elementary language arts, math, and music curricula, there is a need to change some of the reporting standards on the report card.

The proposed changes have been reviewed by the appropriate CII Sub-Committees, the WRPS Assessment Committee and the CII Committee and are set out in Attachments H. The CII voted to approve the proposed changes to the elementary report card. The vote and comments are set out in Attachment D.

The administration recommends approval of the proposed changes to the elementary report cards for implementation beginning in the 2019-20 school year.

IV. Updates

A. 1 to 1 Implementation

Phil Bickelhaupt, Director of Technology, will be present to update the Committee on the progress being made toward 1 to 1 implementation at Lincoln High School (LHS) and Wisconsin Rapids Area Middle School (WRAMS) beginning with the 2019-20 school year.

As a part of the implementation, the Instructional Technology Committee has created a handbook and forms to support students and their families. Phil will explain these forms which include:

- Attachment I: WRPS 1 to 1 Handbook
- Attachment J: WRPS Chromebook Care Program
- Attachment K: WRPS Chromebook Responsible Use Policy

- Attachment L: WRPS Responsible Use Policy and (RUP) and app Parent Consent Form
- Attachment L-1: WRPS Responsible Use Policy (RUP) Grades 4K-2
- Attachment L-2: WRPS Responsible use Policy (RUP) Grades 3-5
- Attachment L-3: WRPS WRAMS Responsible Use Policy (RUP) Grades 6-8
- Attachment L-4: WRPS Responsible Use Policy (RUP) Grades 9-12

B. Phonics Units of Study

In the spring of 2016, the Educational Services Committee and The Board of Education approved the implementation of The Reading and Writing Units of Study from the Teacher's College at Columbia University for elementary reading and writing instruction. Words Their Way was implemented for foundational skills and word study instruction.

Since that time, Teacher's College has published the Phonics Units of Study (PUS). Several Kindergarten and First Grade teachers have expressed some concerns with Words Their Way, and have expressed an interest in the PUS.

The Language Arts CII Sub-Committee discussed the PUS as a potential tool for primary instruction. The committee recommended having Kindergarten and First Grade Teachers have the option to continue to use Words Their Way, or use the PUS as a pilot for potential implementation in the next Language Arts Acquisition. The Language Arts CII asked that teachers using the PUS next year come back to the sub-committee and report on the pros and cons of both programs.

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:

- Achievement Gap Reduction (AGR) Update (July)
- Academic Standards (July)
- Seclusion and Restraint (August)
- Elementary Social Studies Curriculum (August)
- Parent CII Representatives (September)
- ESSA Update (September)
- ACP Update (October)
- ECCP/SCN (November)
- Library Update (December)

365.1 NETWORK AND INTERNET ACCEPTABLE RESPONSIBLE USE AND INTERNET SAFETY POLICY FOR STUDENTS

The Wisconsin Rapids District Network (WRDN) and the Internet represent powerful educational resources, which allow users to locate, use, and place information on the ~~worldwide electronic network~~ Internet. The school district network, with Internet access, computers, and software is an educational tool provided by the District for use by District staff and students. The term WRDN will be used to refer to all electronic equipment such as, but not limited to, all wiring, equipment, software, computers, connections, and services owned, leased, or contracted by the District to support educational and/or administrative functions.

Restricted Uses

Use of these resources is a privilege and 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 all network activity, ~~Internet access, and email~~ 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. WRPS declares unethical and unacceptable behavior just cause for taking disciplinary action, revoking District network and Internet privileges, and/or initiating legal action for any activity through which an individual:

- Uses the WRDN for illegal, inappropriate, or obscene purposes, or ~~in~~ to support of such activities. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of District policies, or uses inconsistent with educational or professional purposes. Obscene activities shall be defined as a violation of generally accepted social standards for use of a community owned and operated communication system;
(For a full definition of obscene material or performance, reference Wisconsin Statute section 944.21.)
- Uses the WRDN in a manner that violates contractual or license agreements, copyright, or other intellectual property rights;
- Disrupts or disables the WRDN;
- Degrades or disrupts equipment, software, or system performance;
- Uses WRPS technology resources for personal or financial gain or fraud;
- Uses the WRDN for a commercial enterprise or political lobbying unless specifically authorized by the District;
- Expends District resources for personal use;
- Steals data, equipment, or intellectual property;
- Attempts to gain unauthorized access to others' files or vandalizes the data of another user;
- Attempts to gain unauthorized access to resources;
- Attempts to bypass the District ~~Internet filtering system~~ firewall and/or web content filter(s);
- Breaches security by sharing and/or using unauthorized passwords, working from network accounts that are not assigned to the user, forging electronic mail messages, or posting anonymous messages;
- Sends messages that may be discriminatory, harassing, or offensive to others, or material that defames an individual, company or business, or discloses personal information without authorization;
- Invades the privacy of individuals;
- Saves information in unauthorized areas;
- Modifies school district equipment by downloading or installing unauthorized software;
- Modifies school district equipment by changing hardware, software, or ~~control panel~~ settings without authorization; or
- Possesses any data which might be considered a violation of these rules in paper, disks digital, or any other form.

Consequences of Violations

Consequences of violation by students include but are not limited to:

- Suspension or revocation of Internet access, network privileges, and/or computer access;
- Disciplinary action as described in school handbooks and/or Board policy;
- School suspension;
- School expulsion; or
- Legal action and prosecution by the authorities.

Remedies and Recourses

Individuals accused of any of the violations have all the rights and privileges as stated in the school district policies and contractual agreements. **WRPS 365.1 RULE-NETWORK AND INTERNET ACCEPTABLE RESPONSIBLE USE AND INTERNET SAFETY GUIDELINES FOR STUDENTS** have has been developed to further detail this policy. Please refer to this document for additional information.

LEGAL REF.: 120.13(1) Wisconsin Statute
943.70
944.21
947.0125
Children's Online Privacy Act (COPPA)
Children's Internet Protection Act (CIPA)
Family Educational Rights and Privacy Act (FERPA)

CROSS REF.: 347, Student Records
361, ~~Selection and Reconsideration of Instructional Materials~~
361.1, ~~Selection and Reconsideration of Library Materials~~
361.1, Exhibit 1 - Library Bill of Rights
365.1, Rule, Network & Internet Acceptable Use Responsible Use and Internet Safety
Guidelines for Students
411, ~~Discrimination and Harassment Prohibited~~ Student Non-Discrimination and Anti-
Harassment
411.5, Bullying

ADOPTED: May 10, 1999

REVISED: May 14, 2001
July 11, 2011
TBD

365.1 RULE - NETWORK AND INTERNET ACCEPTABLE RESPONSIBLE USE AND INTERNET SAFETY GUIDELINES FOR STUDENTS

WRPS has conduct standards for all users that detail appropriate school behavior, outline rights, and set expectations for users. Because the WRDN and the Internet are used as part of a school activity, the school's code of conduct applies to these activities, as well. Therefore, the network use policy is an extension of the school's behavior code. The conduct standards apply to vandalism of computer equipment, unauthorized access to information, computer piracy, hacking, and information loss due to the introduction of viruses, malware, ransomware or worms and any tampering with hardware and software. They also apply to electronic harassment and abusive or obscene language. This document policy rule serves as a somewhat comprehensive understanding guideline for identifying examples of acceptable responsible and unacceptable irresponsible use of District technology and the Internet, and providing guidelines for information about Internet safety, electronic libraries and online resource use, and electronic mail. This document applies to all students, as well as guests, using the WRDN.

Student users and their parent(s) or guardian(s) will each be required to sign "Responsible Use" forms, the Student Consent and Waiver form. On an annual basis, students will sign a form unique to their 4K-Grade 12 level, and parents will sign the "Responsible Use and App Consent" form. This These signed forms grants permission allow for independent use of the Internet; District owned technology; personal electronic devices, also known as "Bring Your Own Device" (BYOD); and monitoring of all student network activity. Independent use is defined as student use of the Internet without the direct supervision of a teacher.

Using Resources

~~The WRDN and the Internet represents a significant change in the way information will be used and communicated.~~ Technology changes rapidly and concerns with it and its implementation cannot be anticipated. The following guidelines attempt to deal with the known and emerging technology concerns in a manner consistent with current District practices and policies.

Using the WRDN

Do:

- Follow proper procedure for using District resources (hardware, software, and services) off school grounds.
- Close programs that are not being used.
- Keep personal directories organized (delete files that are no longer needed).
- Use print resources responsibly (no classroom sets, use cut and paste).
- Lock your ~~work station~~ device if stepping away.
- Logoff properly when finished.
- Properly power-down equipment when appropriate.

Do not:

- Tie up the WRDN with non-school related activities.
- Play non-educational games on the WRDN or the Internet.

- Download files without permission.
- Download files for personal use.
- Print items for personal use.
- Share your network password or use another's password.
- Install programs without permission.
- Register for any online or real-time subscription/data services that do not relate to education *using your school email address or use your school email address for personal and/or non-educational purposes.*

The School District Network

The WRDN provides access for the purpose of fulfilling the District's mission of teaching, learning, and public service operations. The WRDN makes sharing of information, resources and communication among the school buildings possible. It also serves as the District's connection to the Internet. The WRDN supports activities that have educational and administrative value for District staff and students. Access to the WRDN and the Internet is a privilege and not a right. A WRDN account will be granted to all students. The account provides access to computers, instructional programs, information technology systems, and the Internet. When students graduate or leave the District, accounts will be deleted.

The Internet and Internet Safety

The Internet is a global network made up of many smaller contributing networks, of which WRDN is a part. The Internet supports the open exchange of information among many different institutions all over the world. This system gives immediate access to information. For example, articles, documents and pictures as well as current information about news, weather, and sports, can be found on the Internet. Understanding the Internet and using it appropriately will allow students to develop 21st Century Skills such as ~~resource sharing, innovation~~, critical thinking, creativity, collaboration and communication.

Before using these research tools, it is important to understand the many issues related to Internet use. The moral and ethical issues relating to the use of ~~worldwide information systems~~ *the Internet* are controversial. The issues involve free speech, intellectual freedom, and access to information we deem appropriate according to our District and community standards. The intent of WRPS is to use connections on the Internet only for purposes consistent with our approved curriculum and/or administrative functions. However, making Internet access available to students and staff also brings with it the potential that some content may be controversial and of potential harm. Present technologies do not allow the District to filter out all of the materials that are unacceptable for users, and intentionally accessing such materials in any form is strictly forbidden. If there is a question or concern regarding any of the information found on the Internet, students should contact a teacher, ~~a computer lab supervisor~~, *an instructional aide, a library aide*, or a building administrator. The following Internet Safety guidelines (along with the restricted Internet uses listed above) serve as policy to be enforced by the District:

- A: Inappropriate Data. Avoid obscene material, obscene performances, and sexual conduct that ~~are~~ *is* inappropriate for, and/or harmful to, minors. (For a full definition of obscene material or performance, reference Wisconsin Statute section 944.21).
- B: Privacy and Disclosing Information. The WRDN and the Internet are “public places.” Users must remember this space is shared with many other users and can be monitored. If a particular service is used on the network, chances are someone could find out about the connections made and what was looked at while in the system. When using the WRDN to communicate with others, keep the following in mind:

- You cannot see them;
- You cannot tell age or gender;
- They can tell you anything, and you cannot always be sure what they are telling you is true; information shared may be false;
- Absolute privacy cannot be guaranteed in a network environment; and
- You need to think carefully about what you say and how you say it.

Similarly, it is inappropriate to misrepresent your identity or purpose while using the WRDN. If there is a problem with any of the information someone is giving or asking for, tell a teacher, a ~~computer lab supervisor,~~ **an instructional aide, a library aide,** or a building administrator. Because these network and Internet connections are granted as part of the curriculum, WRPS reserves the right to monitor all traffic on the WRDN. The District does this to make sure the network continues to function properly, and **to ensure that** District policies are being followed.

Guard people's personal safety and do not reveal Personal Identifiable Information (PII). PII includes first name, last name, address, e-mail address (or other online contact information or a stream name that reveals an e-mail address), telephone number, Social Security number, a persistent identifier such as a customer number held in a cookie or a processor serial number, or any other information that permits physical or online contact. PII of students is not to be disclosed or used in any way on the Internet without the permission of a minor student's parent/guardian or adult student. ~~Students may not provide PII while on a district computer unless permission is given by the teacher; e.g., Wisconsin Career Info System, online curricular projects such as Cyber Safari. Before granting permission, the teacher must review the site's privacy policy for compliance with Children's Online Privacy Protection Act (COPPA) and seek parental permission if necessary.~~ Only sites that comply with the **Children's Online Privacy Protection Act (COPPA)** will be considered for use within the District. Since COPPA only applies to children ~~12~~ **13** and under, every effort should be made to use only sites that extend COPPA compliance to all students. No third-party disclosure of PII is acceptable. If ~~the~~ **a** company either shares PII or reserves the right to share PII with third parties, then the website is not acceptable for use by WRPS students. Sites that do not purge collected information should be avoided.

C: Web 2.0 - Blogs and Social Networking Sites. Use of blogs, ~~and social networking,~~ **and social media sites and apps** ~~have increased rapidly in the past few years~~ **are now part of everyday use.** While these types of sites **and apps** are often used to communicate with friends, there are risks associated with their use. Many students post very personal information on blogs or social networking sites, sometimes without regard for their safety. Any information posted online can be accessed around the world by scholarship and college admission committees, future employers, and, most dangerously, by sexual predators. Always protect your identity and character. While not recommended for any age group, minors should not arrange face-to-face meetings with any person they have "met" on the Internet without permission ~~of~~ **from** their parent or guardian. It is possible the person initiating a meeting is disguised (logged on) as someone else and may have wrongful intentions. When using the WRDN, only social networking sites approved by teaching staff should be accessed, and **are to be** used for educational purposes only.

D: Criminal Behaviors. Using WRDN and Internet access to gain or attempt to gain unauthorized access to other computer systems is prohibited. This includes engaging in any illegal act or violating any local, state, or federal statute or law. According to Wisconsin State Statutes (Section 943.70) it is unlawful to willingly, knowingly, and without authorization:

- Modify data, computer programs, or supporting documentation.

- Destroy data, computer programs, or supporting documentation.
- Access computer programs or supporting documentation.
- Take possession of and/or copy data, computer programs, or supporting documentation.
- Disclose restricted access codes or other restricted access information to unauthorized persons.
- Intentionally cause an interruption in service.

Users of WRDN are prohibited from disclosing their network access codes and allowing any other user to login under their credentials. Any user committing acts of this kind may face disciplinary action by the school and legal action. The user will be punished to the full extent of the law. Some examples of offenses are removing another user's accounts, changing other users' passwords, using an unauthorized account, damaging any files, altering the system, using the system to make money illegally (or for financial gain), arranging for a sale or purchase of illegal substances, engaging in criminal gang activity, "hacking," and other illegal activities.

E: Plagiarism and Copyright. Plagiarism is prohibited. The dictionary defines plagiarism as "taking ideas or writings from another person and offering them as your own." A student user who leads readers to believe that what they are reading is the user's original work (when it is not) is guilty of plagiarism. Be careful when using the Internet. Cutting and pasting text and images into a document is very easy to do. Credit must be given to the author through citations. Teachers need to know what ideas belong to the author and what ideas belong to the student user. The WRDN and the Internet provides access to a variety of media - text, music, graphics, and video. Each of these formats has copyright restrictions and caution is recommended. Copyright law does not allow the re-publishing of text or graphics found on the Internet or file servers without written permission. Computer software also has copyright restrictions:

- All software programs used on the District network must be legally licensed.
- School resources/programs may not be used on home or personal computers without licensing consent.
- Personal software may not be loaded on school computers.

Further information regarding copyright violations may be obtained in the ~~WRPS Copyright and Fair Use Handbook~~ or from the A/V Director or Library Media Specialist.

F: Content Restriction Measures. The District uses filtering technologies to filter Internet sites that serve no educational purpose and to filter and protect against visual depictions that are obscene, including child pornography and other content harmful to minors. Filtering should not be construed by the public to mean that students may not encounter objectionable material on the Internet. Internet filtering tools are best effort tools to filter unsuitable sites, it is impossible to control access to all objectionable material. Every student must take responsibility for his or her use of the Internet and avoid sites and activities that are inappropriate or harmful to minors.

G: Cyber bullying. WRDN should not be used for the purpose of harassment or cyber bullying. Cyber bullying 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 cyber bullying.

H: Internet Safety Instruction. The school district will provide instruction related to Internet safety. This content will be ~~instructed~~ **taught** within information technology courses as well as integrated

into regular classroom instruction. The content will cover digital citizenship topics related to Internet safety, copyright/plagiarism, and social networking.

Personal Electronic Device Use

While WRPS will provide District owned hardware and software that is used to access the internal WRDN, student personal electronic devices may be allowed:

- When used for a curriculum project in a classroom or instructional area based on staff discretion and individual school policy. ~~At the discretion of the teacher,~~ Any personally-owned media such as floppy disks, CD's, DVD's, and flash memory may be used, but will be scanned by antivirus software prior to each use with District equipment.
 - WRPS Technology Support will not support personally owned computers or electronic devices.
 - WRPS is not liable for any physical damage, loss, or theft of the device.
- When assistive technologies are needed by special education students as identified in the student's Individual Education Plan (IEP) or Section 504 plan.

Electronic Libraries and Online Resources

The Internet provides a vast digital library. Electronic databases and information search tools are an integral part of school library media centers and classrooms and are available on the WRDN as part of their services. This means users have the right to information, but the school has the right to restrict any information that does not support the approved curriculum and/or administrative functions. The following items need to be considered when using online resources:

- Site Security - Web-based companies must assure that they have taken steps to secure any data that has been given to them by WRPS users.
- Compatibility - The site must provide acceptable technical performance, levels of support, and be compatible with local WRDN infrastructure.
- Advertising - Current selection policies discourage advertising in curricular materials. This policy should be extended as practicable to use of websites. Avoid websites that feature advertising promoting activities that would be illegal or inappropriate for students (gambling, drinking, sexually explicit, etc.). In the event an inappropriate site is inadvertently accessed students will notify a staff member.
- Contracts/Partnerships - Contractual agreements with web-based companies may only be entered into by an authorized administrator. Objectionable clauses must be open to negotiation. Ownership of any data created by WRPS users shall remain the property of the user or WRPS as appropriate. No changes can be made in the contract without the consent of WRPS. The District should not enter into exclusive contracts. Contract(s) may not restrict WRPS users from existing "fair use" provisions of the law.

Electronic Mail Guidelines

The Network Systems Manager shall be responsible for maintaining the WRDN electronic mail system. Electronic mail (e-mail) is any electronic message sent or received by students or District employees for educational/communications purposes.

Due to the frequent use as a communication tool, WRPS will provide District employees with an e-mail account and students in grades ~~6~~ 5-12 with a student email account. ~~For elementary grades, student e-mail accounts can be created based on educational need.~~ It is the intention of WRPS that e-mail accounts will be used in a responsible manner in accordance with District policies. Student access to e-mail on WRDN will be through the District-provided account only. ~~Other commercial e-mail services will not be allowed.~~

All District assigned e-mail accounts are owned by the District, and, therefore, are not private. Messages received by the e-mail system are retained. Contents of email may be subject to Wisconsin Public Record Law (Wis. Stat 19.31-19.39) The Network Systems Manager will establish mailbox size limits, and all users should manage their mailbox by removing old messages in a timely fashion.

Users of District e-mail accounts are expected to adhere to the following guidelines:

- All e-mail accounts will be protected by a manual login and individual password.
- Use of e-mail for financial gain is prohibited.
- Use of an e-mail account assigned to another user, forging of e-mail messages, or posting anonymous messages is prohibited.
- Allowing another person to use your e-mail account is prohibited.
- Use of e-mail to send messages that may be discriminatory, harassing, or offensive to others, or contain material that defames an individual, company, or business, or violates District policy, or discloses personal information without authorization is prohibited.
- Logoff your e-mail when finished.
- ~~Student access to a listserv is by teacher permission only.~~
- ~~Student access to chat rooms/videoconferencing is by teacher supervision only.~~
- Printing of e-mail messages is limited to educational or administrative functions.
- E-mail messages that may be viewed as a representation of the Wisconsin Rapids School District must be consistent with existing policy regarding District communication.

Questions or concerns on the proper use of the resources should be directed to the appropriate building administrator, the Network Systems Manager, or the District Technology Director of Technology.

Equity Concerns

Provisions ~~must~~ will be made for those students who do not have Internet access at home, ~~and in some cases at school.~~ Alternatives to Internet-based activities ~~need to~~ will be provided for students who ~~don't~~ do not have access outside of school.

Accommodations ~~need to be considered~~ for special needs students will be taken into consideration.

Adoption: Approved by ~~District Information and~~ Instructional Technology Literacy Committee, Superintendent, School Board.

Distribution: On paper and to staff and students. Policy and guidelines will also be available on the District website.

Revision: The ~~District Information and~~ Instructional Technology ~~Literacy~~ Committee will periodically review and maintain this policy and guidelines. Requests for policy changes should be forwarded to the District ~~Technology~~ Director of Technology.

APPROVED: March 11, 1996

REVISED: May 10, 1999
May 14, 2001
February 2004
April 10, 2006
February 11, 2008
July 11, 2011
September 9, 2013
TBD

6-12 Mathematics Acquisition

Mathematics Course	Materials Requested	Recurring Cost (annual)	Acquisition Cost
Math 6 Math 7 Math 7-8 Math 8	<u>Student Print and Online Materials:</u> Eureka Math consumable student workbooks and online practice and assessment platform, Affirm	\$42,434	
	<u>Teacher Print Materials:</u> Eureka Math Teacher Edition Sets		\$1,371
	<u>Teacher Online Materials:</u> Eureka Math Digital Suite and Affirm	\$1,425	
Algebra Topics	No new materials requested		
Algebra 1 (8th grade and H.S.) Geometry/Accel. Geometry	<u>Student Print and Online Materials:</u> Big Ideas Math textbooks, Dynamic online resources, and consumable Student Journals (8-year license) <u>Teacher Print and Online Materials:</u> Big Ideas Math Teacher Editions, teacher resource books, and Dynamic online resources (8-year license)		\$71,821
Explorations	No new materials requested		
Intermediate Algebra	<u>Student Print and Online Materials:</u> Intermediate Algebra with P.O.W.E.R. Learning, 2nd Edition textbooks and digital access <u>Teacher Print and Online Materials:</u> Intermediate Algebra with P.O.W.E.R. Learning, 2nd Edition digital instructor access		\$17,640
Foundations	No new materials requested		
Financial Algebra	<u>Student Print Materials:</u> Glencoe Math for Business & Personal Finance textbooks <u>Teacher Print and Online Materials:</u> Glencoe Math for Business & Personal Finance Teacher Print Edition and online digital access (6-year license)		\$3,759
Accel. Financial Algebra	<u>Student Print and Online Materials:</u> Advanced Algebra with Financial Applications, 2nd Edition textbooks, Student Workbooks, and online platform, MindTap (6-year license) <u>Teacher Print and Online Materials:</u> Advanced Algebra with Financial Applications, 2nd Edition Teacher Editions and MindTap (6-year license)		\$4,770
Algebra 2/Accel. Algebra 2	<u>Student Print and Online Materials:</u> Big Ideas Math textbooks, Dynamic online resources, and consumable Student Journals (8-year license) <u>Teacher Print and Online Materials:</u> Big Ideas Math Teacher Editions, teacher resource books, and Dynamic online resources (8-year license)		\$30,178
Precalculus/Accel. Precalculus	<u>Student Print and Online Materials:</u> Precalculus 10th Edition, Larson textbooks and online platform, WebAssign (6-year license) <u>Teacher Print and Online Materials:</u> Annotated Instructor's Edition for Precalculus 10th Edition, Larson and WebAssign (6-year license)		\$36,250
Calculus AB/BC	<u>Student Print Materials:</u> Calculus 11th Edition, Larson/Edwards textbooks (online materials are free) <u>Teacher Print Materials:</u> Instructor's Edition for Calculus 11th Edition Larson/Edwards (online materials are free)		\$10,313
AP Statistics	No new materials requested		
Graphing Calculators and Software (Alg. 1)	<u>Student Materials:</u> TI-84 Plus CE EZ-Spot Graphing Calculator-Teacher Packs (Quantity 6): 10 calculators and accessories per pack <u>Teacher Materials:</u> TI-SmartView Emulator Software (Quantity 2): Allows projection of an interactive calculator to the class		\$8,496
TOTAL:		\$43,859	\$184,598

Council for Instructional Improvement Ballot
April 25, 2019
Part II

1. Eureka Program (Math: 6-8)

21 Yes 1 No 3 Unsure

Comments:

- It would probably work to use eureka for Algebra 1 at grade 8 if, and only if, assessments were common and data illustrates that both programs were equally effective and demonstrate proficiency.
- Yes for 6-8, not algebra.
- My recommendation is to follow the administrative recommendation.
- Appears to be very engaging for students → priority!
- I'm OK having algebra at WRAMS use Eureka. A handful (or more) accelerated students choose to re-take algebra as a freshman, and it might benefit them to use a different resource.
- I would like to see Algebra I at 8th grade level use the same curriculum as 9th grade algebra for continuity.
- How much staff development will be necessary for these new curricula?
- But choose one program or the other for algebra.
- Algebra/common assessments should be the same.

2. Big Ideas Program (Math: K-12)

17 Yes 2 No 6 Unsure

Comments:

- Some concerns that no other programs had the same amount of pilot time.
- Algebra needs to be looked at further. Not sure two curriculums for same course is ok. Would have been good to see samples.
- More piloting at high school, especially with the introduction of Canvas. We need consistency across classes with curriculum/courses/teachers. Experience needs to be very similar no matter who is teaching. Whatever resource helps foster this gets this vote!
- There needs to be more discussion around this. Not confident on voting on this at this time.
- I have a few concerns – lack of pilots, consideration of administrative recommendations, there were no cons for Big Ideas (really!?). Hoping Big Ideas is engaging.
- Canvas data is powerful. Quicker feedback loop.
- Would like to see other materials piloted with feedback.
- Great presentation. Do have some concerns that other programs were not piloted extensively. Trust teacher feedback though.
- I think different programs are OK.
- Would like to see more LHS teachers pilot this program.
- Choose one program or the other for algebra.
- It only makes sense to pay deference to the ITs teacher's opinions – or – please rationalize why a 6-12 continuum is that important.
- Important to be very clear about algebra difference in 8 & 9...to parents also.
- LHS administrators would prefer to look at more programs for pilot.

3. Curriculum Cycle Modifications

14 Yes 0 No 9 Unsure 2 Didn't Vote

Comments:

- I'm not sure how if this doesn't work, how switching then reading to switch again quickly, also how often things would happen.
- Great work by all!!
- Love the three year for language arts. Also love the 10-year elementary.
- Look at further – technology updates/every three years.

- Does it align with technology availability?
- What was the rationale for extending the acquisition cycle?
- May need further discussion as to length of subscription services and how to handle that and can money be “saved” for things that don’t fit in yearly budget?
- I think an investigation of the subscription cycle is important.
- A bit of a concern about subscriptions that only offer three year subscriptions at a time. How will we renew if we are in between years?
- Add technology education to twice acquisition needs to be more frequent to stay competitive.
- Further discussion needed with technology (online subscriptions)
- Concerns about 3-7 year subscriptions! Otherwise great!

4. Elementary Report Card Modifications: ELA

24 Yes 0 No 0 Unsure 1 Didn't Vote

Comments:

- It would be nice to see more comments throughout the year – not just during Tri 1.
- Changes are aligned with what we teach and assess. I agree more comments to parents would be helpful.
- Mandatory comments? 2 of 3 Tris?
- As a parent, I love standards based report cards. It gives so much more information than a letter grade or percentage.
- Check language in all categories on all report card levels to see if language is consistent with Calkins and District Writing Scope and Sequence.
- Teacher comments should be completed.
- When I as a parent viewed my child’s report card online I had to electronically sign it! Are teachers able to view/see what parents have logged on to view report cards? Should have paper option sent home to all families.
- Great work!

5. Elementary Report Card Modifications: Math

24 Yes 0 No 0 Unsure 1 Didn't Vote

Comments:

- Teacher comments should be completed

6. Elementary Report Card Modifications: Music

23 Yes 1 No 0 Unsure 1 Didn't Vote

Comments:

- I feel these are very vague and unclear.
- I like the descriptions in parentheses.
- Interested in knowing what it looks like for students to compare music.
- Love the change.
- Great changes – I really like the definitions explaining the topics.
- Nice to have more definition for parents.
- Error (missing parentheses) on the Perform Section of every grade level report card. Perform (vocal, instrumental, change to → Perform (vocal, instrumental)

Career and Technical Education						
	Acquisition		Carl Perkins Grant	Fab Lab Grant	*CTE Technical Incentive Grant	
Agriculture	Aquaponics start-up kit	\$2,000				
	Greenhouse weather cover	\$1,500				
	Total AG	\$3,500	\$12,247	\$0		
Business/Marketing & Computers	MKTG 12 Edition- 35 @ \$85	\$2,975				
	Business Foundations 6th Edition-35 books @ \$125	\$4,375				
	Cengage SAM codes for IT courses (3 yr sub)	\$9,580				
	Total BE/ME/CS	\$16,930	\$2,920	\$0		
Family & Consumer Science	ProStart I Level 1 textbooks & ebook 30 x \$76	\$2,280				
	ProStart 1 Level 1 ebook subscription (1yr) 30 x 19	\$570				
	ProStart II Level 2 textbooks 30 x \$76	\$2,280				
	ProStart 2 Level 2 ebook subscription (1yr) 30 x 19	\$570				
	Prostart level 1 & 2 teachers resource packs	\$620				
	Total FCS	\$6,320	\$5,037.09	\$0		
Health Science	Diversified Health Occupations textbooks 30x100	\$3,000				
	CNA and HOSA resources	\$3,250				
	Total HS	\$6,250	\$0	\$0		
Technology & Engineering Education	Haas CNC Machine Center / Fab Lab	\$35,000				
	Compressor for Fab Lab equipment	\$7,000				
	Hunter 4 Wheel Alignment System	\$15,000				
	Total T&EE	\$57,000	\$23,570	\$25,000		
		\$90,000	\$43,774.09	\$25,000	\$38,642	

* CTE Technical Incentive Grant 61 students @ 2017 rate per student of \$633.48

Wisconsin Rapids Public Schools Curriculum Cycle

Phase 1 Years 1-3 Implementation	<ul style="list-style-type: none">• Professional development, collaboration, and implementation of new curriculum, best practice, materials and technology• Develop and implement common district and course/grade level assessments
Phase 2 Years 4-6 Reflect and Revise	<ul style="list-style-type: none">• Conduct Needs Assessments and review State and District assessment results• Collaborate and reflect on current research and standards in the discipline• Review and revise curriculum and district maps based on research and community needs• Begin considering materials to reflect curriculum revisions
Phase 3 Years 7-8 Pilot, Evaluate, Purchase	<ul style="list-style-type: none">• Seek teacher and parent input on curriculum revisions and materials selection• Pilot and evaluate materials• Present curriculum map revisions and present materials selection to Educational Services Committee and Board of Education for approval

CURRICULUM CYCLE – YEAR 8

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ELEMENTARY	Language Arts		Social Studies		Math		Science	
SECONDARY		Social Studies		Math		Science		Language Arts
ENCORE		Art	Music	CTE	World Languages	Physical Education 6-12	Physical Education K-5	
						Health 6-12	Health K-5	
						Counseling 6-12	Counseling K-5	

◇ Each year, Library-Media will purchase materials to support the discipline acquisition.

**Wisconsin Rapids Public Schools
Curriculum Cycle**

DRAFT

Elementary & Secondary Core Departments		Encore Departments
<p align="center">Phase 1 Years 1-3 Implementation</p>	<ul style="list-style-type: none"> • Professional development, collaboration, and implementation of new curriculum, best practice, materials and technology • Develop and implement common district and course/grade level assessments <i>as part of the PC process</i> • <i>Job embedded instructional coaching of new curriculum and best practice</i> 	<p align="center">Phase 1 Years 1-2 Implementation</p>
<p align="center">Phase 2 Years 4-7 Reflect and Revise</p>	<ul style="list-style-type: none"> • <i>Coaching, collaboration, professional development and data analysis as part of the PLC process</i> • Conduct Needs Assessments and review State and District assessment results • Collaborate and reflect on current research and standards in the discipline • Review and revise curriculum and district maps based on research and community needs • Begin considering materials to reflect curriculum revisions 	<p align="center">Phase 2 Years 3-5 Reflect & Revise</p>
<p align="center">Phase 3 Years 8-10 Pilot, Evaluate, Purchase</p>	<ul style="list-style-type: none"> • <i>Coaching, collaboration, professional development and data analysis as part of the PLC process</i> • Seek teacher and parent input on curriculum revisions and materials selection • Pilot and evaluate materials • Present curriculum map revisions and present materials selection to the Council for Instructional Improvement (CII) and the Educational Services Committee of the Board of Education for approval 	<p align="center">Phase 3 Years 6-7 Pilot, Evaluate, Purchase</p>

**ACQUISITION YEAR – YEAR 10
Core Content Departments**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
ELEMENTARY	Language Arts	Core Departments*		Social Studies		Math	Core Departments*		Science	
SECONDARY		Core Departments*	Social Studies		Math		Core Departments*	Science		Language Arts

**ACQUISITION YEAR – YEAR 7
Encore Departments**

	2017-18	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
ENCORE	Music	Career & Technical Education	World Languages	Counseling & Guidance K-12	Physical Education K-5	Physical Education 6-12	Art
					Health K-5	Health 6-12	

* Core Departments: CII Chairs will communicate needs with the Director and Assistant Director of Instruction no later than January 31. Curriculum administration will consider requests and present a recommendation to CII for approval at the February CII meeting.

- ◆ Each year, Library-Media will purchase materials to support the discipline acquisition.

Student Name:
 School:
 School Year: 2018-19

Grade: KG
 Teacher:

Attachment H

The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.



	T1	T2	T3
Excused	0	0	0
Unexcused	0	0	0
Tardy	0	0	0

SKILLS THAT SUPPORT LEARNING			
3	Consistently		
2	Sometimes		
1	Area of Concern		
Cooperation and Participation		T1	T2 T3
Listens to others without interrupting			
Follows directions			
Works and plays cooperatively with others			
Respects other's feelings, ideas, and property			
Accepts responsibility for own behavior		T1	T2 T3
Work Completion and Work Habits			
Remains on task			
Completes tasks and assignments with care		T1	T2 T3
Goal Setting and Problem Solving			
Accepts suggestions and works towards improvement			
Seeks positive solutions to conflicts			
Demonstrates a positive attitude toward learning		T1	T2 T3
Independence and Initiative			
Follows Routines			
Seeks assistance when necessary			
Demonstrates age appropriate use of technology			

CONTENT KEY			
MG	Meets Goal		
SP	Steady Progress	Toward Goal	
LP	Limited Progress	Toward Goal	
NA	Not Assessed		
LANGUAGE ARTS			

Reading			
Asks and answers questions about important details in a story			
With teacher support, describes character, setting and main events in a story			
Identifies front cover, back cover, title page, and roles of the author and illustrator of a book			
Makes connections to texts			
Uses appropriate strategies when reading text			
Meets year-end grade level benchmark expectations			
Foundational Skills			
Identifies all upper and lower case letters			
Identifies 20 or more letter sounds			
Recognizes 20 or more high frequency (sight) words			
Takes apart and puts together sounds in simple words			
Speaking and Listening			
Speaks and expresses ideas clearly			
Participates in group discussions staying on topic			
Asks and answers questions about what was learned			
Speaks using complete sentences with few errors in grammar			
Writing and Language			
Draws age appropriate pictures about a topic			
Prints letters legibly			
Uses a combination of drawing, dictating, and writing to represent their thinking			
Talks about their writing with others			
Writes simple words using appropriate letter/sounds			
Understands that words are separated by spaces in print <u>Uses spaces between words.</u>			
Uses punctuation at the end of a sentence			

MATHEMATICS

MATH INTERVENTION

You will only see information in the box below if this student is receiving intervention/enrichment services.

	T1	T2	T3
Mathematics			
Counts aloud to 100 by ones			
Identifies numerals to 30			
Counts sets of objects up to 20			
Writes numerals 0 through 20			
Solves addition problems within 10			
Solves subtraction problems within 10			
Makes a number to 20 using tens and ones			

T1 Comments

T2 Comments

T3 Comments

The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.

Student Name:
 School:
 School Year: 2018-19
 Grade: 01
 Teacher:

	T1	T2	T3
Excused	0	0	0
Unexcused	0	0	0
Tardy	0	0	0

SKILLS THAT SUPPORT LEARNING		CONTENT KEY		
3	Consistently	MG	Meets Goal	
2	Sometimes	SP	Steady Progress Toward Goal	
1	Area of Concern	LP	Limited Progress Toward Goal	
		NA	Not Assessed	

SKILLS THAT SUPPORT LEARNING		T1	T2	T3
Cooperation and Participation				
Listens to others without interrupting				
Follows directions				
Works and plays cooperatively with others				
Respects others feelings, ideas, and property				
Accepts responsibility for behaviors				
Work Completion and Work Habits				
Remains on task				
Uses time wisely				
Works for quality and accuracy				
Follows routines				
Goal Setting and Problem Solving				
Accepts suggestions and works toward improvement				
Seeks positive solutions to conflicts				
Demonstrates a positive attitude toward learning				

Grade 1 LANGUAGE ARTS

	T1	T2	T3
Reading Literature			
Retells character, setting, and main events in <u>important parts of</u> a story using key details <u>in order</u>			
Makes meaningful connections to enhance comprehension			
Meets <u>year-end</u> grade-level benchmark expectations			
	T1	T2	T3
Reading Informational Text			
Identifies main topic and retells key details of a text <u>Knows the difference between fiction and non-fiction</u>			
Locates and <u>u</u> Uses text features to aid in comprehension <u>learn more about a topic (i.e., heading, glossary, captions, pictures, labels)</u>			
Tells how two informational texts on the same topic are alike and different			
	T1	T2	T3
Foundational Skills			
Knows and applies grade-level phonics and word analysis skills in decoding words <u>Decodes words in text within grade-level expectations</u>			
Reads with sufficient accuracy and fluency to support comprehension			
Consistently notices errors and self-corrects using various strategies <u>"looks right, sounds right and makes sense" at points of difficulty</u>			
Correctly spells most <u>Demonstrates automatic recognition of</u> high frequency words and applies common spelling patterns <u>within a text</u>			
Spells untaught words phonetically			
	T1	T2	T3
Speaking and Listening			
Speaks and expresses ideas clearly in complete sentences			
Asks and answers questions on topics			
	T1	T2	T3
Writing and Language			
Writes in complete sentences with proper grammar			
Consistently <u>u</u> Uses correct capitalization and end punctuation			
Writes for a specific purpose and stays on topic <u>Uses capitalization at the beginning of the sentence</u>			
Writes a variety of descriptive details in logical sentences about a shared researched topic or an experience <u>Spells most high frequency words</u>			
<u>Spells untaught words phonetically</u>			
<u>Organizes and publishes different types of writing (narrative, informational, opinion, realistic fiction)</u>			

MATHEMATICS

	T1	T2	T3
Solves addition problems within 20			
Solves subtraction problems within 20			
Compares 2-digit numbers based on tens and ones			
Reads and writes numbers to 120			
<i>Writes numbers to 120</i>			
Extends a counting sequence starting at any number less than 120			
Tells time to the nearest hour and half hour			
Solves one-step word problems			

MATH INTERVENTION
 You will only see information in the box below if this student is receiving math intervention or enrichment services.

SOCIAL STUDIES

	T1	T2	T3
Social Studies Demonstrates age appropriate knowledge of Social Studies concepts			

	T1	T2	T3
SCIENCE & ENGINEERING Science and Engineering Demonstrates age appropriate knowledge of Science concepts			

	T1	T2	T3
HEALTH Health Demonstrates age appropriate knowledge of Health concepts			

	T1	T2	T3
TECHNOLOGY Technology Demonstrates age appropriate use of technology			

T1 Comments	
T2 Comments	
T3 Comments	

GRADES 1 - 2 PHYSICAL EDUCATION / ART / MUSIC

SKILLS THAT SUPPORT LEARNING

CONTENT KEY

- 3 Consistently
- 2 Sometimes
- 1 Area of Concern

- MG Meets Goal
- SP Steady Progress Toward Goal
- LP Limited Progress Toward Goal
- NA Not Assessed

Class: PE 1 / 01 Physical Education 1 Teacher:	T1 T2 T3		
	Skills that Support Learning		
Personal & Social Behavior (Exhibits positive attitude & self control)			
Teamwork & Sportsmanship (Working Cooperatively)			
Skills & Knowledge			
Fundamental Skills (Demonstrates movement patterns)			
Knowledge (Understands and applies rules)			
Product and Performance			
Participation (Active involvement)			
Fitness Concepts (Fitness knowledge and skills)			
T1 Comments			
T2 Comments			
T3 Comments			

Class: Music1 / 01 Music 1 Teacher:	T1 T2 T3		
	Skills that Support Learning		
Behavior & Self-Control Participation, Attitude & Effort			
Music Skills & Knowledge			
<u>Vocal Performance-Create (improvise, compose, arrange)</u>			
<u>Instrumental Performance-Perform (vocal, instrumental, movement)</u>			
<u>Improvise, Compose & Arrange Music-Respond (analyze, describe, read, notate, interpret, evaluate)</u>			
<u>Read & Notate Music Connect (to culture, history, other subjects, personal experience)</u>			
<u>Analyze & Describe Music</u>			
T1 Comments			
T2 Comments			
T3 Comments			

Class: Art 1 / 01 Art 1 Teacher:	T1 T2 T3		
	Skills that Support Learning		
Engaged learner Participation, Attitude and Effort			
Visual Arts Skills and Knowledge			
Understands and applies knowledge to solve problems			
Thinks creatively			
Demonstrates craftsmanship			
T1 Comments			
T2 Comments			
T3 Comments			



Student Name:

School:

School Year: 2018-19

Grade: 02

Teacher:

The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.

	T1	T2	T3
Excused	0	0	0
Unexcused	0	0	0
Tardy	0	0	0

SKILLS THAT SUPPORT LEARNING		CONTENT KEY		
	T1	T2	T3	
3 Consistently				MG Meets Goal
2 Sometimes				SP Steady Progress Toward Goal
1 Area of Concern				LP Limited Progress Toward Goal
				NA Not Assessed
LANGUAGE ARTS				
Cooperation and Participation				
Listens to others without interrupting				
Follows directions				
Works and plays cooperatively with others				
Respects other's feelings, ideas, and property				
Accepts responsibility for behaviors				
Work Completion and Work Habits				
Remains on task				
Uses time wisely				
Works for quality and accuracy				
Demonstrates organizational skills				
Goal Setting and Problem Solving				
Accepts suggestions and works toward improvement				
Identifies strengths and areas for improvement				
Seeks positive solutions to conflicts				
Demonstrates a positive attitude toward learning				
HEALTH				
Health				
Demonstrates age appropriate knowledge of Health concepts				
Understands and uses healthy behaviors at school				
Reading Literature				
Asks and answers questions before, during and after reading				
Retells a story using beginning, middle, and ending events				
Describe story elements (character, problem, solution, setting)				
Understands central themes and lessons in stories				
Meets year-end grade level benchmark expectations				
Reading Informational Text				
Identifies main topic and retells key details of a text <u>read independently</u>				
Identifies and uses text features to locate information				
Foundational Skills				
Reads accurately and fluently to support comprehension				
<u>Reads fluently to support comprehension</u>				
Uses a variety of strategies to decode words				
<u>Uses spelling patterns and rules to spell words correctly</u>				
Speaking and Listening				
Asks and answers questions after listening or reading				
Speaks and expresses ideas clearly in complete sentences				
Writing and Language				
Writes complete sentences with proper grammar				
Uses correct capitalization and end punctuation				
Uses details in writing				
Writes for a specific purpose and stays on topic				
<u>Uses spelling patterns and rules to spell words correctly</u>				

Attachment H-2

SOCIAL STUDIES			
	T1	T2	T3
Social Studies			
Demonstrates knowledge of maps and globes			
Understands how local communities meet people's needs			
Compares and contrasts how life today differs from life long ago			
SCIENCE & ENGINEERING			
Science			
Makes observations			
Asks questions based on science topics			
Carries out guided investigations			
Demonstrates grade level knowledge in:			
Physical Science-States of Matter			
Life Science-Plants/Ecosystems			
Earth Science-Earth Changes			
Engineering-Playdough Process			
T1 Comments			
T2 Comments			
T3 Comments			

MATHEMATICS			
	T1	T2	T3
Computation			
Adds numbers within 20 using mental strategies			
Subtracts numbers within 20			
Place Value			
Understands place value of numbers to 1000			
Reads and writes numbers to 1000			
Adds with regrouping within 100			
Subtracts with regrouping within 100			
Geometry			
Names and draws two-dimensional shapes with as many as eight sides			
Measurement and Data			
Tells time to the nearest five minutes			
Counts money to solve problems			
Measures the length of objects using a ruler			
Makes and interprets data tables and graphs			
Problem Solving			
Understands when to use addition or subtraction to solve problems			
Solves two step word problems			
MATH INTERVENTION			
You will only see information in the box below if this student is receiving math intervention or enrichment services.			
TECHNOLOGY			
Technology			
Demonstrates the appropriate use of pre-selected websites and apps			
Demonstrates age appropriate use of technology			
Uses technology to look up and locate books			

GRADES 1 - 2 PHYSICAL EDUCATION / ART / MUSIC

SKILLS THAT SUPPORT LEARNING

CONTENT KEY

- 3 Consistently
- 2 Sometimes
- 1 Area of Concern

- MG Meets Goal
- SP Steady Progress Toward Goal
- LP Limited Progress Toward Goal
- NA Not Assessed

Class: PE 2 / 01 Physical Education 2

Teacher:

T1 T2 T3

Skills that Support Learning	T1	T2	T3
Personal & Social Behavior (Exhibits positive attitude & self control)			
Teamwork & Sportsmanship (Working Cooperatively)			
Skills & Knowledge			
Fundamental Skills (Demonstrates movement patterns)			
Knowledge (Understands and applies rules)			
Product and Performance			
Participation (Active involvement)			
Fitness Concepts (Fitness knowledge and skills)			

T1 Comments

T2 Comments

T3 Comments

Class: Music2 / 01 Music 2

Teacher:

T1 T2 T3

Skills that Support Learning	T1	T2	T3
Behavior & Self-Control Participation, Attitude & Effort			
Music Skills & Knowledge			
Vocal Performance <u>Create</u> (<u>improvise, compose, arrange</u>)			
Instrumental Performance <u>Perform</u> (<u>vocal, instrumental, movement</u>)			
Improvise, Compose & Arrange Music <u>Respond</u> (<u>analyze, describe, read, notate, interpret, evaluate</u>)			
Read & Notate Music <u>Connect</u> (<u>to culture, history, other subjects, personal experience</u>)			
Analyze & Describe Music			

T1 Comments

T2 Comments

T3 Comments

Class: Art 2 / 01 Art 2

Teacher:

T1 T2 T3

Skills that Support Learning	T1	T2	T3
Engaged learner Participation, Attitude and Effort			
Visual Arts Skills and Knowledge			
Understands and applies knowledge to solve problems			
Thinks creatively			
Demonstrates craftsmanship			

T1 Comments

T2 Comments

T3 Comments

Student Name:

School:

School Year: 2018-19

Grade: 03

Teacher:

The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.

	T1	T2	T3
Excused	0	0	0
Unexcused	0	0	0
Tardy	0	0	0

SKILLS THAT SUPPORT LEARNING		CONTENT KEY	
MG	Meets Goal		
SP	Steady Progress	Toward Goal	
LP	Limited Progress	Toward Goal	
NA	Not Assessed		

SKILLS THAT SUPPORT LEARNING	T1 T2 T3		
	Cooperation and Participation		
Listens to others without interrupting			
Follows directions			
Works and plays cooperatively with others			
Respects other's feelings, ideas, and property			
Accepts responsibility for behaviors			
Work Completion and Work Habits			
Demonstrates perseverance and stays on task			
Uses time wisely			
Works for quality and accuracy			
Demonstrates organizational skills			
Goal Setting and Problem Solving			
Accepts suggestions and works toward improvement			
Identifies strengths and areas for improvement			
Seeks positive solutions to conflicts			
Demonstrates a positive attitude toward learning			
HEALTH			
Health			
Demonstrates an understanding of Health content knowledge			
Understands how to set goals and make decisions to improve health			

Grade 3 – Language Arts

	T1	T2	T3
Reading Literature			
Asks and answers questions and uses text to prove answers			
Retells stories from a variety of genres			
Uses strategies to determine the meaning of words			
Meets grade level benchmark expectations			
<i>Identify character traits using character actions and dialogue</i>			
<i>Envisions – creates mental images while reading</i>			
<i>Predicts based on story details and earlier parts of the text</i>			
<i>Summarizes in sequential order using story elements</i>			
<i>Uses a character's feelings, actions, thinking, and dialogue to grow ideas about that character</i>			
<i>Uses details from text to support thinking about how a character changes across a story</i>			
<i>Meets year-end grade level benchmark expectations.</i>			
	T1	T2	T3
Reading Informational Text			
Identifies <i>Determines the main idea of a text</i> and <i>explains how it is supported with retells key details of a text</i>			
Uses text features to locate and understand information in a text			
<i>Collects and combines information and ideas from multiple texts</i>			
<i>Determines the meaning of specialized vocabulary words</i>			
<i>Uses specialized vocabulary connected to a topic</i>			
	T1	T2	T3
Foundational Skills			
Uses a variety of strategies to decode words			
Uses prefixes and suffixes to determine word meaning			
Reads accurately and fluently to support comprehension			
Uses grade level spelling patterns and rules to spell words correctly			
	T1	T2	T3
Speaking and Listening			
Participates in a range of discussion groups (pairs, groups, whole group)			
Speaks and expresses ideas clearly in complete sentences			
	T1	T2	T3
Writing and Language			
Uses standard English grammar when writing and speaking (parts of speech)			
Uses correct punctuation, capitalization, and spelling when writing			
Writes simple, compound, and complex sentences within writing			
Organizes writing using an introduction, supporting details, and conclusion			
Writes for different purposes, audiences, and topics			
Evaluates and uses a variety of resources			
<i>Uses grade level spelling patterns and rules to spell words correctly</i>			

SCIENCE & ENGINEERING

MATHEMATICS

	T1	T2	T3
Science			
Ask questions and makes observations			
Carries out guided investigations			
Analyzes and interprets data			
Obtains, evaluates, and communicates information			
Demonstrates grade level knowledge in:			
Forces and Interactions			
Ecosystem Survival			
Life Cycles and Traits			
Weather and Climate			
Engineering Maglev Trains			
TECHNOLOGY			
Technology			
Demonstrates proper internet safety and responsible use of technology			
Demonstrates basic computer skills			
Uses technology and resources to gain information			
Types 10-15 words per minute using standard keyboarding techniques			
T1 Comments			
T2 Comments			
T3 Comments			

	T1	T2	T3
Computation			
Knows addition and subtraction facts			
Multiplies numbers within 100 using mental strategies			
Divides numbers within 100			
Place Value			
Rounds whole numbers to the nearest 10 and 100			
Adds with regrouping within 1,000			
Subtracts with regrouping within 1,000			
Fractions			
Understands and identifies fractions as a whole that is divided into equal parts			
Compares fractions with like denominators or like numerators			
Geometry			
Finds perimeter of polygons			
Finds area of rectangles			
Sorts quadrilaterals by their properties			
Measurement and Data			
Tells time to the nearest minute			
Constructs graphs to represent data			
Measures length to the nearest 1/4 inch			
Problem Solving			
Solves two-step problems using addition, subtraction, multiplication, and division			
MATH INTERVENTION			
You will only see information in the box below if this student is receiving math intervention or enrichment services.			
SOCIAL STUDIES			
Social Studies			
Demonstrates knowledge of world geography and map skills			
Recognizes basic civic responsibilities and the different forms of government			
Compares and contrasts world communities			
Understands how world communities grow and change			

GRADES 3 - 5 PHYSICAL EDUCATION / MUSIC / ART

CONTENT KEY

3 Consistently
 2 Sometimes
 1 Area of Concern

MG Meets Goal
 SP Steady Progress Toward Goal
 LP Limited Progress Toward Goal
 NA Not Assessed

Class: PE 3 / 01 Physical Education		T1	T2	T3
3 Teacher:				
Skills That Support Learning				
Personal & Social Behavior (Exhibits positive attitude & self control)				
Teamwork & Sportsmanship (Working Cooperatively)				
Skills & Knowledge				
Fundamental Skills (competency in motor and movement patterns)				
Knowledge (Concepts, Strategies, and Tactics)				
Product and Performance				
Participation (Active involvement)				
Fitness Concepts (applies fitness knowledge and skills)				
T1 Comments				
T2 Comments				
T3 Comments				

Class: Music3 / 01 Music		T1	T2	T3
3 Teacher:				
Skills that Support Learning				
Behavior & Self-Control				
Participation, Attitude & Effort				
Music Skills & Knowledge				
Vocal Performance <u>Create (improvise, compose, arrange)</u>				
Instrumental Performance <u>Perform (vocal, instrumental, movement)</u>				
<u>Improvise, Compose & Arrange Music Respond (analyze, describe, read, notate, interpret, evaluate)</u>				
<u>Read & Notate Music Connect (to culture, history, other subjects, personal experience)</u>				
<u>Analyze & Describe Music</u>				
T1 Comments				
T2 Comments				
T3 Comments				

Class: Art 3 / 01 Art 3		T1	T2	T3
Teacher:				
Skills that Support Learning				
Engaged learner				
Participation, Attitude and Effort				
Visual Arts Skills and Knowledge				
Understands and applies knowledge to solve problems				
Thinks creatively				
Demonstrates craftsmanship				
T1 Comments				
T2 Comments				
T3 Comments				



The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.

Student Name:
 School:
 School Year: 2018-19
 Grade: 04
 Teacher:

	T1	T2	T3
Excused	0	0	0
Unexcused	0	0	0
Tardy	0	0	0

SKILLS THAT SUPPORT LEARNING		CONTENT KEY		
3	Consistently	MG	Meets Goal	
2	Sometimes	SP	Steady Progress Toward Goal	
1	Area of Concern	LP	Limited Progress Toward Goal	
		NA	Not Assessed	

SKILLS THAT SUPPORT LEARNING		LANGUAGE ARTS		
		T1	T2	T3
Cooperation and Participation				
	Listens to others without interrupting			
	Follows directions and class/school rules			
	Participates respectfully with a partner or in a group			
	Respects other's feelings, ideas, and property			
	Accepts responsibility for behaviors			
Work Completion and Work Habits				
	Demonstrates perseverance and stays on task			
	Uses time wisely			
	Works for quality and accuracy			
	Organizes and maintains systems to keep track of information and materials			
Goal Setting and Problem Solving				
	Accepts suggestions and works toward improvement			
	Creates goals and works toward improvement			
	Demonstrates positive solutions to conflicts			
	Demonstrates a positive attitude toward learning			
HEALTH				
Health				
	Demonstrates an understanding of Health concepts			
	Identifies the influence of family, peers, culture, media, technology, and other factors on health behaviors			
	Evaluates health options to set goals which improve overall health			

Grade 4 – Language Arts

	T1	T2	T3
Reading Literature			
Summarizes fiction to describe story elements such as characters, setting, or events, using text support			
Explains major differences between stories, poems, and drama			
Compares and contrasts stories, myths, and traditional literature from different cultures			
<i>Monitors characters throughout the book (traits, relationships with others, changes)</i>			
<i>Supports thinking with details and examples found in the text</i>			
<i>Determines themes in a story, utilizing evidence from across the text</i>			
<i>Drafts and revises interpretations based on text evidence</i>			
<i>Meets year-end grade level benchmark expectations</i>			
	T1	T2	T3
Reading Informational Text			
Determines the main idea of a text and explains how it is supported by key details			
Describes the overall structure of events, ideas, concepts or information in a text such as comparison, cause/effect, and timelines			
Uses text features and author evidence to aid in text comprehension			
<i>Uses common text structures to comprehend texts</i>			
<i>Collects and combines information and ideas from multiple texts</i>			
	T1	T2	T3
Foundational Skills			
Uses strategies to decode sounds and words in reading			
Reads grade-level texts accurately and fluently to support comprehension			
Uses <u>Applies</u> spelling patterns and rules or <u>utilizes</u> spelling resources to spell words correctly			
	T1	T2	T3
Speaking and Listening			
Participates in a range of discussion groups (pairs, groups, whole group)			
Shares ideas and knowledge through a variety of formats including visual displays and oral presentations			
	T1	T2	T3
Writing and Language			
Constructs writing for different purposes and topics that includes an introduction, supporting details, and a conclusion			
Uses correct punctuation, capitalization, and spelling when writing to publish			
Understands and uses conventions of standard English (verb tenses, conjunctions, prepositional phrases, figurative language, and complete sentences)			
Uses organized research strategies			

MATHEMATICS

SOCIAL STUDIES

	T1	T2	T3
Computation			
Knows addition and subtraction facts			
Knows multiplication facts			
Multiplies a 4-digit number by a 1-digit number			
Multiplies a 2-digit number by a 2-digit number			
Understands the relationship between multiplication and division			
Divides a 4-digit number by a 1 digit number with remainders using long division			
Place Value			
Understands place value to 1,000,000			
Rounds multi-digit numbers to any place value			
Adds and subtracts multi-digit numbers with regrouping			
Fractions			
Recognizes equivalent fractions			
Adds and subtracts fractions with like denominators			
Multiplies fractions by whole numbers			
Geometry			
Measures angles with a protractor			
Identifies and draws types of lines and angles			
Classifies shapes by properties of their lines and angles			
Measurement and Data			
Solves problems using measurements and conversions			
Problem Solving			
Solves multi-step problems using addition, subtraction, multiplication, and division			

MATH INTERVENTION
 You will only see information in the box below if this student is receiving math intervention or enrichment services.

TECHNOLOGY

	T1	T2	T3
Technology			
Uses technology to locate sources to gain information			
Follows guidelines concerning cyber-bullying, internet safety, copyright and plagiarism			
Demonstrates basic knowledge of computer programs and file management			
Types 15- 20 words per minute using standard keyboarding techniques			
Demonstrates ability to create a new document and presentation			

	T1	T2	T3
Social Studies			
Demonstrates knowledge of Wisconsin history by asking questions and conducting historical research			
Demonstrates knowledge of changing Wisconsin geography			
Understands and explains economics as related to Wisconsin			
Recognizes basic civil responsibilities and forms of state government			
Understands the benefits, challenges, and differences among peoples of Wisconsin, both past and present			

SCIENCE & ENGINEERING

	T1	T2	T3
Science			
Asks questions and defines problems			
Obtains, evaluates, and communicates information			
Develops and uses models			
Explains or designs solutions to a science concept			
Demonstrates grade level knowledge in:			
Physical Science- Energy			
Life Science- Plant/Animal Classifications			
Earth Science- Rocks/Weathering			
Engineering- Geotechnical			

T1 Comments

T2 Comments

T3 Comments

GRADES 3 - 5 PHYSICAL EDUCATION/ MUSIC / ART

SKILLS THAT SUPPORT LEARNING

CONTENT KEY

- 3 Consistently
- 2 Sometimes
- 1 Area of Concern

- MG Meets Goal
- SP Steady Progress Toward Goal
- LP Limited Progress Toward Goal
- NA Not Assessed

Class: PE 4 / 01 Physical Education 4

Teacher:

	T1	T2	T3
Skills That Support Learning			
Personal & Social Behavior (Exhibits positive attitude & self control)			
Teamwork & Sportsmanship (Working Cooperatively)			
Skills & Knowledge			
Fundamental Skills (competency in motor and movement patterns)			
Knowledge (Concepts, Strategies, and Tactics)			
Product and Performance			
Participation (Active involvement)			
Fitness Concepts (applies fitness knowledge and skills)			

T1 Comments

T2 Comments

T3 Comments

Class: Music4 / 01 Music 4

Teacher:

	T1	T2	T3
Skills that Support Learning			
Behavior & Self-Control			
Participation, Attitude & Effort			
Music Skills & Knowledge			
Vocal Performance <u>Create</u> (<i>improvise, compose, arrange</i>)			
Instrumental Performance <u>Perform</u> (<i>vocal, instrumental, movement</i>)			
<u>Improvise, Compose & Arrange Music Respond</u> (<i>analyze, describe, read, notate, interpret, evaluate</i>)			
<u>Read & Notate Music Connect</u> (<i>to culture, history, other subjects, personal experience</i>)			
<u>Analyze & Describe Music</u>			

T1 Comments

T2 Comments

T3 Comments

Class: Art 4 / 01 Art 4

Teacher:

	T1	T2	T3
Skills that Support Learning			
Engaged learner			
Participation, Attitude and Effort			
Visual Arts Skills and Knowledge			
Understands and applies knowledge to solve problems			
Thinks creatively			
Demonstrates craftsmanship			

T1 Comments

T2 Comments

T3 Comments



The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.

Student Name:

School:

School Year: 2018-19

Grade: 05

Teacher:

	T1	T2	T3
Excused	0	0	0
Unexcused	0	0	0
Tardy	0	0	0

SKILLS THAT SUPPORT LEARNING		CONTENT KEY		
	T1	T2	T3	
3 Consistently				MG Meets Goal
2 Sometimes				SP Steady Progress Toward Goal
1 Area of Concern				LP Limited Progress Toward Goal
				NA Not Assessed
Cooperation and Participation				
Listens to others without interrupting				
Follows directions and class/school rules				
Participates respectfully with a partner or in a group				
Respects others' feelings, ideas, and property				
Accepts responsibility for behaviors				
Work Completion and Work Habits				
Demonstrates perseverance and stays on task				
Meets deadlines for homework and projects				
Works for quality and accuracy				
Organizes and maintains systems to keep track of information and materials				
Goal Setting and Problem Solving				
Accepts suggestions and works toward improvement				
Has goals and follows through to completion				
Manages emotions				
Takes time to reflect and apply logical reasoning				
Demonstrates a positive attitude toward learning				
HEALTH				
Health				
Comprehends concepts related to health promotion and disease prevention				
Analyzes the influence of family, peers, culture, media, technology, and other factors on health behaviors				
Uses goal-setting, interpersonal communication, and decision-making skills to enhance overall health and reduce health risks				

Grade 5 – Language Arts

LANGUAGE ARTS			
	T1	T2	T3
Reading Literature			
Summarizes a fiction text in his/her own words Identifies theme and supports using text evidence			
Compares and contrasts characters, settings or events using details in the text			
Compares and contrasts similar themes or topics in stories from in the same fiction genre			
Understands the meaning of figurative language in a fiction text <i>Names 2-3 craft techniques and gives the author's reason for using them.</i>			
Reads and understands fifth grade stories, plays and poems independently			
<i>Interprets and explains the meaning of figurative language in fifth grade texts</i>			
<i>Summarizes a text in their own words</i>			
<i>Monitors independent reading by jotting about the most important parts of the text</i>			
	T1	T2	T3
Reading Informational Text			
Understands content vocabulary <i>Identifies the structure of a text based on how the information is organized</i>			
Understands various nonfiction text structures and uses them when comparing informational resources (compare and contrast, order and sequence, problem and solution, cause and effect, and description) <i>Collects, sorts, and organizes information from multiple texts</i>			
Explains how key details support the main idea of text <i>Uses academic language/vocabulary to identify the craft technique(s) the author used</i>			
Extracts key information from credible resources, summarizes text in own words, and cites resource appropriately <i>Identifies bias within a text by considering the author's perspective</i>			
<i>Establishes and supports a claim by: collecting, sorting, and organizing information from multiple texts</i>			
<i>Summarizes a text in their own words</i>			
<i>Monitors independent reading by jotting about the most important parts of the text</i>			
	T1	T2	T3
Foundational Skills			
Applies grade-level phonics and word analysis skills in decoding words			
Reads grade-level texts with sufficient accuracy and fluency to support comprehension <i>Meets year-end grade level benchmark expectations</i>			
	T1	T2	T3
Speaking and Listening			
Engages effectively in a range of collaborative discussions (in pairs, in groups, and teacher-led)			
Orally summarizes information read, seen and heard			
Speaks clearly using standard English			
	T1	T2	T3
Writing and Language			
Uses standard English grammar when writing and speaking (parts of speech)			
Writes for different purposes, audiences, and topics			
Constructs paragraphs which include topic sentences, supporting details, and concluding sentences			
Uses correct punctuation, capitalization, and spelling when writing			

MATHEMATICS			
	T1	T2	T3
Computation			
Knows multiplication and division facts			
Multiplies multi-digit whole numbers			
Divides a four-digit number by a two-digit number			
Shows remainders in either decimal or fraction form			
Place Value			
Reads, writes, and compares decimal numbers to the thousandths place			
Rounds decimal numbers			
Fractions and Decimals			
Adds and subtracts fractions with like and unlike denominators			
Adds and subtracts mixed numbers with like and unlike denominators			
Multiplies and divides fractions			
Adds and subtracts decimals			
Multiplies and divides decimals to the hundredths place			
Geometry			
Classifies two-dimensional shapes into categories based on their properties			
Graphs and interprets points on a coordinate plane			
Measurement and Data			
Converts measurement units within a given measurement system			
Measures volume of solid objects			
Algebra Concepts			
Writes and solves number sentences using mathematical symbols and order of operations			
Solves problems using whole numbers, fractions, and decimals			
MATH INTERVENTION			
You will only see information in the box below if this student is receiving math intervention or enrichment services.			

SOCIAL STUDIES			
	T1	T2	T3
Social Studies			
Demonstrates knowledge of United States history			
Understands the changing political/physical geography of the United States and how it affects where people live and work			
Demonstrates knowledge of citizenship and government; its origin, structure, freedoms, and duties			
Demonstrates an understanding of the United States economy, how it can change, and its effect on our lives			
Describes diversity within the United States- its influences, benefits, and challenges			
SCIENCE & ENGINEERING			
Science			
Asks questions, makes plans, and carries out investigations			
Uses mathematics and computational thinking when analyzing and interpreting data			
Develops and uses models			
Uses evidence to construct, evaluate, and communicate scientific explanations/solutions			
Demonstrates grade level knowledge in:			
Life Science- Ecosystems			
Physical Science- Matter			
Engineering- Aerospace			
Earth Science- Earth System			
Earth Science- Stars and Solar Systems			
T1 Comments			
T2 Comments			
T3 Comments			

TECHNOLOGY			
	T1	T2	T3
Technology			
Follows guidelines concerning plagiarism and copyright			
Follows guidelines concerning cyber-bullying, internet safety, and email usage			
Demonstrates file management and printer selection skills			
Types 20-25 words per minute using standard keyboarding techniques			
Uses word processing, presentation programs and digital media applications to create projects			

GRADES 3 - 5 PHYSICAL EDUCATION / MUSIC / ART

SKILLS THAT SUPPORT LEARNING

CONTENT KEY

MG Meets Goal
SP Steady Progress Toward Goal
LP Limited Progress Toward Goal
NA Not Assessed

MG Meets Goal
SP Steady Progress Toward Goal
LP Limited Progress Toward Goal
NA Not Assessed

Class: PE 5 / 02 Physical Education 5

Class: Music5 / 02 Music 5

Class: Art 5 / 02 Art 5

Teacher:	T1	T2	T3
Skills That Support Learning			
Personal & Social Behavior (Exhibits positive attitude & self control)			
Teamwork & Sportsmanship (Working Cooperatively)			
Skills & Knowledge			
Fundamental Skills (competency in motor and movement patterns)			
Knowledge (Concepts, Strategies, and Tactics)			
Product and Performance			
Participation (Active involvement)			
Fitness Concepts (applies fitness knowledge and skills)			
T1 Comments			
T2 Comments			
T3 Comments			

Teacher:	T1	T2	T3
Skills that Support Learning			
Behavior & Self-Control Participation, Attitude & Effort			
Music Skills & Knowledge			
Vocal Performance <u>Create</u> (<u>improvise, compose, arrange</u>)			
Instrumental Performance <u>Perform</u> (<u>vocal, instrumental, improvise, compose & arrange</u>)			
Music Theory <u>Respond</u> (<u>analyze, describe, read, notate, interpret, evaluate</u>)			
Read & Notate Music <u>Connect</u> (<u>to culture, history, other subjects, personal experience</u>)			
Analyze & Describe Music			
T1 Comments			
T2 Comments			
T3 Comments			

Teacher:	T1	T2	T3
Skills that Support Learning			
Engaged learner Participation, Attitude and Effort			
Visual Arts Skills and Knowledge			
Understands and applies knowledge to solve problems			
Thinks creatively			
Demonstrates craftsmanship			
T1 Comments			
T2 Comments			
T3 Comments			

Wisconsin Rapids Public Schools

1:1 Handbook



Chromebook Guidelines and Information

District 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.

Instructional Technology Mission:

WRPS is committed to preparing our community of learners to effectively and responsibly apply information technology skills and tools to be a part of their lives, today and into the future.

The School District of Wisconsin Rapids is supplying students attending Lincoln High School with a Chromebook device. This device is property of the School District of Wisconsin Rapids. The supplied instructional device's function provides each student access to required educational materials needed for each student to be successful. The Chromebook allows student access to Skyward, Canvas, Google Suite for Education, educational web-based tools, as well as many other useful sites. The supplied device is an educational tool not intended for gaming, social networking or high end computing.

In our 1:1 learning environment, the School District of Wisconsin Rapids goals include the following:

Improved Student Learning: Through instructional strategies that apply best practices in teaching with technology and a variety of resources which support the curriculum, student learning will improve.

Transformative Learning: Through a 1:1 learning environment, students and teachers will be able to implement transformative uses of technology and enhance student engagement with content. Through this we hope to promote self-directed, lifelong learners.

21st Century Skills: We will ensure that students have high level 21st Century Skills, including communication, creativity, collaboration, and critical thinking skills which will prepare them for a successful future beyond high school.

Equity of Access: By providing each student with a Chromebook, we will bridge the digital divide by providing all students access to technology tools and resources for anytime, anywhere learning.

1. RECEIVING YOUR CHROMEBOOK

1a: Student Chromebooks

2. RETURNING YOUR CHROMEBOOK:

3. TAKING CARE OF YOUR CHROMEBOOK:

3a: General Precautions

3b: Carrying and Moving Chromebooks

3c: Screen Care

4. USING YOUR CHROMEBOOK AT SCHOOL

4a: Chromebooks left at home

4b: Chromebooks under repair

4c: Charging your Chromebook (at Home)

4d: Backgrounds and Password

4e: Sound

4f: Printing

4g: Account Access

5. MANAGING & SAVING YOUR DIGITAL WORK WITH A CHROMEBOOK

6. OPERATING SYSTEM ON YOUR CHROMEBOOK

6a: Updating your Chromebook

6b: Virus Protections & Additional Software

6c: Procedures for Restoring your Chromebook

6d: Software Installation

7. RESPONSIBLE USE GUIDELINES

7a: General Guidelines

7b: Privacy and Safety

7c: Legal Property

7d: Email Electronic Communication (District-issued)

7e: Consequences

7f: At Home Use (9-12 Students)

8. PROTECTING & STORING YOUR CHROMEBOOK

8a: Chromebook Identification

8b: Account Security

8c: Storing Your Chromebook

8d: Chromebooks left in Unsupervised Areas

9. CHROMEBOOK REPAIR POLICIES AND TECHNICAL SUPPORT

9a: Repairs and Replacements

9b: Repair Fees and Chromebook Care Program

9c: Vendor Warranty

10. CHROMEBOOK FAQs

Q: What is a Chromebook?

Q: What kind of software does a Chromebook run?

Q: How are these web-based applications managed?

Q: Can the student opt out of having a Chromebook?

Q: Can students download apps?

Q: What devices can I connect to a Chromebook?

Q: Can the Chromebook be used anywhere at anytime?

Q: Will the Chromebook have 3G/4G/LTE access?

Q: Will unsafe or inappropriate websites be filtered on the Chromebooks?

Q: Can the District track web browsing history?

Q: What happens if students have been visiting inappropriate websites?

Q: Is there antivirus built into Chromebooks?

Q: What is the battery life of a Chromebook?

Q: How is one student's Chromebook identified from another student?

Q: Will the Chromebooks ever leave the building?

Q: Can the devices be used at home?

Q: I forgot to charge my Chromebook before school. Now what?

Q: How should the student carry/transport the chromebook?

Q: Can the Chromebooks be used with non-educational purposes?

Q: Where can I get an Internet connection if the building's wireless connection is not working?

Q: What login will students use to get into the device operating system?

Q: Can the Chromebooks be used with another username?

Q: Can you Print from Chromebooks?

Q: What if another student damages my student's device?

Q: How do I go about repairing a Chromebook that is not functioning?

Q: Do repair fees need to be paid up front?

Q: How much storage do students have?

Q: What applications will be available on the student's device?

Q: How can students submit work or assignments via their device?

Q: What if a student is out of school for an extended period (illness, travel, family emergency, etc.)?

Q: Will class lessons ever be recorded so students can review material?

Q: Will devices be kept by students over summer?

Q: How long should Chromebooks last?

Q: Are other districts going 1:1?

Q: What can you say about eTextbooks? Will they replace traditional texts?

Q: How can you prevent student copying and/or plagiarism?

Q: Will paper assignments become obsolete?

Q: What will it cost to charge the Chromebook at home?

1. RECEIVING YOUR CHROMEBOOK

Chromebooks will be distributed within the first week of each school year. Parents/Guardians and students MUST sign and return the WRPS Chromebook Responsible Use Agreement and the WRPS Chromebook Care Plan Enrollment Form before the Chromebook can go home with their high school student (grades 9-12). This 1:1 Chromebook Handbook outlines the guidelines, policies and information for families to protect the Chromebook investment for the School District of Wisconsin Rapids. Chromebooks will be collected at the end of each school year, and students will retain their original Chromebook each year while enrolled at WRPS.

1a: Student Chromebooks

- Chromebooks from the District, even though they are assigned to specific students, do not rescind the District's right to inspect the Chromebook at anytime while on school district property.
- If families choose not to sign and return the WRPS Chromebook Responsible Use Agreement, a student will not be able to remove the Chromebook from school. Chromebooks will not be assigned to the student, however, until a form is completed and turned in.

2. RETURNING YOUR CHROMEBOOK:

All district owned Chromebooks will be returned following the guidelines set by building administration.

- Students leaving the District must return their district issued Chromebook, charger and case to the Lincoln High School library before leaving.
- Any Lincoln High School students enrolling at River Cities High School must return their district issued Chromebook, charger and case to the Lincoln High School library before starting at River Cities High School.
- Any Chromebook not returned will be considered stolen property and investigated by law enforcement. Fines will be assessed.
- At the end of each school year, students will return their Chromebooks to the District. The Technology Support Department will update each Chromebook with the latest OS and inspect for the following, but not limited to:
 - Broken screens
 - Missing or broken keys
 - Missing or broken charger
 - Other damage not reported to the Technology Support Department
- Any damage will be noted, fixed and charged to the student's account.

3. TAKING CARE OF YOUR CHROMEBOOK:

Students are responsible for the general care of the Chromebook they have been issued. Chromebooks that are broken, or fail to work properly, must be taken to the Library as soon as possible for repair. Do not take district owned Chromebooks to an outside computer service or vendor for any type of repairs or maintenance.

3a: General Precautions

- No food or drink is allowed next to your Chromebook while it is in use.

- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Never transport your Chromebook with the power cord plugged in.
- Never store your Chromebook in your backpack while plugged in.
- Students should never carry their Chromebooks while the screen is open.
- At no time, shall the Chromebook ever be removed from its carrying case, EVER! Removal of the chromebook from its carrying case could result in disciplinary action.
- Student's name shall remain on the device carrying case at all times.
- Chromebooks must have a WRPS barcode on them at all times and this barcode must not be removed or altered in any way. If the barcode is removed, disciplinary action will result.
- Chromebooks should never be left in a car or any unsupervised area.
- Students are responsible for bringing completely charged Chromebooks for use each school day.
- Students should report a lost, stolen or damaged Chromebook immediately to the Technology Support Department or the Library.

3b: Carrying and Moving Chromebooks

- Chromebooks should always be closed and tightly secured when moving.
- Never move a Chromebook by lifting from the screen. Always support a Chromebook from its bottom with lid closed.
- Case use is required and chromebooks should never be removed from their case, EVER.

3c: Screen Care

The Chromebook screens can be easily damaged! The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean or put pressure on the top of the Chromebook when it is closed.
- Do not store the Chromebook with the screen in the open position.
- Do not place anything near or on the Chromebook that could put pressure on the screen.
- Do not place anything in a carrying case or backpack that will press against the cover.
- Do not poke the screen with anything that will mark or scratch the screen surface.
- Do not place anything on the keyboard before closing the lid (e.g., pens, pencils, or disks).
- It is recommended to use a lightly water dampened soft towel or a dry microfiber cloth to clean your Chromebook screen.

4. USING YOUR CHROMEBOOK AT SCHOOL

- Chromebooks are intended for use at school each day.
- In addition to teacher expectations for Chromebook use, school messages, announcements, calendars and schedules may be accessed using the Chromebook.
- Students must be responsible to bring their Chromebook to all classes, unless specifically advised not to do so by their teacher.
- Students must use their school issued Google account in order to access the Chromebook. Regular Gmail/Google accounts will not work on district issued Chromebooks.
- If Chromebooks are used to charge your phone and other devices, be aware that plugging in your phone, along with any storage device, may cause pictures and data to automatically sync to your WRPS issued Google account and will now become subject to search, and your expectation to privacy on these files is no longer guaranteed. This action could cause unintended consequences and potential disciplinary consequences.
- Chromebooks are expected to come each day with a full charge.

4a: Chromebooks left at home

- Students will have the opportunity to check out a loaner Chromebook from the library, if one is available.
- Repeat violations of this policy will result in disciplinary action.

4b: Chromebooks under repair

- Loaner Chromebooks may be issued to students when they leave their Chromebook for repair.
- Students using loaner Chromebooks will be responsible for any damages incurred on the loaner Chromebook while in possession of the student. Students will pay full replacement cost if it's lost or stolen.
- Under no circumstances should the student/family attempt to perform any repair on their Chromebook. All repairs must be done by the WRPS Technology Support Department.

4c: Charging your Chromebook (at Home)

- Chromebooks must be brought to school each day fully charged.
- Students need to charge their Chromebooks each evening.
- Never store your Chromebook in your backpack while plugged in.
- Repeat violations of this policy will result in disciplinary action.

4d: Backgrounds and Password

- Inappropriate media may not be used as a screensaver or background.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols or pictures will result in disciplinary actions.
- Take care to protect your password. **Do not share your password. EVER!**
- Students should always use their Chromebook with their own account.

4e: Sound

- Sound must be muted at all times unless permission is obtained from the teacher for instruction purposes.
- Headphones/earbuds may be used at the discretion of the teacher.
- Students must supply their own headphones/earbuds.

4f: Printing

- Chromebooks and the Google Apps which complement them are designed to decrease or eliminate the need to print.
- Printing from Chromebooks will be available, but should be limited.
- Printing will be monitored and excessive use may result in disciplinary action.

4g: Account Access

- Students should always use the Chromebook with their own account.
- Make sure you are not in guest mode or you will not be able access your Chrome extensions.

5. MANAGING & SAVING YOUR DIGITAL WORK WITH A CHROMEBOOK

- Google Suite of Education is a suite of applications (Docs, Slides, Drawings, Sheets, Forms) that lets you create different kinds of online documents, work on them in real time with other

people, and store your documents and your other files.

- With a wireless internet connection, you can access your documents and files from any Chromebook, anywhere in the world.
- All items will be stored online in the Google Cloud environment and limited storage will be available on student Chromebooks.

6. OPERATING SYSTEM ON YOUR CHROMEBOOK

6a: Updating your Chromebook

- When a Chromebook starts up, it updates itself automatically, so it has the latest and greatest version of the Chrome operating system without having to think about it. No need for time-consuming installs, updates, or re-imaging.

6b: Virus Protections & Additional Software

- With defense-in-depth technology, the Chromebook is built with layers of protection against malware and security attacks.

6c: Procedures for Restoring your Chromebook

- If your Chromebook operating system becomes corrupt or will not start up, it will need advanced technical support. All support for the operating system will be handled by the WRPS Technology Support Department.
- If your Chromebook experiences this type of problem, please bring your Chromebook to the library for repair.

6d: Software Installation

- Chromebooks can seamlessly access the Google Suite for Education set of productivity and collaboration tools, as well as numerous apps and extensions available in the Chrome Web Store.
- All apps and extensions will be installed and managed by the WRPS Technology Support Department. Students will not be able to install unauthorized applications.

7. RESPONSIBLE USE GUIDELINES

7a: General Guidelines

- Access to the WRDN technology resources is a privilege and not a right. Each student and/or parent will be required to follow the Responsible and Acceptable Use Policies.
- Students will have access to all available forms of electronic media and communication which is in support of education and research and in support of the educational goals and objectives of the School District of Wisconsin Rapids.
- Students are responsible for their ethical and educational use of the technology resources of the School District of Wisconsin Rapids.
- Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to, the following: Confidential information, copyrighted material, threatening or obscene material, and Chromebook viruses.
- Any attempt to alter data, the configuration of a Chromebook, or the files of another user, without the consent of the individual, building administrator, or technology personnel, will be considered an act of vandalism and subject to disciplinary action in accordance with the

student handbook and other applicable school policies.

- Bullying and harassment, including Cyberbullying, is prohibited. Further information is in the LHS student handbook.

7b: Privacy and Safety

- Do not open, use, or change files that do not belong to you.
- Do not reveal your full name, phone number, home address, social security number, credit card numbers, password or passwords of other people.
- Remember that storage is not guaranteed to be private or confidential as all Chromebook equipment is the property of School District of Wisconsin Rapids.
- While WRPS attempts to do its best to filter internet content, if you inadvertently access a website that contains obscene, pornographic or otherwise offensive material, exit the site immediately.

7c: Legal Property

- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher, administrator or parent.
- Plagiarism is a violation of student policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to discipline. Violation of applicable state or federal law, including the Wisconsin Penal Code, Computer Crimes, will result in criminal prosecution or disciplinary action by the District. This includes using VPNs and proxies to avoid web content filtering and bypassing the District firewall.

7d: Email Electronic Communication (District-issued)

- Always use appropriate and proper language in your communication.
- Do not transmit language or material that may be considered profane, obscene, abusive, or offensive to others.
- Do not send mass email, chain letters or spam.
- Email and communications sent / received should be purposeful and related to educational needs. Email should not be used for casual conversations or items unrelated to educational needs.
- Email and communications are subject to inspection by the District at anytime.

7e: Consequences

- Students are responsible for the appropriate use of accounts and equipment issued to them.
- Non-compliance with the policies of this document or the Student RUP will result in disciplinary action.
- Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at anytime by designated District staff to ensure appropriate use.
- The District cooperates fully with local, state or federal officials in any investigation concerning or relating to violations of computer crime laws.

- Contents of email and network communications are governed by the Wisconsin Open Records Act; proper authorities will be given access to their content.

7f: At Home Use (9-12 Students)

- The use of Chromebooks at home is encouraged.
- Chromebook care at home is as important as in school, please refer to the care section.
- Transport your chromebook in the assigned case and never remove it from the case, EVER.
- School district supplied filtering will be provided for use with devices outside of school district buildings.

8. PROTECTING & STORING YOUR CHROMEBOOK

8a: Chromebook Identification

Student Chromebooks will be labeled in a manner specified by the District. Chromebooks can be identified in several ways:

- Record of district barcode and serial number
- Individual user account name and password

Chromebooks are the responsibility of the student. This device will be yours for the duration of your time at WRPS. Take good care of it!!

8b: Account Security

- Students are required to use their username@stu.wrps.net domain user ID and password to protect their accounts and are required to keep that password confidential.
- Students should always use the Chromebook with their own account.
- Never share your password with anyone, EVER!

8c: Storing Your Chromebook

- When not in use, the Chromebook should be stored in the student's locked locker.
- Nothing should be placed on top of the Chromebook when stored in the locker.
- Students are encouraged to take their Chromebooks home everyday after school, regardless of whether or not they are needed.
- Chromebooks should not be stored in a student's vehicle at school or at home for security and temperature control measures.

8d: Chromebooks left in Unsupervised Areas

- Under no circumstances should Chromebooks be left in an unsupervised area.
- Unsupervised areas include the school grounds and campus, the Cafeteria, computer labs, field house, locker rooms, LMC, unlocked Classrooms, dressing rooms and hallways.
- Any Chromebook left in these areas is in danger of being stolen.
- If an unsupervised Chromebook is found, notify a staff member immediately.
- **Unsupervised Chromebooks will be confiscated by staff. Disciplinary action may be taken for leaving your Chromebook in an unsupervised location.**

9. CHROMEBOOK REPAIR POLICIES AND TECHNICAL SUPPORT

Technical support will be available in the library for the following services:

- Hardware maintenance and repairs
- Coordination and completion of Chromebook Care repairs
- Distribution of loaner Chromebooks

9a: Repairs and Replacements

- ALL REPAIRS must be completed by the WRPS Technology Support Department.
- Repairs will be made for general malfunctions not caused by misuse, abuse or neglect.
- If the Chromebook is damaged, lost or stolen, the student is responsible for the cost of repair as outlined in the WRPS Chromebook Care Program. Loss or theft of the Chromebook must be reported to the District immediately.
- When a Chromebook is damaged beyond repair, every effort will be made to salvage and provide credit for usable parts. Families will be billed for the cost of a new Chromebook as outlined in the WRPS Chromebook Care Program.

9b: Repair Fees and Chromebook Care Program

- Choosing to enroll in the Chromebook Care Plan is optional. Enrollment in the program will be available when students/parents sign the WRPS Chromebook RUP Policy and when you are issued your Chromebook. See the table below for some cost comparisons:

Repair	Without Chromebook Care	With Chromebook Care
Replace Entire Chromebook	\$249	\$125
Replace Screen	\$100	\$45
Replace Keyboard or Touchpad	\$60	\$30
Replace Power Cable/Charger	\$30	\$15
Replace Transport Case	\$25	\$10
Other Replacement Parts	Responsible for 100% of district cost	Responsible for 50% of district cost

- *The standard warranty on the device is one year for manufacturing defects only and does not cover normal use wear-and-tear.

9c: Vendor Warranty

- Chromebooks include a one-year hardware warranty from the vendor.
- The vendor warranties the Chromebook from defects in materials and workmanship.
- The limited warranty covers normal use, mechanical breakdown, and faulty construction. The vendor will provide normal replacement parts necessary to repair the Chromebook or, if required, a Chromebook replacement.
- The vendor warranty does not warrant against damage caused by misuse, abuse, or accidents.

10. CHROMEBOOK FAQs

Q: What is a Chromebook?

A: "Chromebooks are mobile devices designed specifically for people who live on the web. With a comfortable, full-sized keyboard, large display and clickable trackpad, all-day battery life and built-in ability to connect to Wifi, the Chromebook is ideal for anytime, anywhere access to the web. They provide a faster, safer, more secure online experience for people who live on the web, without all the time-consuming, often confusing, high level of maintenance required by typical computers." (Google)

Q: What kind of software does a Chromebook run?

A: "Chromebooks run millions of web-based applications, or web apps, that open right in the browser. You can access web apps by typing their URL into the address bar or by installing them instantly from the Chrome Web Store." (Google)

Q: How are these web-based applications managed?

A: Each Chromebook the District provides to students will be a managed device. The WRPS Technology Support Department will maintain devices through our Google Suite for Education account. As such, the school can pre-install web-applications as well as block specific web-applications from a centralized management console.

Q: Can the student opt out of having a Chromebook?

A: No. Chromebooks are expected to become an integral part of the education all students receive at WRPS and we want them to take advantage of the powerful learning resources available with it.

Q: Can students download apps?

A: No. Student access to the Chrome Web Store is limited. Apps and extensions must be pre-approved by the WRPS Curriculum staff and the WRPS Technology Support Department.

Q: What devices can I connect to a Chromebook?

A: A Chromebook can connect to:

- USB storage devices, mice and keyboards
- SD cards (on some models)
- Headphones, earbuds, microphones
- Cell Phones (for charging)

Important Note: If Chromebooks are used to charge your phone and other devices, be aware that plugging in your phone, along with any storage device, may cause pictures and data to automatically sync to your WRPS issued Google account and will now become subject to search and your expectation to privacy on these files is no longer guaranteed. This action could cause unintended consequences and potential disciplinary consequences.

Q: Can the Chromebook be used anywhere at anytime?

A: Yes, as long as you have a WiFi signal to access the web.

Q: Will the Chromebook have 3G/4G/LTE access?

A: No. The District Chromebooks will not have any cellular broadband built-in.

Q: Will unsafe or inappropriate websites be filtered on the Chromebooks?

A: Chromebooks do not come with internet filtering software built-in. However, while in and out of district, the District will do its best to ensure your student's online experience is safe. Therefore, all Chromebooks will be filtered using a web content filtering and monitoring software. If your student is using the Chromebook at school, at home or at a public library, it will always pass through a web content filtering and monitoring software. The web content filters are programmed to block inappropriate content as much as possible.

Q: Can the District track web browsing history?

A: Yes. The District can track information on what sites students were on, when they were on them, and how long they were on those sites. Students should only visit sites that are approved by the District and those that are not in violation of the Responsible Use Policy. Violations of the policy can

result in disciplinary action, including the student being suspended from using the school network and device use.

Q: What happens if students have been visiting inappropriate websites?

A: While we do our best to stay on top of things, some websites are not blocked or are able to bypass our filters. Certain staff will receive notifications if the student's browsing habits or history is flagged by our web and content filters. Browsing histories cannot be deleted by the students. The District will also conduct random checks of student browsing histories. If you discover any inappropriate web activity, please contact your child's teacher or building principal. Inappropriate web browsing is a violation of the District Responsible Use Policy and may result in disciplinary action.

Q: Is there antivirus built into Chromebooks?

A: It is not necessary to have antivirus software on Chromebooks because there are no running programs for viruses to infect.

Q: What is the battery life of a Chromebook?

A: Chromebooks have a rated battery life of 8.5 to 10 hours. However, we do expect that students charge them each evening to ensure maximum performance during the school day.

Q: How is one student's Chromebook identified from another student?

A: All the Chromebooks are the same, so they look very much alike. However, District asset tags with barcodes will be on each device and each device has a serial number. The District keeps all that data, so if a Chromebook is misplaced, it can be determined to whom it is assigned to get it back to the correct student. Any ID stickers that are on the Chromebook when issued must stay on the Chromebook. No additional permanent markings of any kind (stickers, engraving, permanent ink pen, tape, etc.) shall be placed on the Chromebook, chargers, or carrying case at any time. While the devices are issued to students, they are still district-owned property. Additional permanent markings on the device or its case will be considered vandalism. Students can add non-permanent identifying items to the case such as ribbon, key chains or other removable items. Each carrying case will also have an ID tag attached to it, displaying student's name, picture and barcode number which should also stay on the exterior of the bag at all times.

Q: Will the Chromebooks ever leave the building?

A: High school students (grades 9-12) will be allowed to take the Chromebooks home for school-related use. All students grades 9-12 must have both a Chromebook RUP Agreement signed by a parent or guardian and a Responsible Use Policy signed by themselves before they are issued a Chromebook. Students in grades 9-12 attending River Cities High School (RCHS) will not be issued Chromebooks to take home. Chromebooks at RCHS will be kept at school and will utilize the cart model.

Q: Can the devices be used at home?

A: Yes, if your home has a WiFi network, the devices will have the same filtered web access as they would at school. If you don't have a WiFi network at home, students can still use the Chromebooks, but in a limited capacity. [Click here for directions on offline use.](#) Some applications will work "offline" (such as Google Drive) but content saved to the device will not be backed up online until it an Internet connection is available for the device.

Q: I forgot to charge my Chromebook before school. Now what?

A: Students are expected to charge their Chromebooks nightly at home and bring them to school fully charged. If one is available, students who do not bring a charged Chromebook back to school may be issued a loaner device for the day, which cannot be taken home. Loaners may not be available and your student may be without the Chromebook for the day. They may be able to charge the Chromebook at school in designated charging areas, but that is not always possible.

Q: How should the student carry/transport the chromebook?

A: Chromebooks should never be transported while open as even gentle handling can damage the screen. Chromebooks should be safely closed and in the travel case before they are taken from classroom to classroom. In fact, chromebooks should never leave the provided cases. The provided case will have a shoulder strap upon request and space for the device's charger.

Q: Can the Chromebooks be used with non-educational purposes?

A: District-owned Chromebooks are expected to be used with District curriculum. The Chromebooks are considered an educational tool and an extension of the classroom. Therefore, personal use on Chromebooks should be extremely limited with the understanding that all content is filtered and not considered private.

Q: Where can I get an Internet connection if the building's wireless connection is not working?

A: Chromebooks will only connect to the web wirelessly. If the District's WiFi network is down during school, the Chromebooks will not have connectivity to the web. However, some features, such as access to the student's Google Drive, will still work on a limited basis. The work that is done offline will not be backed up until a wireless Internet connection is restored.

Q: What login will students use to get into the device operating system?

A: WRPS students in grades 5-12 will each have an email address associated with their WRPS Google account. Student IDs will be their primary login at the elementary (grades 2-5). Student email addresses will be the primary login at the middle school (grades 6-8) and the high school (grades 9-12). Students can change their password at the middle school and high school, but they cannot change their username. The District cannot recover passwords and students should remember them to ensure successful logins.

Q: Can the Chromebooks be used with another username?

A: No. Students must use District issued accounts on district-owned Chromebooks. For example, students, parents, guardians and others will not be able log in to their personal Google account(non-district accounts) on a district-provided Chromebook.

Q: Can you Print from Chromebooks?

A: Digital online file sharing between staff and students is one of the great advantages of the Chromebooks and is an easy and efficient way to distribute and turn in assignments without printing. It also saves on paper, ink and toner use, thereby saving the District money. There are ways to print from the Chromebooks, but it's not encouraged or particularly easy. Most printing of schoolwork should be done at school. If printing is needed, the student can ask their teacher how to setup printing on a Chromebook.

Q: What if another student damages my student's device?

A: In such cases, circumstances will be investigated on a case-by-case basis by School administration and/or the School Resource Officer.

Q: Can student work be transferred from their Chromebook to another device?

A: Student applications, emails, bookmarks, documents, presentations and just anything done in the Chrome browser while a student is logged in is available on another Chrome browser on another device when the student logs in with his or her district email address. The content will be the same on the Chromebook as it is, say, on a PC desktop computer, so long as students are using a Chrome browser and their email login. Data can also be saved to a USB drive and transported between devices.

Q: How do I go about repairing a Chromebook that is not functioning?

A: Damaged or non-functioning devices should be turned in to the library so a repair can be started. District technology staff members can repair many problems in-house, which may take a day or two. Other problems may require the devices be sent out for repair, which can take several days or perhaps longer. Students who are without their device due to repairs will be issued a loaner through the library to use while their Chromebook is being repaired.

Q: Do repair fees need to be paid up front?

A: Paying for repairs is preferred to be done prior to the student picking up their Chromebook. However, in very limited circumstances, arrangements can be made for payment plans so students can continue using their device.

Q: How much storage do students have?

A: Chromebooks may have limited access to local storage for student use, but it's recommended to use the unlimited amount of online "cloud" storage that is attached to their WRPS Google account and accessible via the Google Drive application.

Q: What applications will be available on the student's device?

A: Different applications will appear on student devices depending on what grade the student is in or what classes they are enrolled in. For instance, a student in an agriculture class at the high school may have different applications on their home screen than a student who is not in the class. The same goes for online textbooks. The list of applications that students has access to is dynamic and changes depending on courses and activities the student may be involved in. A comprehensive list of all the applications and Web 2.0 tools will be available on the WRPS website.

Q: How can students submit work or assignments via their device?

A: Google Drive has features built into it that allow work to be "shared" between teachers and even classmates. Students can create documents, spreadsheets, drawings, photos, presentations and even videos. Each item can be "shared" with a teacher prior to its due date. The teacher can then see the work on his or her own computer to review it or grade it for the student. Additionally, the Canvas Learning Management System will be utilized to house curriculum, coursework and to submit assignments.

Q: What if a student is out of school for an extended period (illness, travel, family emergency, etc.)?

A: With the devices, it will become even easier for students to receive work from their teacher. Assignments, readings, and other resources can be placed online and shared with the student who is absent. The student can do the work online from home and share it back with the teacher.

Q: Will class lessons ever be recorded so students can review material?

A: Possibly. Some teachers are looking at different applications to record specific course lessons and make them available via the web. This would allow students to view recorded lessons and access related materials (handouts, presentations, etc.) online for review or for students who are out of school to not miss a thing. At this point though, we're still exploring and is on a case-by-case basis determined by the teacher.

Q: Will devices be kept by students over summer?

A: No. Devices will be turned in at the end of the school year so the District can do maintenance on them. Devices will be re-issued at the start of the school year to continuing students. Devices issued to students who leave the District (move, graduate, etc.) will be reformatted and re-issued to other students on an as-needed basis.

Q: How long should Chromebooks last?

A: Chromebooks have very few moving parts in them and generate very little heat. Therefore, the life expectancy — so long as they are treated appropriately — is fairly significant. Five years or more is not unrealistic. Additionally, the devices have powerful processors, adequate memory, and automatically update the latest software and security features without anything needing to be done by the student.

Q: What will it cost to charge the Chromebook at home?

A: The electricity costs should be minimal to families over the school year, and the total cost is based on usage. Below is a formula to help you develop an estimate. The device draws about 45 watts, according to the manufacturer's specifications. To estimate electricity usage or kilowatt hours, use this formula:

$$(\text{Wattage} \times \text{Hours plugged in per day} \times \text{number of days per year}) / 1000 = \text{kWh}$$

Then multiply the answer by the cost of electricity per kilowatt hour in Wisconsin (about \$0.11). That is your estimate for the total annual cost. If your child uses or charges his/her Chromebook at home (they charge while being used, too) every day during the school year for two hours, the annual cost is about \$2.58.

$$\begin{aligned} (45 \text{ watts} \times 2 \text{ hour per day} \times 260 \text{ days per school year}) / 1000 &= 23.4 \text{ kWh} \\ 23.4 \text{ kWh} \times \$0.11 &= \$2.58 \end{aligned}$$

In most cases the students will charge their devices while using them on weekends as well. One can probably estimate that the additional cost to charge a device at home would never exceed \$5.00 per school year per device. Of course this is clearly subject to how much your child uses and needs to charge their Chromebook.

WRPS Chromebook Care Program

Students and parents will be responsible for district-owned technology property that is issued to them, just as they are for other district-owned items such as text books, calculators, cameras, athletics equipment or library books. The district will repair or replace the device, but students and parents will be responsible for the cost of those repairs or replaced devices. However, the liability on families/students can be reduced significantly by taking part in the Wisconsin Rapids Public School (WRPS) Chromebook Care Plan. For \$25 (non-refundable) per year, per device, through the Chromebook Care Plan, your device will be repaired or replaced at a significant savings to the student and his/her family.

If the student/family is enrolled and has paid for the WRPS Chromebook Care Plan for all 4 years of attendance at Lincoln High School (LHS), the student/family will be able to keep their chromebook upon successful graduation from LHS. WRPS believes this additional benefit to the WRPS Chromebook Care Plan will lead to students/families treating their device with care and respect throughout their years at LHS.

Choosing to enroll in the Chromebook Care Plan is optional. Enrollment in the program will be available when students/parents sign the WRPS Chromebook RUP Policy and when you are issued your Chromebook. See the table below for some cost comparisons:

Repair	Without Chromebook Care	With Chromebook Care
Replace Entire Chromebook	\$250	\$125
Replace Screen	\$100	\$50
Replace Keyboard or Touchpad	\$60	\$30
Replace Power Cable/Charger	\$30	\$15
Replace Transport Case	\$20	\$10
Other Replacement Parts	Responsible for 100% of district cost	Responsible for 50% of district cost

*The standard warranty on the device is one year for manufacturing defects only and does not cover normal use wear-and-tear.

The deadline to enroll in the WRPS Chrome Care Program and submit payment is Friday September 20, 2019. Payments may be made on Skyward Family Access via eFunds or check or cash paid directly to the LHS main office.

**Failure to complete and return the WRPS Chromebook Care Program Enrollment Form by September 20, 2019 indicates you are automatically declining enrollment in the program. New students will have up to 5 schools days after enrolling to enroll in the Chromebook Care Program.



WRPS Chromebook Care Program
Enrollment Form

- I would like to enroll in the WRPS Chromebook Care Program.
 - By enrolling you agree to pay the \$25.00 fee and associated repair costs with enrollment in the WRPS Chromebook Care Program.

- I would like to decline enrollment in the WRPS Chromebook Care Program.
 - By declining enrolling you agree to pay the all associated repair costs outlined in the WRPS Chromebook Care Program and a understand that by declining enrollment you will not be eligible to keep your chromebook upon successful graduation from WRPS.

Student Name (please print):

_____ **Grade** _____ **Student ID#** _____

Parent/Guardian Name (please print):

Signature: _____ **Date:** _____

Payment Options: Check Attached Check# _____ Cash

Payment made through eFunds Confirmation # _____

For Office Use Only

Date Returned: _____

Payment Made: _____ eFunds _____ Check _____ Cash Date: _____

Wisconsin Rapids Public Schools

School District of Wisconsin Rapids 1:1 Chromebook Program

Chromebook Responsible Use Policy

WRPS is committed to preparing our community of learners to effectively and responsibly apply information technology skills and tools to be a part of their lives, today and into the future.

Students

By signing this document, I agree to the following conditions:

- Read and acknowledge Board Policies 365.1 and 365.1 Rule.
- I have read and understand all information in the WRPS 1:1 Chromebook Program Handbook.
- I understand and accept responsibility for the following:
 - Care and use of any District Chromebook in my possession.
 - Ensuring the Chromebook is brought to school each day fully charged and ready for use.
 - Respecting and being responsible for the treatment of all chromebooks in the District.
 - Acting in a responsible manner while using the Chromebook (following directives in class).
 - Seeking immediate repair through the school if the Chromebook becomes damaged or is not working properly.
 - The Chromebook is managed by the School District of Wisconsin Rapids and the "user"@stu.wrps.net account will have access to Google Suite for Education services as determined by the WRPS Technology Support Department.
- My Chromebook:
 - Remains property of the School District of Wisconsin Rapids and is subject to examination by District personnel upon request at any time.
 - Will be filtered and monitored for web content and browsing history on and off school premises by web content and filtering software.

Parents/Guardians

I understand and accept responsibility for the following:

- Monitoring proper use and care of the Chromebook at home.
- Communicating with District staff regarding repair and/or replacement of the Chromebook.
- Payment of any repairs as outlined in the WRPS 1:1 Chromebook Program Handbook.

Use of the Wisconsin Rapids District Network (WRDN) and Internet access are subject to management and restriction as determined by the Board of Education and the WRPS Technology Support Department.

Student Name (please print): _____

Student ID: _____ **Grade:** _____

Student Signature: _____ **Date:** _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____ **Date:** _____

For Office Use Only: Date Form Returned: _____



WRPS Responsible Use Policy (RUP) and App Parent Consent Form

Teachers, students and staff use numerous devices and applications to enhance student learning. Parents and Guardians are expected to read this consent form. By signing this form, you agree that your student will use District and personal technology resources in a responsible manner including online applications.

WRPS Network and Internet Responsible Use Policy (reference Policy 365.1 and 365.1 Rule)

Attached is the *WRPS Network and Internet Responsible Use Policy and Guidelines* for your records. WRPS expects responsible and appropriate use of network/Internet services and other technology.

Key Components:

- The Internet is used for appropriate educationally related activities.
- Google Suite for Education = Remote Access (working on files from school at home).
- Student Google account includes:
 - o Teacher-student correspondence and online collaboration (Gmail, Drive and other G-Suite services).
 - o Student-student correspondence and online collaboration (Gmail, Drive and other G-Suite services).
 - o Other teacher/district authorized activities.
- The RUP applies to all:
 - o District owned technology including, but not limited to, printing, computer use, access to software, file storage, Google, other related online apps, etc.
 - o Personal technology devices including tablets, smartphones, wearable technology (smart watches) and computers.
- It is understood that students who bring their own personal device, as allowed by individual school policy, assume the responsibility for their device. The District will not be responsible for the safety, security, loss, theft, damage or misuse of any personal device.

Failure to abide by the attached guidelines may result in disciplinary action, up to and including the ability to utilize District technology resources. Please contact your building principal with any questions.

WRPS Online App and Software Consent

The District utilizes numerous online applications, tools and software programs (Web 2.0 Tools) to deliver curriculum and content to your child. Some of these applications require parent permission for use by students under 13 years of age.

COPPA (Child Online Privacy and Protection Act) applies any time personal information of children under the age of 13, such as a student's name and email address, is collected by a website operator. Under COPPA, these websites must provide parental notification and obtain verifiable parental consent before

collecting personal information from children under the age of 13. **The law permits schools to consent to the collection of personal information on behalf of parents of students**, thereby eliminating the need for individual parental consent given directly to the website operator.

Many of these Web 2.0 tools are available on the Internet and can be accessed from any Internet-connected computer with a web-browser. No special software is required.

Primary reasons WRPS uses these tools with students include:

- to give students access to the daily curriculum used by the District;
- to meet the Wisconsin Information and Technology Literacy Standards;
- to give students practice in using current technology applications and tools;
- to give students the ability to work on their own documents both at school and outside of school using common, no-cost tools;
- to facilitate paperless transfer of work between students and teachers;
- to provide adequate long-term storage space for student work;
- to help students work collaboratively, engage in peer-editing of documents, and publishing for a wider audience; and
- to provide a digital environment where students and teachers can work collaboratively.

To maintain a positive learning environment, the District will monitor student conduct to the best of its ability. While using these tools, students should not include comments that could endanger the safety of themselves, class members, or others. Students should not post personal information including, but not limited to, name, address and class schedule.

WRPS will maintain a running list of all Web 2.0 tools and applications that your child may use throughout the school year and post it on the WRPS website. As tools and applications change, WRPS will add and remove applications to the list as necessary throughout the school year. Contact your child's teacher with any questions you may have concerning specific tools and/or applications being utilized.

Signing this form indicates that I have read the District policies and guidelines and agree that my child will use District and personal technology resources and Web 2.0 tools and applications in a responsible manner.

Student's Name (print): _____ **Grade:** _____

Student ID #: _____ **School:** _____

Parent/Guardian Signature: _____ **Date:** _____



WRPS Responsible Use Policy (RUP)

Grades 4K-2

(To be completed with classroom teacher)

Respectful

- I will use kind words when communicating with people.
- I will ask permission before I share a picture or story about a person.
- I will only use apps or websites that adults at school have approved.
- I will follow directions while using technology.
- I will leave helpful or positive comments on other people's work.

Responsible

- I will use technology devices when given permission.
- I will tell a trusted adult if anyone is unkind or anything bothers me online.
- I will take good care of all technology devices.
- I will only download movies, games, apps and music with my teacher's permission.
- I will print only if I have permission from a teacher or another adult at school.

Safe

- I will only share information about myself if my teacher asks me to.
- I will talk to my parents and teacher about what I do online.
- I will check with my teacher if I do not understand something I see online.
- I will keep my login information and passwords private.

If I choose not to follow these expectations, I understand that there will be consequences for my behavior.

Student Signature: _____ Grade: _____

Teacher Signature: _____ Date: _____



WRPS Responsible Use Policy (RUP)
Grades 3-5



Respectful - Responsible - Safe

All District technology and network use may be monitored and retained.

- I agree to use technology tools and the Internet for schoolwork only. I will only use the programs, websites, applications and databases that my teacher has approved.
- I agree to use technology safely and ethically to appropriately interact with others.
- I agree to properly use hardware and software, and I will only change settings with adult permission.
- I agree to share my passwords only with my parents, teachers, or the principal.
- I agree to obey the copyright laws and not take credit for the work of others.
- I agree to promptly inform an adult if I see or read something that is inappropriate, dangerous, threatening, or makes me feel uncomfortable.
- I agree to view, send or display only appropriate pictures or messages.
- I agree to print only when instructed to by my teacher.
- I agree to use technology tools to play appropriate online educational games.
- I agree to only download with teacher permission.

I understand that failure to abide by the above guidelines
may result in disciplinary action.

Print Name: _____ Grade: _____

Signature: _____ Date: _____



Wisconsin Rapids Public Schools WRAMS

Responsible Use Policy (RUP)

Grades 6-8

Respect Yourself

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

Respect Others

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

Respect Property

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



**Wisconsin Rapids Public Schools
WRAMS
Responsible Use Policy (RUP)**



**The Wisconsin Rapids District Network (WRDN)
and Internet Safety**

The school district's network provides Internet access, software/online programs, technology devices (Chromebooks, computers, and other mobile devices) and online accounts for staff and students to various platforms for distributing and sharing information (Google drive/email/classroom, Canvas, etc.) This network provides educational resources to our district staff and students.

It is the school district's responsibility to monitor network activity to be sure that users follow our district's Responsible Use Policy and demonstrate responsible digital citizenship. Users should not assume that information that's been searched, found, created, stored or shared is confidential or private. Users who do not follow our district's RUP or do not demonstrate responsible digital citizenship may be subject to disciplinary action(s).

For more detailed information, please see *WRPS District Policy 365.1: Network and Internet Responsible Use and Internet Safety Policy for Students*

I, _____, understand and agree to follow the expectations outlined in the Responsible Use Policy. I understand that failure to abide by these guidelines may result in disciplinary action, which could include consequences involving the loss of my network and device privileges.

Student Signature: _____

Date: ____ / ____ / ____

Grade: _____



Responsible Use Policy (RUP) - Grades 9-12

Respect for Yourself

I will show respect for myself through my actions by considering the information and images I view and post online. I will not post inappropriate personal information about my life, experiences, experimentation, or relationships. I will not be obscene. I will select online names and profiles that are appropriate.

Responsibility for Yourself

I will ensure that the information I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report (to my teacher or school officials) any attacks or inappropriate behavior directed at me. I will protect passwords, accounts, digital documents and resources.

Respect for Others

I will show respect to others. I will not use electronic mediums to bully, harass, or stalk other people. I will show respect for other people in my choice of websites. I will not visit sites that are degrading, pornographic, racist, or inappropriate. I will not abuse my rights of access and I will only use my own account.

Responsibility for Others

I will protect others by reporting abuse. I will not share inappropriate materials or communications. I will not visit sites that are degrading, pornographic, racist, or inappropriate.

Respect for Intellectual Property

I will validate information. I will request permission to use software and other media resources. I will not plagiarize or be academically dishonest. I will suitably cite any and all use of websites, books, media, etc. I will acknowledge all primary and secondary sources. I will abide by copyright and the fair use rules.

I will not pirate software. I will purchase, license, and register all software. I will purchase my music and other media, and refrain from using these in a manner that violates their licenses. I will act with integrity.

Respect for Hardware and Physical Property

I will show respect for all devices. I will use and take responsibility for the device(s) assigned to me. I will refrain from actions that lead to damage or loss. I will promptly report damage or loss to my teacher, a library aide, or the school office.

By signing this Responsible Use Policy, I agree to always act in a moral and ethical manner that is respectful to myself and others.

I, _____, agree to follow the principles of digital citizenship outlined in this agreement as further defined in WRPS Board Policy 365.1 - Network & Internet Responsible Use & Internet Safety. I understand that failing to follow these principles will have consequences.

Signed: _____ Date: ____ / ____ / ____