



AGENDA

Wisconsin Rapids Board of Education  
**Educational Services Committee**

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

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

May 4, 2015

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

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

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Agenda Planners: 2015-16
  - B. Elementary Health Curriculum
  - C. Secondary Language Arts Curriculum
  - D. Concurrent Enrollment Courses
  - E. State Farm Youth Advisory Board Service Learning Grant
  - F. 2015-16 District Professional Development Plan
  - G. Elementary Trimesters
  - H. Core Mapping and the Curriculum Development and Acquisition Cycle
  - I. Title I School-wide for River Cities High School
- IV. Updates
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

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

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

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



## BACKGROUND

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- I. Call to Order
- II. Public Comment
- III. Actionable Items

A. Agenda Planners: 2015-16

Attachments A-1, A-2, and A-3 set out the proposed modifications to the Student Agenda Planners for Wisconsin Rapids Area Middle School (WRAMS), East Junior High School (EJH), and Lincoln High School (LHS). Casey Drake, Rod Henke, Brian Oswald, and Patti Ritchay, Assistant Principals, will be present to review agenda planner changes for their respective buildings.

The administration recommends approval of the proposed secondary school agenda planner changes for the 2015-2016 school year.

B. Elementary Health Curriculum

Isaac Holberg, Health Council for Instructional Improvement (CII) Sub-Committee Chairperson, along with members of the Health CII Sub-Committee, will be present to share their proposal for elementary health in Wisconsin Rapids Public Schools (WRPS). The committee, made up of representatives from each K-5 grade level as well as elementary administration, has worked hard to develop a curriculum that aligns with state standards, is developmentally appropriate, and is easily integrated into other subject areas. The curriculum has been developed using a mapping process, and stored in Google Docs for easy access by teachers. The proposed curriculum was presented to the CII on April 23, 2015. Attachment B sets out the results of an advisory vote taken by the CII on this issue, as well as comments made by members.

The Health CII Sub-Committee will return to the Educational Services Committee in June or July for approval of materials to support the proposed curriculum. Attachment C sets out an overview of the proposed curriculum.

The administration recommends approval of the proposed K-5 health curriculum for implementation beginning in 2015-16.

#### C. Secondary Language Arts Curriculum

Roxanne Filtz, Secondary Literacy Supervisor and English/Language Arts CII Sub-Committee Co-Chairperson, along with members of the English/Language Arts CII Sub-Committee, will be present to share their proposal for secondary English/Language Arts in Wisconsin Rapids Public Schools. The committee, made up of representatives from each secondary building as well as secondary administration, has worked hard to develop a curriculum that aligns with state standards, prepares students for college and career readiness, and is rigorous and engaging. The curriculum has been developed using a mapping process, and stored in Google Docs for easy access by teachers. The proposed curriculum was presented to the CII on April 23, 2015. Attachment B sets out the results of an advisory vote taken by the CII on this issue, as well as comments made by members.

The English/Language Arts CII Sub-Committee will return to the Educational Services Committee in June or July for approval of materials to support the proposed curriculum. Attachment D sets out an overview of the proposed secondary English/Language Arts curriculum.

The administration recommends approval of the proposed secondary English/Language Arts curriculum for implementation beginning in 2015-16.

#### D. Concurrent Enrollment Classes

In December of 2013, the Board of Education voted to approve English 101 and English 102. In December of 2014, the Board voted to approve English 250. These three courses are introductory college English courses available to juniors and seniors. Students that complete and pass these courses during the school year will receive three college credits per course as well as receive a half (.5) high school English credit per course. UW-Wood County/Marshfield is awarding the college credits. During the fall of 2014, thirty-six students at LHS successfully completed English 101, with forty-one students enrolled in English 102 this spring. For the 2015-16 school year, fifty-nine students registered for English 101, fifty students for English 102, and eleven students for English 250.

Prior to the 2014-15 school year, credits earned in concurrent enrollment classes were paid for by the student. With the adoption of the Course Options statute (sec. 118.52 of the state statutes) the Wisconsin Attorney General and the Wisconsin Department of Public Instruction interpreted the statute to imply that the public school district is required to pay the sponsoring college for the cost of the college credits. During the 2014-15 school year, the UW-System paid the cost of the credits. However, beginning with the 2015-16 school year, the UW-System will no

longer pay this cost. While UW-System colleges have been working with school districts to lower the credit cost, the responsibility of paying for the credits now rests with the school districts.

The current cost per credit for concurrent enrollment courses through UW-Wood County/Marshfield is \$95.00 per credit, resulting in each course costing the district \$285.00. (Normal courses offered at UW-Wood County/Marshfield cost \$198 per credit.) Ron Rasmussen, Principal of LHS, continues to negotiate with UW-Wood County/Marshfield to get an even lower per credit cost. The administration continues to discuss ways to make concurrent enrollment classes affordable in the future. Several districts are offering English 101 without a credit option. In addition, English 250 at LHS has been dropped for the 2015-16 school year due to low enrollment.

The administration recommends that for the 2015-16 school year, LHS offer English 101 without a credit option, and offer English 102 as a concurrent enrollment course through UW-Marshfield at a cost not to exceed \$14,250 to be paid for by the LHS budget.

E. State Farm Youth Advisory Board Service Learning Grant

Mead Elementary Charter School is applying for a State Farm Youth Advisory Board Service Learning grant for the 2015-16 school year. The grant funds would be focused on the service priority of "Community Safety and Justice." Service Learning is one of the four pillars of the charter contract. This grant will provide a school-wide service learning focus on creating Peacemakers at Mead. The grant will be lead by a Service Learning Coordinator and a Volunteer Wisconsin AmeriCorps Member. These two adults will lead the Constitutional Convention students with a school-wide project to incorporate social and emotional learning strategies in classrooms from grades K-5. The grant will provide for classroom libraries and materials to be used for furthering social skills and emotional self-regulation. Grant requirements include the use of the State Farm logo in print material. These materials will not include the WRPS logo if the State Farm logo is included.

The administration recommends approval of the State Farm Youth Advisory Board Service Learning grant request for Mead Elementary Charter School in the amount of \$85,000.

F. 2015-16 District Professional Development Plan

Attachment E sets out the proposed WRPS Professional Development Plan for the 2015-2016 school year. The plan was developed collaboratively by the Quality Educator Committee (QEC), the CII, the CII sub-committee chairs, and the administrative team. The purpose of the plan is to set forth the professional development and curriculum initiatives for the 2015-2016 school year. Each building will develop a Professional Development Plan using the District plan as their guide. In addition, in accordance with the state mandated Educator Effectiveness System, principals and teachers will develop School Learning Objectives (SLOs), Student

Learning Objectives (SLOs), and Professional Practice Goals (PPGs) using the District and building plan as guides.

The District plan for the 2015-2016 school year reflects initiatives from the state and federal government, the WRPS Strategic Plan, and teacher and administrator priorities. The contents of the 2015-2016 Professional Development Plan are as follows:

- Page 1 – A graphic representation of the District Professional Development initiatives for 2015-2016
- Page 2 – Curriculum Sub-Committee (CII) goals for 2015-2016 school year
- Page 3 – The four domains of teaching which will be used to evaluate teachers under the Educator Effectiveness initiative
- Page 4 – WRPS Mission and Values

Attachment B sets out the results of an advisory vote taken by the CII on this issue, as well as comments made by members.

The administration recommends approval of the 2015-2016 Wisconsin Rapids Professional Development Plan.

#### G. Elementary Trimester Grade Reporting

In January of 2015, the District Assessment Committee began meeting. The purpose of the committee is to study and discuss objective #4 set out in the WRPS District Strategic Plan which states, "*Create consistency across grade levels in assessment philosophy, and grading and reporting practices.*" The group has studied content from two books, several articles, the fall presentation by Rick Wormeli, and several pilot activities that have been occurring throughout the District. The group is made up of twenty-nine members including a representative from each grade level, each building, each content area, administration, and a community member.

The group has decided to begin its work by focusing on revising the 4K-5 report card to reflect standards and assessments set out in the elementary curriculum. (WRPS District Strategic Plan, objective #4 – *Revise the K-5 report card to align with current assessments (i.e. PALS), current state standards, and WRPS curriculum.*) Teachers from grades 4K-5 will embark on this work over the summer.

Another consideration before making elementary report card revisions, is whether or not to alter the elementary report card schedule. Currently, 4K-5 report cards are sent home on a quarterly basis, with reporting on art, music and physical education occurring two times per year. Much discussion has occurred on the advantages of sending report cards home three times per year instead of four. Trimester reporting would coincide with the high school. Elementary report cards used to be sent home three times per year instead of four. In addition, this would provide more time for elementary teachers to do a thorough job of reporting on their students' progress toward grade level benchmarks. Parents would continue to receive information on their child's progress through parent-teacher conferences and portfolio nights. Elementary principals, central office administrators, and the CII have discussed

trimester reporting at the elementary level, and agree that this is the most productive calendar to use. Attachment B sets out the results of an advisory vote taken by the CII on this issue, as well as comments made by members.

The administration recommends the use of trimester report cards for students in grade 4K-5.

#### H. Core Mapping and the Curriculum Development and Acquisition Cycle

Throughout the 2014-15 school year, the CII Sub-Committee chairs conducted a focused study of the curriculum mapping process to write and house District curriculum. The content areas of English/Language Arts, math, science, and health have already begun using the curriculum mapping process. Much discussion about the advantages and disadvantages of curriculum mapping as compared to Build Your Own Curriculum (BYOC) have taken place among the CII chairs, CII sub-committees and the CII. Some of the advantages of curriculum mapping include a K-12 view, deeper curricular understanding, accessibility, and cost savings. These discussions have culminated in the proposal set out in Attachment F. This proposal defines the maps that each content area will develop, required components to be included in each map, and the process used to phase out BYOC. Attachment B sets out the results of an advisory vote taken by the CII on this issue, as well as comments made by members.

Because of the transition from BYOC to the curriculum mapping process, revisions in the eight year curriculum cycle process will be necessary to reflect this change. These revisions were put together by the CII Sub-Committee Chairs and the CII. Attachment G sets out the current eight year curriculum writing and approval process. Attachment H sets out the proposed changes to this process. Attachment B sets out the results of an advisory vote taken by the CII on this issue, as well as comments made by members. No changes have been recommended to the eight year purchasing/acquisition cycle at this time.

The administration recommends approval of transitioning from Build Your Own Curriculum (BYOC) to a curriculum mapping process for writing District curriculum, with curriculum maps published on the web-site for parents, and District maps published on Google for teacher access.

The administration recommends the approval of the proposed changes to the eight year curriculum writing process as set out in attachment H.

The administration recommends the purchase of Build Your Own Curriculum software for one additional year only, at a cost of \$11,584.00 as set out in Attachment I.

#### I. Title I School-Wide for River Cities High School

Under the Title I section of the Elementary and Secondary Education Act, schools may qualify as either Targeted Assistance Schools or School-Wide Programs. A Targeted Assistance School may use Title I funds to service only specific students that meet certain academic criteria. School-Wide programs may use Title I funds to ser-

vice all students in the school, as long as there is a school plan submitted that meets criteria set out in the grant. Currently WRPS has four schools that qualify for Title I funding including Mead Elementary Charter School, Howe Elementary School, Grove Elementary School, and River Cities High School. All of these schools are School-Wide programs with the exception of River Cities High School. River Cities High School would like to apply to become a School-Wide program so that Title I funds may be used to service all students that attend school there.

The administration recommends that River Cities High School applies to become a Title I School-Wide program.

IV. Updates

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:

- Elementary Health Acquisition (June)
- Secondary Language Arts Acquisition (June)
- Wellness Committee Update (June)
- RtI Document (June)
- Co-Curricular Code of Conduct (June)
- CATE Update and Carl Perkins Approval (June)
- One to One Initiative (July)
- Wisconsin Student Assessment System (WSAS) Results (August)
- WRPS Professional Development Document (October)

# Wisconsin Rapids Area Middle School

1921 27<sup>th</sup> Ave. South Wisconsin Rapids, Wisconsin 54495

Telephone: (715) 424-6750

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



## Welcome to WRAMS!

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

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

Tracy Ginter – Principal

Brian Oswald- Associate Principal/Athletic Director

## 2015-2016 Student Handbook

*This agenda belongs to:*

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/TOWN \_\_\_\_\_ ZIP CODE \_\_\_\_\_

PHONE \_\_\_\_\_

STUDENT NO. \_\_\_\_\_



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

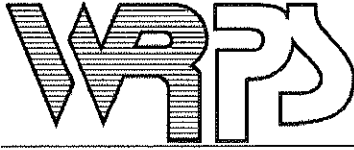
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## General Information



### WRPS Mission Statement

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

### RELEASE OF STUDENT INFORMATION

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

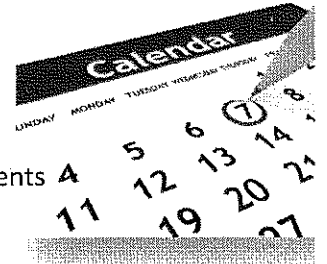
### TOBACCO, ALCOHOL AND OTHER DRUGS

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

Possession, solicitation, use and/or transmission of

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

### 2015-2016 Calendar of Events



September 1	First Day for Students
September 7	Labor Day <b>*No School</b>
September 28	Professional Development <b>*No school</b>
October 30	Autumn Break <b>*No School</b>
November 6	End of First Quarter
November 2	Professional Development <b>* No School</b>
November 9	Start of Second Quarter
November 12	Conferences (4:15 - 6:15 p.m.)
November 17	Conferences (4:15 - 6:15 p.m.)
Nov. 26-27	Thanksgiving Vacation <b>*No School</b>
Dec. 24-Jan. 1	Winter Vacation <b>*No School</b>
January 4	Students Return
January 20	End of First Semester
January 21	Record Keeping Day <b>* No School</b>
January 22	Professional Development <b>* No School</b>
January 25	Start of Third Quarter
March 4	Professional Development <b>*No School</b>
February 18	Conferences (4:15 - 6:15 p.m.)
March 21-25	Spring Break <b>*No School</b>
April 1	End of Third Quarter
April 4	Start of Fourth Quarter
May 30	Memorial Day <b>*No School</b>
June 2	Last Day for Students (dismiss 1 p.m.)

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

## VISITORS

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

## STUDENT SURVEYS

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

### SKYWARD FAMILY ACCESS

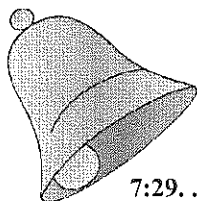
This is a very useful tool via the internet for parents to keep up-to-date about different aspects of their student's educational progress. This is available through any internet browser by going to the school website: [www.wrps.org](http://www.wrps.org)

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

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

## Status Changes

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



## DAILY SCHEDULE

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

## Contact Information

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

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

*first name . last name @ wrps.net*





**PUPIL  
NONDISCRIMINATION**

**STATEMENT**

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

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

**Health Services**

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



**SCHOOL COUNSELING**

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

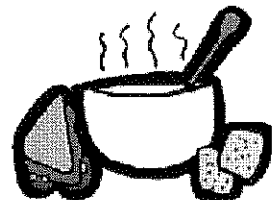
\* **Mr. Chip** A - Kh  
[Randy.Chip@wrps.net](mailto:Randy.Chip@wrps.net)

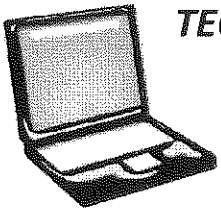
\* **Mrs. Niedbalski** Ki - S  
[Gretchen.Niedbalsi@wrps.net](mailto:Gretchen.Niedbalsi@wrps.net)

\* **Mrs. Derringer** T - Z  
[Stephanie.Derringer@wrps.net](mailto:Stephanie.Derringer@wrps.net)

**FOOD SERVICES**

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



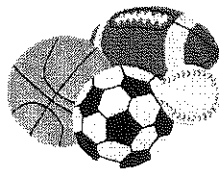


## TECHNOLOGY USE

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

## CO-CURRICULAR CODE SUMMARY

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

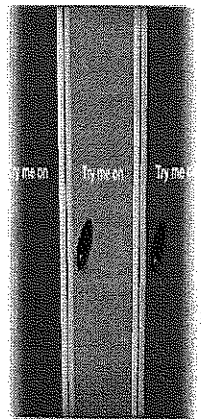


## ACADEMIC HONESTY

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

## LOCKERS

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



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

## *Bus Passes*

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

## ATTENDANCE

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

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

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

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



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



## Student Expectations

### School-Appropriate Attire

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



Thus, the following rules have been established:

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

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



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



## BEHAVIORAL STANDARDS

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

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

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

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

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

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

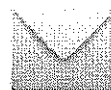
**Please note:** Transportation provided by the District is considered part of the school day. Inappropriate behavior on buses may result in disciplinary action at school as well as loss of transportation privileges.

## ELECTRONIC DEVICES

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



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




*\*Take home message*

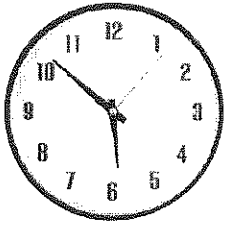
A Rubric for Student Citizenship if used to measure and communicate progress on the Behavioral Standards:

**WRAMS Behavioral Standards  
Rubric for Student Citizenship**

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

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

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



## AFTER SCHOOL HOURS

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

supervision of an adult. Those waiting for late practice or a ride should wait in the cafeteria.

WRAMS Behavioral Expectations apply to all activities occurring on district property as well as district sponsored events (games and concerts at East Junior and Lincoln High School are examples).

## Bullying

Student council members answered the following questions about bullying:

### What is bullying?

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

### What are the different types of bullying?

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

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

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

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

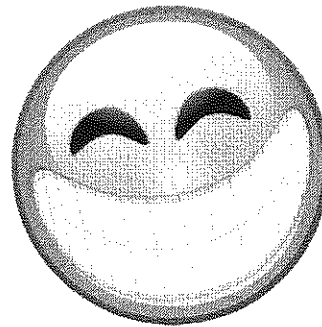
### What can I do if I feel I am being bullied?

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

### Don't be a bystander, be an upstander!

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

**WRAMS** STUDENTS ARE:



**R**ESPONSIBLE

**R**ESPECTFUL

**R**ESOURCEFUL



**East Junior High School**  
**STUDENT HANDBOOK**

**Mr. Kevin Yeske**  
Principal

**Mrs. Patti Ritchay**  
Assistant Principal

Cover Design by: ~~Lilian Gussel and Ashley Ahles~~

*This agenda belongs to:*

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/TOWN \_\_\_\_\_ ZIP CODE \_\_\_\_\_

PHONE \_\_\_\_\_

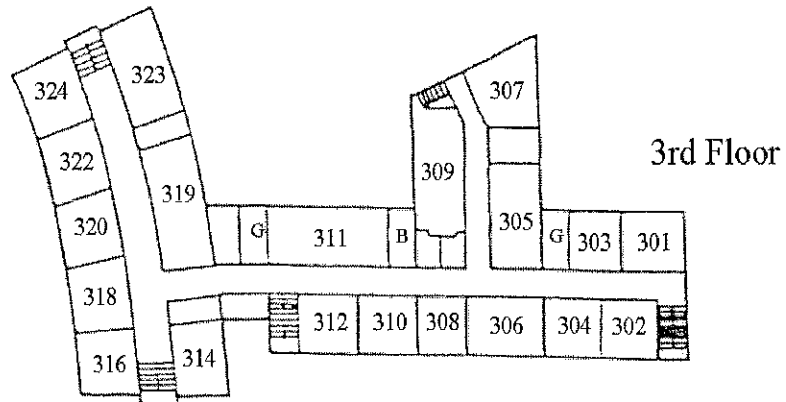
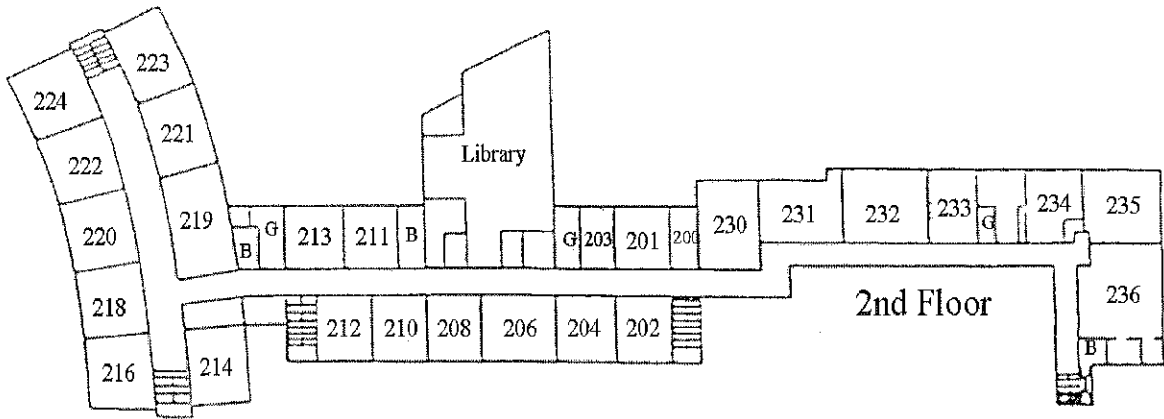
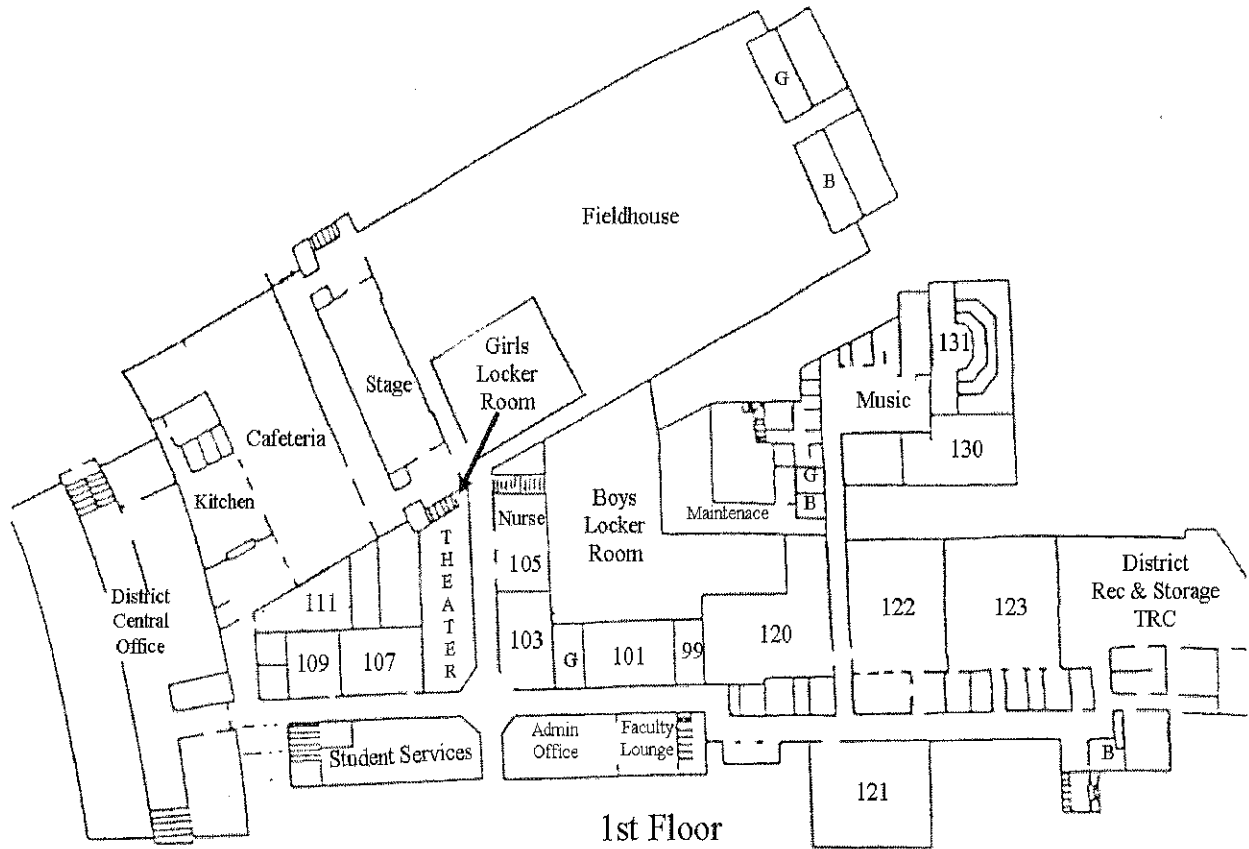
STUDENT NO. \_\_\_\_\_



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

Printed on recyclable paper





## **WELCOME ... TO EAST JUNIOR HIGH!**

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

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

Have a great year!

### **WRPS MISSION STATEMENT**

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

### **WRPS NON-DISCRIMINATION STATEMENT**

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

### **RELEASE OF STUDENT INFORMATION**

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

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

### **IMPORTANT TELEPHONE NUMBERS**

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

### **ATTENDANCE**

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

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



## **EXCUSED ABSENCES**

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

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

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

## **VISITORS/GUESTS**

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

## **TRUANCY**

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

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

*Students with approved open enrollment applications must meet attendance expectations. Students determined to be habitually truant may have the open enrollment approval rescinded and be returned to attend school in their resident district. As a result of habitual truancy, future applications to attend Wisconsin Rapids School District under open enrollment may be denied in accordance with State Statutes and Board Policy.*

## EXAMPLES OF TRUANCY

Truancy includes, but is not limited to:

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

## TARDIES

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

## WITHDRAWAL PROCEDURES

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

## FOOD SERVICE

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

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

Students will be informed by the lunch supervisor when they have only two (2) lunches

left in their account. Students are able to "charge" two lunches when their account runs out. If questions arise about this, a report can be run to validate deposits and withdrawals.

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

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

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

## HALLWAY BEHAVIOR

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

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

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



## POSTERS/PUBLICATIONS/SALES

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

## STUDENT SERVICES

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

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

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

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

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

## AODA

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

## AGENDA PLANNERS



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

The agenda planner needs to be replaced when lost or when it is in need of repair. Replacement cost ~~and procedures are mentioned during the start-up activities in each classroom~~ is \$5.00 per planner.

## TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

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

## EAST JUNIOR HIGH STAFF

### E-MAIL

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

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

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

## **DISCIPLINE BEHAVIOR EXPECTATIONS**

Most student management problems are dealt with in the classroom by the teacher, student, parents and perhaps counselors/psychologists. In the event the situation is not resolved or is of a serious nature, the student may be referred to the office for disciplinary action. The consequence shall depend on the seriousness of the offense, and upon previous referrals to the office. Students may also receive Activity/Athletic Code consequences. The school administration reserves the right to exercise discretion where circumstances warrant. ~~Not all behaviors or situations are listed so~~ The administration will decide the appropriate level that best fits the misbehavior. In an effort to take all factors into account, the following procedures will be followed.

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

~~LEVEL 1—Disrespect to a student, running in the halls, littering, tardiness, damaging a student's property, inappropriate behavior, class disruption or possession of a laser pointer.~~

~~CONSEQUENCE—Conference with administrator~~

~~LEVEL 2—Pushing or minor scuffle, throwing objects, disrespect to staff, repeated tardiness, hourly truancy, swearing, bullying.~~

~~CONSEQUENCE—Detention(s)~~

~~LEVEL 3—Repeated classroom or school disruption, repeated tardiness, truancy, failure to serve detentions, damage to school property, repeated level 1 or 2 offenses, threatening a student or possession of a lighter.~~

~~CONSEQUENCE—In school suspension/Saturday School~~

~~LEVEL 4—Gross disrespect to faculty, theft, destruction of property, repeated harassment, bullying, threatening statements or intimidation (State Stat. 947.013, Board Policy 411.1), possession of stolen property.~~

~~CONSEQUENCE—One (1) or two (2) day out of school suspension. Referral may be made to Police Liaison Officer, Human Services or other agencies.~~

~~LEVEL 5—Possession/using/transmitting/selling of tobacco (State Statute sec. 1.48.983(2c)), physical attack/assault/fight or sexual misconduct.~~

~~CONSEQUENCE—Three (3) to five (5) days out of school suspension. A referral will be made to the Police Liaison Officer. Human Services or other agencies may be contacted.~~

~~LEVEL 6—False fire alarm, threatening or intimidating staff.~~

~~CONSEQUENCE—Five (5) days out of school suspension. A referral may be made to the Police Liaison Officer, Human Services, or other agencies~~

### **MINOR INFRACTIONS**

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

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

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

### **MAJOR INFRACTIONS**

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

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

## **FIREARMS AND WEAPONS**

~~LEVEL 7—Bomb threat (Wis. Stat. 947.015), possessing, using or threatening with a weapon; weapon is defined as “any firearm, whether loaded or unloaded, any device designed as a weapon of producing bodily harm, any electric weapon or any other device or instrumentality which, in the manner it is used or intended to be used, is calculated or likely to produce death or bodily harm.” (Wis. Stat. 939.22, 948.605 & 948.61), physical attack of a staff member, repeated violation of school rules.~~

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

~~A discipline file will be kept for each student referred to the office. In addition, discipline infractions are recorded on Skyward. Discipline information is sent to Lincoln High School when the student enrolls there. Parents are notified in writing and by phone when students have been sent to the office for serious misbehaviors. The right of students to get an education is important. Sometimes a student misbehaves in class or school and causes a disruption. Parents are advised of all actions taken and are encouraged to be a part of the solution. Parents, student, teachers, and administrators may meet to discuss ongoing misbehavior. A plan of improvement may be created.~~

## **ALCOHOL TOBACCO, E-CIGARETTES AND OTHER DRUGS**

~~Students may be suspended and/or expelled for grounds authorized under section 120.13 of the Wisconsin Statutes which includes conduct either in or out of school which endangers the property, health or safety of themselves or others at school or under the supervision of a school authority.~~

~~— Possession, solicitation, use and/or transmission of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, inhalant, toxic substance or any chemical or controlled substance (including look alike substances) prohibited under state or federal law, intoxicating beverages, any paraphernalia associated with such controlled substances or the unauthorized possession, use and/or transmission of prescription drugs is against school rules, WRPS Policy 443 and the law. Disciplinary action including, but not limited to, suspension (and possible referral for an expulsion hearing) and police referral shall follow for any student found in violation of these provisions.~~

~~Students involved in dealing, distributing, selling or supplying illicit substances shall be referred to the Board of Education for an expulsion hearing.~~

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

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

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

## **ACADEMIC DISHONESTY**

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

## **GRADING**

Progress reports will be available every six weeks. Official report cards are issued at the end of semester one and semester two. Student progress may be monitored on Skyward. To obtain access to Skyward call Technology Support at 715-424-6700 x 1037 or call Student Services at 715-424-6735.



## LOCKERS

## BULLYING

Bullying is not permitted or tolerated at East Junior High School. A person is bullied when he or she is exposed repeatedly and over time, to negative actions on the part of one or more persons. Bullying can include physical aggression, social aggression, verbal or written aggression, intimidation, sexual harassment, or racial harassment. Students that engage in bullying behaviors will be disciplined according to the discipline expectations outlined on page 6—according to school *and district* policy. Students and staff are working hard to create a safe learning environment for everyone.

## BUS TRANSPORTATION

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

## ACTIVITIES CODE

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

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

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

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

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

## SPECIAL DAY GUIDELINES

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

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

## SCHOOL NURSING SERVICES

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



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

## FIELD TRIPS

Field trips are offered in some classes, and are designed to enhance curriculum, extend learning, and give students real world opportunities. Students with disciplinary and/or academic issues may ~~not be permitted to participate~~ **excluded from participation** on a field trip. Field trips are never an excuse for late or missing work.

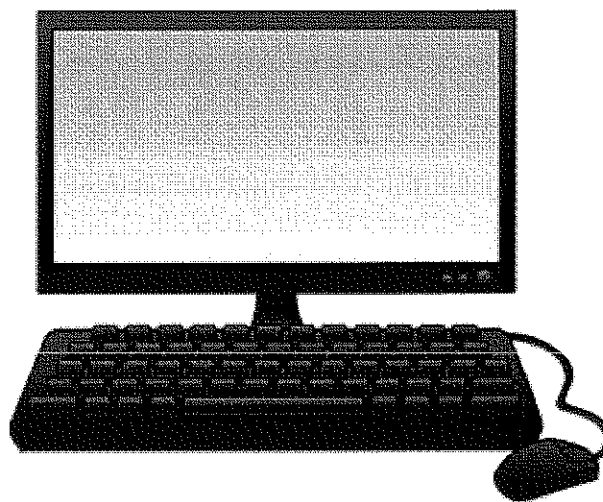


## ACCEPTABLE USE POLICY (AUP)

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

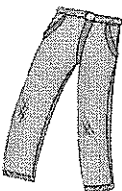
- \* Using the WRDN (Wisconsin Rapids District Network) for illegal, inappropriate or obscene purposes,
- \* Disrupting or disabling the WRDN,
- \* Using the network for personal gain or personal use, for example printing pictures to take home or for your locker, advertising your business, or selling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

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

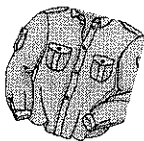


## DRESS

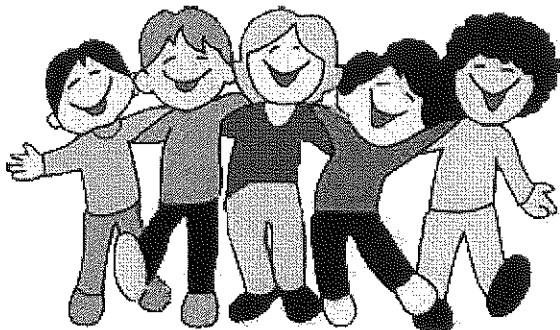
In any situation, good personal grooming is an asset. Your personal appearance should not attract undesirable attention to yourself, cause disruption, present a health problem, or present unsafe situations for you or others in the building. The following clothing must be avoided:



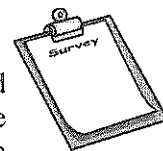
- a. Any clothing which is revealing, excessively torn, or shows undergarments. This includes low cut tops, short skirts and shorts, boxers and bra straps. (shorts should be mid-thigh length)
- b. Clothing and/or accessories with comments, pictures, slogans, or designs that are obscene, profane, lewd, vulgar or contain sexual innuendo.
- c. Clothing and/or accessories which harass or threaten an individual or group of individuals because of sex, color, race, religion, handicap, national origin or sexual orientation.
- d. Clothing and/or accessories which advertise or promote alcoholic beverages, tobacco products, illegal drugs, or gang activity.
- e. Hats, coats, jackets, chains, outdoor vests, masks, and bedroom slippers.
- f. Loose fitting clothing, dangling jewelry or belts, and scarves/ties should be avoided in lab classes.



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



## STUDENT SURVEYS



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

## EJH LANGUAGE POLICY

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

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

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

Students that use profanity to insult, threaten, or intimidate a staff member will be suspended out of school. ~~Students that use profanity to insult, threaten or intimidate a fellow student will be disciplined according to the agenda planner on page 6.~~

## EAGLE TIME

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

## PERSONAL COMMUNICATION

~~A telephone is available in the office for your use in case of emergencies.~~

## CELL PHONE & ELECTRONIC DEVICE POLICY:

Students may use cell phones for calling or texting before and after school, and during passing times. Cell phone use is prohibited during class time including Eagle Time and lunch.



It is our goal to teach students responsible use of electronic devices. Given the time throughout the day that students may check their phones, it is an expectation that phones will be off (silent) and out of sight during class time. Cell phone use is never allowed in locker rooms.

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

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

No electronic devices of any kind may be used at lunch.

### Consequences:

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

**2nd offense:** ~~Parent or guardian pick up device,~~ **Student pick up device after school,** two lunch detentions issued

**3rd offense:** Parent or guardian pick up device, student will serve ~~half day in school suspension~~ **one week of lunch detentions**

**4th offense or more:** ~~Office will keep the device for three days,~~ **Parent/guardian must pick up the device, Saturday School assigned**

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

## BEFORE AND AFTER SCHOOL HOURS

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

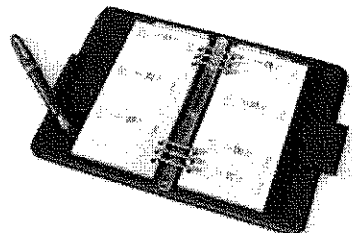
Students remaining on school property after 2:45 p.m. must be under the supervision of an adult. Students waiting for late practice will wait in areas designated by their coaches. Students who cause disruptions after school will not be allowed in the building or on school property after school.

## 2014-2015—2015-2016 DATES TO REMEMBER

<i>September 1</i>	<i>First Day for Students</i>
September 4 7	Labor Day—No School
September 2	First Day for Students
September 26-28	Prof. Development Day—No School
October 24 30	Autumn Break—No School
November 7 2	Prof. Development Day—No School
November 27-28 26-27	Thanksgiving Break—No School
December 24-January 2 1	Winter Break—No School
January 5 4	Students Return
January 22 21	Record Keeping Day—No School
January 23-22	Prof. Development Day—No School
March 6 4	Prof. Development Day—No School
March 30-April 3 21-25	Spring Break—No School
May 25 30	Memorial Day—No School
June 4 2	Students' last day (Early Dismiss)

## DAILY SCHEDULE

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



# East Eagle Expectations

## Classroom & Instructional Areas

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

## Eagle Time & Study Hall

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



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

## Library & Computer Labs

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

### Hallways

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

### Cafeteria

Respect Yourself	Respect Others	Respect Your Environment
Eat a balanced meal	Be quiet on your way to and from the cafeteria	Take a seat immediately <ul style="list-style-type: none"> <li>No saving seats</li> <li>Up to 12 students at a table; 6 on each side</li> </ul>
Ask permission before going to the restroom	Respect one another's space at the table <ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Eat only your own food</li> </ul>	Keep your area clean <ul style="list-style-type: none"> <li>Trash</li> <li>Tray</li> <li>Floor</li> </ul>
Be responsible to have a lunch or money in your account	Keep conversation fair & friendly and at a decent voice level	Follow adult instructions
	Treat others the way they want to be treated	

### Locker Room & Gymnasium

Respect Yourself	Respect Others	Respect Your Environment
Be on time <ul style="list-style-type: none"> <li>Out of the hallways</li> <li>In the locker room</li> </ul>	Keep hands and feet to yourself	Keep space clean
Come prepared to class <ul style="list-style-type: none"> <li>Agenda planner</li> <li>Change of clothes</li> </ul>	Use language that promotes positive interactions	Be responsible for your belongings <ul style="list-style-type: none"> <li>Lock your locker</li> </ul>
Cell phones prohibited in locker rooms	Respect other students' possessions	Respect equipment <ul style="list-style-type: none"> <li>Balls, Rackets, Standards, etc.</li> </ul>
Demonstrate good sportsmanship at all times	Respect all students' abilities	Respect facilities <ul style="list-style-type: none"> <li>Lockers, Bleachers, Score Clocks, etc.</li> </ul>

### Bus

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

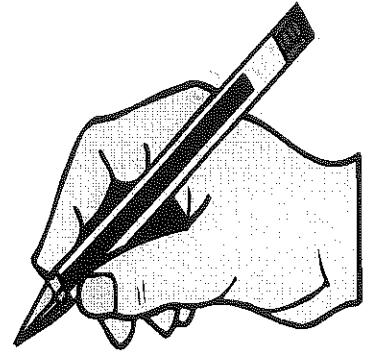
# Think Like a Writer: A Student Reference Page

## Ideas

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

## Organization

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



## Voice

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

## Word Choice






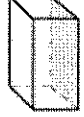





- Have I used some words I really *love*?
- Can my reader tell what my words *mean*?
- Have I used any NEW words?
- My favorite word in this paper is \_\_\_\_\_ .

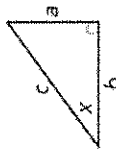
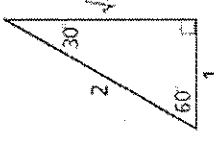
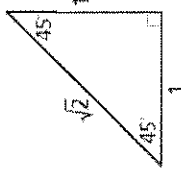
## Sentence Fluency

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

## Conventions

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

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

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

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



# Hallway Passes

## Semester One

### 1<sup>st</sup> Hour

Date	Time Out	Destination	Teacher

### 5<sup>th</sup> Hour

Date	Time Out	Destination	Teacher

### 2<sup>nd</sup> Hour

Date	Time Out	Destination	Teacher

### 6<sup>th</sup> Hour

Date	Time Out	Destination	Teacher

### 3<sup>rd</sup> Hour

Date	Time Out	Destination	Teacher

### 7<sup>th</sup> Hour

Date	Time Out	Destination	Teacher

### 4<sup>th</sup> Hour

Date	Time Out	Destination	Teacher

### Eagle Time

Date	Time Out	Destination	Teacher

# Hallway Passes

## Semester Two

### 1<sup>st</sup> Hour

Date	Time Out	Destination	Teacher

### 5<sup>th</sup> Hour

Date	Time Out	Destination	Teacher

### 2<sup>nd</sup> Hour

Date	Time Out	Destination	Teacher

### 6<sup>th</sup> Hour

Date	Time Out	Destination	Teacher

### 3<sup>rd</sup> Hour

Date	Time Out	Destination	Teacher

### 7<sup>th</sup> Hour

Date	Time Out	Destination	Teacher

### 4<sup>th</sup> Hour

Date	Time Out	Destination	Teacher

### Eagle Time

Date	Time Out	Destination	Teacher

**WOOD COUNTY**

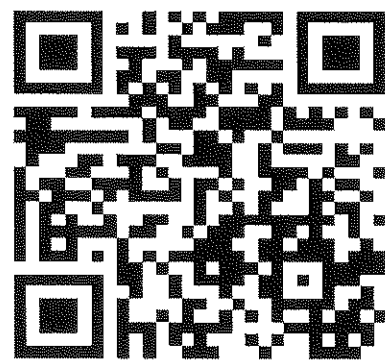
**CRIME  
STOPPERS**

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

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



Contact



Facebook

**TEXT A TIP: WCCS TO 274637**

**[www.woodcountycrimestoppers.com](http://www.woodcountycrimestoppers.com)**

**[www.facebook.com/WoodCountyCrimeStoppers](http://www.facebook.com/WoodCountyCrimeStoppers)**

# Wisconsin Rapids Lincoln High School

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



## 2015-2016 Student Handbook

**This Agenda Belongs To:**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Email Address: \_\_\_\_\_

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## **OUR 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.

## **WELCOME**

A sincere welcome to you, the student body of Lincoln High School, as we begin the 2015-2016 school year. May it prove to be a most rewarding, satisfying, and exciting experience. You are attending a truly outstanding institution and have tremendous opportunities at LHS. The curriculum is comprehensive, the co-curricular activity program is extensive, and the entire staff is willing and able to be of service to you. We hope that each of you will use all that is available and make the effort to find success. Please read through this handbook and if you have any questions please contact administration.

## **INTRODUCTION**

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

## **ALMA MATER**

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

## **NOTICE OF NONDISCRIMINATION**

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

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

## ACADEMICS

### ACADEMIC INTEGRITY

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

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

Consequences include the following:

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

### COLLEGE ENTRANCE REQUIREMENTS

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

### COMING ATTRACTIONS

September 1	First Day for Students
September 28	Professional Development Day - No School
September 25	Homecoming
October 12	PTV 4:30 p.m. - 7:00 p.m.
October 30	Autumn Break - No School
November 2	Professional Development Day - No School
Nov. 26-27	Thanksgiving Break - No School
Dec. 24-Jan. 1	Winter Break - No School
January 21 & 22	Professional Development Day - No School
January 25	PTV 4:30 p.m. - 7:00 p.m.
February 6	Fire & Ice Dance
March 4	Record Keeping Day - No School
March 21-25	Spring Break - No School
April 25	PTV 4:30 p.m. - 7:00 p.m.
April 30	Prom
May 30	Memorial Day - No School
June 2	Last Day for Students
June 5	Graduation

## DAILY SCHEDULE

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

## DROPPING/ADDING CLASSES

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

## CONCURRENT ENROLLMENT COURSES

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

## GRADES

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



## GRADE SCALE

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

## GRADING FOR LEARNING

### Common School-Wide Weighting of Grades

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

### Retake/Re-perform of Summative Assessments

Students will be allowed to retake/re-perform a minimum of two summative assessments per Trimester up until the last 10 days of the Trimester. The student will follow the retake policy/re-perform ticket that each course has developed. Summative assessment retakes/re-performs during the last two weeks of the Trimester may be given only with teacher approval.

### Extra Credit

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

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

## GRADUATION CREDIT REQUIREMENTS

Class of	2016	2017	2018 +
English	4	4	4
Mathematics	2	3	3
Social Science	4	4	4
Science	2	3	3
Health	0.5	0.5	0.5
Physical Education	1.5	1.5	1.5
Financial Literacy	0.5	0.5	0.5
IT Fundamentals I	0	0	0.5
Swing Credit	0.5	0	0
Electives	8.5	7.5	7
<b>Total Credits:</b>	<b>22.5</b>	<b>24</b>	<b>24</b>

## **MAKE-UP PROCEDURES FOR EXCUSED ABSENCES**

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

## **RESPONSE TO INTERVENTION (RtI)**

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

### **INTERVENTION/ENHANCEMENT PERIOD**

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

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

## **SCHOOL MATERIALS**

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

## **TECHNOLOGY USE**

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

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

## **TRANSCRIPT REQUESTS**

High School transcripts can be requested through an online service at [Parchment.com](http://Parchment.com). Students and graduates will have the ability to send transcripts electronically 24/7/365 eliminating the need to contact the Student Services office or wait for open school office hours. Transcripts will also arrive faster and the chance of them being misfiled will be greatly reduced. Cost for this service is \$3.00 for current students and \$5.00 for graduates per request (price is subject to change without notice). Please contact Student Services or visit the Student Services link on the LHS website if you have questions.

## **TUTORING CENTER**

Peer tutoring in the Reading Lab is a long-standing LHS tradition where students help students succeed. It takes place daily before school, during periods 1-5, lunch, and after school. Hundreds of students volunteer their time to tutor another student who may be struggling in a class. The tutor teams are individualized and meet two to five times a week, depending on the need. Teams work on homework assignments, studying for tests and quizzes, and other skills such as reading comprehension and writing. Each tutor works to meet the specific need of the student requesting the help. In the end, students gain a better

understanding of course material and improve their grades.

## **YOUTH OPTIONS & COURSE OPTIONS**

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

## **EXPECTATIONS & DISCIPLINE**

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

## **ATTENDANCE REGULATIONS**

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

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

1. It is the responsibility of the student's parent or guardian to report absences from school on a daily basis by calling (715) 424-6765 or on Skyward Family Access.
2. If the office is not notified prior to the student's return to class, they will receive an unresolved absence and will need to obtain an admit to return to class. A student who has their parent/guardian call and excuse them, does not have to stop in the office to obtain an admit slip. All absences should be called in prior to the student's absence. A phone call is made home nightly as a reminder that your student has an unresolved absence which needs to be cleared up within 48 hours.
3. Excessive absences will be referred to the proper authorities for violation of the compulsory school attendance law, Wisconsin State Statute 118.16. Truant and habitually truant students will be processed under Municipal Code 866. Detentions, in-school suspension, Saturday school, referral to Social Services, mandatory court appearances and citations are all consequences of truancy. After the 10 days of absence, the student will be required to provide documentation from a doctor or other health care professional, a probation officer or social worker, police officer or judge in order to be excused, Wisconsin State Statute 118.15. WRPS may terminate a pupil's open enrollment in the succeeding semester or school year if the student is habitually truant during either semester in the current school year.
4. Students are not allowed to leave school during the day unless they have permission from the office or nurse and have signed out. Failure to follow these procedures will result in detentions or possible suspension.
5. Students who must be absent because of participation in school

activities are required to make up all work at the discretion of the teacher.

6. Any student who participates in or attends a school sponsored night activity must have attended the full day of instruction unless the absence was pre-approved by administration.
7. When classes are in session, any students in the halls must have their agenda book. Students in the halls without proper hall passes will be sent to the office. Loitering is not allowed in the halls.
8. Missing class or leaving the building without authorization is illegal and violates school rules. Detention and/or suspension will be given for missing class/study hall and for leaving school without permission from the office.
9. Refusal to identify yourself upon request of school personnel is not permitted and will result in suspension.
10. Falsified telephone calls or notes concerning attendance will result in detentions.
11. Any student coming in late for whatever reason or leaving for any reason MUST SIGN IN or OUT in the office.
12. In all situations, according to Wisconsin State Statutes, the school has the right to reject any request and determine if the absence is to be excused with or without credit.

#### **TARDY POLICY**

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

#### **BULLYING & HARASSMENT**

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

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

1. Say stop!

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

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

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

### **CLASSROOM CONDUCT, EXPULSION, SUSPENSION**

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

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

#### **Findings from this hearing may result in:**

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

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

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

### **DETENTION/SATURDAY SCHOOL**

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

All students who receive detention are required to serve it in a timely manner. Students will be given 2 days to make arrangements with their parents or employer relative to transportation or work schedules in order that the detention

time may be served. Students who fail to serve detention according to the above rules will be assigned in-school suspension or Saturday school. No teacher shall keep a pupil after 5:00 p.m. in the high school unless the parents have been notified.

## **DISCIPLINE PROCEDURES**

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

### **Expectations of Wisconsin Rapids Lincoln High School Students:**

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

## **DRESS FOR SUCCESS**

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

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

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

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

## **DRUGS**

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

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

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

## **GANGS AND GANG ACTIVITY**

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



Continued gang activity may result in expulsion from school.

## **LOOKS AND ACTIONS**

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

1. Students are required to fully cooperate with school administration and staff at all times. Failure to do so will result in disciplinary actions including out-of-school suspension.
2. Purses, handbags, book bags, laser pointers, and nuisance items should be left in lockers and not brought into classrooms.
3. The use of cell phones and other electronic devices during instructional time is prohibited unless approved by the classroom teacher. Cell phones are only allowed during school hours in the cafeteria during lunch, in the hallways between classes, and Commons study hall time. If a student is found using a cell phone during an unauthorized time, the cell phone will be confiscated and turned over to school administration.
4. Overt student affection is inappropriate behavior in the building, on campus, or at school sponsored activities.
5. Students involved in fighting, aggressive, threatening, or obscene behavior will be suspended from school and referred to the authorities for disorderly conduct citations, according to Wisconsin State Statutes Sections 947.01 and Board Policy 443.8.
6. Possession and use of pepper gas, mace, and similar materials on school grounds or at school activities may lead to suspension and possible referral to the School Board for expulsion.
7. Any student bringing a firearm or other weapons to school will be suspended and referred for expulsion according to Wisconsin State Statutes Section 948.605 and 948.61.
8. Students are subject to discipline for off-campus conduct. Off-campus student conduct and speech for incidents that jeopardize the order, safety, and discipline of the school will result in disciplinary consequences.
9. "Cyber bullying," or electronic harassment, will not be tolerated. Students, whether on- or off-campus, who send cruel messages, spread rumors or make threats (to or about students or school staff) are subject to school disciplinary consequences and/or referral to law enforcement authorities.
10. Student assemblies will be held periodically throughout the school year. Student attendance is mandatory at these events.
11. Locker Room Privacy. WRPS shall observe measures intended to protect the privacy rights of individuals using school locker rooms. No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time. Please see Locker Room Guidelines for more information.

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

You will see the PRIDE logo in many places; on posters and walls, in newsletters, on t-shirts & magnets. This logo



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

### **STUDENT BILL OF RIGHTS**

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

### **THEFT/VANDALISM**

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

### **TOBACCO**

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

## **GENERAL INFORMATION**

### **18 YEARS OLD**

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

### **BYOD--BRING YOUR OWN DEVICE**

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

### **CO-CURRICULAR CODE (Abbreviated Summary)**

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

### **DANCE RULES**

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

policy, both the LHS student and their guest will be asked to leave the school grounds immediately. LHS students who behave inappropriately at a school dance or otherwise fail to comply with LHS conduct policies will be subject to school disciplinary actions, including up to an out-of-school suspension.

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

#### **School Dance Code of Conduct**

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

### **FAMILY NIGHT**

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

### **FEES**

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

### **GRADUATION CEREMONY**

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

- I. Meet all the credit and class requirements. (Work must be completed

& passing grades must be submitted the day prior to the practice.)

2. Participated in graduation practice. The principal may waive this for good and sufficient reason.
3. Understand that commencement is a school-sponsored activity and all school rules of behavior and dress attire remain in effect. Students will abide by the rules for participation in the ceremony as established by the administration.
4. Have resolved/paid all fees and fines.
5. Students who demonstrate recent, excessive, or severe misbehavior at school or who pose behavioral and supervisory concerns for the graduation ceremony will be restricted from participation.

### **HEALTH CENTER**

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

### **IDENTIFICATION CARDS**

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

### **LAB/TECH ED SAFETY**

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

### **LOCKERS**

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

The school is not responsible for lost items. It is recommended that students carry valuables on themselves or, if necessary, bring them to the high school

office for safekeeping. Permission from an administrator must be obtained to change lockers, and a fee will be charged. No student shall enter another student's locker; doing so will result in disciplinary consequences. **LOCKERS ARE NOT TO BE SHARED BY STUDENTS.** Please report malfunctioning lockers to the high school office immediately.

### **LUNCH ROOM**

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

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

### **NATIONAL HONOR SOCIETY SELECTION PROCESS**

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

### **PARKING**

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

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

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

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

#### **PRESCRIPTION & NONPRESCRIPTION MEDICATION\*\***

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

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

For nonprescription medication at school:

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

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

#### **PRIVILEGE SYSTEM**

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

expectations.

### **RELEASE OF STUDENT INFORMATION**

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

### **SCHOOL RESOURCE OFFICER**

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

### **SEARCHES: GENERAL & CANINE**

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

### **STUDENT SERVICES**

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



## **STUDENT SURVEYS**

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

## **VIDEO SURVEILLANCE**

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

## **VISITOR POLICY**

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

## **WITHDRAWAL**

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

## **WORK PERMITS**

Please allow LHS 48 hours for a work permit to be processed. Please see the office ahead of time to ensure that all necessary documentation is provided prior to an issue of the permit. The following documentation is needed to request a work permit with no exceptions: letter from the employer, Social Security card, and \$10. In addition, you will need proof of identification that includes one of the following: birth certificate, baptismal certificate, state ID card, or driver's license, and parent permission letter. The School District of Wisconsin Rapids will request work permits to be revoked for students who are truant.

**CII Ballot**  
**April 23, 2015**

**1. Approve the proposed 2015-16 Professional Development Plan? 24 Yes**

**Comments:**

- I like that it is similar to EE in terminology.
- w/changes discussed
- It's great that the design/layout matches the other framework that we use.
- What items are priorities? Share building plans without judgment. Have a clear plan as to how we are meeting the items.

**2. Approve the proposed Elementary Health Curriculum? 24 Yes**

**Comments:**

- Nice work.
- Great job and lots of hard work put in.
- Very easy to follow.

**3. Approve the proposed Secondary Language Arts Curriculum? 24 Yes**

**Comments:**

- Very nice layout.
- Great job and lots of hard work put in.
- Great job, love the format!
- Outstanding job...would be very easy for someone to step in.

**4. Move from BYOC to a curriculum mapping process with curriculum maps published on the web-site for parents, and District maps published on Google for teacher access. 24 Yes**

**Comments:**

- Much good curriculum work has taken place. Curriculum maps have resulted in good collaboration.
- Maybe the third level should be a course syllabus to outline like a unit plan the course being taught. Avoids issues of calling it lesson plans and allows it to be shared with fewer concerns.
- Check out a short term renewal on BYOC.
- Consider ending the contract earlier to save money.
- Yes!
- BYOC could have been cancelled years ago, as per some staff recommendations. It was disappointing to continue to waste money on this product.
- Get rid of BYOC as soon as possible. If we can upload/convert information sooner to save the district \$, let's do it!
- Parent concerns on resources might be able to be addressed with a program called "launchpad." We should chat about this.

**5. Approve the proposed eight year curriculum cycle revisions.** **21 Yes 2 Unsure**

**Comments:**

- Looks clearer now.
- Need to reduce to a six year cycle.
- Technology concerns.
- Include parent input as discussed.
- Let's look at shortening this cycle to reflect technology needs.
- Including suggested items.
- I have concerns about technology replacement cycle. Not sure if this can be resolved easily but it is a concern of the ITC committee. I would like to see a shorter cycle on materials/technology as needed.

**6. Recommend moving grades 4K-5 to a trimester system for grade reporting purposes.** **21 Yes 2 Unsure**

**Comments:**

- Term 1 & 3 for specials reporting.
- Change wording.
- Maybe change the word 'trimester' to grade period.
- Re-label to just three grading periods.
- Three grading periods instead of trimester.
- I feel this would be easier and more convenient for parents as well as teachers 😊.
- As a parent I'd like to see "specials" reported each trimester. November to June is too long without feedback. Realistically, a teacher won't be making contact during that time for 400 students.
- Cool! Do we have balanced representation of elementary vs. secondary on our CII? Glad to hear!
- I feel K-5 needs to move with 6-8/9. Middle school and junior high might as well move to tri as well for consistency.

K-5 Health Scope/Sequence

Grade	Mental/Emotional Health	Nutrition	Fitness	Infectious/Non Infectious Disease	Drug Prevention	Injury Prevention	Community/Environmental Health	Human Sexuality
K	Being unique/special, Identify feelings and how they change, Cooperation, Respect, Resolving/avoiding conflict/bullying prevention	Food groups, Body needs food for energy, Healthy Snacks, Food Safety	Types/Functions of Teeth, Brushing/Flossing, Protecting and cleaning the skin, Exercising, Resting and Sleeping Types/Functions of teeth, Dental Care, Keeping clean to fight germs, Regular safe Exercise, Protecting the skin, Good Posture, Adequate Sleep	Symptoms/Feeling of illness, Ways to keep disease from spreading, Ways to stay well	Why we use medicine, Forms of medicine, Medicine safety, Saying No, Tobacco use/refusal	Street Safety, Steps to stay safe, Poisons and avoidance, Fire prevention/safety, Water safety, Vehicle Safety	Community Health/Safety workers, Regular check-ups, Environment, Recycle/Reuse/Reduce	Bodies change as they grow, Major body parts, 5 senses, Responsibility
1	Showing Feelings, Being a Friend, Bullying Prevention, Dealing with Anger, What Makes me Special	Food groups, Food Plate, Preferred food from groups, Healthy Snacks, How the body uses food	Parts of the tooth, Primary vs. Permanent teeth, Model proper tooth care, Identify healthy foods for dental health, Cavity treatment, Recognize importance of personal hygiene, Identify benefits of exercise/sleep, Identify basic body systems.	Signs of Illness, Possible cause of illness, Ways to stay healthy, Allergies, Asthma, Head Lice	Safe use of Medicine, Legal drugs can be harmful, Avoidance of drugs	Street Safety, Vehicle Safety, How to prevent injuries, Fire Safety, Stranger Danger, Responding to emergencies	Community Health/Safety workers, Dispose of trash, Recycle/Reuse/Reduce	Living/nonliving things, 5 senses, Role of family in overall health
2	Factors that make me unique, Managing Feelings, Showing Respect, Bullying Prevention	How the body uses food and water, Healthy foods/myPlate, practices for safe food handling	What is an illness/disease, How do they spread, Prevention/ their effects on the body, Refusal skills	What is a drug/medicine, Rules to safely use medicine, Recognize common drugs and their effects on the body, Refusal skills	Safety rules/practices, First Aid for simple emergencies	Keeping safe, being responsible, stranger safety, Bullying, Safety at home, Safety in sports, Getting help, First Aid	Visit to Hospital, Keeping community clean	Signs of growth, 5 senses, Role of Family, Good Touch/Bad Touch, Family first in Human Sexuality Families and Influencing decisions, Growing and Changing, Taking care of our bodies/good touch/bad touch
3	Feelings, Stress, Relationships, Bullying Prevention, Communication	Food for healthy body, MyPlate, Healthy snacks, Consumer safety	Disease causes, symptoms, Contagious/ Non-Contagious, Disease Prevention	Harmful/Helpful Drugs, Rules for effective use, Refusal Skills			Health department, Hospital vs. clinic, pollution, Taking care of the Earth	

K-5 Health Scope/Sequence

<p>Internal Appearance, Working Together, Respect, Stress Management, Conflict Resolution, Bullying Prevention, Advertising</p>	<p>Eyes/Ear care, Posture, Positive Exercise Effects, Exercise Program, Goal Setting</p>	<p>Infectious/Non Infectious Disease, Prevention of spread of pathogens, Lifestyle risks, Things you can/can't control</p>	<p>OTC medicine vs. Prescription, Effects on the body, Tobacco/Alcohol harm, Intro, Addiction, Warning signs of use, where to get help, Refusal Skills and managing stress</p>	<p>Responding to emergencies, First Aid Techniques, Injury Prevention, Staying safe in Conflict situations, Making decisions/resolving conflicts</p>	<p>Types of families, How the body grows and develops, Communication skills</p>
<p>4</p>	<p>Goals, Me as a Learner, Conflict Resolution, Bullying Prevention</p>	<p>Infectious/Non Infectious, Preventing spread of pathogens, Hereditary/Behavioral Risks</p>	<p>Refusal Skills, Medicine use, misuse/abuse, Communication Skills, Advocacy</p>	<p>Safety related behaviors, Situational awareness/decision making, 9-1-1 situations, Basic 1st Aid</p>	<p>Human Growth and Development, Decision Making, Communication skills, Influences</p>
<p>5</p>	<p>Consumer fitness, Fitness choices, Body Systems</p>	<p>Protecting consumers, Gov't agencies that protect health</p>	<p></p>	<p></p>	<p></p>

English / Language Arts Strands—Grades 6 - 12

Grade	Reading Literature	Reading Information	Speaking and Listening	Language See Scope and Sequence	Argument Writing	Narrative Writing	Informative / Explanatory Writing
<b>Grade 6</b>	Short Story, Poetry, Drama and Novel Excerpt Selections <b>Novels</b> <i>The Cay</i> <i>Hatchet</i> <i>Freak the Mighty</i> <i>Flipped</i>	Informative articles, biographies, autobiographies, editorials, book reviews and memoirs	Write and deliver an argument View on-line documentaries - <i>Titanic at 100</i> - <i>Mammoth Shakes and Monster Waves</i> Create a multi-media presentation. Small and large group discussions	8 parts of speech Subjects and Verbs Kinds of Sentences punctuating dialogue subjective and objective pronouns possessive pronouns shifts in pronoun person and number	Write an argument that justifies your view.	Write a short story where the main character experiences a personal fear.	Choose a fear or phobia and write an expository essay addressing that fear or phobia.  Write a narrative non-fiction account of the events viewed in an online documentary
<b>Grade 7</b>	Short Story, Poetry, Drama and Novel Excerpt Selections <b>Novels</b> <i>The Giver</i> <i>Touching Spirit Bear</i> <i>Pete</i> <i>So Far From the Bamboo Grove</i>	Informative articles, biographies, autobiographies, on-line essays, editorials, book reviews and memoirs	Informal debate: 2 teams debating the same question Persuasive Speech - Is major exploration worth the risk? Dramatic Reading Small and large group discussions	prefixes Greek roots adverb clauses phrases dangling modifiers combining sentences with phrases misplaced modifiers fragments & run-ons	1-3 paragraph Argument Essay Persuasive Speech - Is major exploration worth the risk? Opinion Essay - Seeing is believing	Write a new chapter to <i>Uprising</i> Writing Poetry Expository Essay	Write a research report 1 paragraph analysis of poem <i>Your World</i> Poster or flyer announcing an exhibit Character profile Character Analysis Critique of Global Poverty Personal essay about a cause important to you
<b>Grade 8</b>	Short Story, Poetry, Drama and Novel Excerpt Selections <b>Novels</b> <i>The Outsiders</i> <i>Night</i>	Informative articles, biographies, autobiographies, editorials, book reviews and memoirs	Group poster illustrating central idea Prepare an oral report that proves or disproves a claim in an article read in class Write and deliver a persuasive speech Informal debate: 2 teams debating the same question Storyboard of a media Clip Create a Public Service Announcement Small and large group discussions	subject/verb agreement Mood of verbs commas and dashes infinitives fragments Latin suffixes Greek roots shifts in voice and mood domain specific words ellipses	Short argument response Opinion Essay explaining articles on teen driving	Short story that establishes, develops, and resolves a conflict	Theme analysis Personal response to racial prejudice Compare and Contrast essay Group poster illustrating central idea Literary analysis Character Profile Report on historical relationship between Britain and India Poetry Compare and Contrast

## English / Language Arts Strands—Grades 6 - 12

Grade	Reading Literature	Reading Information	Speaking and Listening	Language See Scope and Sequence	Argument Writing	Narrative Writing	Informative / Explanatory Writing
Grade 9	Short Story, Poetry, Drama and Novel Excerpt Selections <b>Novels</b> <i>Romeo and Juliet</i> <i>The Odyssey</i> <i>Lord of the Flies</i>	Informative articles, biographies, autobiographies, editorials, book reviews and memoirs	Informal debate: 2 learns debating the same question Write and deliver a persuasive speech Small and large group discussions	puns participial phrases parallel structure	Argument Essay: Romeo and Juliet: Who is to Blame?	Personal Vignettes	
Grade 10	Short Story, Poetry, Drama and Novel Excerpt Selections <b>Novels</b> <i>The Boy in the Striped Pajamas</i> <i>Parallel Journeys</i> <i>The Tragedy of MacBeth</i>	Informative articles, biographies, autobiographies, editorials, book reviews and memoirs	Small and large group discussions Participate in panel discussion Research project and presentation about women's history	Inverted sentence structure archaic words and sentence structure repetition and parallelism transitions parallel structure	Argument essay - Positive and/or negative aspects of change Argument: What constitutes true freedom?	Short story that establishes, develops, and resolves a conflict	Analysis essay - how do the texts support or not support a specific idea Research project and presentation about women's history Argument analysis - evaluate how author/speaker appeals to his audience Analytical essay of MacBeth
Grade 11							
Grade 12							

**Language Strand**  
**Scope and Sequence - Grades 6-12**

*I = Introduce*

*R = Review*

*M = Mastery*

*R & M = Review & Mastery*

	<i>I = Introduce</i>		<i>R = Review</i>		<i>M = Mastery</i>		<i>R &amp; M = Review &amp; Mastery</i>	
	6th	7th	8th	9 & 10	6th	7th	8th	9 & 10
<b>The Sentence and Its Parts</b>					<b>Adjectives and Adverbs</b>			
complete subjects and predicates	M				other words used as adjectives		I	M
simple subjects	M				what is an adverb		I	M
simple predicates, or verbs	M				avoiding double negatives		I	M
verb phrases	M				<b>Prep., Conj., Interjections</b>	6th	7th	8th 9 & 10
compound sentence parts	M				using prepositional phrases		I	M
kinds of sentences	M				conjunctions		I	M
subject complements		I	M		interjections		I	M
objects of verbs		I	M		<b>Verbals and Verbal Phrases</b>	6th	7th	8th 9 & 10
fragments and run-ons		I	M		gerunds		I	R & M
<b>Parts of Speech</b>					participles		I	R & M
<b>Nouns</b>	6th	7th	8th	9 & 10	infinitives		I	R & M
kinds of nouns	M				verbal phrases		I	R & M
singular and plural nouns	M				gerund phrases		I	R & M
possessive nouns	M				participial phrases		I	R & M
compound nouns	M				infinitive phrases		I	R & M
nouns as subjects & complements		I	M		<b>Sentence Structure</b>	6th	7th	8th 9 & 10
nouns in phrases		I	M		clause		I	R R & M
<b>Pronouns</b>	6th	7th	8th	9 & 10	simple & compound sentences		I	R R & M
subject pronouns	M				complex sentences		I	R R & M
object pronouns	M				dependent clauses		I	R R & M
possessive pronouns	M				compound-complex sentences		I	R R & M
reflexive and intensive pronouns		I	M		adjective and adverb clauses		I	R R & M
interrogatives and demonstratives		I	M		noun clauses		I	R R & M
pronoun/indefinite agreements		I	M		<b>Subject-Verb Agreement</b>	6th	7th	8th 9 & 10
personal pronouns		I	M		agreement in number		I	R R & M
pronoun-antecedent agreement	M				compound subjects		I	R R & M
using who and whom		I	M		indefinite pronouns as subjects		I	R R & M
<b>Verbs</b>	6th	7th	8th	9 & 10	<b>Capitalization</b>	6th	7th	8th 9 & 10
action verbs and objects	M				people and cultures	I	R	R R & M
linking verbs & predicate words	M				first words and titles	I	R	R R & M
principal parts of verbs	M				places and transportation	I	R	R R & M
irregular verbs	M				organizations and other subjects	I	R	R R & M
simple tenses	M				<b>Punctuation</b>	6th	7th	8th 9 & 10
perfect tenses		I	M		periods and other end marks	I	R	R R & M
shifts in tense		I	M		commas in sentences	I	R	R R & M
active and passive voice		I	M		commas, dates, addresses, letters	I	R	R R & M
the mood of a verb		I	M		punctuating quotations	I	R	R R & M
					semicolons and colons	I	R	R R & M
					hyphens, dashes, & parentheses	I	R	R R & M
					apostrophes	I	R	R R & M
					punctuating titles	I	R	R R & M
					ellipses and italics	I	R	R R & M





# Wisconsin Rapids Public Schools

## PROFESSIONAL DEVELOPMENT PLAN

### 2015-2016

**Planning & Preparation**  
Domain 1

- Elementary Health
- English/Language Arts
- Curriculum Mapping
- Assessment
  - ✓ Elementary Report Card Revisions
  - ✓ 4K-12 District Assessment Philosophy

**Classroom Environment**  
Domain 2

- Culturally-Responsive Schools and Practices
- RtI: Develop Behavior (Social/Emotional) Component
- Pro-Act, Trauma and Poverty Training
- Develop Positive Student-Teacher Relationships



“We believe each student is the first consideration of the educational process.”

WRPS Governing Value #1

**Professional Responsibilities**  
Domain 4

- Maintain and Expand Professional Learning Communities (PLCs)
- Continue with Educator Effectiveness: Process, Framework, and Reflection
- Develop Positive Teacher-Administrator Relationships and Staff Morale

**Instruction**  
Domain 3

- Higher-level Thinking, Questioning, and Creativity
- Teaching in Extended Time
- Technology: Tools and Integration
- Strategies for Differentiation

# Curriculum Subcommittee (CII) Goals 2015-2016

## Important Links

Strategic Plan: [http://media.wrps.org/pdf/strategic\\_plan13-14.pdf](http://media.wrps.org/pdf/strategic_plan13-14.pdf)  
 Technology Plan: <https://sites.google.com/a/wrps.net/2012-215-wrps-combined-information-and-technology-literacy-plan/>

ART	CAREER AND TECHNICAL EDUCATION	HEALTH	INFORMATION TECHNOLOGY/ LIBRARY MEDIA	LANGUAGE ARTS
<ul style="list-style-type: none"> <li>Set up a meeting schedule to work on curriculum changes.</li> <li>Begin working on curriculum mapping.</li> <li>Continue to discuss best practice and the materials needed for our acquisition.</li> <li>Continue working on common assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Continue implementation of communication plan and professional development plan, including Carl Perkins initiatives</li> <li>Continue to revise curriculum, assessments, and materials with the new CTE standards</li> </ul>	<ul style="list-style-type: none"> <li>Begin process of curriculum mapping at Secondary level.</li> <li>Begin implementing updated curriculum at elementary level.</li> <li>Pilot resources at elementary level.</li> <li>Continue Best Practice K-12</li> </ul>	<ul style="list-style-type: none"> <li>Continue updating K-12 Info Tech curriculum maps.</li> <li>Finalize a list of technology concepts and technology integration strategies for all staff.</li> <li>Create a new Combined Information and Technology Literacy Plan for 2015-2018.</li> <li>Review, update and provide support for Projects 4-8.</li> <li>Focus Professional Development in Google, Atomic Learning, blended learning environments, web page development and other emerging technologies.</li> <li>Explore and evaluate devices and infrastructure as it relates to a 1:1 computing environment.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement Wisconsin Rapids District Standards.</li> <li>Review progression and content of secondary (9-12) ELA courses. Present and plan for suggested changes as appropriate.</li> <li>Continue mapping work: Scope and Sequence K-12, creation of grade-level and course units K-12.</li> <li>Continue materials selection and piloting at elementary level.</li> <li>Gather parent input about materials – elementary level</li> <li>K-5 present materials to Educational Services Committee and Board for approval</li> <li>Materials purchase and implementation at elementary level</li> <li>K-12 staff receives staff development on best practice, new curriculum, materials, assessments and technology integration.</li> <li>Begin implementing updated curriculum, assessments and materials at secondary level.</li> <li>Continue to utilize technology tools in instruction.</li> </ul>

MATH	MUSIC	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	WORLD LANGUAGES
<ul style="list-style-type: none"> <li>Continue curriculum mapping process K-12 by completing Curriculum Maps and Unit Maps in all grades and core high school courses</li> <li>Provide or revise grade-level math standards (K-5) to district Assessment Committee for new elementary report cards</li> <li>Study data from WRPS student results on the new SBAC and ACT/WorkKeys state assessments</li> <li>Assist teachers in providing quality Tier 1 differentiated instruction</li> <li>Refine universal screening policies and Tier 2 and Tier 3 interventions per Rtl plan</li> <li>Support LHS teachers in the transition to teaching math courses on the trimester schedule</li> </ul>	<ul style="list-style-type: none"> <li>Provide staff development in the area of assessment</li> <li>Continue to develop and implement common assessments K-12</li> <li>Continue staff development in technology tools and use in instruction and assessment</li> <li>Review and revise curriculum</li> <li>Develop curriculum in 6th &amp; 7th Grade General Music</li> <li>Increase collaboration 6-12</li> </ul>	<ul style="list-style-type: none"> <li>Develop common grading rubric for elementary use of standards based grading.</li> <li>Create a new report card at elementary to reflect standards based grading.</li> <li>Best practice at Secondary with Trimester scheduling and unit plans.</li> <li>Professional development geared toward elementary pe staff navigating and using skyward.</li> <li>Move BYOC information into starting to develop Curriculum maps on google.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and maintenance K-5 NGSS Implementation</li> <li>Review (and potential revision) of K-5 Report Card - Science Portion</li> <li>Completion of 6-12 alignment to NGSS</li> <li>Completion of 6-12 acquisition of materials</li> </ul>	<ul style="list-style-type: none"> <li>Begin writing K-12 district and curriculum maps with goal of completion March 3rd (primary focus).</li> <li>Prepare for standards based report card: determine reporting standards for social studies.</li> <li>Gather parent input about materials - secondary level.</li> <li>Gather teacher input about curriculum and materials.</li> <li>Explore materials for piloting.</li> </ul>	<ul style="list-style-type: none"> <li>Continue professional development based on best practice.</li> <li>Continue to develop and discuss results of common assessments.</li> <li>Transition curriculum work in BYOC to Curriculum Maps in Google.</li> <li>Support teachers transitioning to teaching on the trimester schedule.</li> <li>Continue work to implement the GEAC.</li> </ul>

# Charlotte Danielson's FRAMEWORK FOR TEACHING

## DOMAIN 1: Planning and Preparation

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

## DOMAIN 4: Professional Responsibilities

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

## DOMAIN 2: The Classroom Environment

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

## DOMAIN 3: Instruction

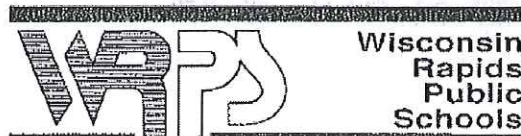
- 3a Communicating With Students**
- Expectations for learning
  - Directions for activities
  - Explanations of content
  - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
- Quality of questions/prompts
  - Discussion techniques
  - Student participation
- 3c Engaging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

## MISSION STATEMENT:

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

## GOVERNING VALUES

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



Thomas A. Lenk Educational Services Center  
510 Peach Street, Wisconsin Rapids, WI 54494  
(715) 424-6700

## Curriculum Maps

### Wisconsin Rapids Public Schools

#### Curriculum Map:

**Purpose:** Sets agreed upon areas of focus for the district and provides a broad K-12 view of the curriculum enabling developmental progression of knowledge and skills in the content area. Maps the essential curriculum (non-negotiables). Available to teachers, parents and the general public.

**Components:** Mission, Vision, Best Practice, Essential Questions, Content, Skills, Standards, Required State Assessments

#### District Map:

**Purpose:** Conveys the operational curriculum of the discipline and course/grade level for the District. Maps the essential curriculum (non-negotiables) in greater detail for teachers. Available to WRPS teachers.

**Components:** Curriculum Map, vocabulary, common district assessments, common district resources, common district activities if applicable, common areas of integration if applicable, suggested activities and resources if applicable.

#### Teacher Map (Optional):

**Purpose:** Developed by teachers. Conveys the operational curriculum at the classroom/teacher level. Provides opportunity for integration of content areas and teacher creativity.

**Components:** Curriculum Map and District Map, assessments, resources, activities, vocabulary, and timeline for instruction.

## Implementation

- 1) Curriculum Sub-Committees convert to curriculum maps based on where they are in the curriculum cycle.
- 2) Content in Build Your Own Curriculum (BYOC) transferred to Google Docs during 2015-16 school year. 2015-16 will be the final year of BYOC (savings of \$11,584.00).
- 3) Teachers will be informed of the transition through CII Sub-Committees and on fall Professional Development Days.

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## CURRICULUM CYCLE

<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>• Continue to implement new curriculum, assessments, and materials</li> <li>• Staff continues to receive staff development on new curriculum, assessments, and materials.</li> </ul>
<b>YEARS 2 &amp; 3</b>	<ul style="list-style-type: none"> <li>• Study and discuss best practice in discipline</li> <li>• Continue implementation of new curriculum, assessments, and materials</li> </ul>
<b>YEARS 4 &amp; 5</b>	<ul style="list-style-type: none"> <li>• Study and discuss best practice in the discipline</li> <li>• Conduct needs assessment/surveys with parents, students, and teachers</li> <li>• Start and continue to write and revise curriculum, assessments, and materials in BYOC</li> <li>• Continue to gather teacher input about curriculum/materials changes</li> <li>• Provide update to Educational Services Committee of potential curricular changes based on needs assessment and best practice study</li> </ul>
<b>YEAR 6</b>	<ul style="list-style-type: none"> <li>• Continue to revise curriculum, assessments, and materials in BYOC</li> <li>• Begin materials selection and piloting</li> <li>• Present updated curriculum entered into BYOC to Educational Services Committee and Board for approval</li> </ul>
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>• Gather parent input about materials</li> <li>• Gather teacher input about curriculum and materials</li> <li>• Present materials to Educational Services Committee and Board for approval</li> <li>• Continue piloting</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>• Materials purchase and implementation</li> <li>• Begin implementing updated curriculum, assessments, and materials</li> <li>• Staff receives staff development on new curriculum, assessments, and materials</li> </ul>

**OVER**



## CURRICULUM CYCLE – YEAR 8

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ELEMENTARY	Math		Science		Language Arts		Social Studies	
SECONDARY		Science		Language Arts		Social Studies		Math
ENCORE	World Languages	Physical Education 6-12	Physical Education K-5				Music	CTE
		Health 6-12	Health K-5			Art		

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

## Wisconsin Rapids Public Schools Curriculum Cycle

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

school  
SOFTWARE  
group

7197

School Software Group, Inc.  
61 N. Meadow Row Ct.  
Appleton, WI 54913  
(800) 596-0735

**Invoice #** 2979

**Purchase Order #**

Kathi Stebbins Hintz  
Wisc. Rapids Public Schools  
510 Peach Street  
Wisconsin Rapids, WI 54494

**Invoice Date:** 4/1/2015

**Due Date:** 5/1/2015

**Project:** BuildYourOwnCurriculum Lic

	Quantity	Rate	
Annual Base Fee - BYOC		1,000.00	1,000.00
Annual Usage Fee - BYOC (Student Count * \$2.00)	5,292	2.00	10,584.00

**Invoice Total**

**\$11,584.00**

**Remit To:** School Software Group  
61 N. Meadow Row Ct.  
Appleton, WI 54913

**Thank you for your business.**