



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

June 1, 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. 347-Rule(1) Guidelines for the Control and Maintenance of Student Records, 347-Rule(2) Student Records Files, 347 Exhibit – Request to Disclose Directory Information, and 491 Photographing of Students
 - B. Secondary Language Arts Acquisition
 - C. Co-Curricular Code of Conduct
 - D. Career and Technical Education (CATE) Update and Carl Perkins Approval
 - E. Response to Intervention (RtI) Guide Approval
- IV. Updates
 - A. Wellness Committee Update
 - B. Pause Bill
- 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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Board Policy 347 Rule (1) and 347 Exhibit (Attachments A and C) related to the release of "directory data" was updated in September, 2014 to expand the District's definition of student directory data. Wis. Stat. §118.125(j) and the Family Educational Rights and Privacy Act (FERPA) provide school boards with authority to designate certain personally-identifiable student information as directory data which can be disclosed without obtaining the specific written consent of a student's parent/guardian (or adult student).

Prior to the September, 2014 change, the District defined directory data to include: student name, address, telephone listing, and grade. The revision to Board policy in September, 2014 expanded the definition of directory data to include: student date of birth, participation in activities and sports, weight and height of members of athletic teams, photographs, degrees and awards received, and name of school most recently attended. The purpose of expanding the items included as directory data was to bring the Board policy in line with the on-going practice of releasing student data for items such as publication in yearbooks, athletic/sports program booklets, awards program booklets, school newsletters, and release of honor roll information or other achievement data to local media. WRPS takes student privacy very seriously, and is interested in protecting the release of personal student information as much as possible and allowable under state and federal regulations.

Since September, 2014, a number of school districts around the state have received special record requests for student directory data which gained media attention. WRPS is one of the districts which received a request from School Choice Wisconsin to release student information. While the District was obligated to comply with the request, another review of Board policy and our current practice concerning the release of directory data took place.

As required by law, parents are notified at the beginning of each school year through the District "Annual Notice" about their right to restrict the release of student directory data. Parents have 14 days from the time they receive the Annual Notice to express their desire to restrict the release of directory data on their student(s) by placing such a request in writing. Very few parents have opted to restrict the release of student information since data disclosed for school related purposes is not viewed as an undue intrusion on a student's or family's privacy. Concerns connected to identity theft and child safety have changed how people view the sensitivity of basic data.

In light of the concerns raised across the state when the School Choice Wisconsin request was made, the administration recommends additional changes to Board Policy 347 Rule to remove "date of birth" and "telephone listing" as designated directory data.

This would leave the following items designated as directory data: student name, present address, photographs, degrees/awards received, major field of study, participation in activities/sports, weight/height on athletic team, and name of school student most recently attended.

It is helpful to the District to have directory data designated so that yearbooks, athletic and other program booklets, newsletters, awards and achievements, and posts to WRPS social media accounts and web pages can continue without having to request parental permission in every instance in which student information might be released for District purposes. Beginning with the 2015-16 academic year, the administration will again be informing parents through the Annual Notice of their right to restrict the release of directory data. However, an additional process will be implemented as well in which every parent/guardian will be provided an "opt-out" notice at the beginning of their student's elementary, middle school, junior high, and senior high school years. A sample of this "Release of Student Directory Data Notice" can be found in Attachments E and F. Parents would continue to have the option of changing their directory data permissions at any time either by using the form or simply by placing their request in writing. Parents who do not return the Release of Directory Data form or provide a request in writing to restrict release would have directory data released on their individual student(s), should a request be made by any party. Parent permissions will be tracked within our student information database system.

Note that at the high school level, there is an additional federal statutory provision contained in § 9528 of the Elementary and Secondary Education Act (ESEA) in which separate notice is required to opt out of releasing student information to military recruiters and/or postsecondary institutions. Special notice about this provision is

included in the high school version of the Release of Student Directory Data form. If a parent does not opt out, districts are required to provide military recruiters or an institution of higher education with secondary students' names, addresses, and telephone numbers. The high school informs parents each year about their right to opt-out of this release, and our Annual Notice also contains this information.

Board Policy 347 Rule (2) – Student Records Files (Attachment B) contains recommended changes with regard to the maintenance of pupil records. Pupil records include both physical records in folders as well as electronic records stored in the computerized student information management system (Skyward). The policy was last revised in April, 2001 and needs updating to bring it in line with how physical pupil records and electronic records handling has evolved over the past 14 years.

Board Policy 491 – Photographing of Students (Attachment D) was also reviewed along with the pupil record policies. Slight revisions are being suggested to align it with the changes being recommended in Policy 347 Rules (1)(2)/Exhibit and in light of Policy 731.1 – Locker Room Privacy which was developed in November, 2008 as a result of 2007 Wisconsin Act 118.

The administration recommends approval of the suggested changes to Board Policy 347 – Rule (1) Guidelines for the Control and Maintenance of Student Records; Board Policy 347 – Rule (2) Student Records Files; Board Policy 347 Exhibit – Request to Disclose Directory Data Information; and Board Policy 491 – Photographing of Students for first reading.

B. Secondary Language Arts Acquisition

In May of 2015, Roxanne Filtz, English Language Arts Sub-Committee Co-Chair and Secondary Literacy Supervisor, along with members of the English/Language Arts CII Sub-Committee, were present to propose an updated secondary English/Language Arts curriculum. The Educational Services Committee and the Board of Education approved the updated curriculum.

The same group will be present to request approval of materials to be purchased that will support the updated curriculum. Attachment G sets out the acquisition request. Roxanne Filtz will be present to explain the acquisition request.

The administration recommends approval of the secondary English/Language Arts acquisition set out in Attachment G in the amount of \$259,260.99, to be paid for from the district curriculum budget and curriculum referendum dollars.

C. WRPS Co-Curricular Code of Conduct

Ronald Rasumussen, Principal of Lincoln High School, will be present to explain several proposed updates to the WRPS Co-Curricular Code of Conduct set out in Attachment H.

A summary of the proposed changes include the addition of:

- language to reflect the rule that students must be in school by 11:00 a.m. to practice or rehearse.
- language that allows the Appeals Committee to revise a penalty.
- language that provides for students to be subject to future code revisions when signing the current code.
- language that reflects the move to trimesters.

The administration recommends approval of the updates to the WRPS Co-curricular Code of Conduct.

D. Career and Technical Education Update and Carl Perkins Approval

The Department of Public Instruction's (DPI) yearly grant application process, implementation, accountability, and evaluations keep WRPS Career and Technical (CTE) programs on the cutting edge of DPI's initiatives and business and industry standards. This process results in our innovative curriculum enhancements and modifications in all CTE areas. Eric Siler, CTE Coordinator will be present to update the committee.

The allocation for the Carl Perkins Grant for the 2015-16 school year is \$42,528.00. The focus of secondary CTE in the 2015-16 grant continues to be STEM education, preparation and transition to post-secondary education and career pathways. Attachment I provides a listing of Advanced Standing and Transcribed credit agreements between Lincoln High School and Mid-State Technical College (MSTC). The 2014-15 Transcribed credit classes including the cost savings to LHS students, number of students, and credits earned will be available from MSTC in early July and shared with the Board in August.

The administration recommends approval of the 2015-16 Carl Perkins Grant in the amount of \$42,528.00

E. Response to Intervention (RtI) Guide Approval

In December of 2013, WRPS officially began implementing Response to Intervention (RtI). Prior to that date, there were several staff members that spent many hours planning an effective implementation of RtI. In May of 2013, the Educational Service Committee and the Board of Education approved the *WRPS RtI Guide*.

Since 2013, the implementation of RtI has been successful in that several students have made gains in both math and reading. However, several modifications have been made to make RtI even more successful. These modifications are included in Attachment J, which is an updated *RtI Guide*. This guide will be distributed to staff in the fall of 2015. A summary of the modifications in the guide include:

- the addition of several interventions.
- more defined procedures for referral, interventions and progress monitoring.
- greater definition of the differences between tier 2 and tier 3 interventions.
- the transition from paper record-keeping to Skyward.
- greater definition of the roles of professional staff as related to RtI.

The administration recommends approval of the modifications to the WRPS Response to Intervention Guide.

IV. Updates

A. District Wellness Committee

The district Wellness Committee met four times during the 2014 – 2015 school year. The committee developed goals in each of the four required areas:

Nutrition Education:

- The school district will integrate nutrition education into curricular areas (where appropriate) to provide students (K -12) with a consistent message of building habits that support a healthy lifestyle.

Nutrition Promotion:

- The school nutrition program, in partnership with other school departments and community organizations, will work to market and promote locally grown foods to students.

Nutrition Guidelines:

- The school district will comply with USDA Smart Snack regulations related to foods that are sold to students during the school day.

Physical Education:

- The school district will provide K-12 students with a physical education program that meets DPI / NAPSE standards.

Attachment K sets out the list of objectives, as well as the implementation and monitoring plan that was developed by the committee to achieve these goals. The document includes a summary of other wellness activities that occurred in the district throughout the school year.

B. Pause Bill

The Governor signed SB 67, also known as the Pause Bill, stipulating that the Department of Public Instruction (DPI) shall not produce School and District Report Cards this year and that the results from 2014-15 testing cannot be used in Educator Effectiveness. However, 2014-15 assessment results will still be publicly posted in WISEdash. In addition, 2014-15 assessment results will still be used for federal accountability requirements. Finally, the results will be used in calculating value added scores and student growth measures in future years for Educator Effectiveness and school and district report cards.

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:

- One to One Initiative (July)
- Elementary Health Acquisition (July)
- Wisconsin Student Assessment System (WSAS) Results (August)
- 6-9 Scheduling Committee Update (September)
- WRPS School and District Report Cards (September)
- WRPS Professional Development Document (October)

347-RULE(1) GUIDELINES FOR THE CONTROL AND MAINTENANCE OF STUDENT RECORDS

Definitions

Student records include all records relating to individual students, regardless of format, other than notes or records maintained for personal use by teachers or other certified personnel which are not available to others, and records necessary for and available to persons involved in the psychological treatment of a student.

- a. Progress records include a statement of the courses taken, grades awarded therein, the student's extracurricular activities, the student's immunization records and the student's attendance records.
- b. Behavioral records include psychological tests, personality evaluations, records of conversations, written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, student physical health records other than immunization records, law enforcement agency records and any other student records that are not progress records.
 - (1) Law enforcement agency records include those records obtained from a law enforcement agency relating to (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a child, (3) an act for which a district student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating certain specified laws, and (4) the act for which a juvenile enrolled in the District was adjudged delinquent. The law enforcement agency may provide such record information to the District on its own initiative or upon request of the superintendent or designee, subject to the agency's official policy. The District may also enter into an interagency agreement with law enforcement and other appropriate agencies to provide for the routine disclosure of record information in accordance with state law provisions. If a law enforcement agency denies access to any of the aforementioned records, the District may file a petition with the court seeking access to the records based on legitimate educational or safety interests in the records.
 - (2) Law enforcement unit records include those records maintained by a law enforcement unit of the District that were created for the purpose of law enforcement. A "law enforcement unit of the District" is an individual, office, department, division or other component of the District that is authorized by the Board of Education to do any of the following: 1) enforce any law or ordinance, or refer to the appropriate authorities a matter for enforcement of any law or ordinance against any person other than the school district, and/or 2) maintain the physical security and safety of a public school.
 - (3) Court records include those records received from a court clerk concerning a juvenile enrolled in the District who: (1) has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, (2) has been adjudged delinquent, (3) has school attendance as a condition of his/her court dispositional order, or (4) has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult, and has been adjudged delinquent on that basis.
- c. Student physical health records include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first-aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.

- d. Patient health records include all records relating to the health of a student prepared by or under the supervision of a health care provider which are not included in the student “physical health records” definition above.
- e. **The following information is designated in the District as directory data and may be released upon request in accordance with law and District procedures: Student’s name, present address, telephone listing, major field of study, date of birth, participation in activities and sports, weight and height of members of athletic teams, photographs, degrees and awards received, name of school most recently attended.**

Confidentiality

Individuals collecting or using personally identifiable information in the district will receive training or instruction regarding security and state and federal confidentiality requirements.

All student progress and behavioral records are confidential, with the following exceptions:

- a. A student, or the parent(s)/guardian(s) of a minor student, shall, upon request, be shown and provided with a copy of the student’s progress records. The inspection of progress records by the parent(s)/guardian(s), minor student, or adult student must take place in the presence of a designated school employee. Initial copies of student records will be provided on request at no cost and within a reasonable time period after inspection. Additional copies may be provided at a cost of 15 cents per page.
- b. An adult student, or the parent(s)/guardian(s) of a minor student, shall, upon request, be shown, in the presence of a person qualified to explain and interpret the records, the student’s behavioral records. Such student or parent(s)/guardian(s) shall, upon request, be provided with a copy of the behavioral records.
- c. Student records shall be disclosed at the request or order of a court. The District shall make a reasonable effort to notify the parent(s)/guardian(s) or adult student of the order in advance of compliance therewith, except as otherwise provided by law.
- d. If school attendance is a condition of a student’s dispositional order under state law, the Board shall notify the county department that is responsible for supervising the student within five days after any violation of the condition by the student.
- e. A law enforcement agency shall be provided a copy of a student’s attendance record if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student’s attendance record information except as permitted by law. When a student’s attendance record is disclosed to a law enforcement agency for purposes of truancy, the student’s parent(s)/guardian(s) shall be notified of that disclosure as soon as practicable after the disclosure.
- f. A fire investigator shall be provided a copy of a student’s attendance record if the fire investigator certifies in writing that: (1) the student is under investigation for arson, (2) the student’s attendance record is necessary for the fire investigator to pursue his/her investigation, and (3) the fire investigator will use and further disclose the student’s attendance record only for the purpose of pursuing that investigation.
- g. Student records must be disclosed to an investigating law enforcement agency or district attorney if the person to whom the records are disclosed certifies in writing that the records: 1) concern the juvenile justice system and the system’s ability to effectively serve the student, 2) relate to an ongoing investigation, or 3) pending delinquency petition, and 4) that they will not be disclosed to any other person except as authorized by law.

- h. The District may disclose student records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of any individual. In making this determination, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from student records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. The District shall record the following information when it discloses student record information under this exception: 1) the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure, and 2) the parties to whom the District disclosed the information.
- i. The District may disclose student records to a city attorney, corporation counsel, agency as defined in section 938.78(1) of the state statutes, intake worker under section 48.067 or 938.067 of the statutes, court of record, municipal court, private school or another school board if disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other person except as otherwise authorized by law. This disclosure can be made for any purpose concerning the juvenile justice system and the system's ability to serve a student prior to adjudication.
- j. The school district clerk or his/her designee shall make student records available for inspection or, upon request, disclose the contents of student records to authorized representatives of the Department of Corrections, the Department of Health and Family Services, the Department of Justice, or a district attorney for use in the prosecution of any proceeding or any evaluation conducted under chapter 980 (sexually violent persons commitment), if the student records involve or relate to an individual who is the subject of the proceeding or evaluation. The court in which the proceeding is pending may issue any protective orders that it determines are appropriate concerning student records made available or disclosed under this provision. Any representative of the Department of Corrections, the Department of Health and Family Services, the Department of Justice, or a district attorney may disclose information obtained under this provision for any purpose consistent with any proceeding under chapter 980.
- k. Student records shall be made available to school district officials who have been determined by the Board to have legitimate educational interests, including safety interests, in such records. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or district responsibilities.
 - 1. Law enforcement records may be made available to those school officials with legitimate educational interests (including safety interests) in the information. If law enforcement record information obtained by the District relates to a district student, the information may also be disclosed to those district employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for students enrolled in the District.

The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's athletic code.

Law enforcement unit records may be made available to school officials under the same conditions as outlined above regarding access to law enforcement agency record information.

2. Court records obtained by the District must be disclosed to district employees who work directly with the juvenile named in the records or who have been determined by the Board to have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's co-curricular athletic code.
- l. Upon the written permission of an adult student, or the parent or guardian of a minor student, the school shall make available to the person named in the permission form, the student's progress records or such portion of the behavioral records as determined by the person authorizing the release. Law enforcement records may not be made available under this exception unless specifically identified by the adult student or by the parent or guardian of a minor student in the written permission form.
 - m. Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to a witness's credibility or competency. The District shall make a reasonable effort to notify the parents/guardians or adult student of the subpoena in advance of compliance therewith, except when otherwise provided by law.
 - n. The Board may provide the DPI or any public officer with any information required under Chapters 115 to 121 of the state statutes. The Board shall provide the DPI with any student record information that relates to an audit or evaluation of a federal or state-supported program or that is required to determine compliance with state law provisions.
 - o. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by the IEP team under state and federal law.
 - p. Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements.
 - q. Upon request, the names of students who have withdrawn from school prior to graduation shall be provided to the technical college district board in which the public school is located or, for verification of eligibility for public assistance, to the Department of Health and Family Services, the Department of Children and Families or a county department under sections 46.215, 46.22 or 46.23 of the state statutes.
 - r. Except as otherwise provided below, directory data may be disclosed to any person, if the school has (a) notified the adult student or parent/legal guardian ~~or guardian ad litem~~ of a minor student of the categories of information which it has designated as directory data, (b) informed such persons that they have 14 days to inform the school that all or any part of the directory data may not be released without their prior consent, and (c) allowed 14 days for such persons to inform the school in writing that all or any part of the directory data may not be released. ~~Requests to withhold directory data should be directed to the Superintendent.~~

Parents/guardians will be provided a "Directory Data Consent" form to complete (the parent/guardian or adult student need not complete the District form to opt out and instead may simply place their request in writing) which will remain in effect until the student transitions to a new building in the district, such as elementary to middle school; middle school to junior high; junior high to high school. Parents/guardians or adult students will be reminded annually that they are free to change their directives with regard to the release of directory data at any time by completing a new consent form or by placing their request in writing. If no request to withhold directory data is received, directory data will be released in accordance with federal and state law. The District will not release directory data earlier than 14 days after the initial written notice for the adult student or parents/guardians, or after the District has been restricted from doing so by any of the parties.

1. If the District has followed the notification procedure outlined above, and the adult student or parent/legal guardian ~~or guardian ad litem~~ does not object to the directory data being released, a college board must be provided, upon request, with the name and address of each student who is expected to graduate from high school in the current school year.
 2. If the District has followed the notification procedure outlined above, and the adult student or parent/ legal guardian, ~~or guardian ad litem~~ does not object to the directory data being released, the Board Clerk or his/her designee shall, upon request, provide any representative of a law enforcement agency, city attorney, district attorney or corporation counsel, county department under sections 46.215, 46.22, or 46.23, a court of record or municipal court with such directory data information relating to any such student enrolled in the District for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency, or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the district.
 3. Directory data shall not be released for commercial or promotional purposes. "Commercial" shall be defined as the intent or design to make a financial profit or gain. "Promotional" shall be defined as contributing to the growth or prosperity of the party making the request.
 4. Directory data may be released to organizations such as colleges and universities, technical colleges and armed forces recruiters when the request is for educational or career opportunity purposes.
 5. A secondary school student or the parent of the student may request (using the Directory Data Release form or by placing their request in writing) that the student's name, address and telephone listing not be released to military recruiters or institutions of higher education without prior written parental/adult student consent. Requests of this nature will be honored by our district.
- s. The Board may disclose personally identifiable information from an adult student's records to the student's parent(s) or guardian, without the adult student's written consent, if the adult student is a dependent of his/her parent(s) or guardian under the Internal Revenue Code. An exception shall be made when an adult student has informed the school, in writing, that the information may not be disclosed.
 - t. The Board shall, on or before August 15 of each year, report to the appropriate county departments under sections 51.42 and 51.437 the names of students who reside in the district, are at least 16 years of age, are not expected to be enrolled in an educational program two years from the date of the report and who may require services under sections 51.42 or 51.437 (community mental health, development disabilities, alcoholism and drug abuse). The parent(s)/guardian(s) of such students shall be contacted to obtain informed consent prior to making such a report.
 - u. Student patient health care records may be released only to persons specifically designated in state law or to other persons with the informed consent of the patient or a person authorized by the patient. Student patient health care records maintained by the District may only be released without informed consent to a district employee or agent if he/she is responsible for the preparation or storage of such records or access to such records is necessary to comply with a state or federal law requirement. Any student record that concerns the results of a test for the presence of human immunodeficiency virus (HIV) shall be confidential and may be disclosed only with the informed written consent of the test subject.
 - v. The District shall, upon request, provide student disciplinary records necessary for purposes of student enrollment in another public school district as permitted by law. These records may include:
 - (1) A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student;

- (2) A written explanation of the reasons for the expulsion or pending disciplinary proceedings; and
- (3) The length of the term of the expulsion or the possible outcomes of the pending disciplinary proceedings.

Parent Access to Records

A parent, regardless of whether the parent has legal custody of the child, shall have access to a child's medical, dental and school records unless the parent has been denied access to such records as outlined by state law (e.g., denied periods of physical placement with the child, ordered by the court).

Amendment of Records at Parent's/Guardian's Request

A parent(s)/guardian(s) or adult student who believes that information contained in the student's records is inaccurate, misleading, or otherwise in violation of the student's rights of privacy may request in writing that the District ~~to~~ amend the records. Within a reasonable time after receiving the request, the District shall decide whether to amend the records in accordance with the request and inform the parent(s)/guardian(s) or adult student of the decision.

If the District refuses to amend the records, it shall inform the parent(s)/guardian(s) or adult student of the refusal and advise him/her of the right to a hearing. The request for a hearing shall be filed in writing with the District Administrator or designee. The parent(s)/guardian(s) or adult student shall be given notice of the date, place, and time of the hearing reasonably in advance of the hearing.

The parent(s)/guardian(s) or adult student shall be informed of the decision within a reasonable period of time after the hearing. If the District decides that the information is inaccurate, misleading or otherwise in violation of the student's privacy rights, the education records of the student shall be amended accordingly. If the District decides that the information is not inaccurate, misleading or otherwise in violation of the student's privacy rights, the parent(s)/guardian(s) or adult student shall be informed of the right to place a statement commenting upon the information in the education records and/or describing reasons for disagreeing with the decision of the District. The explanation shall be maintained as part of the records as long as the record or contested portion is maintained by the District. If the records of the student, or the contested portion are disclosed to any party, the explanation shall also be disclosed to that party.

Maintenance, Disclosure, and Destruction of Records

- a. While students are attending school, their ***progress, behavioral, and health*** records will be maintained in the school of attendance ***while special education records in their original form are maintained at the District central administrative office***. Law enforcement unit records, pupil services records, and student ***physical health and*** patient health care records shall be maintained separately from a student's other student records. Upon transfer of the student to another school operated by the District, the records shall be transferred to that school. When the student ceases to be enrolled in a school operated by the District, his/her records will be ***maintained in accordance with the Wisconsin Records Retention Schedule***. ~~transferred to the District office.~~ ***Pupil records are the property of the District, and will be maintained by the school until a transfer request is received from another school or school district at which the pupil has enrolled.***
- b. The building principal shall have primary responsibility for maintaining the confidentiality of all student records kept at the school. Except as otherwise provided, all requests for inspection or for transfer to another school district should be directed to the building principal who will determine whether inspection or transfer is permitted under state and federal law and these procedures. Upon transfer of student

records to the central administrative office, the District Administrator or his/her qualified designee shall assume these duties.

- c. Records should be kept under lock and key at all times, under the supervision of the designated employee. Computerized data banks pose special problems of maintenance, security and access. Any procedures developed for handling information located in computerized data banks shall be in accordance with all procedures outlined herein.
- d. ~~Records which are transferred to the District office~~ When the *a* student ceases to be enrolled, *records* shall be maintained in accordance with the Wisconsin Records Retention Schedule for School Districts. as follows:
 - ~~1. All behavioral records will be destroyed one year after the date the student graduated from or last attended the school unless the student or his/her parent(s) or guardian(s) if the student is a minor, gives permission for the records to be maintained for a longer period of time. Where such written permission is received, behavioral records will be maintained for the time period specified in the written permission or, if no such time period is noted, for as long as the District's needs require.~~
 - ~~2. Progress records will be kept for 30 years after the student ceases to be enrolled in the District.~~
- e. The Director of Pupil Services shall be responsible for reviewing records of students with disabilities before they are destroyed. Parents/guardians and adult students shall be informed of information that is no longer needed to provide educational services to the student with a disability, and of their right to obtain a copy of such information before it is destroyed.
- f. A record of each request for access to and each disclosure of personally identifiable information from the education records of a student shall be maintained with such student's records, except when the request is from or the disclosure is to the following person/party:
 - The parent(s)/guardian(s) of adult students;
 - A school official;
 - A party with written consent from the parent(s)/guardian(s), or adult student;
 - A party seeking or receiving records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed; or
 - A party seeking directory data.

Transfer of Student Records

Progress, ~~and~~ behavioral, ***health, and special education*** records relating to a specific student shall be transferred to another school or school district within five (5) working days of receipt of notice as follows:

- a. upon written notification from an adult student or the parent(s)/guardian(s) of a minor student that the student intends to enroll in a school in another school district;
- b. upon written notification from the other school district that the student has enrolled; or,
- c. upon written notification from a court that a student has been placed in a secured correctional facility, secured child caring institution, or a secured group home.

Complaints Regarding Alleged Noncompliance With Federal Requirements

Adult students or parents/guardians of minor students may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education for alleged District noncompliance with requirements of the federal Family Educational Rights and Privacy Act (FERPA).

Annual Public Notice

Parents/guardians and students shall be notified annually of the following: (a) their rights to inspect, review and obtain copies of student records; (b) their rights to request the amendment of the student's school records if they believe the records are inaccurate or misleading or otherwise in violation of the students' rights of privacy; (c) their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent; (d) the categories of student record information which have been designated as directory data and their right to deny the release of such information; and, (e) their right to file a complaint with the Family Policy and Compliance office of the U.S. Department of Education.

Parents/guardians of secondary school students shall also be notified of their option to request the District not to release the secondary school student's name, address or telephone listing to military recruiters or institutions of higher education without prior written parental consent.

When a student transfers into the District after the above notice has been given, the student and his parent(s)/guardian(s) shall receive a copy of the notice.

LEGAL REF.:	Wisconsin Statute Sections	<u>48.396</u>	
		<u>115.792</u>	115.812(2)
		118.125	118.126
		118.127	118.51(8)
		118.52(10)	146.81 – 146.84 5
		252.04	252.15
		767.41(7)	938.396
		938.342(1r)	
		950.08(2w)	
	Chapter 19, Subchapter IV		
	Family Educational Rights and Privacy Act	<u>[20 U.S.C. Section 1232g, 34 C.F.R. Sec. 99]</u>	
	<i>Individuals with Disabilities Education Act</i>	<u>[34 C.F.R. part 300]</u>	
	<i>Elementary and Secondary Education Act</i>	<u>[20 U.S.C. § 7908]</u>	
	<i>National School Lunch Program</i>		
	<i>No Child Left Behind Act of 2001</i>	<u>(Section 9528)</u>	
	Protection of Pupil Rights Provision of General Education Provisions Act		
	U.S.A. Patriot Act		
	Wisconsin Act 309		

CROSS REF.: **347 – Student Records**
347 Rule (2) – Student Records Files
347 Exhibit – Request to Disclose Directory Information
823 – Access to Public Records
(WI DPI Publication) - Student Records & Confidentiality
Wisconsin Records Retention Schedule

APPROVED: November 11, 1974

REVISED: September 1985
 September 1993
 April 9, 2001
 September 9, 2002
 September 12, 2011
 September 8, 2014
TBD

347-RULE(2) STUDENT RECORDS FILES

In accordance with the Wisconsin Department of Public Instruction (DPI) guidelines concerning the treatment and storage of pupil records, the following student records are started in kindergarten, and kept maintained for each student:

1. Cumulative Record Folders- *Progress Records, Behavioral Records, and Health Record Folders (and a Special Education Folder, if necessary)*

~~All data which are entered on the report card are recorded here. The results of all standardized tests are recorded in the proper spaces.~~

~~The results of the Basic Reading Tests are recorded on the cumulative individual record and placed in the student's cumulative record folder.~~

~~Other items to be placed in the folder include: warning slips, teacher comments, important correspondence, health notes, accident reports and records from other schools, notes and reports on student achievement, behavior problems, etc., student test scores, and records of parent conferences.~~

Progress Record folders will contain items such as grades, courses taken, co-curricular activity information, permission slips, Acceptable Use Policy (AUP) forms, transcripts, attendance data, awards, and school pictures. These records will be housed at the school building.

Behavioral Record folders will contain items such as written statements concerning a student's behavior, custody or court documents, expulsion records, bus misconduct reports or letters, seclusion/restraint orders, student enrollment forms, and assessment records (school psychological tests, achievement tests, gifted/talented assessment results, RtI/PBIS data, 504 plans, etc.). These records will be housed at the school building.

Health Record folders will contain immunization and lead screening records, emergency medical cards, logs of medication or first aid administered, athletic permit cards, vision/hearing screening records, prescription medication permission forms, etc.). These records will be housed at the school building. Patient Healthcare records containing medical/health reports from healthcare providers, medical diagnoses, etc. will be kept in a separate patient healthcare record folder and stored in a file cabinet designated at the building for this purpose.

A Special Education folder will be housed in the Pupil Services Central Office and contain referral forms, Individualized Education Plan (IEP) reports and documents of planned interventions and activities including related services.

2. ~~Register~~ *Student Information Management System*

~~Students' information such as name, birth date, race/ethnicity, parent(s)/guardian(s) names, emergency contact information, attendance, etc. as well as progress and behavioral information is maintained in a computerized information management system. Parents/guardians will complete an on-line enrollment verification process prior to the beginning of each school year in order to update and verify that all information currently on file with the District concerning their student(s) is accurate.~~

3. ~~Health Cards~~

~~These are kept in the nurse's or principal's office and record the school's physical history of students. At the time a student transfers from the system, this card should be forwarded with the other records to the central office.~~

Name of Student

For a variety of reasons, some parents or guardians may desire to have their children called by other than their legal surnames. This is permissible but shall be done only when it has been ascertained that it is the request of the legal guardian. It shall be our practice to recognize the wishes of the person having custody. However, for future verification and identification, the legal name shall also be included on any permanent type records.

APPROVED: November 11, 1974

REVISED: April 9, 2001
TBD

347 EXHIBIT – REQUEST TO DISCLOSE DIRECTORY INFORMATION

School _____
Name _____ Date _____
Address _____ Telephone _____

Agency or institution represented: _____

Please state the intended use of this directory information: _____

To receive directory information, the participant must agree to comply with the following:

1. State the use of the data.
2. Allow the District 20 days to provide directory data.
3. The District will charge its usual and customary fee to provide copies of directory data if the written record is conducive to photocopying. If not, the actual cost of reproduction will be charged.
4. Directory data must be picked up at the school by the party requesting it. **Directory data includes: student name, present address, ~~telephone listing~~, major field of study, ~~date of birth~~, participation in activities and sports, weight and height of members of athletic teams, photographs, degrees and awards received, name of school most recently attended.**
5. Directory data provided herein shall not be published or disseminated to other parties in any way by the recipient. It is intended for the sole use of the organization as stated on this form, **and any requestor is to abide by state and federal laws/regulations concerning the re-disclosure of pupil records.**
6. Failure to comply with the above could result in denial of future requests.

The undersigned recipient(s) requests the Wisconsin Rapids Public Schools to disclose the above requested directory information and agree to the above mentioned requirements.

FOR OFFICE USE ONLY

Approved:

YES

NO – Reason: _____

Principal Signature: _____

(Signature)

(Signature)

Revised 9/___/___

491 PHOTOGRAPHING OF STUDENTS

Taking pictures of school students and buildings for commercial purposes is prohibited. *No cameras or devices of any kind are to be used in school locker rooms at any time.*

1. "Commercial purposes" means (a) for sale, whether at a profit or not; (b) for use in connection with the advertisement or promotion of goods or services.
2. "School students" means boys and girls enrolled in the school during that part of the day they are at school, on the school grounds, or engaged in any activity under the direction and supervision of the school.

Taking pictures of school students is permissible in the following instances, within good judgment as to time, place, and circumstances, and with administrative approval. Student pictures may be taken:

1. By an established news service or publication for purely news or feature use;
2. For use by the schools *or District for public relations endeavors, or* for illustrative or historical purposes;
3. By individuals for personal use and not for sale; and
4. For use in ~~the high school annuals~~ *school yearbooks and publications*; and
5. For picture-taking projects in accordance with established procedures.

LEGAL REF.: Sections 118.12 Wisconsin Statutes
118.125

CROSS REF.: 347, Student Records
731.1 – Locker Room Privacy

APPROVED: November 11, 1974

REVISED: August 13, 2001
TBD



NOTICE

RELEASE OF STUDENT DIRECTORY DATA (Grades 4K-9)

Dear Parent(s)/Guardian(s):

Under State and federal law (Wis. Stat. § 118.25 and 20 USC 1232g / 34 CFR 99.3) individuals and organizations have a right to request student “directory data.” WRPS wants you to be aware of your options with regard to the release of any information concerning your child.

WRPS Board Policy 347 **designates the following information** as *directory data*:

Student Name	Student Major Field of Study
Student Present Address	Student Participation in Activities/Sports
Student Photographs	Student Weight/Height on Athletic Team
Student Degrees/Awards Received	Name of School Student Most Recently Attended

The ability to release directory data helps WRPS to include the above information in certain school publications, on the District webpage or social media accounts, and to provide special recognition in the local newspaper through publishing academic achievements such as the Honor Roll or “Student of the Month,” and so on. We believe in showcasing the talents of our students and enjoy publicizing their accomplishments and the good things happening in our schools. On the other hand, we also take student privacy very seriously, and are careful about what information does get released.

Some examples of publications where WRPS might release directory data include:

- Playbills showing your student’s role in a drama/musical production
- School annual yearbook
- Athletic programs/rosters as in football, which lists a student’s name, grade, height, and weight
- Honor rolls or other recognition lists such as on a scholarship awards night
- Graduation programs

As explained in the Annual Notice which you receive at the beginning of every school year, State law does allow parents to opt out of the release of their student’s directory data. You can choose to use the enclosed release form if you wish to restrict release, or place your request in writing on a separate piece of paper. ***If you choose not to respond*** within 14 days of your receipt of this information, the District is obligated to release directory data to any party requesting it in accordance with state and federal statutes. While you will be reminded annually about your options pertaining to directory data release, your written release permissions will stay in effect until your child transitions to a new grade level building in the district (such as moving from grade 5 to the middle school; middle school to junior high; junior high to high school) or until a new request is placed in writing by you.

For more information about the WRPS policy on student records, you can go to www.wrps.org, and find Board Policy 347 and 347 Rule under the “School Board” section of the webpage. You may also request a hard copy of the policy from your child’s school office.

Sincerely,

Dr. Colleen Dickmann
Superintendent of Schools

CD/mah

PARENTAL CONSENT FORM FOR RELEASE OF STUDENT DIRECTORY DATA ⇨ Grades 4K-9

(Complete this form and return it to your child's school office.)



Wisconsin Rapids Public Schools
510 Peach Street
Wisconsin Rapids, WI 54494
(715) 424-6700

If we do not receive a completed Directory Data Release Form back from you within 14 days of your receipt of this form, we will release directory data to any party requesting it in accordance with state and federal statutes.

WRPS Board Policy 347 designates the following information as Directory Data:

- | | |
|--|--|
| <input type="checkbox"/> Student Name | <input type="checkbox"/> Student Major Field of Study |
| <input type="checkbox"/> Student Present Address | <input type="checkbox"/> Student Participation in Activities/Sports |
| <input type="checkbox"/> Student Photographs | <input type="checkbox"/> Student Weight/Height on Athletic Team |
| <input type="checkbox"/> Student Degrees and Awards Received | <input type="checkbox"/> Name of School Student Most Recently Attended |

The ability to release directory data helps WRPS to include the above information in certain school publications, on the District webpage or social media accounts, and to provide special recognition in the local newspaper through publishing academic achievements such as the Honor Roll or "Student of the Month," and so on. Some examples where information may be used/released by WRPS:

- Playbills showing your student's role in a drama/musical production
- School annual yearbook
- Graduation programs
- Athletic programs/rosters as in football, which lists a student's name, grade, height, and weight of team members
- Honor rolls or other recognition lists such as on a scholarship awards night

Please fill in your student's information below, select from the list of Options, and SIGN this form at the bottom:

Student Name: _____ **Grade:** _____ **School:** _____

Check each option (A, B, C, or D) below for which you grant WRPS permission to release directory data on your child:

OPTION A: WRPS RELEASE – WRPS Publications/Social Media

WRPS may release my student's directory data for WRPS related publications and social media posts. *Examples are:*

WRPS generated publications such as yearbooks, athletic programs, playbills for drama/musical performances, school newsletters, the WRPS website or WRPS social media accounts such as Facebook/Twitter, etc.

OPTION B: OUTSIDE MEDIA RELEASE – Newspapers or News Channels

WRPS may release my student's directory data to outside media. *Examples are:*

Outside news media publications may publish academic achievements such as the "Honor Roll" or other special academic recognition, and to develop education related news stories.

OPTION C: OTHER OUTSIDE REQUESTS

WRPS may release my student's directory data to any other entity/individual requesting this information from the District.

OPTION D: NO – please do not release ANY of my child's directory data – this includes for yearbook purposes **(if you select this option, do not check any other boxes).**

PARENT/GUARDIAN NAME: _____

PARENT/GUARDIAN SIGNATURE: _____ **DATE:** _____

Your release permissions will stay in effect until your child transitions to a new grade level building in the district (such as moving from grade 5 to the middle school; middle school to junior high; junior high to high school) or until a new request is submitted in writing by you.









NOTICE

RELEASE OF STUDENT DIRECTORY & OTHER STUDENT DATA (Grades 10-12)

Dear Parent(s)/Guardian(s):

Under State and federal law (Wis. Stat. § 118.25 and 20 USC 1232g / 34 CFR 99.3) individuals and organizations have a right to request student “directory data.” WRPS wants you to be aware of your options with regard to the release of any information concerning your child.

WRPS Board Policy 347 **designates the following information** as *directory data*:

 Student Name	 Student Major Field of Study
 Student Present Address	 Student Participation in Activities/Sports
 Student Photographs	 Student Weight/Height on Athletic Team
 Student Degrees/Awards Received	 Name of School Student Most Recently Attended

The ability to release directory data helps WRPS to include the above information in certain school publications, on the District webpage or social media accounts, and to provide special recognition in the local newspaper through publishing academic achievements such as the Honor Roll or “Student of the Month,” and so on. We believe in showcasing the talents of our students and enjoy publicizing their accomplishments and the good things happening in our schools. On the other hand, we also take student privacy very seriously, and are careful about what information does get released.

Some examples of publications where WRPS might release directory data include:

- Playbills showing your student’s role in a drama/musical production
- School annual yearbook
- Athletic programs/rosters as in football, which lists a student’s name, grade, height, and weight
- Honor rolls or other recognition lists such as on a scholarship awards night
- Graduation programs

As explained in the Annual Notice which you receive at the beginning of every school year, State law does allow parents to opt out of the release of their student’s directory data. You can choose to use the enclosed release form if you wish to restrict release, or place your request in writing on a separate piece of paper. **If you choose not to respond** within 14 days of your receipt of this information, the District is obligated to release directory data to any party requesting it in accordance with state and federal statutes. Your release permissions will stay in effect through your child’s last year of attendance in high school, or until a new request is placed in writing by you.

For more information about the WRPS policy on student records, you can go to www.wrps.org, and find Board Policy 347 and 347 Rule under the “School Board” section of the webpage. You may also request a hard copy of the policy from your child’s school office.

Sincerely,



Dr. Colleen Dickmann
Superintendent of Schools

CD/mah

**For High School Students Only
SPECIAL Notice - Directory Data**

Unless parents or students who are 18 opt out, local school districts receiving federal assistance are required to provide directory data (students' names, telephone listings, and addresses) when requested by military recruiters or institutions of higher education (colleges/universities/technical colleges). Do you grant permission for WRPS to share directory data with (please check the appropriate circle):

↵ Military Recruiters: YES NO ↵ Higher Educational Institutions: YES NO



**For High School Students Only
RELEASE OF GRADES, TRANSCRIPTS & SELECT ADDITIONAL RECORDS**

If the student plans to attend post-secondary schooling, (technical college, university, military program, etc.), a request may come in from the college or military institution to which the student has applied for certain additional pupil records. Please check the box below and fill in your student's information to authorize the release of transcripts/grades, or additional records in these instances. (Do not check the box if you do not wish to grant this release.)

I hereby authorize the administration and the Office of Student Services to release a copy of transcripts/grades and/or additional records to:

Colleges, Universities, Scholarships, Military, NCAA, Standardized Testing (such as ACT)

STUDENT NAME: _____

DATE OF BIRTH: _____

MAIDEN NAME: _____

YEAR of GRADUATION: _____

The following information is included on the transcript of grades:

1. Statement of Courses Taken
2. Grades
3. ACT Scores
4. Attendance

Additional records as needed which may be released:

- Psychological Tests Health Records Free/Reduced Lunch Information



This authorization will remain in effect until graduation/transfer from the school, or unless revoked in writing at a future date by the parent/guardian or adult student.

PARENT/GUARDIAN NAME: _____

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

WRPS Secondary Language Arts Acquisition Proposal June 2015

Classroom Package includes:

- 75 copies of Student Edition Textbook
- 75 copies of Close Reader Print Subscription for 6 years (new books each year)
- 75 copies of Online Interactive Edition with Close Reader, Student Access for 6 years
- 75 copies of Performance Assessment – print for 1 year
- 75 copies of Close Reads App for digital access for 6 years
- 1 copy of integrated print and digital Teacher Edition for 6 years (including Close Reader)
- 1 copy of Performance Assessment Teacher’s Guide
- 1 Downloadable Teacher Resource Tool PDF
- 75 copies of Downloadable Student Edition PDF

Grade 6

4 Classroom Packages (300 copies)

40 Online Interactive Edition with Close Reader for 6 years

1 integrated print and digital Teacher Edition for 6 years (including Close Reader)

Total for Grade 6 = **26,250.97**

Grade 7

4 Classroom Packages (300 copies)

40 Online Interactive Edition with Close Reader for 6 years

1 integrated print and digital Teacher Edition for 6 years (including Close Reader)

Total for Grade 7 = **26,250.97**

Grade 8

4 Classroom Packages (300 copies)

40 Online Interactive Edition with Close Reader for 6 years

1 integrated print and digital Teacher Edition for 6 years (including Close Reader)

Total for Grade 8 = **26,250.97**

Grade 9

4 Classroom Packages (300 copies)

40 Online Interactive Edition with Close Reader for 6 years

1 integrated print and digital Teacher Edition for 6 years (including Close Reader)

Total for Grade 9 = **26,250.97**

Grade 10

4 Classroom Packages (300 copies)

40 Online Interactive Edition with Close Reader for 6 years

2 integrated print and digital Teacher Edition for 6 years (including Close Reader)

Total for Grade 10 = **27,234.32**

Grade 11

150 Print Student Editions

6 integrated print and digital Teacher Editions for 6 years (including Close Reader)

Total for Grade 11 = **9,449.49**

Grade 12

90 Print Student Editions

4 integrated print and digital Teacher Editions for 6 years (including Close Reader)

Total for Grade 12 = **5,706.11**

Professional Development

eLearning and Consulting Services – Initial Program Overview

Advanced Implementation Workshops

Total for PD = 2,800.00

Shipping and Handling

2.00%

Total S/H = **2,706.80**

Total Cost of the Houghton Mifflin Harcourt Collections Program purchase for 6 years for grades 6 -12

\$153,792.86

Hardware Purchase per Secondary Building

WRAMS

3 Chromebook Carts each holding 32 Chromebook computers

East

3 Chromebook Carts each holding 32 Chromebook computers

LHS

3 Chromebook Carts each holding 32 Chromebook computers

Replacement

7 Chromebooks

(295) SS Chromebook 11 – Intel Celeron Processor – 4 GB Ram

Total = 69,522.65

(295) Chrome Management Console for Dells

Total = 7,375.00

(9) Chromebook Cloud32 Carts w/PowerProdigy and Balloon Wheel

Total = 13,570.48

Total Cost for Hardware Purchase

\$90,468.13

Novel Purchases

WRAMS = \$2,500.00

East = \$2,500.00

LHS = \$10,000.00

Total Cost for Novel Purchase

\$15,000.00

Total Acquisition Cost for Secondary Language Arts

\$259,260.99

WISCONSIN RAPIDS PUBLIC SCHOOLS

CO-CURRICULAR ACTIVITIES
CODE OF CONDUCT

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

Reviewed and Approved by the Board of Education

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I. Goals of Co-Curricular Activity Participation

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

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

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

II. Definition of Co-Curricular Activities

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

Category 1 – Athletics

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

Girls' Sports

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

Boys' Sports

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

Category 2 – Competitive Activities

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

Cheer & Stunt/Coed	Dance/Girls	Skills USA
Power Lifting Club/Coed	Figure Skating Team	Mock Trial
Archery	Visual Arts Classic	FCCLA
Chess Club	DECA	FBLA
Forensics	Math League	Pro Start Cooking

Category 3 – Leadership & Public Recognition Activities

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

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

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

National Honor Society	Class Officers	FFA
School Musical	Badger Boys/Girls	Bloodstone
Commencement Speakers	Key Club	Student Council
Letter Winners Club	Drama Club	Ambassadors
Courts (Homecoming, Prom, Winter, etc.)		Art Honor Society

Category 4 – Music/Class Related Activities

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

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

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

Category 5 – Intramural and Interest Clubs

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

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

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

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

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

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

III. Eligibility Rules

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

- c. A WIAA Rules of Eligibility Form must be signed by parents and athletes of grade 9-12 before any participation in practice or competition once per school year.
- E. Academic Rules - Academic eligibility requirements shall commence upon initial enrollment in the first activity/sport.
- A student must satisfy WRPS and Wisconsin Department of Public Instruction requirements defining a full time student.
 - Only full time WRPS students in grades 9-12 may participate in District co-curricular programs. (Full-time status will be determined by the Registrar, Principal and/or the Athletic Director.)
 - In grades 6-8, only full-time WRPS students and students in private schools within our district who are current members of the WIAA may participate in District co-curricular programs.
 - A student becomes a ninth grader the day after his/her last day of eighth grade.
- F. Students are eligible for participation in a co-curricular program if they have received no more than one (1) grade of "F" or one (1) grade of "Incomplete" from the previous progress report or semester/term official grading period.
- For grades 8-12, there are 6 periods of evaluation upon which academic eligibility is based.
 - The evaluation periods in the semester/term are summative in nature and are not separate mini-grading periods. The next semester/term evaluation period restarts calculations and are also summative in nature.
 - For grades 6-7 there are 8 periods of evaluation upon which academic eligibility is based.
 - A student becomes a ninth-grader the day after his/her last day of eighth grade.

ACADEMIC ELIGIBILITY OVERVIEW

Grades 8 - 12

EVENT	INELIGIBILITY	SPRF TO TEACHERS	ELIGIBLE	STILL INELIGIBLE
LHS & EJH Progress Report 1	15 scheduled school days	14th day	Play 16th day	5 more days
EJH Progress Report 2 / LHS Term 1	15 scheduled school days	14th day	Play 16th day	5 more days
EJH Semester 1 / LHS Progress Report 3	15 scheduled school days	14th day	Play 16th day	5 more days
EJH Progress Report 3 / LHS Term 2	15 scheduled school days	14th day	Play 16th day	5 more days
EJH Progress Report 4 / LHS Progress Report 3	15 scheduled school days	14th day	Play 16th day	5 more days
EJH Semester 2 / LHS Term 3 (to Fall)	21 calendar days	20th day	Play 22nd day	5 more days

Grades 6 - 7

EVENT	INELIGIBILITY	SPRF TO TEACHERS	ELIGIBLE	STILL INELIGIBLE
Mid-Quarter 1 Report	10 School Days	9th day	Play 11th day	5 more days
Quarter 1	15 School Days	14th day	Play 16th day	5 more days
Mid-Quarter 2 Report	10 School Days	9th day	Play 11th day	5 more days
Quarter 2	15 School Days	14th day	Play 16th day	5 more days
Mid-Quarter 3 Report	10 School Days	9th day	Play 11th day	5 more days
Quarter 3	15 School Days	14th day	Play 16th day	5 more days
Mid-Quarter 4 Report	10 School Days	9th day	Play 11th day	5 more days
Quarter 4 (to Fall)	15 Calendar Days	14th day	Play 16th day	5 more days

- e. Each time a 6th -12th grader still has 2 or more "F's" or "Incompletes" after an initial ineligibility period, he/she must wait another full 5 scheduled school days before taking another Student Progress Report Form (SPRF) to teachers. The SPRF may be circulated on the 6th day in these situations.
- G. Academic Ineligibility/Eligibility Procedures (From Semester 1/Terms 1 & 2 - For the Winter/Spring)
- a. Students who receive more than 1 "F" or 1 "Incomplete" from the Semester One official grading period are ruled ineligible. Co-curricular ineligibility begins on the third day after grades have been posted by the registrar. An ineligible student becomes eligible according to the aforementioned and they no longer have two (2) or more "F's", "Incompletes", or one of each.
 - b. It is the responsibility of the ineligible student to initiate a Student Progress Report Form (SPRF) which must be filled out by each of the student's teachers. (These forms are available in the Student Services Office.) See Academic Eligibility Overview Chart for timelines.
 - c. A Student Progress Report Form, completed and signed by an ineligible student's classroom teachers, must be returned to the Student Services Office before the end of the ineligibility period.
 - d. Eligibility, if successfully reinstated, will begin on the scheduled formal school day according to the overview charts. If the SPRF shows that a student is still ineligible after 15 days then the student must wait five (5) consecutive scheduled school days to once again submit an SPRF to his or her classroom teacher(s).
- H. Academic Ineligibility/Eligibility Procedures (From Semester 2/Term 3 - For Fall)
- a. The minimum ineligibility period for the Fall shall be the lesser of A.) 21 consecutive calendar days beginning with the date of the earliest competition, meet or performance, or B.) One-third of the maximum number of games, meets, or performances allowed by the WIAA (rounded up if one-third results in a fraction). See Academic Eligibility Overview Chart for timeline.
 - b. Summer School - Students may erase ineligibility for a second semester grade ("F") by retaking and passing that specific course during the summer school term. A maximum of one credit may be earned during the summer term.
- I. Eligibility Points of Interest
- a. There are no WRPS or WIAA restrictions on practicing or traveling while ineligible; however, advisors, coaches or administrators may wish to limit some aspects of practice participation involvement and travel until grades are acceptable.
 - b. Athletes who are ineligible during the WIAA Tournament (for any reason) may not appear in uniform, participate in warm-ups, and may not participate in the awards ceremony at WIAA tournaments.
 - c. An athlete must be academically eligible in order to serve any Code violation suspension. If an athlete becomes academically ineligible while serving a Code violation, suspension for any events remaining of the Code suspension will be applied after academic eligibility is regained.
 - d. If a student falsifies a recorded grade and/or the signature of a teacher on a Student Progress Report Form, he/she will be subject to a Code of Conduct violation for "conduct unbecoming an athlete."
- J. Attendance Rules
- a. All student participants in co-curricular programs must be in school ALL DAY in order to participate in a contest/event. Prior arrangements and/or approval must be made through the building administrator and/or athletic director's office for special circumstances.

- b. Failure to be in attendance as stated will result in non-participation in all co-curricular events that day.
- c. Exceptions to this attendance rule will include the following
 - i. Absences which have been excused for a funeral, court appearance, school approved trips, documented medical appointments, exercising of voting rights, or for other unusual or extenuating circumstances/family emergencies as cleared with the principal and/or athletic director in advance. Hunting or fishing is not an exception.
 - ii. Absences in an activity that is related to a classroom grade.
 - iii. A participant who misses school on a Friday may participate on the weekend per approval by the building administrator or athletic director.
- d. If a student is truant on days other than the day of a contest/event, he/she may be withheld from one contest or event for each truancy. (The term, truancy, refers to an unexcused absence for two or more class periods in a school day.)
- e. All students must be in attendance by 11:00 a.m. for the remainder of the school day in order to practice.

K. Suspension

- a. Students suspended out of school during a season will be ineligible to participate in practices and events during the period of suspension. Events missed during the days of suspension will not count toward penalties being served for a Code violation penalty.
- b. Out of School Suspension from school is an automatic Code of Conduct violation and penalties will be applied per the Code status of the individual involved.

L. Failure to Complete a Season

- a. A student who is dropped from one activity for disciplinary reasons shall be ineligible to participate in another activity during that same season.
- b. A student who quits a seasonal co-curricular activity shall be ineligible to participate in another activity during that season unless he/she receives consent from the coaches or advisors involved. (This does not apply if the activity meets all year or if a student is cut from a team.)

IV. Social Behavior and Conduct Rules

- A. A student is covered by the Code of Conduct from the time he/she begins his/her involvement with the co-curricular program until the conclusion of his/her co-curricular activity career. (Grades 6-8 career and Grades 9-12 career)
- B. Students are expected to follow all school rules and to display high standards of behavior, including good sportsmanship, respect for others, and use of appropriate language and dress at all times. Students are expected to follow the curfews established by the coach/advisor of each activity.
- C. Eligibility may be regulated by school wide discipline structures. A teacher may refer a participant to the appropriate coach/advisor when the teacher believes that the participant's school conduct is disruptive or undesirable (gross insubordination, endangerment of health and safety, etc.)
- D. The coach/advisor shall define the consequences for poor student conduct in writing prior to the start of the season. Consequences may include suspension from participation. These consequences must be approved by the building administration and kept on file with the Athletic Director. Consequences established by a coach/advisor cannot supersede the provisions of the WRPS co-curricular code.
- E. Application of the WRPS Co-Curricular Code
 - a. Duration of Code Violations: Violations of the Co-Curricular Code will be cumulative during a Grades 6-8 career and a Grades 9-12 career. Penalties from 8th grade will be transferred to 9th grade as applicable for the serving of an existing penalty. This serving of

- a penalty will not count as the first violation of a student's 9-12 career.
- b. Honesty Clause: Any student who voluntarily turns himself/herself in for a first violation of the Code shall have the penalty reduced by one contest of the penalty specified in the Code. (This only applies if an individual was not already identified, ticketed, etc. by any authorities.)
 - c. Examples of Prohibited Conduct: Rules are established for the best interests of the participants and the school. The participant who complies with those rules demonstrates a desire to dedicate him or herself to self-improvement as well as to enhance the best interests of fellow teammates, coach/advisor and school. Rules must be observed by all participants throughout the year including when the particular activity is not in season. A participant must refrain from any conduct at any time that would reflect unfavorably on him or herself or the school.

F. Major Rule/Conduct Infractions

- a. The following is a list of representative major infractions but is not a comprehensive list of all possible offenses. In each situation, a student will receive a minimum of a 1st level Code penalty. WRPS retains the right to consider the totality of the circumstances and impose a penalty that may exceed a 1st level Code violation.
 - i. Out of school suspension.
 - ii. Use, possession, buying, or selling of controlled substances, unauthorized prescription drugs, street drugs and Performance Enhancing Substances (PES).
 - iii. Use, possession, buying or selling of alcoholic beverages, tobacco/nicotine, e-cigarettes in any form.
 - iv. Possession or use of drug paraphernalia.
 - v. Hazing, harassment, initiations, discrimination, transmission of inappropriate pictures online, cyber bullying on-line...in violation of Wisconsin Statute 948.51.
 - vi. Possession of a dangerous or concealed weapon on school grounds.
 - vii. Falsifying grades or teachers' signature on any report or document.
 - viii. Vandalism of property.
 - ix. Threatening a staff member.
 - x. Battery or sexual assault.
 - xi. Charged with a serious local, state, or federal violation(s) which may or may not include a citation or arrest; may include a criminal offense or violation of an ordinance having a statutory counterpart.
 - xii. Hosting a party or gathering where illegal activities are held which may include underage consumption of alcohol, illegal use of controlled substances, contributing to the delinquency of minors, not cooperating with law enforcement, etc.
 - xiii. Damage to any school property, property while under school supervision, damage to property of employees and students of the school district and damage to school buses.
 - xiv. Threats to personal safety, assaults, and conduct that interferes with or during school activities or bussing.
 - xv. Flagrant misbehavior in school, on school grounds or on buses that is disrespectful and defiant toward school or bus personnel.
 - xvi. Any athlete convicted of a felony (or other crime as determined by the Administration) will be suspended from participation (practice and competition) for a minimum of one calendar year. Restriction from participation shall be effective from the date of the crime.

- xvii. Unacceptable conduct contrary to the ideals, principles, and standards of Wisconsin Rapids Public Schools, the Wisconsin Valley Conference, the Great Northern Conference, the WIAA and any applicable conference affiliations.

G. Minor Rule/Conduct Infractions.

- a. The following is a list of representative minor infractions but is not a comprehensive list of all possible offenses. In each situation, WRPS reserves the right to consider the totality of the circumstances and render a judgment regarding (1) whether a particular action/inaction is an infraction under the Code; (2) the degree (major/minor) of the violation; and (3) an appropriate penalty.
 - i. Failure to attend all practices and contests unless excused by the coach or the advisor.
 - ii. Failure to maintain practice hours and/or rules designated by the coach or advisor. These rules will be distributed in writing to every participant. These rules will be discussed by the coach or advisor. These rules will be on file with the Principal and Athletic Director at the beginning of the season or activity.
 - iii. Failure to treat coaches, advisors, faculty and staff with respect.
 - iv. Equipment abuse, loss and tardy or improper return, or possession of equipment out of season.
 - v. Inappropriate use of the Internet, personal electronic and digital devices, on or off campus. This includes Acceptable Use Policy (AUP) violations.
 - vi. Profanity or obscene gestures.
 - vii. Unsportsmanlike conduct.
 - viii. Cheating and/or plagiarism.
 - ix. Repeated inappropriate classroom conduct/disruption.
 - x. Repeated/Multiple in-school suspensions.
 - xi. Excessive classroom tardiness.
 - xii. Bus misconduct resulting in a bus suspension.
 - xiii. Truancy/Unexcused Absences.
 - xiv. If placed on detention, the participant must fulfill the obligation within 2 school days.

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

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

WRPS expressly reserves the right to impose a penalty it deems appropriate for each individual situation and case. Code violations are cumulative throughout a student career (grades 6-8 career and then grades 9-12 career). NOTES: 1.) A student has 3 strikes and out at their grades 6-8 career and then again at their grades 9-12 career. 2.) There is no statute of limitations on reporting Co-Curricular Code violations. However, it will be at the discretion of the administration on whether to take action on reports that are not made in a timely manner.

A. Consequences for Major Rule Code Violations:

- a. First Major Violation: (In grades 6-8 and/or 9-12 careers)
 - i. A first major violation of the Code will result in a suspension from competition for a period of 30% of the contests ... based upon each school's total regular season scheduled events for each specific activity. (See Appendix A)

1. Any remaining percentage of that suspension not served shall be recalculated and applied toward the next activity in which a student participates in and completes. Any fraction of a competition will be rounded upward. (See Appendix A)
 2. If a suspension carries over into the WIAA tournament series, the athlete will miss the entire tournament series. This clause pertains to team tournaments as well as the individual tournament series. (A WIAA tournament event series missed will count as ONE event toward the penalty to be served.)
 3. Any student serving a penalty during an activity must remain in the sport in order for the penalty to be completed. If a student quits the activity, the penalty will carry over to the next season or activity in which the student participates.
- b. Second Major Violation: (In grades 6-8 and/or 9-12 careers)
- i. A second major violation of the Code will result in suspension from competition for a period of 60% of the contests based upon each school's total regular season scheduled events for each specific activity. (See Appendix A)
 1. All other sanctions listed under the first violation will be served before a second violation suspension begins.
 2. Unserved suspension time will be recalculated for the next season/activity participated in and as applicable; and WIAA series applications will be similar to those listed under first violations.
- c. Third Major Violation: (In grades 6-8 and/or 9-12 careers)
- i. A third major violation of the Code will result in loss of eligibility for activities in Categories 1 & 2 for the entirety/remainder of a grades 6-8 career and/or 9-12 career.
- d. Notes about Violations:
- i. A student who is academically ineligible must serve this penalty and regain eligibility status before serving other code violation penalties.
 - ii. A student found to be involved in the use or abuse of alcohol and controlled substances, including steroids, performance enhancers, etc. will receive sanctions and also be referred to Student Services and the School Resource Officer.
 - iii. Students who are reported for Co-Curricular Code violations will be sanctioned, if the violation is substantiated, to a reasonable degree by the athletic director and/or administration.
 - iv. See Appendix A – CHART OF INELIGIBILITY for the calculation of normal suspension periods.
- B. Consequences for Minor Rule Violations
- a. The consequence for minor rule violations will be decided upon by the coach(s)/advisor(s) through a joint consultation that includes the Athletic Director and/or administration. (Consequences may include a Code violation ruling.)

VI. Enforcement of Activity Code Rules

A. Investigation

- a. Coaches, advisors, teachers and/or administrators must report violations of the Code of Conduct at any time they become aware of the violation. Law enforcement agencies may report alleged violations of the Code of Conduct at any time they become aware of the violation. The report of the incident may be written or verbal. In this case, investigation of the event must be immediate with no statute of limitations.

- b. Any student or person from the public may notify school authorities regarding alleged rule violations in writing in the form of a signed letter to the Athletic Director or administration. A violation must be reported within 28 days from the alleged violations(s).
- B. Upon receiving a report that a violation may have occurred:
- a. A member(s) of the administration or designee will interview the accused participant. If the participant admits to a violation, a suspension/Code penalty will be rendered and explained clearly to the student. A written letter will be sent to the parent/guardian.
 - b. When a suspension is rendered, it shall begin the day the decision is rendered to the student. The decision to suspend a student from participation will be implemented immediately and will remain in force until completed or until overturned through the appeal process. If a student disagrees with the judgment/penalty they may appeal the judgment/penalty by following the appeals procedure. (See Section D)
- C. Enforcement
- a. All co-curricular activities that a student is involved with will be subject to the enforcement of a penalty.
 - b. If the student is not out for a sport at the time of a violation, the penalty will affect the next sport season the student successfully completes.
 - c. If the student is currently not participating in a non-athletic co-curricular event at the time of a violation, a penalty may be enforced in the next subsequent activity in which they normally participate per the discretion of the advisor.
 - i. All violations will be documented in the student's file. The number of violations automatically corresponds to the penalty level in all activities.
 - ii. Any student serving a penalty during a sport or activity must remain active and finish in good standing in the sport or activity in order for the penalty to be successfully served.
 - d. During a student's first offense suspension, the advisor/coach of an activity may:
 - i. Eliminate the student from some practices/meetings/events
 - ii. Prohibit the student from travelling to away events
 - e. Students suspended from a competitive contest that required student-subsidized travel will forfeit all personal funds paid in advance of the competition.
- D. Appeal Procedure
- a. Requesting an Appeal
 - i. An athlete, his/her parent(s) or guardians may appeal an Activities Code suspension by requesting in writing, of the building Principal, a hearing of the Appeal Committee. This request must be received by the building Principal within five (5) school days from the date of the suspension notification. Penalties will be served during the appeal process. Appeals do not stop the penalty phase of a Code violation.
 - b. The Appeal Committee
 - i. The role of the committee is restricted to reviewing the facts of the alleged violation of the Code, determining whether or not a violation occurred, and the penalty to be served in a violation occurred.
 - ii. The Appeal Committee for each case will be selected by the Athletic Director and a building administrator. The Appeal Committee will meet to hear the appeal within five (5) school days of receipt of the request. The Appeal Committee will be made up of the following individuals:
 - 1. Chairperson – Principal (non-voting except for tie breaks)

2. Athletic Director or Administrator (from a different school building than the appealing student)
 3. Two Coaches/Advisors not associated with the athlete/participant as a coach or advisor
- c. Appeal Hearing Procedures
- i. The student, his/her parent/custodial guardian, and/or a legal representative may attend the appeal hearing.
 - ii. During the appeal hearing,
 1. The chairperson will review the procedures to be followed, and answer any questions that will clarify those procedures;
 2. The person who issued the Code violations will provide:
 - a. A summary of the overall situation, in the context of how/where the violation took place
 - b. The specific charges against the student
 - c. A description of the incident using witness information to substantiate the violation
 - d. The nature of the disciplinary measures taken as a result of the violation
 - iii. The student or his/her representative(s) may ask questions necessary to bring out facts or to clarify points of dispute.
 - iv. The student or his/her representative(s) may present his/her involvement using witness information if needed to bring out facts and/or to serve as a defense.
 - v. The parties may ask questions of any person relevant to the appeal hearing.
 - vi. The Appeal Committee members may ask questions of the person who issued the charges, the student or any witness.
 - vii. Each party summarizes his/her position for the members of the Appeals Committee.
 - viii. Within five (5) school days of the hearing, a decision will be made regarding the appeal. Such a decision will make findings of facts and communicate such to the student and his/her parents in writing.
- E. Further Appeal
- a. If further appeal is requested based on the findings and decision of the Appeals Committee, the suspension may be appealed directly to the Personnel Committee of the Board of Education by filing a written request to the Superintendent of Schools within five (5) school days after receiving the Appeal Committee's decision.
 - b. Within ten (10) school days after receiving this request, the Personnel Committee of the Board of Education will review the findings of the Appeal Committee hearing but does not conduct a hearing. The Personnel Committee may affirm, reverse, or modify the decision of the Appeal Committee. Within five (5) school days, the decision of the Personnel Committee will be given to the student and his/her parent(s) in writing. The decision of the Personnel Committee is final and not subject to Board review.

VII. Miscellaneous

A. Equipment/Supplies

- a. All students will be furnished equipment/supplies as applicable at the start of sports seasons. It is the responsibility of each student to make sure that uniforms are maintained in a state of proper cleanliness and repair. If, during the season, a student should lose any equipment/supplies, or ruin equipment/supplies by misuse, the student will pay for lost or ruined equipment/supplies before being issued any new items. At the end of an activity the

student will turn in all gear that was issued. Anything not turned in must be paid for. Parents will be notified of the debt.

B. Travel

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

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

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

VIII. Dissemination

A. Preseason Meeting

- a. This Code shall be distributed to each student at a preseason meeting or on the first day a student reports for a co-curricular activity. The Co-Curricular Code will also be available on the WRPS website in lieu of distributing paper copies.
- b. Additional standards determined by each coach or advisor shall also be written and distributed to each student at the same time. A copy shall be placed on file with the athletic director and/or school principal.
- c. Students and parents should read all items and ask for clarification by the coach or advisor of any items not understood. Participation by the student in the activity/sport is a representation by the student and parent/guardian that they read and understand the Code.

B. Parent Involvement

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

C. Integrity of the Code

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

D. Future Code Changes

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

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

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

Date: _____ Grade in School: _____

Student: (print name) _____ Parent/Guardian: (print name) _____

Student Signature: _____ Parent/Guardian Signature: _____

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

ASSUMPTION OF RISK STATEMENT

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

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

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

Date: _____ Student Signature: _____

Parent/Guardian Signature: _____

Appendix A – CHART OF INELIGIBILITY

Total Number of Season Contests/Events	Suspension	Suspension
	30%	60%
1	1	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	3	5
8	3	5
9	3	6
10	3	6
11	4	7
12	4	8
13	4	8
14	5	9
15	5	9
16	5	10
17	6	11
18	6	11
19	6	12
20	6	12
21	7	13
22	7	14
23	7	14
24	8	15
25	8	15
26	8	16

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

ADVANCED STANDING & TRANSCRIPTED CREDIT AGREEMENTS

between

WISCONSIN RAPIDS LINCOLN HIGH SCHOOL

and

MID-STATE TECHNICAL COLLEGE

Catalog #	MSTC Course	LHS Course(s)
AGRIBUSINESS DIVISION		
10080101	Soils	Natural Resources
10001111	Introduction to Horticulture	Landscape Design & Greenhouse Management (Transcripted)
10000199	Fish, Forest, Wildlife Management	Natural Resources and Forestry
BUSINESS DIVISION		
10101111	Accounting I	Advanced Accounting (Transcripted)
10104102	Marketing Principles	Marketing Principles (Transcripted)
10103106	Microsoft Office- Introduction	IT Fundamentals II (Transcripted)
GENERAL EDUCATION DIVISION		
10804118	Intermediate Algebra with Applications*	Intermediate Algebra
10809196	Introduction to Sociology	Sociology
10806143	College Physics I	AP Physics I
10806134	General Chemistry	AP Chemistry
10801196	Oral/Interpersonal Communication**	<i>One of the following:</i> Speech Communications I; Speech Communications II
10801195	Written Communication*	<i>One of the following:</i> English III; American Literature & Composition; American Dream; British Literature & Composition; AP English Literature & Composition
SERVICE & HEALTH DIVISION		
10307151	Infant and Toddler Development	Infant and Toddler (Transcripted)
10307148	Foundations of Early Childhood Education	Assistant Child Care Teacher (Transcripted)
10501109	Medical Law, Ethics, & Professionalism	CCHI- Health Career Exploration / Medical Law, Ethics, & Professionalism (Transcripted)
10501101	Medical Terminology	Medical Terminology (Transcripted)
TECHNICAL & INDUSTRIAL DIVISION		
10605108	Introduction to Electronics	Advanced Electricity (Transcripted)
10623106	Introduction to Auto CAD	Computer Aided Drawing and Design (Transcripted)
10462116	Metal Fabrication	Welding Technology II (Transcripted)
10162114	Metals and Machining	Manufacturing (Transcripted)

*Advanced Standing for **written communications and mathematics** courses is contingent upon Accuplacer or ACT scores (i.e. student must score high enough on the entrance exam AND receive a B or better grade in the corresponding High School courses.)

Oral/Interpersonal Communication- summer school Speech does **not meet requirements.

Agreements are subject to change by MSTC, revised 11-2014

Wisconsin Rapids Public Schools (WRPS)

RtI

Response to Intervention Guide

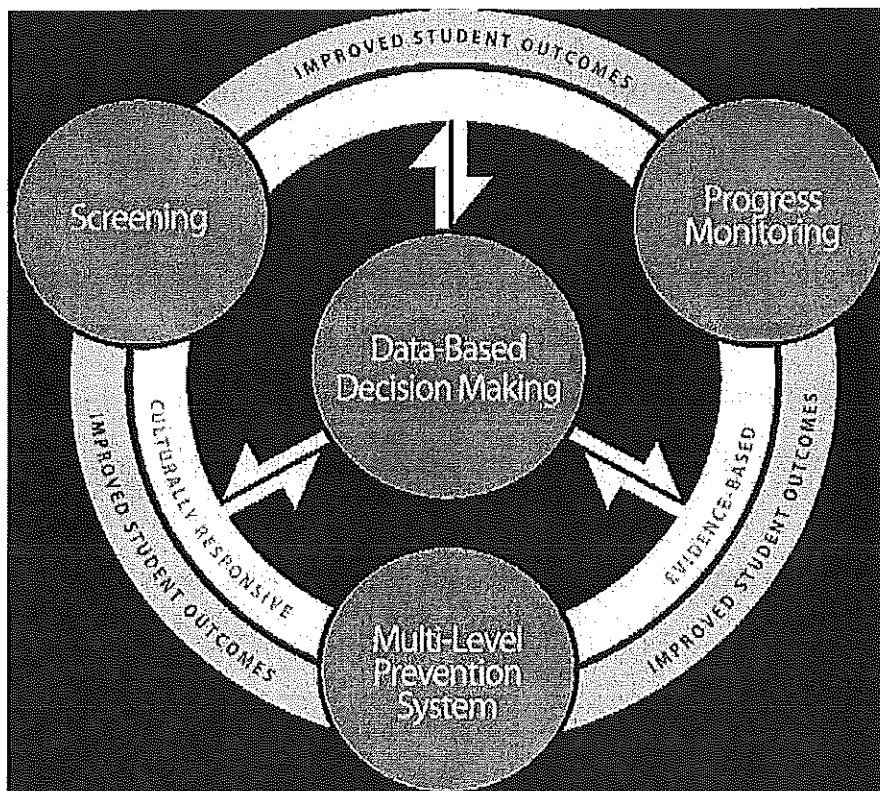


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INTRODUCTION

Purpose of this Guide

The purpose of this document is to provide an overview for Response to Intervention (RtI) practices in Wisconsin Rapids Public Schools (WRPS) and explain the essential components of RtI. This RtI implementation document is designed to assist in understanding RtI, and how it will be implemented.

Defining RtI

In Wisconsin, Response to Intervention (RtI) is a process for achieving higher levels of academic and behavioral success for *all* students. Rigorous implementation of RtI includes a combination of high quality instructional practice, balanced assessment, and collaboration, all of which are infused with culturally responsive practices. Further, RtI uses a multi-level system of support to identify and respond to student need. Implementation of a multi-level system of support includes meaningful family involvement, data-based decision making, and effective leadership. Comprehensive RtI implementation will contribute to increased instructional quality, will afford equitable access to effective programming, and will assist with the identification and support of learners with varied abilities and needs. The Wisconsin RtI Roadmap (Appendix A) illustrates how the essential elements function within an enacted RtI system and how the system adjusts to meet the needs of students.

Why RtI?

RtI is built on the idea of intervening early to ensure student success and to maximize the effectiveness of grade level curriculum and instruction providing enhanced educational opportunities. It is a framework for providing high quality curriculum and instruction to all students and intervention support or challenge for some students.

RtI and Specific Learning Disabilities (SLD) Criteria

The process of RtI will be used prior to identifying students with specific learning disabilities (SLD). For more information on the SLD determination process as it relates to the RtI system, see <http://dpi.wi.gov/sped/ld.html>.

Wisconsin's SLD rule specifies the following criteria:

- Inadequate classroom achievement: The student does not achieve adequately for his or her age, or meet state-approved grade level standards in one or more of eight areas when provided with age-appropriate learning experiences and instruction.

- Insufficient progress: The student has made insufficient progress as documented by insufficient response to intensive, scientific, research-based, or evidence-based intervention.
- Exclusionary Factors: The findings of inadequate classroom achievement or insufficient progress cannot be primarily due to certain exclusionary factors specified in the rule. The Individual Educational Program (IEP) team considers exclusionary factors as part of the analysis of each of the other two criteria.

The eight areas of potential eligibility for a specific learning disability are listed below. Detailed definitions of these eight areas are found in Appendix B.

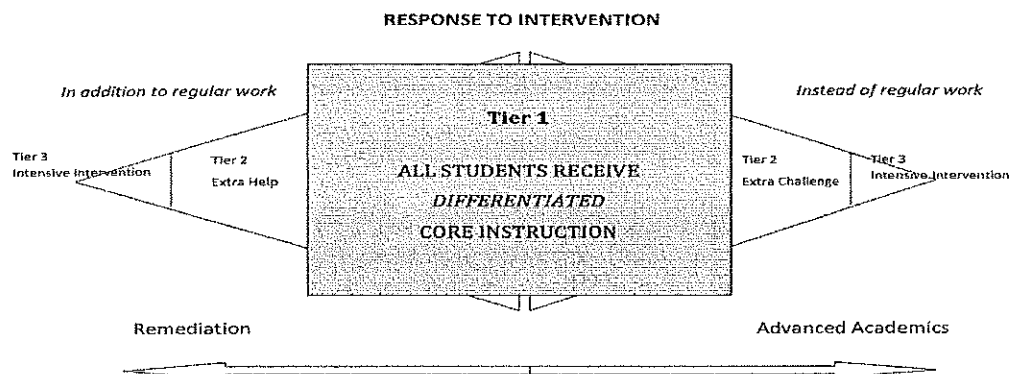
- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skill
- Reading Fluency
- Reading Comprehension
- Mathematics Calculation
- Mathematics Problem Solving

If the IEP team determines a student meets the eligibility criteria for the impairment of SLD, it still must consider whether the student has a need for special education before determining the student is a "child with a disability."

RtI and the Gifted

The RtI model provides an effective framework for meeting the needs of students who are gifted and talented. A collaborative data-based system of assessments and decision-making will be used to select and monitor tiered intervention challenges to ensure that advanced students experience continual growth in learning. See Appendix C.

For more information, please refer to the WRPS Gifted and Talented Educational Services Plan link.

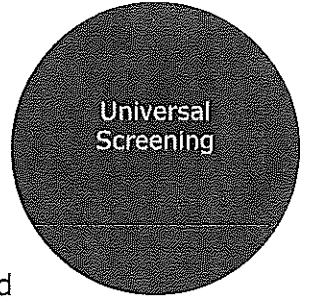


The Four Essential Components of RtI

Component 1: Universal Screening

A process in which data from multiple measures are analyzed to determine whether each student is likely to meet, not meet, or exceed academic benchmarks or behavioral expectations. Students scoring below the 25th percentile on the District Screener will be served through RtI unless they receive other services.

This screening process is also used to gauge the effectiveness of our universal level of instruction and support. Appendix D sets out the screener windows for the current school year.



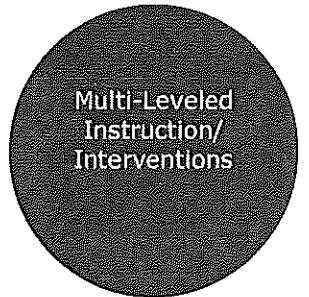
Component 2: Data-Based Decision Making

Data-based decision making is a process where people work together using multiple sources of information to address student learning needs. The frequency and intensity of collaboration should increase with the intensity of student need.



Component 3: Multi-Leveled Instruction/Interventions

Multi-leveled instruction/interventions provides for the early identification of learning challenges and timely intervention for students who are at risk for long-term learning problems, or in need of additional academic challenges. This system includes levels of intensity which represent a continuum of supports. Appendices E and F set out the interventions used in reading and math.



Component 4: Progress Monitoring

Progress monitoring is a process used to measure student responsiveness to interventions or additional challenges.

Progress monitoring is also used to evaluate the effectiveness of our interventions to meet the needs of our students. Data is collected through the use of probes on a regular basis and graphed to represent student progress. Appendices E and F set out the probes and frequency of progress monitoring for each intervention.



Multi-Leveled Instruction/Interventions

Instruction at the Tier 1 Level

High quality core instruction that meets the needs of most students.

Instruction at the least intensive level of the RtI framework includes the core curriculum and the instructional practices used for all students in the classroom setting. This includes:

- a research-based core curriculum;
- instructional practices that are culturally and linguistically responsive;
- universal screening to determine student's current level of performance;
- differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) to address individual needs. Appendix G sets out strategies for classroom differentiation.
- accommodations to ensure all students have access to the instructional program;
- problem solving to address behavior concerns that prevent students from demonstrating the academic skills they possess.

Core curriculum stems from and is directly shaped by standards, the District curriculum, and the effective use of formative, summative, and benchmark assessments. Students who require interventions to meet benchmarks continue to receive instruction in the core curriculum.

Instruction at the Tier 2 Level

Evidence-based intervention(s) of moderate intensity that address(es) the learning needs of students requiring additional support or academic challenges.

The Tier 2 level of the RtI framework typically involves regular small-group instruction designed to address the needs of the learner. Progress monitoring occurs on a regular basis taking into consideration age, the specific intervention used and the intensity of the intervention. Interventions must be administered by teachers and for students below benchmarks must supplement, not supplant, the core curriculum. Appendices E and F set out the interventions used at Tier 2.

Instruction at the Tier 3 Level

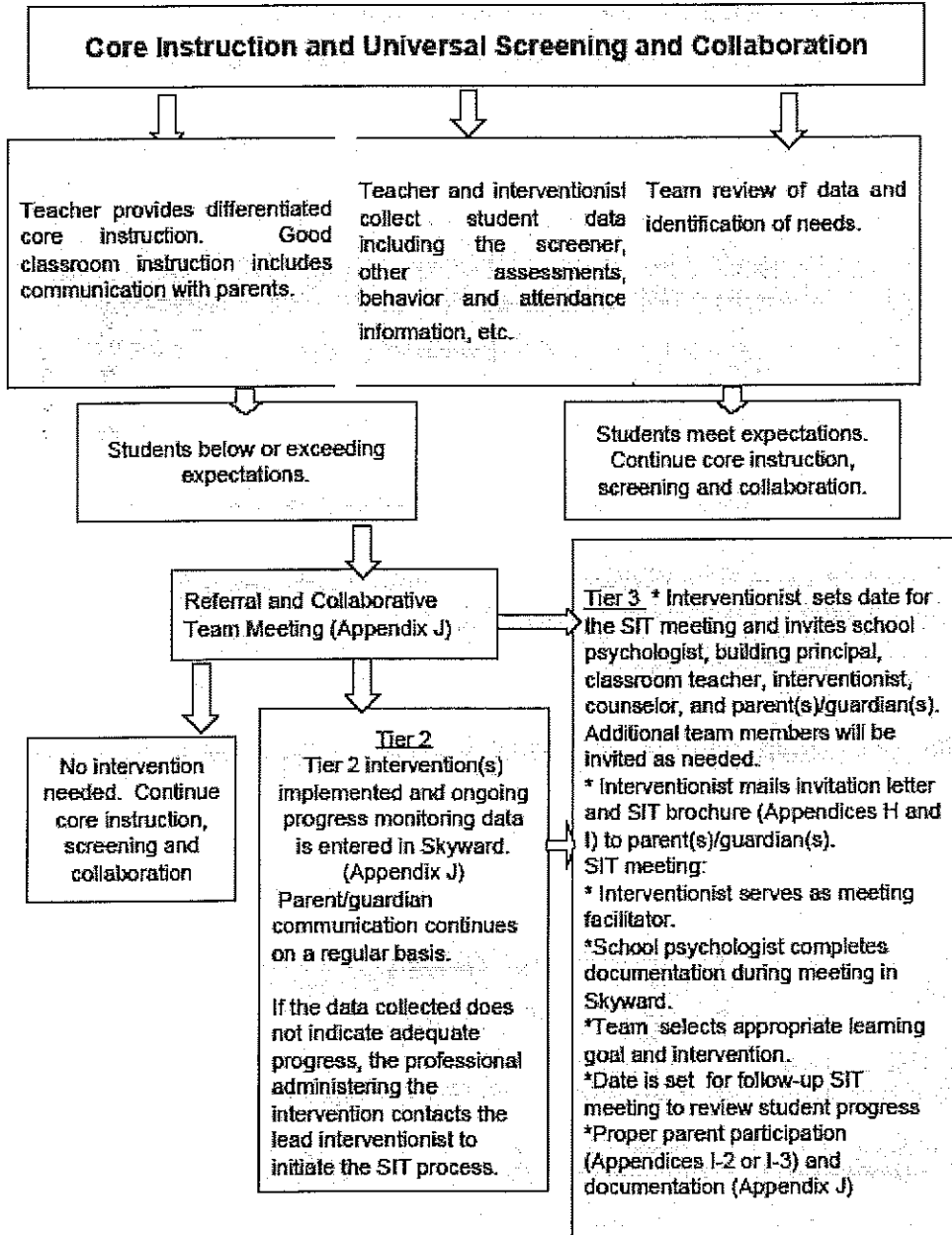
Targeted and skill-specific intervention(s) for students who do not meet, or exceed, Tier 2 benchmarks (as established within the individual Tier 2 interventions).

Tier 3 interventions are used with individual or small groups of students focusing on single or small numbers of discrete skills. Interventions at Tier 3 are scientific, research-based/evidence-based, and more intensive than Tier 2 interventions. Progress monitoring occurs on a weekly basis. Interventions must be administered with fidelity by certified professionals and for students below benchmarks must supplement, not supplant, the core curriculum. In order to meet the definition of adequate fidelity, the intervention must be implemented for a minimum of 80% of the recommended number of weeks, sessions, and minutes per session. Appendices E and F set out the interventions used at Tier 3.

If a student demonstrates insufficient progress on two Tier 3 intensive, scientific, research-based/evidence-based interventions that address the same one of the eight academic areas of potential eligibility, the SIT team should consider referring the student for a Special Education evaluation.

The chart below sets out the RtI process for Wisconsin Rapids Public Schools.

WRPS Response to Intervention Process



STAFF RESPONSIBILITIES RELATED TO RLI

Lead Reading and Math Interventionist

1. Compiles and analyzes screening process data, and shares data with principal
2. Provides additional diagnostic testing as necessary
3. Analyzes screening process results with classroom teacher and collaborative team and identifies students for Tier 2 interventions
4. Works with collaborative team to determine appropriate Tier 2 intervention and who will provide the intervention
5. May provide Tier 2 reading or math interventions and progress monitoring
6. Completes all necessary documentation and requirements for students he/she is providing an intervention (attendance, parent contact, etc.) (Appendix N).
7. Analyzes progress monitoring data along with other data and calls Student Intervention Team (SIT) meeting, if necessary
8. Facilitates SIT meeting and works with team to identify appropriate interventions for students
9. May provide Tier 3 reading or math interventions and progress monitoring and completes necessary documentation (Appendix J).
10. Works with SIT members to determine if a referral for special education or other interventions or services are appropriate.
11. Ensures guidelines for Renaissance Learning Products are implemented with fidelity. Appendix K-1, K-2 and K-3).
12. Completes appropriate progress report information for students in Tier 2 or Tier 3 interventions. (Appendices M-1 to M-3).

Elementary Reading Interventionist

1. Analyzes screening process results with lead interventionist, classroom teacher, and collaborative team
2. Provides additional diagnostic testing as necessary
3. May provide Tier 2 reading or math interventions and progress monitoring
4. Completes all necessary documentation and requirements for students he/she is providing an intervention (attendance, parent contact, etc.) (Appendix J).
5. If providing Tier 2 intervention, analyzes progress monitoring and other data, and refers student to lead interventionist for SIT meeting, if necessary
6. Participates on Student Intervention Team (SIT)
7. May provide Tier 3 reading progress monitoring and completes necessary documentation. (Appendix J).
8. Works with SIT members to determine if a referral for special education or other interventions or services are appropriate
9. Completes appropriate progress report information for students in Tier 2 or 3 interventions (Appendices M-1 to M-3).

STAFF RESPONSIBILITIES RELATED TO RtI

Elementary Classroom Teacher and Secondary Math and Language Arts Teacher

1. Provides differentiated instruction for all students
2. Administers universal screener
3. With interventionists and others as deemed necessary, analyzes screening data and identifies students for Tier 2 interventions
4. Works with interventionists and collaborative team to analyze student data. Determine appropriate Tier 2 intervention and who will provide the intervention
5. Provides initial contact to parents of students who will be receiving Tier 2 interventions
6. May administer Tier 2 interventions and progress monitoring
7. If providing Tier 2 intervention, completes necessary documentation and requirements for students (attendance, parent communication, etc.)
8. If providing Tier 2 intervention, analyzes progress monitoring and other data, completes necessary documentation, and refers student to interventionist for SIT meeting, if necessary (Appendix J)
9. Secondary only: may administer Tier 3 interventions, progress monitoring and completes necessary documentation (Appendix J).
10. Elementary only: ensures students' assessment folders are up-to-date.

STAFF RESPONSIBILITIES RELATED TO RtI

Secondary Content Area Teacher

1. Provides differentiated instruction for all students
2. Integrates disciplinary literacy into classroom instruction
3. Participates in collaborative team meetings and data analysis when needed
4. For gifted students, may participate in identification process and provide Tier 2 and Tier 3 interventions

School Counselor

1. Contributes to the process by providing student information
2. May participate in collaborative team meetings to identify students for Tier 2 interventions
3. If a non-academic intervention is needed, follow usual procedures
4. Participates in SIT meetings to identify students for Tier 3 interventions (optional for elementary, required for secondary)
5. Makes necessary scheduling changes to accommodate interventions in student schedules and contacts parents (secondary)
6. Works with SIT members to determine if a referral for special education or other interventions or services are appropriate

Psychologist

1. Analyzes screening data with interventionist/data team
2. Contributes to the process by providing student information
3. May participate in collaborative team meetings to identify students for Tier 2 interventions
4. Participates in SIT meetings to identify students for Tier 3 interventions, complete SIT Meeting documentation, and reviews the integrity and fidelity of the intervention and progress monitoring
5. Provides additional diagnostic testing as necessary throughout the process
6. Works with SIT members to determine if a referral for special education or other interventions or services are appropriate

STAFF RESPONSIBILITIES RELATED TO RtI

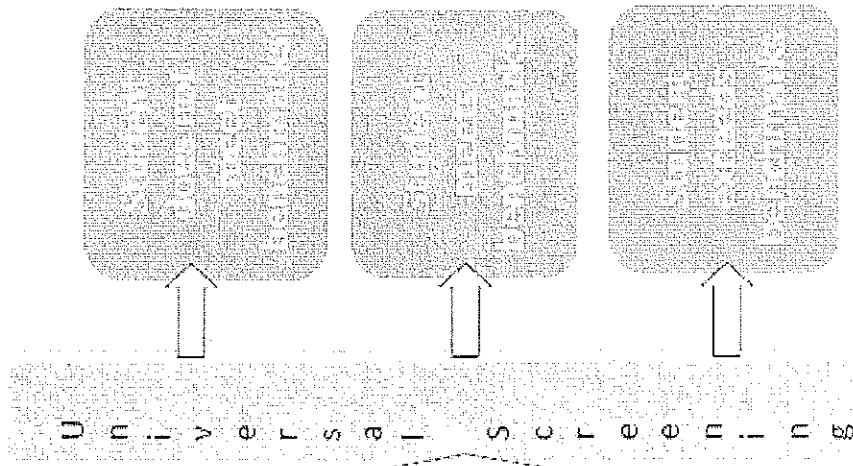
Building Principal

1. Ensures the RtI process is effectively implemented in his/her building as prescribed by the WRPS RtI Guide
2. May participate on collaborative teams and SIT meetings
3. Develop a building schedule that allows for student interventions, prioritizes teacher collaboration, and enables teachers to deliver interventions with fidelity
4. Meets regularly with building interventionists to be kept informed about the RtI process

Director of Curriculum

1. Facilitates district RtI committee
2. Ensures consistent implementation of the WRPS RtI process across buildings
3. Collaborates with building principals to develop building schedules that allows for student interventions, prioritizes teacher collaboration, and enables teachers to deliver interventions with fidelity
4. Works with principals to hire, assign, supervise and provide professional development for interventionists

Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices



All Students receive high quality, differentiated, culturally responsive core academic and behavioral instruction

EIGHT ELIGIBILITY AREAS OF SPECIFIC LEARNING DISABILITY

A student may have a specific learning disability because of inadequate achievement and insufficient progress in one or more of eight areas of achievement, which are listed in federal and state statute. The following is a brief description of the eight areas of achievement:

ORAL EXPRESSION

The ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures. It relates to a student's ability to express ideas, explain thinking, retell stories, categorize, and compare and contrast concepts or ideas, make references, and problem solve verbally.

LISTENING COMPREHENSION

The understanding of the implications and explicit meanings of words and sentences of spoken language. This includes following directions, comprehending questions, and listening and comprehending in order to learn (auditory attention, auditory memory, and auditory perception). Listening comprehension also includes the ability to make connections to previous learning.

WRITTEN EXPRESSION

The communication of ideas, thoughts, and feelings which involves two separate components: Composition, or the generation of ideas; and the written production of handwriting and spelling. Required skills include using oral language, thought, grammar, text fluency, sentence construction and planning, and execution of the writing process. **Spelling difficulties alone cannot** be considered to represent a specific learning disability in written expression.

BASIC READING SKILLS

Includes phonemic awareness, sight word recognition, phonics, and word analysis. Essential skills include identification of individual sounds and the ability to manipulate them; identification of printed letters and sounds associated with letters; and decoding of written language.

READING FLUENCY SKILLS

The ability to read words accurately, using age appropriate chunking strategies and a repertoire of "sight" words, and with appropriate phrasing and expression (prosody). Reading fluency facilitates reading comprehension.

READING COMPREHENSION

The ability to understand and make meaning of written text and includes a multifaceted set of skills. Reading comprehension is influenced by oral language development including new vocabulary acquisition, listening comprehension, working memory, application of comprehension monitoring strategies, and understanding of text structure including titles, paragraphing, illustrations and other details. Reading comprehension is significantly affected by basic reading skills.

MATHEMATICS CALCULATION

The knowledge and retrieval of mathematical facts and the application of procedural knowledge in computation.

MATHEMATICS PROBLEM SOLVING

The ability to use decision-making skills to apply mathematical concepts and understandings to real world situations. It is the functional combination of computation knowledge and application knowledge, and involves the use of mathematical computation skills and fluency, language reasoning, reading, and visual-spatial skills in solving problems. Essentially, it is applying mathematical knowledge at the conceptual level.

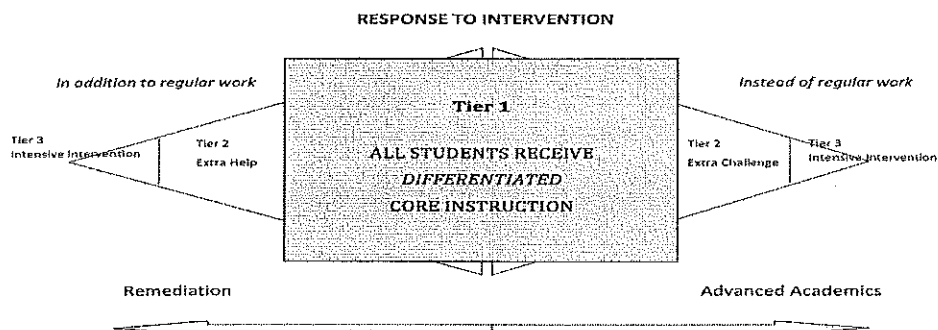
Sources:

Colorado Department of Education. 10/7/08. *Guidelines for Identifying Students with Specific Learning Disabilities*. Pgs. 67-104. Minnesota Department of Education. *Determining the Eligibility of Students with Specific Learning Disabilities: A Technical Manual*. Pgs. 7-4 and 7-5.

MEETING THE NEEDS OF ALL LEARNERS

Response to Intervention — a process for achieving higher levels of success for all students.

Essential Component	Students Not Meeting Benchmarks	GT Students
Tiered System of Interventions	The more intense the needs, and the farther from typical the student, the more intense and individualized the instructional interventions.	The more intense the needs, and the farther from typical the student, the more intense and individualized the instructional interventions.
Universal Screening	Students who score below established benchmark criteria receive intervention support in addition to differentiated instruction.	Students who score above grade level expectations receive intervention challenge in place of material they have already mastered.
Progress Monitoring	Documented student progress has a goal of moving a student from a more intensive to a less intensive tier of intervention as that student raises achievement levels.	Documented student progress has a goal of moving a student from a less intensive to a more intensive tier of intervention as that student raises achievement levels.
Collaborative Data-Based Decision Making	<p>Collaboration time between regular education teachers, interventionists, and special education teachers provides the opportunity to analyze data, identify struggling learners, select interventions, and monitor progress.</p> <p>Collaboration with special education and gifted/talented teachers is needed to provide appropriate services for twice exceptional learners.</p>	<p>Collaboration time between regular education teachers, interventionists, and gifted and talented teachers provides the opportunity to analyze data, identify advanced learners, select intervention challenges, and monitor progress.</p> <p>Collaboration with special education and gifted/talented teachers is needed to provide appropriate services for twice exceptional learners.</p>



Changes to Screener Language in District RtI Document

Existing:

Screener Windows
2014-15

	Fall	Winter	Spring
Kindergarten			
PALS – 4K & K	October 13 – 27	January 12 – 27	May 4 – 15
K-Math (WRPS)	September 29 – October 10	January 5 – 21	April 27 – May 15
Grades 1-5			
PALS – 1 & 2	September 15 – 29	January 12 – 27	May 4 – 15
STAR Math 1-5 STAR Reading 3-5	September 8 – 25	January 5 – 21	April 27 – May 22
Grades 6-12			
SRI 6-12	September 15 – 25	*	**
STAR Math 6-12	September 8 – 19	January 5 – 21	May 4 – June 4

* WRAMS January 5 – 9 ** WRAMS, EJJ April 6 – 17

EJJ December 16 – 23,
January 5 – 9 LHS, RCHS April 13 - 24

LHS, RCHS December 9 – 23

Proposed change:

**Screener Windows
2015-16**

	Fall	Winter	Spring
Kindergarten			
PALS – 4K & K	October 12 – 23	January 11 – 26	May 2 – 13
K-Math (WRPS)	September 29 – October 9	January 4 – 20	April 25 – May 13
Grades 1-5			
PALS – 1 & 2	September 14 – 25	January 11 – 26	May 2 – 13
STAR Math 1-5 STAR Reading 3-5	September 8 – 25	January 4 – 20	April 25 – May 20
Grades 6-12			
SRI 6-9	September 14 – 25	WRAMS January 5-9 EJH December 14 – 23 and January 4 – 8	WRAMS and EJH: April 4 – 15
STAR Math 6-9	September 7 – 18	January 4 – 20	May 2 – 27
STAR Math 10-12	September 1 - 9	Nov 30 - Dec 4	Mar 7 – 11
EMPT 10-12	Nov 19 - 27	Feb 22 - Mar 3	May 23 - June 1

See reverse side for LHS Math screener plan details.

Math Screeners at LHS (Trimester Schedule)

The STAR is to be given to all students enrolled in the following courses:

Algebra 1, Geometry, Intermediate Algebra, Financial Algebra, Explorations

The students would complete the screener during the *first* week of the A and B parts of these courses. (Seniors in the B part would not need to take the screener.)

STAR Math 10-12	September 1 - 9	Nov 30 - Dec 4	Mar 7 - 11
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The UW Early Math Placement Tool (EMPT) is to be given to all students enrolled in the following courses:

Algebra 2, Precalculus, AP Calculus AB, AP Calculus BC, AP Statistics

Students will complete the EMPT during the *last* weeks of Terms A and B of Algebra 2 and Precalculus. Students will complete the EMPT during the *last* weeks of Term 1 for AP Calculus AB and BC. Students will complete the EMPT during the *last* weeks of Term 2 for AP Stats. (Seniors in the B term of Algebra 2 or Precalculus would not need to take the screener.)

EMPT 10-12	Nov 19 - 27	Feb 22 - Mar 3	May 23 - June 1
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Reading Interventions

Grades K-12

Tier	Intervention	Frequency	Duration	Group Size	*Probe	SLD Category	Grade Level
Tier 2	Leveled Literacy Intervention (LLI)	30 min./day 5 days/week	TBD	maximum of 3	Running Records		K-2
	Supplementary Reading Group	TBD	TBD	1 to 6	Aimsweb		K-5
	Assisted Writing	30 min./day 5 days/week	TBD	1-6	Aimsweb		K-2
	Guided Reading Plus		TBD	1-6	Aimsweb		Gr. 1-5
	Comprehension Focus Groups	30 min./day 5 days/week 15-20 minutes/day 3 days/week	TBD	1-6	Aimsweb		Gr. 3-5
	Quick Reads	20-60 minutes Minimum of 3 days/week	18 weeks	1/6/2015	Aimsweb	Fluency, Comprehension	Gr. 2-7
	Self-Regulated Strategy Development (SRSD)	30 minutes 4 days/week	14-24 weeks	Individual/Small Group	Aimsweb	Written Expression	Ability to write in complete sentences - Grade 12
	MindPlay Virtual Reading Coach	30 minutes 4 days/week	18 weeks	Individual/Small Group	Aimsweb	Basic Reading Skill, Fluency, Comprehension	K-12
	Sound Partners	30 minutes 4 days/week	K: 18 weeks Gr. 1-3: 27 weeks	Individual	Aimsweb	Basic Reading Skill, Fluency, Comprehension	K-3
	Reading Recovery	30 minutes 5 days/week	12-20 weeks	Individual	Aimsweb	Basic Reading Skill, Fluency, Comprehension	Grade 1
Possibly Tier 2 and/or Tier 3	Quick Reads	15-20 minutes 4 days/week	18 weeks	Individual/Small Group	Aimsweb	Fluency, Comprehension	Gr. 2-7
	Q-Reads	15-20 minutes 4 days / week	18 weeks	Individual/Small Group	Aimsweb	Fluency, Comprehension	Grades 6-9
	Read 180	90 minutes (2 45-minute sessions) 5x/week	18 weeks to 2 years	Small Group	Aimsweb	Comprehension	Grades 6-12
	Reading Plus	140-150 minutes / week	24 weeks or recommendation based on InSight results	Individual /Small Group	Aimsweb	Fluency, Comprehension	2014-2015: Grades 10-12
	Literacy Lessons	30 minutes 5 days/week	12-20 weeks	Individual	Aimsweb	Basic Reading Skill, Fluency, Comprehension	Gr. 1-5

APPENDIX F

Math Interventions
Grades K-5

Tier	* Intervention	Frequency	Duration	Group Size	* Probe	SID Category	Grade Level	Progress Monitoring Frequency
Tier 2	Accelerated Math	60-90 min./week	Minimum 6 weeks	1-6	STAR Math	Both	Grades 1-5	1-2 times/month
	Mathletics	30 min./two times a week	Minimum 6 weeks	1-6	STAR Math	both	K-5	1-2 times/month
	Dreambox	60 min./week in minimum of 20 min. sessions	Minimum 10 weeks	1-6	STAR Math	both	K-5	1-2 times/month
	Math Expressions (Small Group Work)	As needed	As needed	1-6	STAR Math	both	K-5	1-2 times/month
	Do the Math	90 min./week	Minimum 8-10 weeks	1-6	STAR Math	both	Grades 1-5	1-2 times/month
	Reflex	Min 2 days/week Must hit green light to count for a day	Minimum 6 weeks	1-6	STAR Math	Computation	Grades 2-5	1-2 times/month
Tier 3	Accelerated Math	120 min./week	Minimum 6 weeks	1-3	Aimsweb	both	Grades 1-5	1 time/week
	Dreambox	60-90 min./week in minimum of 20 min.	Minimum 10 weeks	1-3	CBM for K Aimsweb 1-5	both	Grades K-5	1 time/week
	Reflex (May supplement another Tier 3 Intervention)	4 days/ week (Must hit green light to count for a day)	40 days of use	1-3	Aimsweb	Computation	Grades 2-5	1 time/week
	Do the Math	Minimum of 120 minutes/week	8-10 weeks	1-3	Aimsweb	both	Grades 1-5	1 time/week
	Reflex/Accelerated Math	Must hit green light to count for a day	Minimum 6 weeks	1-6	Aimsweb	Computation	Grades 2-12	1 time/week

**Math Interventions
Grades 6-12**

Tier	*Intervention	Intervention Frequency	Duration	Group Size	*Probe	SLD Category	Grade Level	Probe Frequency
Tier 2	Accelerated Math	60-90 min./week	minimum 6 weeks	1-6	STAR Math	both	6-12	1-2 times/month
	Mathletics	30 min/day; minimum 3 days/wk	minimum 6 weeks	1-6	STAR Math	both	6-12	1-2 times/month
	Dreambox	60-90 min./week in minimum of 20 minute sessions	minimum 9 weeks	1-6	STAR Math	both	6-12	1-2 times/month
	Reflex	min 2 days/week Must hit green light to count for a day	minimum 6 weeks	1-6	STAR Math	Computation	6-12	1-2 times/month
	Math Concepts	45 min/day 5 days/week	9 weeks	20	STAR Math	both	7	1 time/month
Tier 3	Accelerated Math	120 min./week	minimum 6 weeks	1-3	Aimsweb	both	6-12	1 time/week
	Dreambox	60-90 min./week in minimum of 20 minute sessions	minimum 9 weeks	1-3	Aimsweb	both	6-12	1 time/week
	Reflex and Accelerated Math	2 days/week 120 min/week Must hit green light	minimum 6 weeks	1-3	Aimsweb	both	6-12	1 time/week

EXAMPLES OF TIER 1 DIFFERENTIATION STRATEGIES

PHYSICAL ARRANGEMENT

- Seat student near teacher or by role model
- Avoid distracting stimuli
- Different grouping of desks
- Allow different positions for activities (bean bag chairs, laying, standing)
- Adjust grouping of students
- Different stations within the classroom

ORGANIZATIONAL

- Question at end of each sentence/paragraph to help focus on important information
- Allow additional time to complete task
- Highlight main facts in the book
- Organize a notebook or provide folder for organization that is kept in classroom
- Allow student extra set of books at home
- Send daily/weekly progress reports
- Develop incentive system for work completion
- Check in and Check out with assignment notebooks
- Conference weekly with student concerning needs, production, evaluation of progress
- Home/School communication system for assignments
- Tiered lessons
- Tiered centers
- Learning contracts
- Small group instruction

BEHAVIORAL

- Immediate reinforcement of correct response
- Keep graphs and charts of student progress
- Use of timers to facilitate task completion
- Structure the unstructured times
- Allow for short breaks
- Allow student time out of seat/room
- Ignore inappropriate behaviors not drastically outside of acceptable limits
- Implement self-monitoring strategies
- Provide a quiet place to retreat
- System to monitor behavior and rewards

LESSON PRESENTATION

- Give assignments orally and visually
- Record lessons so student can listen
- Provide other student examples for students to refer to
- Include a variety of activities within the lesson
- Peer tutoring
- Peer note taking
- Provide organizational tools
- Utilize multiple intelligences
- Jigsaw content

CURRICULUM

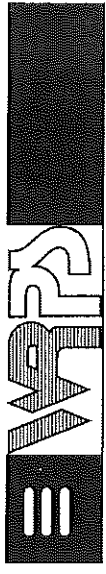
- Provide alternative materials
- Provide opportunities for extra drill
- Study guides
- Reduce quantity and focus on quality
- Provide a variety of leveled projects/assessments
- Provide enrichment choices in addition to or in lieu of the regular assignments
- Plan for self-selected, interest, or need-based tasks
- Compacting
- Literature circles
- Varied texts
- Varied supplementary materials

TEST TAKING

- Allow students to have sample or practice test
- Give exam orally
- Use additional objective items (less essay)
- Give frequent formative assessments vs long summative assessments
- Provide additional time
- Create alternative forms of assessment (not just pencil and paper)

ASSIGNMENTS

- Simplify complex directions
- Match reading level of students with assignments
- Allow oral responses
- Provide study skills/learning strategies
- Grade on content, not on spelling
- Varied journal prompts
- Varied homework
- Independent study



WHAT PARENTS NEED TO KNOW

Your role of a parent is unique. No one knows your child the way you do. You are the expert when it comes to your child and you are a valued member of the Student Intervention Team (SIT).

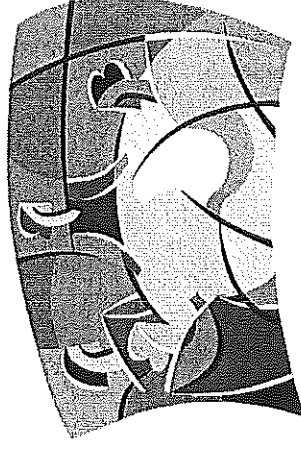
This brochure is intended to provide an overview of the Student Intervention Team (SIT) process. Preparation ahead of the SIT meeting helps ensure that time spent during the meeting most benefits your child.

Before the meeting you may want to consider the following questions:

- What are your child's interests, strengths, and abilities?
- What concerns you most about your child's school experience?
- What has and hasn't worked so far in addressing these concerns?
- Are there family or community issues that may be related to your child's difficulties at school?
- Has anyone (e.g., doctor, psychiatrist, therapist, social worker, tutor) been involved in addressing these concerns? Would their feedback be helpful in determining an intervention plan for your child?

It can be difficult for parents to discuss concerns about their child with school professionals. Be assured that the privacy of information shared by parents during a SIT meeting is respected by all members of the team.

Student Intervention Team



Wisconsin Rapids Public Schools
510 Peach Street
Wisconsin Rapids, WI 54494
(715) 424-6700



Student Intervention Team

The goal of education is to maximize learning for students, recognizing that each student possesses unique

- social/emotional experiences,
- academic experiences,
- learning styles, and
- cultural backgrounds.

For this reason, Wisconsin Rapids Public Schools offers a Student Intervention Team.

The Student Intervention Team (SIT) is a team that works collaboratively with parents and teachers to address educational concerns. This is a solution-focused problem-solving process. The role of the SIT is to provide assistance to students and their teachers when a student's needs are not being met. Primary areas addressed through a SIT meeting include academic, behavioral, attendance, and gifted/talented needs.

THE PROCESS

Prior to convening a SIT meeting, the classroom teacher has:

1. identified a need
2. collected data about the need
3. differentiated classroom instruction
4. contacted parent(s)/guardian(s)

During a SIT meeting, the team will:

1. complete documentation of the student's need(s) and review data
2. establish a learning goal in the area of need
3. select appropriate intervention(s) and method(s) of monitoring progress toward the learning goal
4. assign an individual who will be responsible for administering the intervention and progress monitoring
5. set a date for review of progress

THE STUDENT INTERVENTION TEAM

Team Members:

- ◆ School Psychologist
- ◆ Building Principal
- ◆ Classroom Teacher
- ◆ Interventionist/Reading Specialist
- ◆ Parents

Additional Team Members (as needed):

- ◇ School Social Worker
- ◇ ELL Teacher
- ◇ Nurse
- ◇ Gifted and Talented Coordinator
- ◇ School Counselor



Dear Parent/Guardian of

Wisconsin Rapids Public Schools believes it takes a strong partnership between families and schools to create the best possible learning opportunities for our children. This letter is inviting you to participate as a member of the Choose a School Student Intervention Team for your child.

What:

When:

Where:

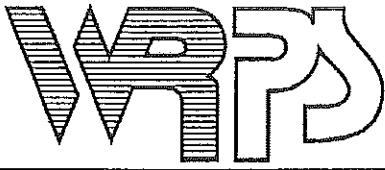
A brochure explaining the Student Intervention Team process is enclosed. As a parent/guardian you have many insights into your child's development and are a valuable member of the team.

Please check in at the office upon arrival. If you are unable to attend, please let us know as soon as possible. Thank you.

Sincerely,

Interventionist

Enclosure



Dear Parent/Guardian of _____ :

Thank you for attending the Student Intervention Team meeting for your child that was scheduled on [Click here to enter a date.](#)

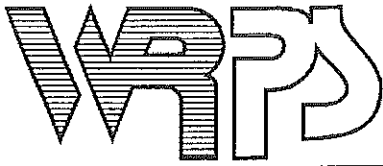
We appreciate your input and perspective into your child's academic performance. As a reminder, the intervention(s) the team assigned for your child are described below. We will continue to remain in contact with you regarding your child's academic performance and hope you are able to attend future team meetings. Our next meeting is scheduled for [Click here to enter a date.](#) at [enter time and location.](#) Please contact me as soon as possible if this day and time do not work for your schedule.

Interventions selected:

If you have any questions or concerns regarding the selected interventions, please contact your child's teacher or the building principal.

Thank you for your continued support of your child's educational success!

Sincerely,



DATE

Dear Parent/Guardian:

We are sorry you missed the Student Intervention Team meeting for your child that was scheduled on (date).

The team met and developed an intervention plan that we think will address the concerns about your child's academic performance. The intervention(s) the team assigned for your child are described below. We will continue to remain in contact with you regarding your child's academic performance and hope you are able to attend future team meetings. Our next meeting is scheduled for . Please contact me as soon as possible if this day and time do not work for your schedule.

Interventions selected:

If you have any questions or concerns regarding the selected interventions, please contact your child's teacher or the building principal.

Thank you for your continued support of your child's educational success!

Sincerely,

Interventionist

Referrals and Interventions - Skyward procedures and checklist

Student Referral - may be done by an interventionist, classroom teacher, administrator, or counselor.

- ENTER a student referral in skyward and leave status as OPEN.
- Investigate referral of student and determine suitable action plan.
- EDIT a current student referral in skyward.
 - If an intervention is to begin, it may be first entered from this screen.
 - If an attachment from the referral investigation is pertinent, it may be attached from this screen.
- CLOSE a student referral in skyward once an investigation is complete.

Referral Status Descriptions

“OPEN” or “NEW” : a referral for a student has been placed and all initial information has been entered.

“WIP” : a referral was in the processes of being entered, however, initial information is not complete.

“PENDING” : a referral is in the processes of being investigated, however, something is delaying the investigation.

“CLOSED” : a referral has been investigated and a suitable action plan has been determined and entered in the notes of the referral.

Checklist ... Did you:

- Enter a referral and list it as OPEN? WIP?
- Investigate and collect all needed information?
- Change a referral to PENDING if a delay occurred?
- CLOSE a referral once an action plan was determined?

SIT Team Documentation - If a formal meeting is held, there is a custom form in skyward in the referral or intervention for SIT team notes to be recorded.

ENTER and edit meeting notes through a referral, even if a referral has been closed.

ENTER and edit meeting notes through an intervention.

Intervention - Tier 2 or Tier 3 intervention needs to be entered into skyward by the administering interventionist. *If an intervention is being started, then the referral should be closed. Click for a list of interventions and timing requirements for MATH and LANGUAGE ARTS (will be added soon).*

Progress Monitoring - Tier 2 or Tier 3 intervention needs monitored on a regular basis and entered into skyward by the administering interventionist. *If an intervention is being started, then progress monitoring information should be entered that is consistent with the intervention program.*

- ENTER a student intervention in skyward and leave status as OPEN. The intervention results should be set as IN PROGRESS. Fill in progress monitoring information and leave *status as ACTIVE*.
- EDIT student intervention information if there is a change in basic information. If an intervention program is changed, choose to CHANGE STATUS from intervention screen and it will allow you to close the current intervention and open a new intervention and alter progress monitoring for the a new intervention.
- ADD progress monitoring data points during intervention process. *Skyward needs at least 3 data points before it will make a graph.*
- CLOSE interventions at the end of an intervention period or at semester.
 - Upload and attach any pertinent documents to the intervention.
 - Close progress monitoring and record final data point.

Intervention Status Descriptions

“OPEN” : an intervention for a student has begun and all initial information has been entered.

“CLOSED” : an intervention (or intervention time period) has been completed. Progress monitoring of the intervention is complete.

Intervention Results Descriptions

“DID NOT MEET” : an intervention goal was not met and the intervention is now closed.

“INCOMPLETE” : an intervention (or intervention time period) has run out before the entire program could be attempted.

“IN PROGRESS” : as intervention is being administered.

“MET” : an intervention is complete, closed, and the goal was met.

Progress Monitoring Status Descriptions

“ACTIVE” : a student has begun an intervention and progress monitoring of the student has begun.

“COMPLETE” : an intervention (or intervention time period) has been completed. Progress monitoring of the intervention is complete and *goals were met*.

“FAILED” : an intervention (or intervention time period) has been completed. Progress monitoring of the intervention is complete and *goals were not met*. OR an intervention (or intervention time period) *were not complete* and therefore, the progress monitoring goal was not met. (A request has been made to skyward to have an INCOMPLETE option added. Until then, please add in notes in the progress monitoring that the FAILED is due to inadequate time.)

Checklist ... Did you:

- Enter an intervention and list the status as OPEN?
- Enter the results of the intervention as IN PROGRESS?
- Enter progress monitoring information and record initial data value?
- Add progress monitoring data points on a regular basis?
- CLOSE intervention at end of intervention time period?
- Change status of intervention and results of intervention?
- Change status on progress monitoring to either COMPLETE or FAILED after intervention is done?

PARENT CONTACT SKYWARD RECORDS

Keeping track of parent contacts is crucial in the intervention process. Here are a few ways to log parent contacts in skyward.

Teacher Log - Skyward Screens

(Secondary Teachers)

Team Notes - Skyward Screens

(Any intervention teacher with a student referral)

2014 WRPS Elementary Literacy Guidelines for Renaissance Learning Products

PURPOSE

Renaissance Learning literacy products complement our curriculum, enabling students to apply reading skills and strategies, drawing students into a world in which people learn from and enjoy books. To build consistency of quality and quantity of usage throughout the district, the following guidelines have been established.

STAR Reading (STAR) Enterprise is the software package that includes the test that WRPS uses as a Reading screener. It also assists teachers in instructional planning and gives a broader range of data with which to drive daily instruction and practice.

Accelerated Reader (AR) provides guided independent reading practice to support and enhance a comprehensive reading program. Feedback is immediately generated for students and teachers when a quiz is completed. Whole group/individual data is immediately available to teachers to guide instruction.

- Reading Practice Quizzes-check basic comprehension
- Vocabulary Practice Quizzes-reinforce key vocabulary words in books students choose for independent reading
- Literacy Skills Quizzes-reflect student proficiency on higher level reading and critical thinking skills
- Trophies/Books for all Learners Quizzes- check comprehension of Trophies instructional materials

Research studies and additional information regarding Accelerated Reader and STAR Reading Enterprise can be found in the resources tab under each product on our hosted Renaissance Place website.

STAR Reading Procedures

STAR Reading testing will be conducted with fidelity 3 times a year within the given window to screen elementary students in grades 3-5.

- Teachers will guide students through the pre-test instructions. This can be done the day prior to the test.
- Students will progress through the test at their own pace. For scheduling purposes, it is recommended to allow 45 minutes to complete the test.
- In the event of an emergency and the test needs to be aborted, press ctrl-A and enter the current password. The current password can be obtained from the lead reading interventionist.
- Suggested best practice is to have two adults in the testing area to ensure fidelity.
- In summary: Plan, Prepare, Monitor, Analyze, Motivate

STAR Reading may be used with students in Kindergarten-grade 1 to meet individual student learning needs. In this instance, a referral should be entered into the RtI module of Skyward. K-2 teachers contact the lead reading interventionist if assistance is needed to complete the referral.

USING STAR READING REPORTS

STAR offers a variety of reports to help guide instruction. Here are three starting points.

Screening Report: Graphs students' placement above/below benchmarks based on STAR scores.



Screening Report School Benchmark

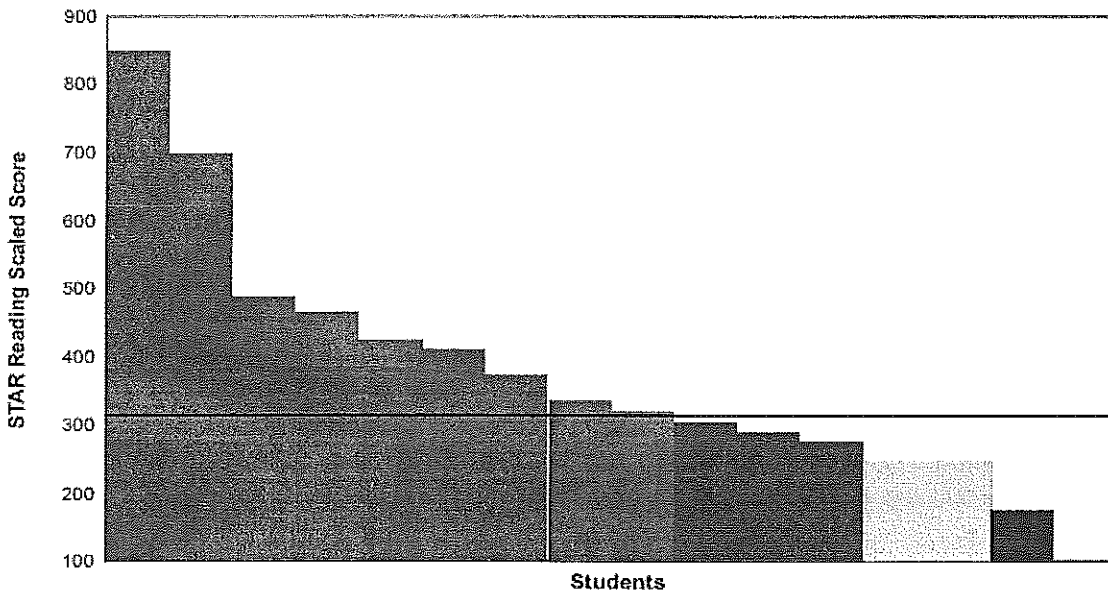
2 of 3

Printed Thursday, March 6, 2014 10:43:28 AM

School: Washington Elementary

Reporting Period: 9/9/2013 - 9/26/2013
(Fall)

Grade: 3



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 314 SS	At/Above 40 PR	9	60%
Category Total			9	60%
Below Benchmark				
■ On Watch	Below 314 SS	Below 40 PR	3	20%
□ Intervention	Below 260 SS	Below 25 PR	2	13%
■ Urgent Intervention	Below 188 SS	Below 10 PR	1	7%
Category Total			6	40%
Students Tested			15	

Instructional Planning Report: Provides list of recommended skills for individualized instruction based on most recent assessment.



Instructional Planning Report for Juan Santos

1 of 4

Printed Monday, September 10, 2012 4:15:12 PM

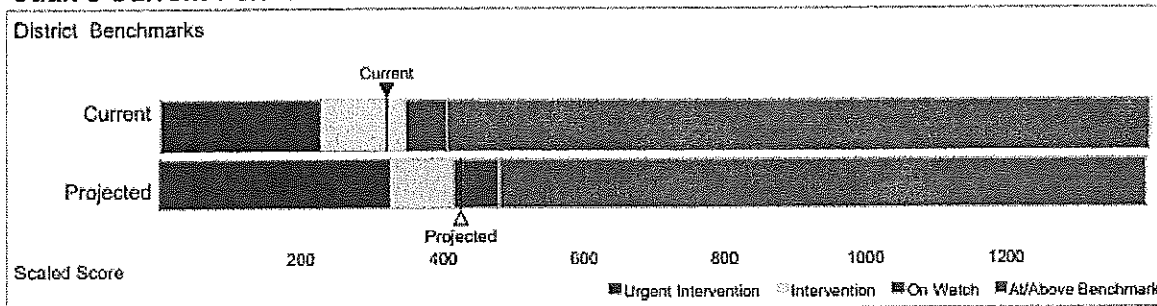
School: Oakwood
Class: Mrs. Fox's Class

Teacher: Mrs. S. Fox
Grade: 4

STAR Reading Test Results

Current SS (Scaled Score): 318	Test Date: 9/10/2013
IRL: 2.6	ZPD: 2.4-3.4
Projected SS for 06/16/14: 424	Based on research, 50% of students at this student's level will achieve this much growth.

Juan's Current Performance



Suggested Skills

Juan's recent STAR Reading scaled score(s) suggests these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Reading: Foundational Skills

CR	<p>Fluency This score suggests Juan should work on the following to increase fluency and comprehension of texts at Juan's reading level.</p> <ul style="list-style-type: none"> 4 » Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject, to solve a problem) and comprehend on-level texts demonstrated in a variety of ways (e.g., writing in a reading response journal, writing an answer to the question, discussing/writing about the solution) 4 » Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks 4 » Read on-level prose and poetry aloud with expression (e.g., using the meaning of the text to dictate the expression with regard to pauses, pitch, and stress) 4 » Confirm or correct understanding of text by using word-attack skills and syntax (i.e., part of speech, position of the word within the sentence) and by using an increasing variety of repair strategies (e.g., slowing reading pace, rereading, and reading on)
	<p>Phonics and Word Recognition This score suggests Juan should continue to work on decoding and comprehension skills when reading text at Juan's reading level. There are no suggested skills in this domain.</p>

SGP: A Student Growth Percentile compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined. SGP is reported on a 1-99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers.



Growth Report

Printed Tuesday, January 15, 2013 10:15:21 AM

School: Oakwood Elementary School

SGP Fall window: 8/1/2012 - 9/30/2012
SGP Winter window: 12/1/2012 - 1/31/2013

Report Options
Reporting Parameter Group: All Demographic
Group By: Class
Sort By: Last Name

Run this report for a class or small group.

Class: Mrs. Fox's Class

Student	Class	Teacher	Grade	Test date	SGP* Fall-Winter	SS	GE	PR	NCE	IRL	Est. ORF ²
Anderson, Marcus	Mrs. Fox's Class	Mrs. S. Fox	4	09/11/2012		463	4.1	59	52.6	3.8	107
				01/14/2013		586	5.2	67	59.3	4.6	128
				Change	77	+93	+1.1	+12	+6.7	+0.8	+21
Aschenbrenner, Chris	Mrs. Fox's Class	Mrs. S. Fox	4	09/12/2012		281	2.4			2.2	65
				01/14/2013		340	2.7			2.9	78
				Change	49	+59	+0.3		+0.7	+13	
Bell, Timothy	Mrs. Fox's Class	Mrs. S. Fox	4	09/12/2012		378				1.1	88
				01/15/2013		444				1.7	102
				Change	55	+66			+0.6	+14	
Bottg, Brandon	Mrs. Fox's Class	Mrs. S. Fox	4	09/11/2012		353	2.9			2.9	81
				01/14/2013		415	3.6			3.5	96
				Change	53	+62	+0.7	+7	+4.2	+0.6	+15

Following students' winter screening, use the Fall-Winter SGP to help make classroom decisions during the school year.

Parents

STAR Parent Report – This report may be shared with parents as determined by building procedures



Parent Report
for [REDACTED]

Printed Thursday, March 6, 2014 10:49:35 AM

School: [REDACTED]
Teacher: [REDACTED]
Class: [REDACTED]

Test Date: January 9, 2014 11:02 AM

Dear Parent or Guardian of [REDACTED]

Dylan has taken a STAR Reading computer-adaptive reading test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

PR	PR Range	Below Average	Average 50	Above Average	IRL	ZPD
12	7-17	◆	[REDACTED]		2.5	2.4-3.4

National Norm Scores:

Percentile Rank (PR): 12

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 12, Dylan reads at a level greater than 12% of other students nationally in the same grade. This score is below-average. The PR Range indicates that, if this student had taken the STAR Reading test numerous times, most of his scores would likely have fallen between 7 and 17.

Instructional Reading Level (IRL): 2.5

The Instructional Reading Level (IRL) is the grade level at which Dylan is at least 80% proficient at recognizing words and comprehending reading material. Dylan achieved an IRL score of 2.5. This means that he is at least 80% proficient at reading second grade words and books.

Zone of Proximal Development (ZPD): 2.4 - 3.4

The Zone of Proximal Development (ZPD) is the reading level range from which Dylan should be selecting books for optimal growth in reading. It spans reading levels that are appropriately challenging for reading practice. This range is approximate. Success at any reading level depends on your child's interest and prior knowledge of a book's content.

I will be using these STAR Reading test scores to help Dylan further develop his reading skills through the selection of books for reading practice at school. Dylan should also listen to books read aloud, increase time spent on silent reading, and learn how to select books for independent reading practice at home.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Accelerated Reader Procedures

Accelerated Reader (AR) provides guided independent reading practice for students in *grades 2-5 to support and enhance a comprehensive reading program. *AR is a tool to support student learning. The purpose will vary depending on student need. Use caution when generalizing expectations for a classroom. This includes book selection, use of points and goal setting.*

Maximize the Benefits of AR

Book Selection: Students select books for many purposes. A student's background knowledge, interest level and suggested ZPD are all factors to be considered when selecting a book. Research confirms the value of having students read within an individualized zone; it also shows that students can make gains by reading a wide range of books at varying levels of difficulty. This tells us that students can be given a fair amount of freedom to follow their interests. It is okay and sometimes necessary for students to read outside their ZPD. Do not overly restrict student book choice.

Book Selection and the School Library: The purpose of the school library is to provide students open access to reading materials, to inspire a passion for knowledge and a love of reading. The library is a place where students need to explore their interests without restrictions placed on types of genres or levels of difficulty. Student book selections should be made for learning, personal growth, and enjoyment for life-long learning. Book selection is a skill that needs to be taught and retaught for student success.

Use of Points(Optional): Points are a measure of how much reading practice a student has successfully completed using AR. Points indicate the level of comprehension a student demonstrates after reading a book. Quality of reading material and comprehension take precedence over points accumulated. Students may set personal goals, with the main focus being comprehension. Do not emphasize points over comprehension.

Quiz Taking: Students may take a quiz after reading a book. Ideally, the quiz will be taken shortly after reading the book. This practice will assess comprehension, not memory. A TOPS report is generated at the completion of each quiz, and provides immediate feedback to the student. To serve as a communication tool between school and home, the TOPS report may be accessed via Home Connect and/or printed at school.



Reading Practice TOPS Report for Matthew Bosley

Printed Friday, December 3, 2010 1:22:19 PM

School: Oakwood Elementary School
Class: Grade 4 (Adams)

Teacher:

AR Best Practices recommend using the TOPS Report to communicate goals, identify problems, and celebrate success with students and parents.

What I Read	How I Did
<p>Allosaurus (Dinosaurs) by Michael P. Goecke</p> <p>ATOS BL^a: 2.7</p> <p>Quiz Number: 55459 F/NF: Nonfiction Quiz Date: 12/3/2010 1:01 PM Word Count: 600 Interest Level: Lower Grades (LG) TWI: Read Independently</p>	<p>Correct: 5 of 5 *****</p> <p>Terrific, Matthew!</p> <p>Points Earned: 0.5 of 0.5</p> <p>Percent Correct: 100%</p>

Printed after each quiz, the TOPS Report gives Matthew immediate, personalized feedback on this quiz.

My Progress in 2nd Quarter
11/04/2010 - 12/03/2010 (45% Complete)

Teacher Role: The teacher plays a critical role in the use of AR. Accelerated Reader supports student learning by facilitating differentiated practice and providing a stream of data for evaluating instruction, identifying student needs, and intervening quickly.

Teacher judgement must be used to determine if a quiz is to be administered as a formative or summative assessment. A student may go back into the text and/or use notes if the purpose is for the student to practice and apply a strategy. A student may take a quiz independently (without the text and/or notes) to measure overall comprehension of text.

The practice of retaking an AR quiz is discouraged. Poor quiz performance may prompt teacher follow up with the student. When extenuating circumstances warrant a retake, please contact software support.

Whole group/individual data is immediately available for teachers to guide instruction.

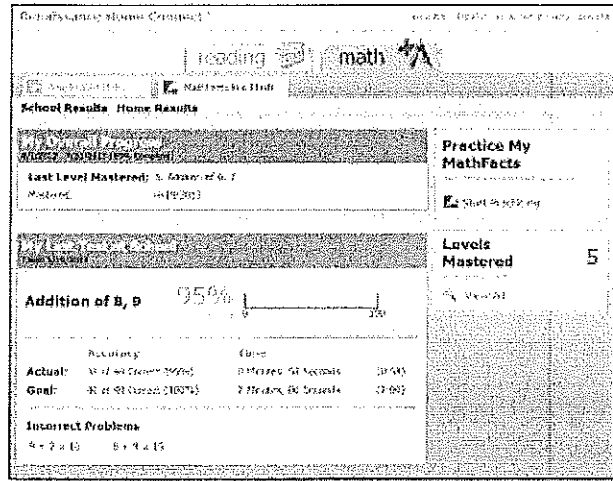
- Reading Practice Quizzes-check basic comprehension
- Vocabulary Practice Quizzes-reinforce key vocabulary words in books students choose for independent reading
- Literacy Skills Quizzes-reflect student proficiency on higher level reading and critical thinking skills. Literacy skills quizzes are available for all students; however, high-level readers are especially encouraged to take advantage of them.
- Trophies/Books for all Learners Quizzes- Check comprehension of Trophies instructional materials

**Accelerated Reader (AR) may be used with students in Kindergarten-grade 1 to meet individual student learning needs. In this instance, a referral should be entered into the RtI module of Skyward. K-1 teachers contact the lead reading interventionist if assistance is needed to complete the referral.*

Home Connect allows students and their families to view the student's daily progress, review books that have been read, and find new books to read. Parents have the option to receive email notification when their child has completed an AR quiz.

A parent information letter will be sent home with students in the fall. To reprint the Home Connect letter, log in to Renaissance Place. Click on the Home Connect tab. Click on Reports and select either a classroom set or an individual report.

A video on how to reprint the Home Connect letter that includes individual student login information can be found on the district shared folder/Renaissance Learning.



Additional Help

If you need help with any of these products, please contact your Lead Reading Interventionist or computer cadre. Interventionists should contact the Elementary Literacy Supervisor or Instructional Software Support for technical assistance.

Elementary Literacy Supervisor

Jennifer Wilhorn jennifer.wilhorn@wrps.net 715-424-6700 x1090

WRPS Instructional Software Support

Jean Westover jean.westover@wrps.net 715-424-6700 x1037

2015-2016 WRPS Elementary Math Guidelines for Renaissance Learning Products

PURPOSE

Renaissance Learning math products complement the WRPS math program and support essential grade level mastery of Common Core State Standards for Mathematics (CCSSM). To build consistency of quality and quantity of usage throughout the district, the following guidelines have been established.

STAR Math (STAR) Enterprise is the software package that includes the test that WRPS uses as a Math screener. It also assists teachers in instructional planning and gives a broader range of data with which to drive daily instruction and practice.

Math Facts in a Flash (MFF) software gives students valuable practice on their addition, subtraction, multiplication, and division facts. The goal is to achieve automaticity—the ability to recall math facts instantly, accurately, and effortlessly. Instruction, practice, and assessment play equally important roles in helping move students into math fact automaticity, which is an essential element of the CCSSM.

Accelerated Math (AM) provides students with individualized assignments in the classroom and as an intervention tool. Feedback is immediately generated for students when assignments are scored. Work is correlated to specific CCSSM objectives. Data on both whole group and individual averages are immediately available to teachers.

PRODUCT COORDINATION

Students in Grades 1-5 take the STAR Math test as the district math screener. The district schedules three Screener Windows throughout the year—fall, winter, and spring. AM is used as a differentiation resource in the classroom and as an intervention tool in classrooms K-5. Teachers and interventionists will use the suggested AM Library and Scaled Score information from STAR reports to gauge the best starting point in AM and will continue using MFF and AM throughout the year based on student progress.

Research studies and additional information regarding [AM](#), [MFF](#), and [STAR Math Enterprise](#) can be found in the **Resources** tab under each product on our hosted Renaissance Place website or through the above links.

PROCEDURES

STAR Math Screener

STAR Math testing will be conducted with fidelity 3 times a year to screen elementary students in grades 1-5.

- Suggested best practice is to have the classroom teacher and interventionist actively proctoring the screener to ensure fidelity.
- The audio feature will be enabled for all students. Please notify students that audio is available. Individual students may choose to mute the sound.
- Teachers will guide students through the pre-test instructions. This should be done the day prior to the test so that audio arrangements can be made. [Pre-Test Instructions](#) linked here.
- The monitor password will change periodically the current password can be accessed from the [Preferences](#) tab or by checking with your Math Interventionist.
- Students will progress through the test at their own pace, typically taking 15-30 minutes. Allow 45 minutes to complete the test.
- The Extended Time feature is available for students who demonstrate need. Otherwise, this feature is off. Interventionists or software support (Jean) can enable for individual students.
- In the event of an emergency and the test needs to be aborted, press ctrl-A and enter the current password.
- In the event a student needs to be re-screened, contact your math interventionist to discuss the possibility.
- In summary: Plan, Prepare, Monitor, Motivate

STAR Reports

- Review **STAR Math Screening, Student Growth Percentile, and Instructional Planning Reports** as each gives a broad range of individualized data.



Screening Report for <State>

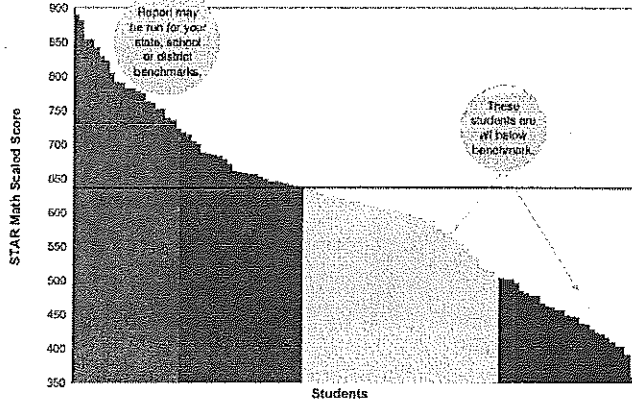
1 of 5

Printed Friday, September 14, 2012 1:43:26 PM

School: Oakwood Elementary School

Reporting Period: 9/10/2012 - 9/14/2012
(Fall Screening)

Grade: 4



Categories / Levels	Current Benchmark #	Number	Percent	Benchmark At Time of State Test
Proficient				
Advanced	All Above 722 SS	21	19%	All Above 722 SS
Proficient	All Above 637 SS	24	22%	All Above 709 SS
Category Total		45	41%	
Less Than Proficient				
Basic	Below 637 SS	38	35%	Below 709 SS
Below Basic	Below 505 SS	27	25%	Below 596 SS
Category Total		65	59%	
Students Tested		110		



Growth Report

1 of 1

Printed Monday, January 23, 2012 3:31:17 PM

School: Oakwood Elementary School

SGP Fall window: 8/1/2011 - 10/15/2012
SGP Winter window: 12/1/2011 - 2/15/2012

Report Options
Reporting Parameters: Group: All Demographics (Default)
Group By: Teacher

Print the Growth Report at the school level.

School: Oakwood Elementary School

Teacher	Class	Total Students Included	Grade	Test date	Mostly SGP Fall/Win	Averages			
						SS	GE	PH	NCE
Boyd, Mark	Grade 3 (Boyd)	18	3	Proficient	37	483	2.6	34	41.5
				Pass/Fail		344	3.1	40	44.7
				Change		+51	+0.5	+6	+3.8
Elli, Anna	Grade 3 (Elli)	18	3	Proficient	30	543	3.1	38	53.2
				Pass/Fail		385	3.3	39	54.8
				Change		+42	+0.4	+1	+1.6
Fos, Susan	Mrs. Fos's Class	18	4	Proficient	73	575	3.7	37	43.0
				Pass/Fail		668	4.3	68	58.5
				Change		+93	+1.2	+29	+15.5
Laher, Karen	Grade 4 (Laher)	19	4	Proficient	48	635	4.3	49	49.5
				Pass/Fail		674	5.0	66	63.8
				Change		+48	+0.7	+19	+14.3
Marquesa, Lisa	Grade 5 (Marquesa)	21	5	Proficient	50	605	3.7	23	34.4
				Pass/Fail		683	4.8	37	43.0
				Change		+78	+1.1	+14	+8.6
Rosa, Brian	Grade 5 (Rosa)	22	5	Proficient	71	650	4.7	44	46.8
				Pass/Fail		748	6.3	75	64.2
				Change		+98	+1.6	+31	+17.4



Instructional Planning Report for Jasmine Major

Printed Wednesday, September 7, 2011 9:42:34 AM

Step 2:
Run the
Instructional
Planning Report
for a student.

School: Pine Hill Middle School
Class: 5th Hour Math

Teacher: Mrs. T. Williams
Grade: 7

Share this
report with
parents and
students.

STAR Math Enterprise Test Results

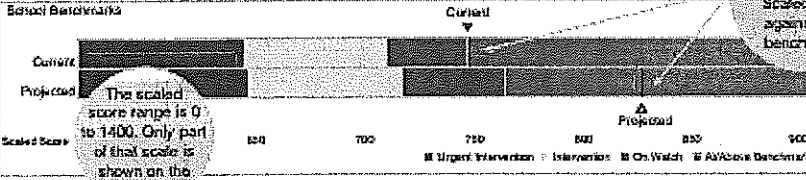
Current SS (Scaled Score): 741 Test Date: 06/02/2011

Algebra Readiness: Jasmine has not yet met the end of year algebra readiness grade level expectations for grade 7.

Projected SS for 08/10/11: 821 Based on research, 50% of students at this student's level will achieve this much.

Graph shows
Jasmine's current
and projected
Scaled Score
against state
benchmarks.

Jasmine's Current Performance



Skills to Learn

Skills listed below are suggested skills Jasmine should work on based on her last STAR Math Enterprise Test. These skills should be challenging, but not too difficult for Jasmine. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for math to find additional information for each skill, worked examples, and example problems.

Numbers and Operations

This score suggests Jasmine has an understanding of how to divide with decimals; convert between decimals, fractions, and percents; and solve problems involving percents and ratios. Based on this score, Jasmine should practice operations with integers and solving problems involving percents, ratios, and proportions.

Skills to Learn

1. Determine a percent of a whole number using less than 100%
2. Determine a percent of a whole number using more than 100%
3. Determine the percent of a whole number is of another whole number, with a result
4. Determining a whole number given a part and a percentage less than 100%
5. **WP:** Determine a percent of a whole number using less than 100%

Find more
information using
Core Progress
for math.

- The fall report should be shared at parent-teacher conferences. These reports may further be shared with parents as determined by building procedures.



Parent Report for Delia Alvarez

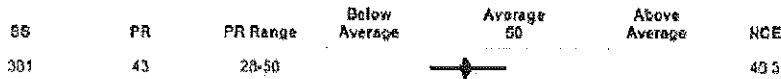
Printed Monday, September 17, 2012 9:12:15 AM

School: Mayfield Elementary
Teacher: Mr. J. Wizza
Class: Mr. Wilson Class B

Test Date: September 12, 2012 11:15 AM

Dear Parent or Guardian of Delia Alvarez:

Delia has taken a STAR Main computer-adaptive math test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only a picture of how your child is doing in school.



This student was given additional time to complete their STAR Math test. The test administrator gave Delia six minutes to answer each question, twice as long as the normal time limit. STAR Math norm-referenced scores (PR and NCE) are based on the test administration using the standard time limits; however, extended time limits are not expected to adversely affect the reliability or validity of STAR Math test scores.

National Norm Scores

Percentile Rank (PR): 43

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 43, Delia's math skills are greater than 43% of students nationally in the same grade. This score is average. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of her scores would likely have fallen between 28 and 50.

I will be using these STAR Math test scores to help Delia further develop her math skills through the selection of materials for math practice at school. At home, you can help Delia develop her math skills as well. At this stage, she needs to work with numbers in the ones and tens and practice adding and subtracting with sums to 10.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

PROCEDURES

Math Facts in a Flash

Classroom Use

It is an expectation that WRPS students practice their math facts. Math Facts in a Flash (MFF) is a tool that may be used by classroom teachers throughout the year to help students practice math facts. Other math fact practice resources may also be used to promote fact fluency. MFF practice should include frequent sessions not to exceed 10 minutes in length.

The following grade-level benchmarks have been established. Starting with the 2015-2016 school year, all students in Grades 1-5 will be *assessed* three times, with the third assessment score being recorded as a screener score in Skyward.

Grade Level Benchmarks

Grade 1-Review: Addition 0 to 5	in 2 minutes or less
Grade 2-Addition Review 2	in 2 minutes or less
Grade 3-Review +, -	in 2 minutes or less
Grade 4-Review +, -, x	in 2 minutes or less
Grade 5-Review +, -, x, /	in 2 minutes or less

The classroom teacher may, at her discretion, remove the time restriction for individual students who struggle with timed tests.

Students who meet the 2-minute benchmarks should continue to strive for a time of 60 seconds or less, as 2 minutes is the MINIMUM benchmark. These goals are based on achieving automaticity (“instantly, accurately and effortlessly”), beyond knowledge and understanding of facts. For example, 3rd graders will practice and learn strategies for multiplication and division, but they are *not* expected to achieve *automaticity* by the end of 3rd grade. Students should continue to challenge their time goals with these benchmarks PRIOR to moving on to the next grade level benchmark.

In MFF, the teacher can individualize response options (multiple choice or free response) for students. Additional supports available in the software include practice sheets and flashcards in a variety of formats.

Teachers should review the **MFF Assignment Book** to monitor levels mastered and the number of practices/tests a student is taking for each level.

Home Connect allows students to practice math facts at home, once they have completed one MFF activity at school. Interventionists will print and send the parent information letter home with students in the fall. Directions for reprinting the Home Connect letter that includes individual student login information can be found here.

Intervention Use

When MFF is used as part of an *intervention*, students will practice Math Facts for 10-15 minutes a day. This includes guided and individual practice either on the computers or mobile devices (iPads, Responders) when available.

PROCEDURES

Accelerated Math

Classroom Use

Accelerated Math (AM) provides additional practice of math concepts and can address gaps in achievement. In the regular education classroom setting, AM is optional, but it can be used to differentiate instruction and provide independent practice. Teachers can create individualized groups within their AM class record book to meet the diverse needs in a classroom. Directions and videos can be found on the Renaissance.com website.

Students will be placed in Common Core (CC) Libraries based upon STAR Math results and teacher discretion. This information can be accessed via the screening report. Students may be placed in libraries above or below grade level. Use of [Extended Response Libraries](#) is encouraged for higher level math tasks.

AM Assignment Types

Exercises are useful for introducing AM as a follow-up to instruction and/or when the student struggles with topics. For exercise assignments, the average percent correct should be at least 80%.

Practices include problems from previously-mastered and new material from the appropriate CC Library. Students demonstrate mastery on a practice by correctly answering 5 out of 6 questions per objective.

Diagnostic Tests can be used as a pre-test, a follow-up to instruction, or as a formative assessment.

Tests are summative and must be completed in school. Tests should be administered on a regular basis and in a timely manner using the assignment book when 1 to 5 objectives are listed in the column "Ready to Test". The goal is to have an individual pass rate (average percentage correct) of 85% or higher.

Students should be required to review assignment results with their teachers. All incorrect problems should be corrected and reteaching should take place if a student is struggling in understanding the objective prior to a new assignment being generated.

Intervention Use

After a screening window closes, identified students will be placed into intervention groups. Accelerated Math for Intervention (AMI) is a tool used for intervention. The math interventionists will manage intervention classes for each building.

Accelerated Math for Intervention Learning Cycle:

Diagnostic Test → Direct, Guided Instruction/Reteach → Practice Assignment → Test → Review

Process for Students Placed in Intervention

1. Generate **Diagnostic Test** for each group with 1 to 3 objectives (use the skills identified as critical objectives marked “**O**”)
2. A student who gets 4 out of 5 correct per skill (RLI calls this “mastered”) will move forward to the next critical objective.
3. A student who gets less than 4 correct out of 5 demonstrates a weakness which calls for direct, guided instruction.
4. Teachers can use the sample problems within the Accelerated Math Assignment Book for reteaching if necessary.
5. Once instruction has occurred, a **Practice** Assignment should be generated for individual student practice.
6. If student demonstrates mastery on the **Practice** Assignment, then a **Test** would be generated to verify the skill has been learned.

Teachers should review **AM Diagnostic Reports** weekly to identify at-risk students and intervene when necessary.

Additional Help

If you need help with any of these products, **please contact your Math Interventionist** or computer cadre. Interventionists should contact the Math Coordinator or Instructional Software Support for technical assistance.

Math Interventionists

Brenda Krings (MD)	brenda.krings@wrps.net	715-424-6777 x2357
Jen Rehberg (HW)	jennifer.rehberg@wrps.net	715-424-6772 x2248
Lisa Sullivan (WD-WA)	lisa.sullivan@wrps.net	715-424-6793 x2872 (WD) 715-424-6788 x2732 (WA)
Jacquie Weinhold (GV-GT)	jacquie.weinhold@wrps.net	715-424-6769 x2112
Hilary Schneeberg (MD-TA-VCA)	hilary.schneeberg@wrps.net	715-424-6784 x2512 (TA)

Math Coordinator

Bill Fehrenbach	bill.fehrenbach@wrps.net	715-424-6721 x1059
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WRPS Instructional Software Support

Jean Westover	jean.westover@wrps.net	715-424-6700 x1037
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2015-2016 WRPS Secondary Math Guidelines for Renaissance Learning Products

PURPOSE

Renaissance Learning math products complement our current math series and support essential grade level mastery of Common Core State Standards for Mathematics (CCSSM). To build consistency of quality and quantity of usage throughout the district, the following guidelines have been established.

STAR Math Enterprise (STAR) is the software package that includes the test that WRPS uses as a Math screener. It also assists intervention teachers in instructional planning and gives a broader range of data with which to drive daily instruction and practice.

Accelerated Math (AM) provides students with individualized assignments and is used as an intervention tool. AM may also be used as a classroom tool in the appropriate settings. Feedback is immediately generated for students when assignments are scored. Work is correlated to specific CCSSM objectives. Data on both whole group and individual averages are immediately available to intervention teachers.

Research studies and additional information regarding AM and STAR Math Enterprise can be found in the resources tab under each product on our hosted Renaissance Place website.

PRODUCT COORDINATION

Students in Grades 6-12 take the STAR Math test as the district math screener. The district schedules three Screener Windows throughout the year--fall, winter, and spring. AM is used as a differentiation tool in the intervention classroom 6th -12th. Interventionists will use the suggested AM Library and Scaled Score information from STAR reports to gauge the best starting point in AM as an intervention tool and will continue using AM throughout the year based on student progress.

Research studies and additional information regarding AM and STAR Math Enterprise can be found in the **Resources** tab under each product on our hosted Renaissance Place website.

PROCEDURES

STAR Math Screener

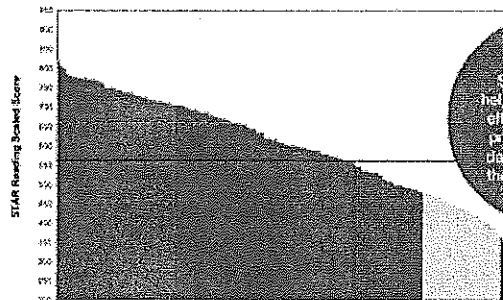
STAR Math testing will be conducted with fidelity 3 times a year within the scheduled windows to screen secondary students in grades 6-12 in their math classes, excepting students in upper level courses (screened with UW Early Math Placement Tool), seniors not taking math, and all seniors completing their courses.

- Suggested best practice is to have the classroom teacher and the interventionist actively proctoring the screener to ensure fidelity.
- The audio feature will be enabled for all students. Please notify students that audio is available. Individual students may choose to mute the sound.
- Teachers will guide students through the pre-test instructions. This should be done the day prior to the test so that audio arrangements can be made. [Pre-Test Instructions](#) linked here.
- The monitor password will change periodically. The current password can be accessed from the **Preference Tab** in your teacher account or by checking with your math interventionist.
- Students will progress through the test at their own pace, typically taking 15-30 minutes. Allow 45 minutes to complete the test.
- The Extended Time feature is available for students who demonstrate need. Otherwise, this feature is off. Interventionists or software support (Jean) can enable for individual students.
- In the event of an emergency and the test needs to be aborted, press ctrl-A and enter the current password.
- In the event a student needs to be re-screened, contact your math interventionist to discuss the possibility.
- In summary: Plan, Prepare, Monitor, Motivate.

STAR Reports

- Review **STAR Math Screening, Student Growth Percentile, and Instructional Planning Reports** as each gives a broad range of individualized data.

Grade: 5



The spring Screening Report helps you evaluate the effectiveness of your programs and make data-based plans for the next school year.

Categories / Levels	Score Range	Percentage	Number	Percent
Above Benchmark				
At/Above Benchmark	Above 602-65	At/Above 60-70	137	65%
Category 100%			137	65%
Below Benchmark				
On Watch	Below 597-62	Below 47-50	24	12%
Intervention	Below 483-55	Below 25-30	10	5%
Special Intervention	Below 262-35	Below 10-15	4	2%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? How much support for reading is available? Which students just above proficiency are you worried about? Who would support in home or independent instruction is available? What support is needed for students just below? Do all students represented by your school need support?

School: Oakwood Elementary School

SGP Fall window
SGP Winter window

Report Options
Reporting Parameter Group: All Demographics (Default)
Group By: Teacher

School: Oakwood Elementary School

Teacher	Class	Total Students Included	Grade	Test date	Median SGP Fall-Win	Averages			
						SS	GE	PR	NCE
Boyd, Mark	Grade 3 (Boyd)	18	3	Pretest	37	493	2.6	34	41.3
				Posttest		544	3.1	40	44.7
				Change		+51	+0.6	+6	+3.4
Ellis, Anne	Grade 3 (Ellis)	18	3	Pretest	38	543	3.1	50	53.2
				Posttest		585	3.5	59	54.8
				Change		+42	+0.4	+9	+1.6
Fox, Susan	Mrs Fox's Class	15	4	Pretest	73	575	3.7	37	43.0
				Posttest		666	4.9	60	58.5
				Change		+93	+1.2	+23	+15.5
Lalves, Korent	Grade 4 (Lalves)	19	4	Pretest	46	635	4.3	48	49.5
				Posttest		674	5.0	66	63.6
				Change		+49	+0.7	+19	+14.3
Marquette, Dee	Grade 5 (Marquette)	21	5	Pretest	51	601	3.7	23	34.4
				Posttest		663	4.8	37	43.0
				Change		+62	+1.1	+12	+7.6
Ross, Brian	Grade 5 Ross	22	6	Pretest	71	659	4.7	44	46.8
				Posttest		745	6.3	75	64.2
				Change		+86	+1.6	+31	+17.4



Instructional Planning Report for Julia Baeten

1 of 2

Printed Wednesday, August 21, 2013 11:59:02 AM

School: West Middle School
Class: Learning Center

Teacher: M. Barkley
Grade: 6

Report Options

Use Trend Score: Use trend score for student's suggested skills

STAR Math Enterprise Test Results

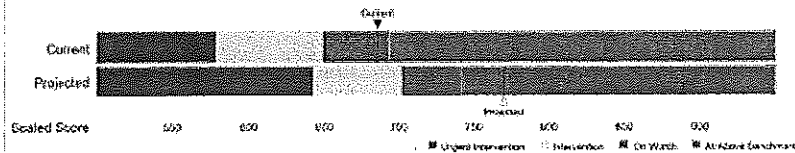
Current SS (Scaled Score): 636 Test Date: 08/20/2013

Algebra Readiness: Julia is not yet meeting grade level expectations for algebra readiness.

Projected SS for 07/31/14: 770 Based on research, 60% of students at this student's level will achieve this much growth.

Julia's Current Performance

School Benchmark



Suggested Skills

Julia's STAR Math scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

K-8

Operations and Algebraic Thinking

This score suggests Julia understands factors and multiples of whole numbers to 100. Based on this score, Julia should practice translating and evaluating numerical expressions.

- 5 Use grouping symbols in a numerical expression
- 6 Evaluate an expression containing grouping symbols
- 6 Translate a verbal expression into a numerical expression
- 6 Interpret a numerical expression
- 6 Generate two numerical patterns using two given rules
- 6 Identify relationships between corresponding terms in two different numerical patterns

Number and Operations in Base Ten

This score suggests Julia understands place value of whole numbers within 1,000,000. Based on this score, Julia should practice multiplying and dividing two 2-digit whole numbers using various strategies. Julia should continue to practice multiplication and division facts until automaticity is achieved.

- 3 Multiply two 2-digit whole numbers using strategies based on place value and the properties of operations.

- The screener results should be shared with students and with parents when they request.



Parent Report for Delia Alvarez

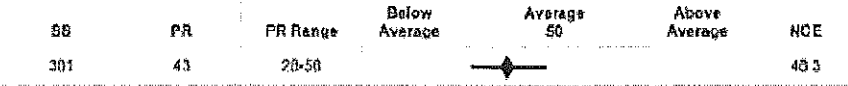
Printed Monday, September 17, 2012 9:12:15 AM

School: Masyfield Elementary
Teacher: Mr. J. Wilson
Class: Mr. Wilson Class B

Test Date: September 12, 2012 11:15 AM

Dear Parent or Guardian of Delia Alvarez:

Delia has taken a STAR Math computer-adaptive math test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.



This student was given additional time to complete their STAR Math test. The test administrator gave Delia six minutes to answer each question, twice as long as the normal time limit. STAR Math norm-referenced scores (PR and NCE) are based on the test administration using the standard time limits; however, extended time limits are not expected to adversely affect the reliability or validity of STAR Math test scores.

National Norm Scores

Percentile Rank (PR): 43

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 43, Delia's math skills are greater than 43% of students nationally in the same grade. This score is average. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of her scores would likely have fallen between 28 and 58.

I will be using these STAR Math test scores to help Delia further develop her math skills through the sanction of materials for math practice at school. At home, you can help Delia develop her math skills as well. At this stage, she needs to work with numbers in the ones and tens and practice adding and subtracting with sums to 18.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

PROCEDURES

Accelerated Math

Classroom Use

Accelerated Math (AM) provides additional practice of math concepts and can address gaps in achievement. In the classroom setting, AM is optional, but it can be used to differentiate instruction and provide independent practice. Teachers can create individualized groups within their AM class record book to meet the diverse needs in a classroom. Directions and videos can be found on the [Renaissance.com website](http://Renaissance.com).

Students will be placed in Common Core (CC) Libraries based upon STAR Math results and teacher discretion. This information can be accessed via the screening report. Students may be placed in libraries above or below grade level. Use of [Extended Response Libraries](#) is encouraged for higher level math tasks.

AM Assignment Types

Exercises are useful for introducing AM as a follow-up to instruction and/or when the student struggles with topics. For exercise assignments, the average percent correct should be at least 80%.

Practices include problems from previously-mastered and new material from the appropriate CC Library. Students demonstrate mastery on a practice by correctly answering 5 out of 6 questions per objective.

Diagnostic Tests can be used as a pre-test, a follow-up to instruction, or as a formative assessment.

Tests are summative and must be completed in school. Tests should be administered on a regular basis and in a timely manner using the assignment book when 1 to 5 objectives are listed in the column "Ready to Test". The goal is to have an individual pass rate (average percentage correct) of 85% or higher.

Students should be required to review assignment results with their teachers. All incorrect problems should be corrected and reteaching should take place if a student is struggling in understanding the objective prior to a new assignment being generated.

Intervention

After a screening window closes, identified students will be placed into intervention groups. Accelerated Math for Intervention (AMI) is a tool used for intervention. The math interventionists will manage intervention classes for each building.

Accelerated Math for Intervention Learning Cycle:

Diagnostic Test → Direct, Guided Instruction/Reteach → **Practice Assignment** → **Test** → Review

Process for Students Placed in Intervention

1. Generate **Diagnostic Test** for each group with 1 to 3 objectives (use the skills identified as critical objectives marked “**O**”)
2. A student who gets 4 out of 5 correct per skill (RLI calls this “mastered”) will move forward to the next critical objective.
3. A student who gets less than 4 correct out of 5 demonstrates a weakness which calls for direct, guided instruction.
4. Teachers can use the sample problems within the Accelerated Math Assignment Book for reteaching if necessary.
5. Once instruction has occurred, a **Practice Assignment** should be generated for individual student practice.
6. If student demonstrates mastery on the **Practice Assignment**, then a **Test** would be generated to verify the skill has been learned.

Additional Help

If you need help on any of these products, please contact your Math Interventionist. Interventionists should contact the Math Coordinator or Instructional Software Support for technical assistance.

Math Interventionists

Candance Bubolz (WRAMS)	candance.bubolz@wrps.net	715-424-6740 x3436
Dave Joosten (WRAMS)	dave.joosten@wrps.net	715-424-6740 x3438
Traci Pronga (EJH)	traci.pronga@wrps.net	715-424-6730 x3319
Anne Barber (LHS)	anne.barber@wrps.net	715-424-6750 x4143

Math Coordinator

Bill Fehrenbach	bill.fehrenbach@wrps.net	715-424-6721 x1059
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WRPS Instructional Software Support

Jean Westover	jean.westover@wrps.net	715-424-6715 x1037
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Assessment Folders – Elementary

The following items must be placed in each student's assessment folder.

4K

PALS Student Summary Report
Ten Essentials Summary Report

Kindergarten

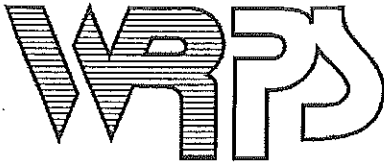
PALS Student Summary Report
Benchmark Books Card and most recent assessment
WRPS Math Universal Screener Assessment Record

First and Second Grade

PALS Student Summary Report
PALS Spring Student Spelling Sheet
Benchmark Books Card and most recent assessment
STAR Math Student Diagnostic Report
Optional for First Grade: Any additional PALS documentation you feel may be beneficial for the second grade teacher.

Third, Fourth, and Fifth Grade

STAR Reading Student Diagnostic Report
STAR Math Student Diagnostic Report
Benchmark Books Card and most recent assessment



**WISCONSIN RAPIDS PUBLIC SCHOOLS
DEVELOPMENTAL REPORT
ELEMENTARY INTERVENTION**

Student Name: School: Year:

Teacher:

Grade K 1 2 3 4 5

	Semester 1	Semester 2
Dates of Service:		
Reading Strategies		
Writing Process		



WISCONSIN
RAPIDS
PUBLIC
SCHOOLS

WISCONSIN RAPIDS PUBLIC SCHOOLS
DEVELOPMENTAL REPORT
ELEMENTARY MATH INTERVENTION

Student Name: _____ School: _____ Year: _____

Classroom Teacher: _____ Math Interventionist: _____

Grade K 1 2 3 4 5

	Semester 1		Semester 2	
	Dates of Service:		Dates of Service:	
	<input type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3	<input type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3
Current Intervention	Program Name/s: _____		Program Name/s: _____	
	<input type="checkbox"/> in progress	<input type="checkbox"/> completed	<input type="checkbox"/> in progress	<input type="checkbox"/> completed
Progress Monitoring	STAR Math Initial Score Date Goal: Current Score Date		STAR Math Initial Score Date Goal: Current Score Date	
Notes				

THOMAS A. LENK EDUCATIONAL SERVICES CENTER
510 PEACH STREET • WISCONSIN RAPIDS, WISCONSIN 54484-4698 • 715-424-6700

Grading Protocol for *Reading Essentials* at the Secondary Level for Non-EEN Students

Reading Essentials will be a Pass/Fail course for Grades 6-12 in the WRPS system.

Reading Essentials will be an elective credit course.

Grade 9-12 students will earn .5 credits each semester if a passing grade is maintained.

A "**Passing**" grade will be determined using the following criteria:

1. The student first and foremost must meet the fidelity of the course.
 - a. **Fidelity** is defined as
 - i. consistent effort and progress
 - ii. demonstrating individual growth (even if that growth does not move student to grade level)
 - iii. engagement in the learning tasks as prescribed by the intervention protocol
 - iv. daily attendance
 - b. Classroom teachers may evaluate students daily or weekly on the above mentioned categories for the purpose of developing an ongoing grading report for each student enrolled in a Reading Essentials class.
2. If the classroom teacher feels that there is not consistent effort on the student's part, that teacher **must document** such reasoning, and discuss it with the student and parent immediately, in order for the student to resume progress toward the goal.
3. Classroom teachers will input, at minimum, a 10-day grade update on Skyward. The preferred grade update is every week.

Pass/Fail **Progress Monitor** grades will be shared at 6 weeks, 12 weeks and a final Pass/Fail grade will be indicated at semester end.

RtI RESOURCES

- National Center on Intensive Intervention at American Institutes for Research [www.intensiveintervention.org]

The National Center on Intensive Interventions (NCII) is housed at the American Institutes for Research, and works in conjunction with many of our nation's most distinguished data-based individualization (DBI) experts.

The mission of the NCII is to build district and school capacity to support implementation of data-based individualization in reading, mathematics, and behavior for students who require intensive interventions.

- Wisconsin RtI Center [www.wisconsinrticenter.org]

Collaborative project between DPI and the 12 CESAs to provide high quality RtI professional development and technical assistance regionally throughout Wisconsin. The Wisconsin Positive Behavioral Interventions and Supports (PBIS) [www.wisconsinpbisnetwork.com] Network operates within the RtI Center.

- Culturally Responsive Education for All: Training and Enhancement (CREATE) [www.createwisconsin.net]

DPI funded statewide project to provide supports to districts with the goal of transforming schools and unlocking the potential of all students.

- What Works Clearinghouse [<http://ies.ed.gov/ncee/wwc/>]

Practice guides on reading and mathematics interventions available under “Publications and Products” and reviews of the evidence base for published interventions.

- Common Core State Standards for English Language Arts and Mathematics [<http://dpi.wi.gov/>]

Newly adopted (June 2010) Wisconsin English and mathematics standards.

- RTI Action Network [www.rtinetwork.org/essential/assessment]

Articles on progress monitoring and data-based decision making are available.

GLOSSARY

Additional Challenges

Additional challenges are research-based strategies that are systematically used with a student or group of students whose screening data indicate that they are likely to exceed benchmarks.

The intensity of the challenge is matched to the intensity of student need and can be adjusted through many dimensions including length, frequency, and duration of implementation.

Benchmarks

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards.

Core Instruction

Core instruction refers to the curriculum, instruction, and assessment that all students receive.

Criterion-Referenced Assessment

Criterion-referenced assessments measure what a student understands, knows, or can accomplish in relation to a specific performance objective. It is typically used to identify a student's specific strengths and weaknesses in relation to an age or grade level standard. It does not compare students to other students.

Culturally Responsive Practices

Culturally responsive practices account for and adapt to the broad diversity of race, language, and culture within Wisconsin schools and prepare all students for a multicultural world. Within Wisconsin's vision for RtI, culturally responsive practices are evident in and infused throughout all levels of each of the three essential elements.

Differentiated Instruction

Differentiated instruction is culturally and linguistically appropriate and reflects a dynamic adjustment to student needs such as readiness, interest, or learning style.

Evidence-Based Practice

Educational practices/instructional strategies supported by relevant scientific research studies.

Fidelity of Implementation

Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: Adherences, exposure, program differentiation, student responsiveness, and quality of delivery.

Formative Assessment

Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessments, the teacher can diagnose skill, ability and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes. Examples include (but are not limited to): CBM, CBA, pre/post tests, portfolios, quizzes, teacher observations, and teacher/student conferencing.

Gifted and Talented

There are multiple definitions of Gifted and Talented. Wisconsin Rapids Public Schools will use the definition provided in Wisconsin School Law, Chapter 118.35: "Gifted and talented pupils" means pupils enrolled in public schools, who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

Intervention

Academic or behavioral interventions are research-based strategies that are systematically used with a student or group of students whose screening data indicate that they are likely to not meet benchmarks. The intensity of interventions is matched to the intensity of student need and can be adjusted through many dimensions including length, frequency, and duration of implementation.

Norm-Referenced Assessment

Norm-referenced assessments compare a student's performance to that of an appropriate peer group.

Progress Monitoring

Progress monitoring is a process used to assess student academic and behavioral performance, to measure student improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. The frequency of progress monitoring increases with the intensity of an intervention or additional challenge.

Research-Based Instruction/Intervention

A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of students, the students can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/intervention must be considered "best practice" based on available research and professional literature.

Scientific, Research-Based Instruction

Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

Scientifically-Based Research

Education related research that meets the following criteria:

- Analyzes and presents the impact of effective teaching on achievement of students.
- Includes study and control groups.
- Applies a rigorous peer review process.
- Includes replication studies to validate results.

Specific Learning Disability (SLD)

Sec. 300.8(c)(10) Specific learning disability. (i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perpetual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

For information on using an RtI model for identifying students with a specific learning disability (SLD), see <http://dpi.wi.gov/sped/ld.html>.

Student Intervention Team (SIT)

A Student Intervention Team is a collection of staff directly involved in providing a specific intervention plan to the student. Team membership includes school psychologist, building principal, classroom teacher, interventionist, counselor, and parent(s)/guardian(s). Additional team members will be invited as needed (e.g. school social worker, ELL teacher, nurse, gifted and talented coordinator).

This collaborative team will:

- determine the format, the specific nature, and the intensity of the instructional intervention selected by the SIT for use by the Intervention Team;
- establish the frequency of progress monitoring;
- be responsible for the documentation of all scores received during the intervention;
- create the communications within the intervention management system that shares the growth or lack of growth through the intervention with the rest of the SIT.

Summative Assessments

These forms of evaluation are used to describe the effectiveness of an instructional program or intervention, that is, whether the intervention had the desired effect. With summative assessments, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

Tiered Instruction

Tiered Instruction describes levels of instructional intensity within a multi-tiered system of support.

- Tier 1** Tier 1 is high quality, culturally responsive core academic and behavioral instruction that is differentiated for student need and aligned with the Common Core State Standards (CCSS) for mathematics and English language arts and other state and local standards. Core instruction refers to the curriculum, instruction, and assessment that all students receive.
- Tier 2** Tier 2 interventions supplement Tier 1 interventions in that students receive additional research-based intervention or additional challenges. Tier 2 interventions are often implemented in small group settings.
- Tier 3** Instruction at the Tier 3 level is more intensive than Tier 2, and is individualized to target each student's area(s) of need. Targeted and

skill-specific interventions accompanied by weekly progress monitoring at Tier 3.

Universal Screening

A quick check of all students' current levels of performance in a content or skill area. This is administered three times per year.

Sources used when creating this document: National Center on Response to Intervention; Wisconsin RtI Center

Wellness Committee Implementation / Monitoring Plan
2014 - 2015 school year

Policy Guideline	Action	Responsible Party	Timeline	Monitoring Data	Responsible Party	Frequency	Completed
Students in grades K-5 will receive at least 5 hours of nutrition education per year	Incorporate nutrition curriculum	Classroom Teacher	Sept. - June 2015	District Curriculum	Classroom Teacher	Yearly	Ongoing
Students in grades 6-8 will receive nutrition education in one class required to complete middle school.	Incorporate Nutrition Unit into required 6th grade class.	Health Teacher	Sept. - June 2015	District Curriculum	Health Teacher	Yearly	Ongoing
Students in grades 9-12 will receive nutrition education within one course required for graduation.	Incorporate Nutrition Unit into 9-12 required Health class	Health Teacher	Sept. - June 2015	District Curriculum Graduating Senior credit history	Health Teacher	Yearly	Ongoing
The school nutrition program will menu one local food per month if availability permits.	Create menus that incorporate locally grown fruits / vegetables into monthly NSLP/SSP programs	Food Service Director	Sept. - June 2015	Monthly menus	Director of Food Service	Monthly	Ongoing
When locally grown items are served, school nutrition staff will post information near the serving area about the food item.	Purchase locally grown fruit/veggies from local farmer, market, or vendor	Food Service Director	Sept. - June 2015	Invoices	Director of Food Service	Monthly	Ongoing
Locally grown foods will be offered, when available, at schools having the Fresh Fruit and Vegetable grants.	Food Service Director will communicate to Food Service staff when locally grown items will be served and provide information about the farmer when available.	Food Service Director / Food Service Staff	Sept. - June 2015	Posting of information at lunch line area	Food Service Director / Food Service staff	Monthly	Ongoing
	Nutrition education material prepared for the program will inform the students that the item is locally grown.	Food Service Director / Food Service Secretary/ Food Service staff	Sept. - June 2015	Create and distribute nutrition education materials that provide information about the food item.	Food Service Director / Food Service Secretary	Monthly	X
	The Director of Food Service will write one article for school newsletters during the school year that informs parents about the school district's Farm to School program.	Food Service Director	May 2015	Printed article on district website	Food Service Director / Food Service secretaries	May 2015	X
	The requirements of the Smart Snack standards will be provided to all school staff, school organizations, and posted on the district website.	Food Service Director	Aug. - Sept. 2014	Articles in noted areas	Food Service Director	Sept. 2014	X
	The Smart Snack calculator will be available on the school district website and the availability of this tool will be	Food Service Director /	Sept. 2014	District website	Food Service Director	Sept. 2014	X

communicated to all staff via email.	Email to staff	Food Service Secretary						
Resources related to healthy fundraising will be provided to school administrators.	Material provided at August 2014 administrator meeting Link on district website to available resources	Food Service Director	Aug. 2014	District website	Food Service Director	Aug. 2014		X
The school district will allow two exempt fundraisers per student organization per school year.	Communicated to administrators at Sept. 2014 administrator meeting	District administrators	June 2015	Fundraiser tracking information	District administrators	Yearly		Ongoing
Provide 90 minutes of instructional physical education for elementary students per week.	Provide fun and engaging curriculum focused on increasing student activity levels, locomotor skills, and sport specific skills	Physical Education teacher	Sept. - June 2015	Fitness Testing data collected for grades 3 - 5	Physical Education teacher	Fall and spring		Ongoing
Provide 225 minutes of instructional physical education for middle, junior high, and high school students every 5 class periods	Provide fun and engaging curriculum focused on increasing student activity levels, knowledge and skill development in all units.	Physical Education Teachers	Sept. - June 2015	Workout Wednesday and Fitness Testing	Physical education teachers	Workout Wed. - every week Fitness testing - minimum grades 6-9. 1 time/semester for 10th grade		Ongoing

Other District Wellness Initiatives During This School Year:

School Gardens: Howe, Mead, Vesper Community Academy, Washington, Lincoln High School
 Fresh Fruit and Vegetable Grant program: Howe, Grove, and Mead Elementary Charter Schools
 LHS Pro Start Class - Finalist in DPI's Whipping Up Wellness Student chef competition with their Chicken Cherry Salsa Flatbread Pizza Recipe
 Mead Walking School Bus - approximately 20 students walk to school on a walking route with volunteers
 Fuel Up to Play 60 Grant Activities: Healthy Eating Enrichment classes at Mead, Mead running club, Woodside running club, WRAMS fruit and yogurt bar at year end social, Fruit and Yogurt bars at Think and Vesper
 DPI Administrative Review findings: Wellness Committee is active and policy well done. Wellness Policy link added to the "Wellness Resources" section of WRPS Food Service page for better public visibility per their recommendation.
 Smarter Lunchroom Movement Grant at Mead Elementary School; provides funds to help promote consumption of healthy foods through simple and inexpensive ways. Mead kindergarten students created fun names for fruits and vegetables served at school and these are being promoted through posters, announcements, and menu and improved marketing displays on meal serving lines.
 Involvement of Wellness Committee members in Wisconsin Farm to School Summit held in Wisconsin Rapids in January 2015
 Presentation to Washington Kindergartners on how locally grown foods come from the farmer to the lunchroom
 Amount of locally grown products purchased this year: 12676# and \$12,885 spent (15% increase from last school year)