

School District of River Falls
Educational Program Committee meeting

Monday, June 7, 2021 - 6:00 PM

River Falls High School Media Center, 818 Cemetery Road, River Falls, WI 54022

Agendas can be viewed at <https://www.rfsd.k12.wi.us/district/school-board.cfm> or at
<https://meetings.boardbook.org/Public/Organization/1447>

1. CALL TO ORDER - 6:00 p.m. at River Falls High School Media Center

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

4. English Language Learner programming presentation

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Description: English Language Learner (EL) staff, Cassie Meyer, Monica Dumond and Drew Rohl, will present a team update regarding the EL program in the River Falls School District. Information will be shared regarding how our EL teachers and staff support students, teachers and their families. Additional information will be shared regarding procedures and requirements aligned to Title III programming.

Recommended Action: None, Informational only.

5. Gifted and Talented programming presentation

8

Description: Gifted and Talented teacher, Drew Rohl, will present a programming update from the 2020-21 school year. Information will be shared regarding programming goals and activities implemented during the past school year as well as supports provided for students and staff.

Recommended Action: None, Informational only.

6. Update regarding the prioritization of learning recovery task force considerations

15

Description: Jennifer Peterson, Director of Academic Services, will provide committee members with an update regarding Elementary and Secondary School Emergency Relief Fund (ESSER) recommendations focused on learning recovery and anticipated next steps within the River Falls School District.

Recommended Action: None, Informational only.

7. Approve the Elementary School Handbook

18

Description: Jennifer Peterson, Director of Academic Services, will present the River Falls School District Elementary School Handbook for approval. A summary of recommended changes has been provided in addition to the entire handbook for reference.

Recommended Action: Approve Elementary School Handbook for the 2021-22 school year.

8. Proposed/suggested items for the next regular and future Board meeting agenda(s)

Description: Board members will be given the opportunity to suggest items for future Board member agendas.

Recommended Action: As needed.

9. Schedule next Board/Committee meetings

Description: Upcoming committee meeting dates, times, and locations will be reviewed.

Recommended Action: Set meeting schedule as follows:

Educational Program Committee meeting, Monday, July 12, 2021, 6:00 p.m.

Meeting will be held at Greenwood Elementary School, 952 E. Division Street.

1

10. ADJOURN



Title III Program Policies

Requirements to improve outcomes for English Learners--

- Demonstrate ELs are proficient in:
 - Mathematics
 - reading/language arts
 - Science
 - all while progressing in their proficiency of English Language
- Support Instruction
- Family Engagement
- Professional Development

How we identify & provide service to our ELs?

- Home Language Survey upon registration
 - Identify for screening
 - administered differently in 2019-20
 - training for secretaries
- Screen
 - Determine level
 - Create/share ongoing Individual Student Plans
- Provide services (ELD Standards)
 - Pull out/Push in/Co-teach/Monitor
 - Depends on individual student
- ACCESS 2.0 Annual Assessment
 - listening, reading, speaking, writing

Mission Statement

The School District of River Falls' English Language Learners (ELL) Program's mission is to guide students to English proficiency and academic growth by co-planning and co-serving through proactive practices that meet the needs of all learners.

2020-21 Program Goals

- ★ Increase family engagement
- ★ Increase instructional time with students
- ★ Synchronize procedures for new EL families

Roles and Responsibilities of the EL Teacher

- A. **Serve as a resource** for language instruction for ELs as they learn academic content
 - a. Plan
 - b. Implement
 - c. Assess
- B. **Know our students'** background, language skills, and personalities (**play a huge part in student learning in the classroom**)
- C. **Build relationships** with students, parents, and staff
- D. **Understand** language acquisition timelines
- E. **Be** open minded, student focused, flexible, team players, problem solvers
- F. **Instruction** (e.g. push-in, pull-out, co-teach, monitor)

New 2020 WIDA ELD Standards

WIDA's ELD Standards





Demographics by ELP

LEARNERS		Level 1	Level 2	Level 3	Level 4
Total Multilingual Learners	62	13	5	22	20
RFHS	12	1	2	2	7
MMS	20	2	2	8	8
Rocky Branch	11	4	1	6	--
Westside	3	1	--	--	2
Greenwood	8	4	--	2	2
St. Bridget's	2	--	--	2	--
Virtual School	6	2	--	3	1

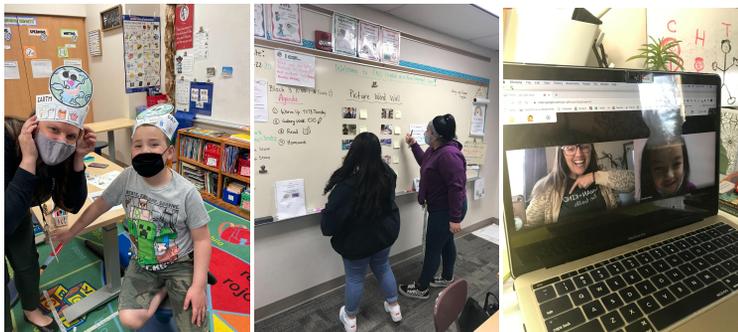
Monitored	5
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A day in the life of Mrs. Meyer

****New 2021**
Newcomer
Summer
School Opportunity**

Monday	Tuesday	Wednesday	Thursday	Friday
Rocky RFHS Rocky	Rocky Virtual RFHS Rocky	Rocky Virtual RFHS Rocky	Rocky RFHS Rocky	Rocky Virtual RFHS Rocky

**RFHS
one WORLD
CLUB**



Day in the Life of Mrs. DuMond



7:15 a.m. - 3:15 p.m.

ELL-Friendly Classrooms

WHAT YOU'LL HEAR		WHAT YOU'LL SEE	
<p>Less teacher talk and more student conversation</p>	<p>Student groups working together in collaboration</p>	<p>Desks arranged in groups</p>	<p>ANCHOR CHARTS</p> <p>that are clear, concise, and user-friendly, with graphic supports</p>
<p>The teacher using repetition and clarification to support student comprehension</p>	<p>Students using sentence stems to speak and write in complete sentences</p> <p><i>I believe</i></p>	<p>WORD WALLS</p> <p>that are categorized and supported with visuals</p>	<p>Content and language objectives clearly posted</p>

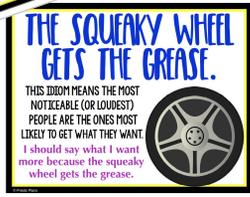
Monday	Tuesday	Wednesday	Thursday	Friday
RFHS MMS Homework Club	RFHS MMS	RFHS MMS Homework Club	RFHS MMS Virtual	RFHS MMS Homework Club



A Day in the Life of Mrs. Rohl



Monday	Tuesday	Wednesday	Thursday	Friday
Greenwood Westside Greenwood	Westside Rocky Branch Virtual Greenwood	Greenwood Westside Greenwood	Westside Rocky Branch Virtual Greenwood	St. Bridget's Westside Greenwood



Classroom Rules for ESL Teachers

- We smile and welcome our students. We point to classroom objectives. We use gestures and actions.
- We repeat key phrases. We articulate and pause. We use the full word forms.
- We focus on selective forms. We build background knowledge. We look for repeated main points.
- We check for comprehension. We repeat student responses. We expand on student responses.
- We speak clearly and loudly. We maintain a moderate pace. We use inflection with purpose.



Family Engagement: 2020-21 Annual Title III Parent Meeting (Virtual)



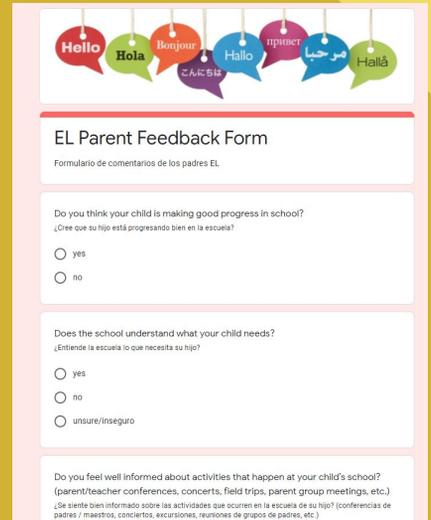
WELCOME!
¡BIENVENIDO!
ZOO SIAB TXAI
欢迎

May 11, 2021
4:00-4:30 P.M.

**TITLE III
EL ANNUAL PARENT MEETING**

SCHOOL DISTRICT OF RIVER FALLS
community develop unlimited unique
unlocking fulfill share potential
personalized commitment
inspire everyone learning teaching
RIVER FALLS

DREW ROHL, EL TEACHER
CASSANDRA MEYER, EL TEACHER
MONICA DUMOND, EL TEACHER
SILVIA FREDRICK, EL PARA
JENNIFER PETERSON, ACADEMIC SERVICES DIR.
NATALY GOMEZ, EL PARA



Hello Hola Bonjour Hallo привет مرحبا Hallá

EL Parent Feedback Form

Formulario de comentarios de los padres EL

Do you think your child is making good progress in school?
(¿Cree que su hijo está progresando bien en la escuela?)

yes
 no

Does the school understand what your child needs?
(¿Entiende la escuela lo que necesita su hijo?)

yes
 no
 unsure/inseguro

Do you feel well informed about activities that happen at your child's school?
(parent/teacher conferences, concerts, field trips, parent group meetings, etc.)
(¿Se siente bien informado sobre las actividades que ocurren en la escuela de su hijo? (conferencias de padres / maestros, conciertos, excursiones, reuniones de grupos de padres, etc.))

Questions?

Program Policies (continued)

- All identified gifted and talented students enrolled in the school district shall be provided access to academic programming that will meet their personalized needs
- Students may be recommended based on identified abilities by administration, teachers, and parents, and will participate in in district-identified assessments to target specific areas of abilities
- A Differentiated Education Plan (DEP) will be developed through a team process to support the needs of each individual student (DEP's reviewed on an annual basis)

RFSD Gifted and Talented Mission Statement

The School District of River Falls believes that all children are entitled to an education aligned to their particular needs. While all students have personal strengths, some have abilities and talents that go beyond the core curriculum. These students often require access to personalized, differentiated, or advanced curriculum in order to realize their full potential. All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The School District of River Falls believe that all students, including advanced learners should be challenged and supported with personalized learning opportunity to reach their full potential.



District Goals

- Build capacity to advocate for our academically talented students via collaborative relationships between community, school, and family
- Ensure personalized learning experiences are provided for underachieving or twice exceptional gifted learners
- Identify opportunities and resources for all students
- Develop a Differentiated Education Plan (DEP) when appropriate for identified students through a team process
- Identify increased academic achievement through differentiated instruction, compacted curriculum, flexible student grouping, personalized learning, and academic programming
- Perform ongoing evaluation at the district level

Gifted and Talented Teacher Roles and Responsibilities

- Provide identified gifted and talented students with appropriate student learning experiences that lead to advanced academic achievement
- Develop and implement learning plans that align to academic needs of students
- Assist teachers in developing and providing students with enriched or alternative coursework to meet student needs (curriculum modification, compacting, project-based learning, and other strategies)
- Provide teachers and administrators with professional development, instructional planning, and classroom support that specifically address the needs of gifted and talented students

Roles and Responsibilities (continued)

- Assist in the gifted and talented nomination and identification process, including the planning, testing of students, review of data, and school identification meetings
- Participate in grade level professional learning communities (PLCs) to work with teachers on instructional planning and extension in all classrooms, review assessment data, and support classroom teachers with curriculum and lesson modifications accordingly
- Attend CESA 11 Gifted and Talented network related meetings and other related trainings
- Ensure that program offerings comply with federal, state, district, and school regulations and policies

Identification Procedures

- Referral form is completed by the individual referring student (teacher, building administrator, psychologist or parent/guardian).
- Student data is reviewed by GT teacher, building administrator, school psychologist and/or counselor, classroom teacher, and the Director of Academic Services.
- GT teacher or building administrator contacts parents/guardians to obtain written consent to begin testing. Once consent is given, the trained employee will administer the CogAT assessment and determine if student's performance is at or above 89th percentile.
- If student meets initial criteria above, the school psychologist will obtain parent/guardian consent to administer a district identified cognitive ability assessment (WISC, Kaufman Assessment).

Identification Procedures (continued)

- The team will meet to review all student data and ability assessment results to determine gifted and talented identification. Student performance must meet the criteria (*89th percentile or above on CogAT, 97th percentile or above on test of cognitive abilities, performing at the "Advanced" level on current assessment data, exceeding grade level expectations on district and/or classroom-based indicators by at least one grade level on BAS, STAR, etc.*).
- If the student meets identified criteria, a Differentiated Educational Plan (DEP) is established and reviewed annually.
- If the student does not meet criteria for Gifted and Talented, advanced learning opportunities will be considered, as appropriate.

Services and Supports for Students



Students Supports:

Differentiated Educational Plan (DEP)

- Annual review of DEP
- Participation in CESA 11 student events: Sweet to Be Me, STEM Activities, Script to Screen
- Young Author's/RFSD Writer's Workshop
- Participation in courses via The Center for Advanced Academics, Wisconsin Center for Academically Talented Youth (WCATY)
- Access to advanced reading level choices and enrichment programs
- Differentiated learning experiences and assignments within the classroom



High Achieving Students:

- Access to advanced reading level choices/enrichment programs
- Differentiated instruction within the classroom
- Participation in Math Counts (MS)
- Participation in Math Master's (5th grade)
- Young Author's/RFSD Writer's Workshop
- Robotics Club
- RFHS Clubs and Activities
- Consideration for WCATY/CAA course opportunities
- Consideration for CESA 11 student events

GT Programming in the RFSD 2020-2021

- Elementary level students referred by psychologists and/or teachers
 - Students who qualified now have DEP's on file
 - Students who did not qualify still considered high achieving, may be invited to participate in GT events if aligned with skills and interests
- Middle school level- Students identified as high achieving based on observations and data from teachers and counselors
 - In consideration for GT events and opportunities
- Events offered outside of the RFSD during 2020-2021 school year were virtual due to Covid-19 precautions

GT Programming in the RFSD 2020-2021 (continued)



- Small group of identified GT students participated in a virtual Scripts and Stories event through CESA 11
 - 4 online meetings
 - Students met with GT teacher to film scenes and edit movie
- Now have access to CogAT assessment platform
 - Used as additional tool to help identify gifted students
 - Also aids in identifying the type of giftedness a student may possess (verbal/linguistic, visual/spatial, etc.)
 - Tested some of our current GT students to familiarize ourselves with the CogAT testing procedures and testing platform

Questions?

Learning Recovery Task Force Recommendations ESSER II and III Funding

PLEASE NOTE: The below list of items have been identified and summarized as some of the priorities and recommendations shared based on our Learning “Recovery” Task Force. The priority areas are not listed in any specific order, but rather a summary of recommendations aligned to specific funding categories. No decision has been made regarding any of the below items to date as we are currently uncertain of future ESSER funding in the River Falls School District. We have been following the recommendations by the Joint Finance Committee (JFC) in Madison and will proceed to finalize District expenditures when we are more confident about our future allocation of funds.

PRIORITY AREA #1:

Early Learners Literacy Instruction and Professional Learning

- ❖ Ensuring all students in the River Falls School District are proficient readers by the end of grade 3.
- ❖ To provide professional learning opportunities and resources to staff to support this priority.

In order to support and achieve early learning goals in the RFSD, ESSER funds are recommended to provide the following funding needs identified below. We have identified needed staffing, instructional resources, and professional development to support this priority.

Staffing/Personnel Items:

1. K-5 Literacy Coach (1.0 FTE)

- a. Position will be assigned to Rocky Branch ES.
- b. Redistribution of Coaching support to support the other elementary schools.
 - i. 1.0 Rocky Branch ES Literacy Coach
 - ii. .75 Westside ES Literacy Coach; .25 Title I Leadership & Reading Specialist
 - iii. .75 Greenwood ES Literacy Coach; .25 RFPME Literacy Coach
- c. Three(3) year commitment **(\$80,000 x 3 years = \$240,000)**
- d. Future consideration as a continued budget expense

2. Increased hours of Math Interventionist support

- a. This position currently has 3.0 hours/day at RB, GW, and WS and 1.5 hours/day at RFPME.
- b. Recommended increase of hours from 3.0 to 7.5 hours at RB, GW, and WS.
- c. Recommended increase of hours from 1.5 to 4.0 hours at RFPME.
- d. Professional development and mentorship support will continue to be provided to our Math Interventionists by our K-5 Math Coach.
- e. Three (3) year commitment **(\$60,000 x 3 years = \$180,000)**
- f. Future consideration as a continued budget expense

Interventions/Resources and Professional Development Items:

1. Lexia Core5 Reading Intervention

- a. Online Reading Intervention
- b. Focused on phonics support, reading comprehension and building reading fluency
- c. Targeted grade levels (K-3)
- d. Two (2) years funding for this NEW Reading Intervention **(\$12,900 x 2 years = \$25,800)**
**Piloted at Rocky Branch ES Spring 2021 with successful results.*

2. Building Fact Fluency Kits

- a. Math Fluency Intervention (addition, subtraction, multiplication and division)
- b. Requested increase and addition of intervention resources at all ES schools and classrooms.
- c. Five (5) additional kits for addition and subtraction requested **(\$2,500 one-time)**
- d. Eight (8) kits for multiplication and division **(\$4,000 one-time)**

**NEW resource*

3. Orton Gillingham Professional Development
 - a. Professional development to support Phonics Instruction
 - b. Aligned with NEW DPI Dyslexia requirements for school districts
 - c. Summer (2022) Training **(\$10,000 one-time)**
*~10 teachers @ \$1,000/each

PRIORITY AREA #2

Well-Rounded Education

Educational opportunities and support in addition to ELA and Math (e.g. Stem, Global education, Environmental education)

In order to support and achieve this goals in the RFSD, ESSER funds are recommended to provide the following funding needs identified below. We have identified additional staffing and funding needs. ,

Staffing/Personnel Items:

1. **Permanent Sub (1.0 FTE)**
 - a. Provide substitute support
 - b. Provide mentorship support, onboarding and training for our substitute teachers and paraprofessionals
 - c. Three (3) years **(\$80,000 x 3 years = \$240,000)**
2. Increase daily sub pay for RFSD Substitute teachers from \$125.00/day to \$200.00/day **(\$100,000 x 3 years = \$300,000)**

PRIORITY AREA #3

Expanded Learning Time/Summer School

In order to support and achieve early learning goals in the RFSD, ESSER funds are recommended to provide the following funding needs identified below. We have identified needed staffing, instructional resources, and professional development to support this priority.

1. **Before/After School Tutoring Programs**
 - a. Coordination and organization utilizing the District's Volunteer Coordinator
 - b. Provide before or after school tutoring opportunities in all seven (7) schools in our District
 - c. Funding would support previous tutoring programs offered; anticipated three 10-week tutoring sessions for students at the elementary level; anticipated four 8-week tutoring sessions for students at the secondary level
 - d. Teacher Extra-Duty Pay (\$30/hour)
 - e. Total: \$60,000 x 3 years = **(\$180,000)**
2. **Summer School Transportation**
 - a. Additional "country/out-of town" routes to support additional students in need
 - b. Two (2) funding **(\$40,000 x 2 years = \$80,000)**

PRIORITY AREA #4

Closing the Achievement Gap

1. **Collaboration/Data Tool**
 - a. Three-year contract
 - b. Year 1 - \$30,000
 - i. Includes set-up costs
 - ii. Includes per/student fees

- c. Year 2 - \$25,000
 - d. Year 3 - \$25,000 (**\$80,000 - 3 years**)
 - e. Future consideration as a continued budget expense
- 2. Professional Learning Communities (PLC) Professional Development
 - a. Funding allocated for training and school PLC team support (\$25,000)
 - b. Professional development will focus on training, leadership, and effective implementation of PLCs within schools

PRIORITY AREA #5

Mental Health Supports

- 1. Mid-Year Mental Health Summit
 - a. Keynote Speaker(s) & Guest Presenters (**\$ 5,000 one-time**)
 - b. Wellness Vouchers for Staff (**\$1,000 one time**)
 - c. Meal for Staff at Wellness Summit (**\$2,500 one-time**)
- 2. Funding for School mini-grants to support Wellness activities within their buildings (**\$7,000 one-time**)
- 3. Additional Mental Health Therapist (on-site) for Students
- 4. Schedule EAP for full day Staff support on Inservice days

The dollar amounts listed in **RED above are "anticipated" costs and may be subject to change.*

RFSD Elementary School Handbook

Summary of Changes

June, 2021

Notes:

- If a change is noted on multiple pages the change is listed once with multiple page numbers proceeding it.
- Items deleted are stricken. Both added and stricken language are highlighted yellow.
- The table of contents has being updated to reflect the below changes.
- These changes have been agreed upon by the ES principals and reviewed by district legal council.

Page 6: School Hours

School Hours

- The playground is not supervised before 8:30am and or after school. Students are not allowed to arrive before 8:30. Playground supervision will begin at 8:30. On Thursday mornings there will be an extended recess time until 9:00 a.m. Attendance is not taken until 9:00 a.m. on Thursday mornings. After students are supervised during bus pick-up and parent pick-up. Walkers are instructed to walk directly home after school and not play on the playground. Our playgrounds are not supervised at that time.

Page 14: Classroom Placements Requests

Classroom Placement Request

~~To stay in line with equitable practices, classroom requests will be considered for a limited number of extenuating circumstances such as legal and health related circumstances. Requests will also be considered in instances where alternative programming models exist such as looping, multiage, and team taught classrooms.~~

Principals consider various criteria when developing class lists. ~~Therefore, requests may or may not be accommodated. All elementary schools host Moving on Up Day, where placements are shared with parents and students get to meet their class and teacher prior to the last day of school. Classroom placements are subject to change at the discretion of the building principal, however changing classroom placement after lists are released is rare.~~

To stay in line with equitable practices, specific teacher requests will no longer be accepted for the 2022-2023 school year. This change will allow the school to make the most equitable and appropriate class lists. Parents may make broad requests to support their child. An example could be the optimal learning environment for your child.

All elementary schools host Moving on Up Day, where placements are shared with parents and students get to meet their class and teacher prior to the school year. Classroom placements are subject to change at the discretion of the building principal, however changing classroom placement after lists are released is rare.

Page 15: Lunch Accounts

Lunch Accounts

Breakfast and lunch are offered at each elementary school every day school is in session. Breakfast is provided in the classroom once school starts in the morning and lunch in the lunchroom. For the 2021-2022 school year a breakfast and a lunch will be offered at no cost for all students. An additional breakfast will be \$1.70, an extra milk will cost \$.50 and an extra lunch will cost \$2.70.



Greenwood Elementary School

Nate Schurman, Principal
 982 E. Division St.
 River Falls, WI 54022
 Phone: 715-425-1810
 Fax: 715-425-0783
Nate.Schurman@rfsd.k12.wi.us

Rocky Branch Elementary School

Chuck Eaton, Principal
 1415 Bartosh Lane
 River Falls, WI 54022
 Phone: 715-425-1819
 Fax: 715-425-0599
Chuck.Eaton@rfsd.k12.wi.us

Westside Elementary School

Christopher Kamrath, Principal
 1007 West Pine Street
 River Falls, WI 54022
 Phone: 715-425-1815
 Fax: 715-425-1805
Christopher.Kamrath@rfsd.k12.wi.us

River Falls Public Montessori Elementary

Nathan Wells, Principal
 421 W. Maple St.
 River Falls, WI 54022
 Phone: 715-425-7645
Nathan.Wells@rfsd.k12.wi.us

SCHOOL DISTRICT OF RIVER FALLS

Building/Department Telephone Numbers

(all numbers use area code 715)

District Administration Offices	425-1800
Buildings and Grounds	425-1806
Bus Garage	425-1808
Food Service	425-1839
High School	425-1830
Meyer Middle School	425-1820
Kids Club Office	425-0799
Kids Club Child Care (Greenwood)	821-2947
Kids Club Child Care (Rocky Branch)	425-0799
Kids Club Child Care (Westside)	425-0580

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2020-2021 School Year

Dear Parents and Students,

Welcome to River Falls School District!

On behalf of all staff and administration, we would like to welcome you to River Falls Elementary Schools. We strive to provide a physically and emotionally safe environment where students know that we care about them while maintaining high expectations.

Please take time to read this handbook as it is designed to familiarize you with some of those expectations. We hope that by working together you will find school an enjoyable, meaningful, and rich experience.

For specific information pertaining to one of the four elementary schools please utilize our district website at

<http://www.rfsd.k12.wi.us>

Sincerely,

Chuck Eaton – Rocky Branch Elementary Principal
Christopher Kamrath – Westside Elementary Principal
Nate Schurman – Greenwood Elementary Principal
Nathan Wells - River Falls Public Montessori Principal

Philosophy of Education

The Board of Education and staff of the School District of River Falls believe that our responsibility to each student is to provide a diverse educational program that prepares our students for the demands of the future.

The River Falls curriculum is designed to cultivate each student's capacity for intellectual, physical, emotional, and social development as well as foster an appreciation and acceptance of every human being and cultural difference.

We believe it is our responsibility to provide our students with the tools needed to meet and solve problems by applying knowledge, integrating learning, and utilizing technology as well as developing self-direction and discipline.

It is also believed that the educational process is shared by the family, community, and spiritual organizations. The involvement of the entire community is necessary in order to provide opportunities for each individual to achieve his/her full potential.

The Board supports the professional growth of all staff in order to maintain a high quality educational environment and educational program.

I. ATTENDANCE POLICY

Attendance Philosophy

We believe that engaging families as partners is essential for the child's success in school and promotes an equitable experience. Student attendance is important for a child's social, emotional, and academic success. Our policies and procedures:

- Focus on early communication and intervention with student absences and tardies.
- Focus on communication from teachers, counselor, and principal.
- Work collaboratively to not blame, shame, or judge families (we are all doing our best)
- Focus on family strengths and support networks to help students attend school

In accordance with state law and Pierce/St. Croix County and River Falls Municipal ordinances, all students must attend school full time until the end of the term, quarter, or semester they become eighteen (18) years of age, unless they have a legal excuse, fall under one of the exceptions outlined in Wisconsin Statutes §118.15, or have graduated from high school.

Enforcement of student attendance policies and truancy procedures shall be a shared responsibility between the schools, social service agencies, law enforcement officials, students, parents, and the community at large.

School Attendance Officer

The principal or his/her designee will serve as the school attendance officer.

Student Absences and Excuses

The responsibility for regular school attendance of a student rests upon the student's parent(s) or guardian(s).

Any absence not verified by a note or phone call within 24 hours following the absence may be considered unexcused.

All excused absences require a parent/guardian or legal custodian to provide written/verbal verification, which is to be submitted to the school attendance officer in advance or prior to the re-admittance to school. The school attendance officer has final authority in determining if an absence is excusable.

The school attendance officer may approve a legal excuse for any student for the following reasons:

1. Evidence that the student is not in proper physical or mental condition to attend school or an educational program. If the student exceeds four (4) illness days in any semester, the district may request the parent or guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student. Such excuses shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days.
2. An illness in the immediate family that requires the absence of the student because of family responsibilities.
3. Medical, dental, chiropractic, optometric, or other valid professional appointments.
4. A death in the immediate family.
5. Religious holidays.
6. A court appearance or other legal procedure upon submission of proof.

7. Quarantine as imposed by a public health official.
8. Attendance at special events of educational value as approved in advance by the school attendance officer.
9. Approved school activities during class time.
10. Special circumstances that show good cause, which are approved 48 hours in advance by the school attendance officer.

Illness at School

If a student becomes ill while at school, a call will be made to a parent, guardian or emergency contact from the nurse's office or attendance desk. The parent must speak with someone from the attendance or nurse's office prior to the student leaving the building grounds. An illness day, excused by a parent during the school day, will count towards the four (4) allowable parent-excused illness days for the semester.

Pre-Arranged Absences

Under Wisconsin State Statute §118.15(c), students are allowed to be absent up to ten (10) times per school year for any reason. However, each of these absences must be excused prior to the student leaving. If the absence is not pre-arranged, or there are extenuating circumstances not approved by the attendance officer, the absence may be classified as unexcused. The role of parents is paramount in this process to ensure that your child is not needlessly penalized due to the fact the procedure was not followed. These days should be used judiciously, in that after the ten (10) days, all absences will require attendance officer approval.

Unexcused Absences

Students who are absent from school with the consent of their parents(s) or guardian, but whose absence does not fall under the reasons listed above, as determined by the attendance officer, shall be considered *unexcused*.

According to state statute §118.16 (c), all students with an *unexcused* absence will be permitted to make up an examination missed during an absence. However during such occasions, credit **will not** be given for daily class work missed.

The administration is also authorized by the board to establish a building procedure to enhance the full attendance requirement and to determine appropriate action to serve as a deterrent to habitual truancy, including detention or supervised directed study program. All detentions must be completed as a requirement for participation in graduation ceremonies.

Suspended Students

Students suspended from school by a building administrator for disciplinary reasons are regarded neither excused or unexcused and should be recorded as suspended from school versus absent from school. Such students must be allowed to make-up all class assignments, quizzes, examinations, and projects missed during the term of the suspension. During the suspension, the student is not allowed to participate or attend any after school activities.

Attendance Definitions

"*Unexcused Absence*" means any absence of more than 15 minutes or all of the one (1) or more school days during which the school attendance officer has not been notified of the legal cause of such absence by the parent or guardian of the

absent student. Unexcused absence also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law.

“*Habitual truant*” means a student who is absent from school without an acceptable excuse for part of or all of five (5) days on which school is held during a semester.

Students who are “habitually truant” will be referred to River Falls Municipal Court and/or Human Services in the county which they claim residency concerning subsequent offenses.

Extracurricular Participation and Attendance

A student must be in school attending classes during the entire day in order to participate in a school activity. If the attendance officer is notified in advance as to extenuating circumstances, a final determination as to whether a student is allowed to participate will be at the discretion of the attendance officer.

School Hours

8:30 Playground supervision begins

8:40 Entrance /School Begins (9:00 on Thursdays)

3:45 Dismissal (Walkers, parental pick up and transfer bus at 3:40.)

The playground is not supervised before 8:30am and or after school. Students are not allowed to arrive before 8:30. Playground supervision will begin at 8:30. On Thursday mornings there will be an extended recess time until 9:00 a.m. Attendance is not taken until 9:00 a.m. on Thursday mornings. After students are supervised during bus pick-up and parent pick-up. Walkers are instructed to walk directly home after school and not play on the playground. Our playgrounds are not supervised at that time.

Student Drop Off

Parents arriving at school after 8:40 must report with their child to the office.

If your child must be dropped off or sent to school before 8:30, we ask that you enroll your child in our before/after school child care program. Information about this program is available by calling the coordinator at 425-0799.

All visitors during the school day will need to press a “buzzer” at the main office and will then be let into the office by a staff member. All visitors are asked to check and sign-in with the office before going to other locations in the building. Visitors are asked to wear a nametag that may be picked up in the office. We take pride in knowing all of our parents but please don't be offended if we ask you who you are or request identification.

Student Pick Up

Parents picking up their child during/after the school day should wait outside or in the office/lobby area. The parents should not go to the classroom to pick up their child.

Changes of end of day routines made during the day should go directly to the office. Changes made prior to the day of the schedule change can be made through the classroom teacher or office. Please have end of day changes to the office prior to 2:45pm. Children are not permitted to leave the school grounds during school without permission.

Reunification Plan In Case of Emergency

Student/Parent Reunification

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: “The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID.”

Parent/Guardian Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

What if a Parent Can’t Pick-up Their Student? When a parent can’t immediately go to the reunification site, students will only be released to individuals previously identified as a student’s emergency contact. Otherwise, the school will hold students until parents can pick up their student.

How it Works

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles in unauthorized locations. Parents are asked to then go to the Reunification “Check In” area and form lines based on the first letter of their students last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card. In the case of multiple students being reunified, a separate card for each student needs to be completed.

Bring ID to Check In

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent. From the “Check In” area parents are directed to the “Reunification” area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students. Parents should be aware that in some cases, they may be invited into the building for further information.

Interviews and Counseling

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.

II. STUDENT HEALTH AND SAFETY

Immunizations

The Student Immunization Law requires that all students through grade 12 meet the minimum number of required immunizations prior to school entrance. These requirements can be waived by medical/health, religion or personal conviction reasons - waivers are available in the Health Service and on the district website. These students may be subject to exclusion from school in the event of an outbreak of diseases against which they are not completely immunized. Those students who do not have the required immunizations and/or properly completed waiver on file in the Health Service may result in possible exclusion from school.

Please contact your practitioner or Health Services for required immunizations.

Illness/Injury

- Students who become ill or injured during the school day should report to the Health Service.
- If a student is sent home due to illness or injury the Health Service must speak with either the student's parent/guardian or an emergency contact prior to the student leaving school. Please keep your child's school informed when changes to phone numbers occur.
- A parent/guardian should inform the Health Service if their child needs accommodations during the school day due to crutches, casts, etc. For example, if a student needs to be excused from recess and/or PE class, the order from a doctor will be necessary if missing multiple days.
- A severe allergic reaction can be life threatening. Parents/Guardians are required to inform Health Services and provide/supply appropriate medical documentation and prescription or emergency medication(s).

Medication

If your child will be taking daily and/or as needed medication at school a Medication Request Form needs to be completed – forms are available in the Health Service and on the district website.

- Parents are advised that, if possible, medication should be given at home and on a schedule other than school hours.
- Student medication, either daily or as needed may be administered in the Health Service.
- Students should NOT be carrying medication on their person or in their locker. In a few cases prescription medications may be carried by the student and self-administered ONLY with written parent AND written practitioner permission on file in the Health Service.
- All prescription and non-prescription medications should be brought into the Health Service by the parent/guardian. If it is not possible for the parent/guardian to bring the medication to school, the medication bottle should be put in a sealed envelope, and the child's name and number of pills in the bottle on the front of the envelope. The child should be instructed to bring the medication to the Health Service when he/she arrives at school. The parent/guardian shall then call the Health Service and inform them of the medication coming to school with the child.
- Please check the expiration date before bringing medication to school. The Health Service staff cannot administer expired medication and medication that is not in its original manufacturer's package.

- The Health Service is unable to take verbal requests from parents to administer prescription and/or non-prescription medications. A properly completed Medication Request Form(s) needs to be on file in the Health Service before medication(s) will be administered.
- It is recommended that students with asthma have an Asthma Action Plan completed by their provider and keep an inhaler at school.
- The Health Service has a nebulizer available for student use. Students must supply tubing, medication and proper documentation.
- A history of severe allergic reaction can be life threatening. Please inform the Health Service. An Allergy Emergency Plan needs to be completed by the student's provider and signed by the parent or guardian.

Is my child well enough to go to school?

Many students and parents are frequently concerned about when students should stay home or attend school.

Remember that a child ill with an infectious disease can spread the disease when in contact with others in the family and community.

The following information is intended to help with this decision

- If a student has had a fever of 100.4 degrees or more, the student should stay home for a minimum of 24 hours after temperature returns to normal without fever reducing medication.
- If a student has vomited or had diarrhea, the student should stay home until a minimum of 24 hours after the last episode.
- If a student has had a rash that may be disease-related or the cause is unknown, check with a family practitioner before sending the student to school. The Health Service may request a doctor's note from parents.

Communicable Disease

The Health Service works closely with local and state health departments regarding communicable disease detection and control.

A list of communicable diseases, and control measures can be found on the district website.

Student Insurance

Parents may wish to purchase student accident insurance for their child. Low cost insurance is available and information will be sent home with students at the beginning of the school year. The school does not carry student accident and health insurance.

Safety To and From School

Children who ride bicycles/scooters to school should be encouraged by home and school to observe safety rules at all times. At school, bicycles/scooters are to be placed in the racks provided and left there until dismissal time. Lock these items to the racks. Helmets are strongly recommended. Skateboards need to remain at home. Students may not ride through the parking lot where buses load and unload and must walk their bikes on the sidewalk while on school property. They must stay on the sidewalk when on school property.

Walking To School

Students who walk to school need to be reminded periodically of safety measures. This is particularly true during the winter months when streets are slippery. The students should be warned of the dangers to them and the motorists if they walk in or play in the streets.

Safety Patrol

All students must obey instructions given by 5th grade safety patrol students and supervisor.

III. STUDENT BEHAVIOR

We believe our schools should have high expectations for student behavior that are aligned with the district's character traits. Behavior expectations should be culturally informed and representative of the school community.

Code of Classroom Conduct

We believe that students are entitled to learn in a safe and secure environment free from violence, drugs and other inappropriate behavior. It should be understood that the playground and the lunchroom are extensions of the classroom. Our general educational objectives relating to behavior include:

1. Establishing an atmosphere in our school that is most conducive to learning.
2. Ensuring respect for the rights and safety of each student.
3. Keep parents informed and involved in their student's behavior at school.

Classroom teachers will teach students classroom rules and expectations. All classroom rules are to be followed by students, even though they may not be listed in this handbook. Feel free to contact the teacher any time with questions regarding behavior rules and expectations.

Student Expectations

Students are expected to be respectful and cooperative with all staff members and students. The school administrator or designee reserves the right to involve the police at their discretion. A student's age, culture, identity and sensitivity will be considered when involving the police or social services, but will not limit the school's administration from seeking proper legal or social agency support. It is our sincere hope that student disciplinary issues can and will be handled at school with minimal corrective actions. The procedures that follow are for the very rare and extreme situations only.

- Desks, lockers, and backpacks may be searched at any time consistent with board policy and law.
- Students are expected to walk through the hallways quietly since other students may still be in class.
- Trading cards, rollerblades, skateboards, snowboards and similar sport items may not be used on school property. Please leave such items at home.

Student Discipline

The goal of student discipline is to stop inappropriate behavior, explain what is appropriate, and help the student take responsibility for their behavior. Student discipline is approached through a continuum (punishment, consequence, solutions, and restoration). Although it is our goal to take a restorative approach as much as possible, our student discipline model uses all approaches when necessary. The following are examples, but not limited to, actions related to the different approaches:

Restoration: Recognizes the purpose behind the misbehavior, addresses the needs of all people affected by the misbehavior, and works collaboratively to put right the harm and improve the future. (i.e. The student understands how the mess in the bathroom affected many people and work with them to correct the harm. The custodian might feel that their work isn't valued, other students might feel unsafe or unappreciated because of the mess, and the teacher might feel a loss of trust. The other students, custodian, teacher, and the student work together to better support each other in the future.)

Solutions: Looks at the misbehavior as a problem to be solved (i.e. Why did the student make the mess? If the student made the mess because they were frustrated with someone, the student is given different tools to use when they feel frustrated.

Consequence: Action taken that is connected to the misbehavior (i.e. cleaning up the mess the student made in the bathroom)

Punishment: Action taken that is not connected to the misbehavior. (i.e. missing recess for making a mess in the bathroom).

Student Removal From Class

Student behavior that is dangerous or disruptive and that interferes with the teacher’s ability to teach effectively will not be tolerated. Any student who engages in such behavior may be subject to removal from class and placement in an alternative setting. In addition, the student may be subject to disciplinary action in accordance with established Board policies and school rules. A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

Suspension

Suspension is a temporary denial by school administration of the right to attend class or school. Suspensions can be either in or out of school. If the suspension is out of school, the student will not appear in school or on school grounds during the time he/she is suspended; the parents/guardians are responsible for the activities of the student during this time. Students are required to make up all missed assignments and tests for the period of the suspension. Suspensions may be used for incidents such as fighting, threats, insubordination, or other dangerous or antisocial actions. Suspensions will be for 1-5 days at the discretion of the principal. In some cases it may be necessary to inform law enforcement and/or social services.

Expulsion

In severe cases the district may have to consider expulsion from school. Expulsion is the denial of the right to attend school for a period of time.

Theft/Vandalism

Students involved in theft will be responsible for repaying or returning that which was taken. Further consequences may occur. This is also true for vandalism.

Guns and Weapons

Squirt guns, water balloons, and all types of toy weapons are not allowed on school property. These will be confiscated and penalties applied. Possession of any weapon on school property, including B-B and pellet guns, is prohibited by law and may be referred to the police. Toy weapons of any kind are not permitted at River Falls Elementary Schools.

Drug Free Environment

River Falls School District is a drug-free environment. Students and parents are hereby notified that the unlawful manufacture, distribution, dispensing, possession of or use of a controlled substance or the use of alcohol on school district property, including all district-owned vehicles, is prohibited at all times. These same provisions shall be in effect at all school-sponsored events or extracurricular activities while off school premises. No student or parent/guardian may appear at any school-sponsored function under the influences or in possession of alcohol, non-prescribed substances, chemicals, illegal substances, or look-alikes. Failure to abide by this policy may result in referral to counseling and rehabilitation services and/or such disciplinary action up to, and including suspension or expulsion from school.

IV. TRANSPORTATION

Students are responsible for their behavior on the bus. Misbehavior could result in the bus driver being distracted, which could possibly endanger the lives of the students being transported. Parents are requested to explain the importance of

proper behavior on the bus. Inappropriate school bus behavior will not be tolerated and may result in the removal from bus privileges.

Student Responsibilities for Bussing

1. Students occupy the seat assigned by the driver and to refrain at all times from moving around while the bus is in motion.
2. To practice classroom conduct while using a school bus.
3. To stay off the traveled roadway at all times while waiting for a bus.
4. To wait until the bus has come to a complete stop before attempting to get on or off the bus.
5. To leave the bus only at the consent of the driver.
6. To enter or leave the bus only at the front door after the bus has come to a complete stop, except in case of an emergency.
7. To cross the traveled highway in the following manner, if necessary, after leaving the bus:
 - Make certain the bus has come to a complete stop.
 - When unloading, go to the front of the bus, within sight of the driver, and wait for the driver to signal for crossing.
 - Upon signal from the driver, look both to the right and left, and proceed across the highway in front of the bus.
 - Walk (not run) in front of the bus when crossing the highway.
8. Keep hands and head inside the bus at all times.
9. Immediately report bus damage to the driver.
10. Help keep the bus clean, sanitary, and orderly.

Parents Responsibilities for Bussing

1. To insure that their children arrive at the bus stop on time in the morning. The bus driver is responsible for the maintenance of the schedule and cannot wait for tardy pupils.
2. To accept responsibility for proper conduct of their children while at the bus stop and on the bus.
3. To explain and reinforce appropriate student behavior while riding the bus.

V. GRADING

Purpose of Grading

The purpose of grading at River Falls School District is to communicate the measured growth and achievement of students according to defined standards. Communication of goals, strengths and deficits is achieved by a collaborative effort between students, parents, and teachers to provide ongoing written and oral information. Measurement is achieved through formal and informal assessments by both teachers and students to reflect student intellectual and social growth, determine a child's performance level and program placements, and aid the teacher in modifying curriculum and instruction to make it more effective. The district curriculum sets educational expectations for all students within a scope and sequence across grade levels, using national and state standards as a guide.

Report Cards

Your child will receive a report card showing her/his progress in school. Report cards will be sent home at the end of each Trimester for parents to sign and return the envelope. Report cards can also be viewed on Infinite Campus. Parents are encouraged to maintain close contact with the school, attend Parent-Teacher Conferences, and to request an additional conference when they feel a need. Standards based elementary report cards were fully implemented in 2014-15. There is an elementary parent information brochure on each school's website.

Grading Procedures

Students will be scored as 4,3,2,1 for Academic Standards and 3,2,1 for Characteristics of Successful Learners:

EXCEEDS EXPECTATIONS (4): - In addition to exhibiting level 3 performance, in-depth inferences & applications go beyond what was taught in class. The student is ahead and will likely master the standard prior to the end of the year.

MEETS EXPECTATIONS (3) - Indicates that there are no major errors or omissions regarding any of the information or processes (simple or complex) that were explicitly taught. The student is on track to master the standard by the end of the year.

APPROACHING EXPECTATIONS(2): - No major or omissions regarding the simpler details or processes but major errors or omissions regarding the more complex ideas or processes. Based on what has been taught and assessed, the student is moving quickly toward becoming proficient, and should be expected to meet standard with additional time and/or support.

AREA OF CONCERN: (1) - Only partial knowledge of some of the simpler details or processes or no understanding or skill demonstrated. Student has not consistently shown required evidence of learning. Based on what has been taught and assessed, the student has not demonstrated that s/he is on track to master the standard by the end of the year.

Class work, whether it is completed during class or given as an assignment, is an important component in all curricular areas. Students will be expected to turn in all class work as assigned and on time. Teachers have individual policies regarding late assignments that are to be explained to students at the beginning of the year.

Homework

Students may be given assignments that will require work at home. Homework may increase in amount and difficulty as a student advances through the years of school. Parents are encouraged to take an interest in their children's homework, develop a consistent routine with their child, and contact the teacher when they have questions.

Retention

Repeating a grade level is a significant event in the life of a child. While research does not support the widespread use of retention, there may be cases where retention is appropriate for an individual student. Every effort will be made to assist the student to achieve satisfactorily prior to considering retention. Retention will be considered only after other possible factors contributing to a child's poor academic performance have been eliminated.

VI. STUDENT RECORDS

Child Custody and Records

The law creates definitions of "legal custody," "sole legal custody," "joint legal custody," and "physical placement." The definition of "legal custody" includes the right and responsibility of a person to make major decisions concerning the child. The definition of "physical placement" includes the right to have a child physically placed with a party and the right and responsibility to make routine daily decisions regarding the child's care during that placement. The school must have legal documents to enforce custodial rights.

The state pupil records law is amended to provide that a parent who has been denied periods of physical placement with a child does not have the rights of a parent or guardian with respect to that child's pupil records.

VII. GENERAL INFORMATION

Animals in School

The District recognizes that animals may have educational value in the school setting in some circumstances. It is critical that the safety and wellbeing of students, staff, and animals are considered first and foremost. Live animals may be brought into the classroom as part of a written curriculum with the approval of the building principal and providing the provisions of Policy 383.2 are met. Adherence to guidelines must be followed with respect to having animals present in the school building.

Character Education

The River Falls School District supports character education, which includes and complements a broad range of educational approaches such as whole child education, service learning, social-emotional learning, and civic education. All share a commitment to helping young people become responsible, caring, and contributing citizens. To maximize growth opportunities across the district, we use common language to teach about character. This common language comes in the form of nine character traits, which are taught monthly at all RFSD schools.

September: Respect

October: Responsibility

November: Citizenship

December: Compassion

January: Cooperation

February: Perseverance

March: Positive Attitude

April: Honesty

May: Courage

To build upon our success in promoting character among our students, we need partnerships for parents. Feel free to use the nine character traits at home as you see fit.

Classroom Placement Request

~~To stay in line with equitable practices, classroom requests will be considered for a limited number of extenuating circumstances such as legal and health related circumstances. Requests will also be considered in instances where alternative programming models exist such as looping, multiage, and team taught classrooms.~~

~~Principals consider various criteria when developing class lists. Therefore, requests may or may not be accommodated. All elementary schools host Moving on Up Day, where placements are shared with parents and students get to meet their class and teacher prior to the last day of school. Classroom placements are subject to change at the discretion of the building principal, however changing classroom placement after lists are released is rare.~~

To stay in line with equitable practices, specific teacher requests will no longer be accepted for the 2022-2023 school year. This change will allow the school to make the most equitable and appropriate class lists. Parents may make broad requests to support their child. An example could be the optimal learning environment for your child.

All elementary schools host Moving on Up Day, where placements are shared with parents and students get to meet their class and teacher prior to the school year. Classroom placements are subject to change at the discretion of the building principal, however changing classroom placement after lists are released is rare.

Religious Accommodations

Reasonable accommodation of a student's sincerely held religious beliefs will be made at the written request of the student's parent/guardian with regard to examinations, academic requirements, and other school activities.

Lunch Accounts

Breakfast and lunch are offered at each elementary school every day school is in session. Breakfast is provided in the classroom once school starts in the morning and lunch in the lunchroom. For the 2021-2022 school year a breakfast and a lunch will be offered at no cost for all students. An additional breakfast will be \$1.70, an extra milk will cost \$.50 and an extra lunch will cost \$2.70.

Each family has one lunch account, so one payment can be sent for all children in the family. Payments can be made in the school office or online through the student portal in Infinite Campus. Additional information concerning lunch and milk purchases will be available at the beginning of the school year. Each family receives a copy of the free and reduced lunch policy and families are encouraged to apply if the criteria are met.

Each day children have a choice of two main entrees. The school lunch menu is included in the school's newsletter, on the school website and the River Falls Journal. There is an additional charge for classroom snack milk.

Children may bring their own lunch and purchase milk by the carton. Do not include pop in your child's lunch. If there are questions concerning the lunch program, please contact the Food Service Coordinator at 715-425-1839.

Field Trips

1. Field trips are planned by the teacher and approved by the building principal. These trips are an integral part of the educational program and are enrichment to the teaching units. There will be a up to \$20/per child field trip fee for the school year which helps to offset the true cost of field trips. All children, whose parents provide permission, will participate in field trips regardless of ability to pay.
2. Parents/guardians will be notified through the school, in writing, of pertinent information about any planned trip that the class is anticipating. A signed permission form will be required of the parent or guardian to enable the student to participate.

Desk/Locker/Cubby Search

Lockers, desks, cubbies, and coat rack areas are school property. In an effort to protect the rights of all students, a search of any and all areas will be made by the building principal or designee as permitted by policy or law or if there is reasonable suspicion to warrant the search.

Bathroom/Locker Room

1. Under no circumstances can a person use a camera, video recorder, cell phone or other recording device to capture, record or transfer a representation of a person, including nude or partially nude person in the locker room.
2. Accessibility of the locker room is limited to participants, coaches, and staff.

Damaged Property

Students will be responsible for all school-issued textbooks and property. The degree of damage to school property will be determined by the teacher with the severity of damage determining the fine amount. Students will not be responsible for reasonable wear and tear that may occur throughout the school year. All fines are due at the completion of the year.

Telephone Use

The phones in the building are for business purposes. Students may not use school phones for personal use unless there is an emergency. Office personnel will take important messages during the day and relay the information to the students.

The phone in the office area may be used for emergencies and after school times to communicate with parents about transportation needs.

Students may not use any two-way communication devices like pagers, cell phones, smart watches, or walkie-talkies while on school property during school hours without permission from a staff member. If a cell phone, smart watch, video game or other electronic device is used by a student during the day (including indoor recess), it will be turned into the office and need to be collected by the parents.

Visitors/Volunteering

1. All visitors are to register in the office before visiting other areas of the school. Please make an appointment via the school office to visit with a teacher during the school day.
2. Due to liability concerns, student visitors are not allowed.
3. Volunteer information is available during Orientation Day.
4. Parents and other adults needing more information regarding volunteering should contact the office or talk directly with the child's teacher. The district will conduct background checks prior to volunteering.
5. Observing in a classroom and/or being out on the playground require (1) an appointment in advance via the office of the Principal and (2) a completed background check.
6. Principals have the discretion to restrict school and school ground access to parents, volunteers, and other visitors.

Media Center (Library)

River Falls Elementary Schools have a central Media Center under the supervision of a media specialist. This service makes available to students and teachers up-to-date collections of books, tapes, videos, software, and other audio visual aids. Parents are encouraged to foster appropriate values in the care and use of library materials. Lost and damaged materials are the financial responsibility of the students. Privileges may be withheld to encourage the return of overdue materials.

School Entrance Age (see policy on page 22)

According to Wisconsin School Law, Chapter 118.14, school entrance age requirement for kindergarten must be 5 on or before September 1 of the current school year. It is our practice to comply with these age requirements. On rare occasions, early entrance to school may be considered for children turning 5 no later than October 1.

Use of District Technology Resources

All students and their parents must sign an Acceptable Use Policy regarding use of school computers and the Internet. Students must use computers and the network resources for school purposes. Inappropriate use will result in loss of computer privileges and other disciplinary measures depending upon the infraction. Please note the policy in the back of this handbook.

Student Device Damage Fee

The Board of Education has decided to discontinue the Student Device insurance plan. Effective the 2019-20 school year, any student that damages their school district issued device or charging cord will be issued a fee of \$20.00 for each incident. In the event that a student loses or has their device stolen, the amount of the fee will be left to the discretion of Administration and not to exceed the replacement cost of the device.

Student Device Damage Fees apply to all students in grades K-12. A student's repeated damage and misuse of district issued devices may result in a loss of device use and/or other disciplinary action as determined by the building administration. (Cross Reference: [363.2 - Rule, Internet Safety and Acceptable Use](#))

PTO (Parent and Teacher Organization)

The Parent-Teacher Organization is made up of parents and staff. The purpose of PTO is to maintain a positive working relationship between school and community, and to support the needs of students. The PTO organizes various family activities during the year. We strongly encourage all parents to attend the meetings that are held every month and participate in discussions regarding school programs. If you have any questions or need help connecting with your school's PTO, please contact your school's office and we will be happy to help establish contact with the PTO.

Clothing

Staff shall enforce the dress code in a manner that does not reinforce negative stereotypes, marginalization, or the oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

Final determination of appropriate dress will be determined by the building principal.

- Children are required to wear tennis shoes in the gym.
- Shoes that leave dark marks on the hallway and classroom floors are highly discouraged.
- Tennis shoes that are securely on the child's feet are necessary for physical education classes and generally are encouraged for recess as well.
- Students are not allowed to wear caps inside the building.
- Short tops that do not cover the waistline are not allowed.
- Clothing that is excessively tight or does not adequately cover the body is not allowed.
- Playground access may be restricted if students do not wear appropriate winter clothing.
- Jackets and other outerwear are kept on the coat racks and not brought into the classroom.
- Student coat racks, books and all school property should be handled respectfully.

Food & Classroom Celebrations

In order to promote healthy eating and making healthy choices the following guidelines are in place.

- Candy, gum, and pop are not to be eaten in the school except on special, pre-approved occasions.
- Classroom celebrations should reinforce the importance of healthy eating.
- Please be aware of possible food allergies present in the classroom. Parents are asked to consult with the classroom teacher and/or health aide in order to respect all health concerns related to food allergies.
- Providing healthy food in appropriate portions is strongly encouraged with "treats" representing one-third of the total food served.
- Classroom celebrations and parties are encouraged to include a physical activity in addition to eating.

Bicycles

Bicycles are to be kept locked in the bicycle racks. Do not ride bicycles in the parking lot or on the playground. Students should walk their bicycles through crosswalks.

Toys/personal items

No toys or other personal items, including trading cards, should be brought to school unless they are to be used for classroom “sharing time” purposes or if kept in their backpack for after school activities.

School Delays and Closings

For information regarding school closings listen and/or watch local radio and television stations. The school website will also contain school closing information. The school district will also attempt to provide parents with automated phone messages regarding school closings. Parents should make late start and early release accommodations ahead of time in the event of a school closing.

VIII. IMPORTANT POLICIES (These may also be found on the District Website)

A. Harassment

Under the Wisconsin Pupil Nondiscrimination, pupil harassment is any behavior directed toward pupils because of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability which substantially interferes with a pupil’s school performance or creates an intimidating, hostile, or offensive school environment. (PI 9.02(9), Wis. Admin. Code). The district additionally recognizes any behavior directed towards pupils based on gender identity as a form of pupil harassment.

The following are examples of behavior that can constitute bullying/harassment: name-calling, making threats, spreading rumors, telling offensive jokes, initiation/hazing, making fun of someone, gestures, physical intimidation, hitting, touching, pranks, vandalism or destruction of property.

Students who feel that they are being bullied or harassed or that their rights, according to the legal statutes written above, have been denied should report the situation(s) to a staff member or the building principal. Those students who harass or who create a hostile or threatening environment for others may be subject to disciplinary measures that include, but are not limited to, detention, suspension, or expulsion.

B. Equal Education Opportunities

The River Falls School District is committed to providing equal educational opportunities for all students in the district.

The right of the student to be admitted to school and to participate fully in curricular, extracurricular, student services, recreational, and other programs or activities, shall not be abridged or impaired because of a student’s sex, color, race, age, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicapped.

Students who have been identified as having a handicap or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with reasonable accommodations in educational services or programs. Students may be considered handicapped or disabled under this policy, even if they are not covered under the District’s special education policies and procedures.

The District shall also provide for the reasonable accommodation of a student’s sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and release time from school to participate in religious activities and opportunities to make up work missed due to religious holidays. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

Complaints regarding the interpretation or application of this policy shall be referred to the Superintendent or designee located at 852 E. Division St., River Falls, WI, 54022; 715-425-1800 and processed in accordance with established procedures.

Notice of this policy and its accompanying complaint procedures shall be published at the beginning of each school year and posted in each building of each school and posted in each building in the District. In addition, a student nondiscrimination statement shall be included in student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

Legal References: Sections 118.13 Wisconsin Statutes, PI 9 and PI 42 of the Wisconsin Administrative Code, Title IX Education Amendments of 1972, Title VI Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Individuals with Disabilities Education Act, Civil Rights Act of 1991.

C. Sale, Solicitation, Distribution of Materials, Products or Advertising

Any group, individual, or representative of the same is prohibited from soliciting, selling, distributing materials or products, and/or advertising a position or product on school grounds, buildings and/or at school events without prior approval of school administration. Any students, student groups, and/or community groups desiring to use the asset of the River Falls Area School District in any manner related to the topics herein are to insure they have received permission to proceed from school administration prior to engaging anyone in such a manner.

D. Bullying Policy

The School District of River Falls believes that a safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

- Bullying includes aggressive or hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied. It is typically repeated over time.
- Bullying takes many forms, including, but not limited to, physical or verbal assaults, nonverbal or emotional threats or intimidation, social exclusion and isolation, extortion, and the use of a computer or telecommunications to send embarrassing, slanderous, threatening, or intimidating messages.
- Bullying is a form of victimization and is not necessarily a result of or part of an ongoing conflict.
- Bullying can also be characterized by teasing, put-downs, name-calling, cruel rumors, false accusations, and hazing.

“School district property” or “at school-related functions” means all school district buildings, school grounds, school property, school technology, school bus stops, school buses, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and anywhere students are under the jurisdiction of the School District of River Falls. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees, as well as bullying by an adult staff member bullying a student or another staff member.

No employee of the School District shall permit, condone, or tolerate bullying.

Consent by a student being bullied does not lessen the prohibitions contained in this policy.

Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

A person who engages in an act of bullying, reprisal, or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and building procedures.

The school district may take into account but not be limited to the following factors: the developmental and maturity levels of the students involved; the circumstances; the severity of the behavior; and past incidences or continuing patterns of behavior.

Consequences for students who commit acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, tolerate or engage in bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in acts of bullying may include, but not be limited to, exclusion from school district property and events.

The school district will act to investigate all complaints of bullying and will discipline or take appropriate action against any student or employee of the school district who is found to have violated this policy.

While it is the intent of the school district to prevent bullying, take actions to stop bullying, and protect reporters of bullying, the school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the building employee most closely connected to the student or the incident. This reporting procedure is not intended to prevent any person from reporting bullying directly to the building principal or student services director.
- B. Any employee that receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying, is required to report to the building principal or principal's designee in a timely manner.
- C. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school building office. However, oral reports shall be considered complaints as well. Anonymous reports will be investigated but the school district's ability to take action on such reports may be limited.
- D. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- E. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

- F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of bullying, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the state statutes; school district policies, and other regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student or employee of the school district who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment.

VII. TRAINING AND EDUCATION

- A. The school district annually will provide information and any applicable training to school district staff and bus drivers regarding this policy.
- B. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying.
- C. The administration of the school district will implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying.

VIII. NOTICE

The school district will give annual notice of this policy to students, parents or guardians, and staff, and a summary of this policy shall appear in the student handbook.

E. Police Interviews

School officials retain the right to maintain proper order and safety of the school. School officials do not have the authority to restrict police communication when necessary. Attempts will be made to avoid disrupting the school environment. Parents will be notified of a police interview if and when appropriate.

F. Other Policies

This handbook is not a comprehensive listing of all district policies. The River Falls School Board has other policies that are not included in this handbook but are available for all students/parents upon request.

IX. REQUIRED NOTICES (These are also on the District Website)

A. Student Record Notice

**STUDENT RECORDS NOTIFICATION TO PARENTS OF STUDENTS IN
THE SCHOOL DISTRICT OF RIVER FALLS**

The School District of River Falls maintains student records for each student attending school in the District. These records include: (1) “progress records” which include a statement of the courses taken by the student, the student’s grades, the student’s co-curricular activities, the student’s immunization records and the student’s attendance records; and, (2) “behavioral records” which include tests relating specifically to achievement or measurement of ability, psychological tests, the student’s physical health records other than his/her immunization records, personality evaluations, records of conversations, written statements relating specifically to an individual student’s behavior, law enforcement agency records obtained by the District and any other student records which are not progress records.

The following shall apply in the District:

1. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to inspect, review and obtain copies of the student’s school records upon request in accordance with established procedures. The District shall respond to such requests without unnecessary delay. A copy of the Board’s student records policy and procedures can be obtained from the Director of Academic Services at the school district administrative offices located at 852 E. Division St., River Falls, WI 54022. Regular office hours are 8 a.m. to 3:30 p.m. during the summer and 8 a.m. to 4:30 p.m. during the school year.
2. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to request the amendment of the student’s school records if he/she believes the records are inaccurate, misleading or otherwise in violation of the student’s privacy rights. Complaints regarding the content of student records may be made in accordance with established procedures. Copies of the District’s procedures are available upon request as outlined above.
3. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to consent to the disclosure of information contained in the student’s school records, except to the extent that state and federal laws authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials determined to have legitimate educational interests, including safety interests, in the student 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/guardian 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 responsibility.

The District shall transfer a student’s records to another school or school district without consent upon request in accordance with state law. District procedures outline the specific reasons for disclosure without consent and are available upon request as outlined above.

4. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged District noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is: Family Policy Compliance

Further, the following categories of information are hereby designated as directory data

<u>CATEGORIES OF DIRECTORY DATA</u>	GRADE LEVELS AT WHICH DIRECTORY DATA CATEGORIES APPLY (MARKED WITH "X")		
	K-5	6-8	9-12
Student name, grade level, and name of school presently attending	X	X	X
Student photographs	X	X	X
School activities in which student participates	X	X	X
Awards and honors received	X	X	X
Height and weight (athletic teams only)			X

Directory data may be disclosed to any person UNLESS the adult student, or parent, legal guardian or guardian ad litem of a minor student informs the school that all or any part of the directory data may not be released without the prior consent of the adult student, parent, legal guardian or guardian ad litem. To require consent before the District can release directory data, a written statement to that effect must be completed and signed by the adult student or parent, legal guardian or guardian ad litem of a minor student and given to the building principal within 14 days of receipt of this notice.

Secondary School Students

A secondary school student or the parent(s)/guardian(s) of the student may request that the student’s name, address and telephone listing not be released to military recruiters or institutions of higher education without prior written parental consent. The District shall comply with such request.

Unless access to such information has been restricted by the secondary school student or the student’s parent(s)/guardian(s) as outlined above, the District shall provide access to secondary school students’ names, addresses and telephone listings, on request made by military recruiters or institutions of higher education. The District shall also provide military recruiters the same access to secondary school students as provided generally to post-secondary educational institutions or to prospective employers of those students.

B. Nondiscrimination Notice

**SCHOOL DISTRICT OF RIVER FALLS
River Falls, Wisconsin 54022**

PUBLIC NOTIFICATION OF STUDENT NONDISCRIMINATION POLICY

It is the policy of the School District of River Falls that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, co-curricular, student service, recreational or other program or activity because of the person's sex, race, national origin, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. This policy also prohibits student discrimination under Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability).

It is the goal of this district to provide students with the knowledge and skills which will empower them to take charge of their lives whether their destination is college, technical training, the military, the world of work or marriage and family. Programs offered include, but are not limited to, classes in agriculture, art, business education, family and consumer education, foreign languages, health, language arts, math, music, physical education, science, social studies, technology, and alternative credit opportunities such as independent study and Youth Options.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

The District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for religious accommodations shall be made in writing and approved by the building principal.

Complaints regarding the interpretation or application of this policy should be referred to the building principal or the District's Equal Opportunity Coordinator. The District encourages informal resolution of complaints under this policy. If the reply to the informal procedures is not acceptable to the complainant, he/she may initiate a formal complaint in accordance with established procedures.

The District's Section 504 Coordinator is: Mrs. Jackie Steinhoff, Director of Special Education, District Office, 852 E Division St, River Falls, WI, 54022, (715) 425-1800, ext 1115

Title IX Coordinator-Student (i.e. when the complainant is a student)
Jackie Steinhoff, Director of Student Services
852 E. Division Street
River Falls, WI 54022
715-425-1800
jackie.steinhoff@rfsd.k12.wi.us

C. Notice of Child Find Activity

NOTICE OF CHILD FIND ACTIVITY

The school district must locate, identify, and evaluate all children with disabilities, including children with disabilities attending private schools in the school district, regardless of the severity of their disabilities. The school district has a special education screening program to locate and screen all children with suspected disabilities who have not graduated from high school. Upon request, the school district will screen a child who has not graduated high school to determine whether a special education referral is appropriate. A request may be made by contacting Jackie Steinhoff, Director of Special Education, School District of River Falls, at (715) 425-1800, or by writing her at the School District of River Falls, 852 E Division Street, River Falls, WI 54022.

Annually the district conducts developmental screening of preschool children. Each child's motor, communication, and social skills are observed at various play areas. Each child's hearing and vision is checked. The information is used to provide the parent with a profile of their child's current development and to provide suggestions for follow-up activities. Parents learn about community services available to them and speak with representatives of agencies serving families. The information from screening is also used to determine whether a child should be evaluated for a suspected disability. When school staff reasonably believe a child is a child with a disability, they refer the child for evaluation by a school district Individualized Education Program (IEP) team. Developmental screening will be part of the kindergarten screening this spring. Watch for the dates at your local school.

A physician, nurse, psychologist, social worker or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to report the child to the school district in which the child resides. If the child attends a private school in another school district, the child should be reported to the school district where the child attends school. Before referring the child, the person making the referral must inform the child's parent that the referral will be made. The referral must be in writing and include the reason why the person believes the child is a child with a disability. Others who reasonably believe a child is a child with a disability may also refer the child. A referral for the School District of River Falls may be sent to Jackie Steinhoff at the school district address above.

The school district maintains pupil records, including information from screening and special education referral. All records directly related to a student and maintained by the school district are pupil records. They include records maintained in any way including, but not limited to, computer storage media, video and audiotape, film, microfilm, and microfiche. Records maintained for personal use by a teacher and not available to others and records available only to persons involved in the psychological treatment of a child are not pupil records.

The school district maintains several classes of pupil records.

- "Progress records" include grades, courses the child has taken, the child's attendance record, immunization records, required lead screening records, and records of school extra-curricular activities. Progress records must be maintained for at least five years after the child ceases to be enrolled.
- "Behavioral records" include such records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil's behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization and lead screening records, law enforcement officers' records, and other pupil records that are not "progress records." Law enforcement officers' records are maintained separately from other pupil records. Behavioral records may be

maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. The school district informs parents when pupil records are no longer needed to provide special education. At the request of the child's parents, the school district destroys the information that is no longer needed.

- "Directory data" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently previously attended by the student.
- "Pupil physical health records" include basic health information about a pupil, including the pupil's immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil's ability to participate in an education program, any required lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the state superintendent. Any pupil record relating to a pupil's physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84, Wisconsin Statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.

The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and section 118.125, Wisconsin Statutes, afford parents and students over 18 years of age ("eligible students") the following rights with respect to education records:

- The rights to inspect and review the student's education records within 45 days of receipt of the request. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school district will comply with the request without unnecessary delay and before any meeting about an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of those children have the right to inspect and review only the information about their child or to be informed of that specific information. Upon request, the school district will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Upon request, the school district will give the parent or eligible student a list of the types and locations of education records collected, maintained, or used by the district for special education. The school district will respond to reasonable requests for explanations and interpretations of the records. A representative of the parent may inspect and review the records.
- The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the School District of River Falls to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record, the district will notify the parent or eligible student of the decision and the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that federal and state law authorizes disclosure without consent. The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL107-110, No Child Left Behind Act of 2001; and section 118.125(2)(a) to (m) and sub. (2m), Wisconsin Statutes. One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including

health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special 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 or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Also the district discloses "directory data" without consent, unless the parent notifies the district that it may not be released without prior parental consent.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605

D. Asbestos Notification

ASBESTOS NOTIFICATION

As a result of federal legislation (Asbestos Hazard Emergency Response Act - AHERA), each primary and secondary school in the nation is required to complete a stringent inspection for asbestos and to develop a plan of management for all asbestos-containing building materials. The School District of River Falls has a goal to be in full compliance with this law and is following the spirit, as well as, the letter of the law. As a matter of policy, the district shall continue to maintain a safe and healthful environment for our community's youth and employees.

In keeping with this legislation, all buildings (including portables and support buildings) owned or leased by the School District of River Falls were inspected by an EPA accredited inspector and samples were analyzed by an independent laboratory. Based on the inspection, the school prepared and the state approved a comprehensive management plan for handling the asbestos located within its buildings safely and responsibly.

Furthermore, the School District of River Falls has completed the 3-Year Re-inspections required by AHERA. Our district buildings, where asbestos-containing materials were found, are under repair, removal and Operations and Maintenance.

This past year School District of River Falls conducted the following with respect to its asbestos containing building materials:

**Continued our Operations and Maintenance Program*

Federal law requires a periodic walk-through (called "surveillance") every six months of each area containing asbestos. MacNeil Environmental, Inc will accomplish this under contract.

Short-term workers (outside contractors - i.e., telephone repair workers, electricians and exterminators) must be provided information regarding the location of asbestos in which they may come into contact. All short-term workers shall contact the lead maintenance person before commencing work to be given this information.

The School District of River Falls has a list of the location(s); type(s) of asbestos containing materials found in that school building and a description and time-table for their proper management. A copy of the Asbestos Management Plan is available for review in the school office. Copies are available at 25 cents per page. Questions related to the plan should be

directed to Erin KH Paulson, with MacNeil Environmental, Inc., by contacting the School District of River Falls at (715)425-1800.

E. Notice of Referral and Evaluation Procedures

**SCHOOL DISTRICT OF RIVER FALLS
ANNUAL NOTICE OF SPECIAL EDUCATION REFERRAL AND EVALUATION PROCEDURES**

- Upon request, the School District River Falls is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability, may also refer the child, including a homeless child, to the school district in which the child resides.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Jackie Steinhoff, Director of Special Education, School District of River Falls, at (715) 425-1800, or by writing her at 852 E. Division Street, River Falls, WI 54022.

E. Notice of Student Privacy

At the beginning of each school year, School Districts that receive federal funding are required to provide their student privacy policy to parents. The School District of River Falls will provide reasonable notice to parents of any activities or surveys involving the collection of student data. When applicable, parents will have the opportunity to view survey questions in advance, and will be able to opt their child out of the activity or survey if they choose.

X. RIVER FALLS SCHOOL DISTRICT ENTRANCE AGE POLICY

No child may be admitted to 4-year-old kindergarten in the District unless the child is four years old on or before September 1 in the year he/she proposes to enter school. A child may be admitted to 4-year-old kindergarten under the legal age if he/she meets the conditions and standards of district's early admission to 4-year-old kindergarten procedures (421-Rule).

No child may be admitted to 5-year-old kindergarten in the District unless the child is five years old on or before September 1 in the year he/she proposes to enter school. A child may be admitted to 5-year-old kindergarten under the legal age if he/she meets the conditions and standards of district early admission to kindergarten procedures (421-Rule).

No child may be admitted to first grade in the District unless the child is six years old on or before September 1 of the year he/she proposed to enter school and has completed 5-year-old kindergarten. A child may be admitted to first grade under the legal age if he/she has completed a 5-year-old kindergarten program or its equivalent. A child may also be admitted to first grade under the legal age and/or without having completed 5-year-old kindergarten if he/she has met the conditions and standards for early admission or exemption from kindergarten outlined in District procedures. (421-Rule)

If a child's request for admission to 4 and 5-year-old kindergarten or first grade is denied, the child's parent or guardian may appeal the decision in writing to the District Administrator whose decision may be appealed to the School Board. The School Board has final authority for deciding whether or not the child is to be admitted to school in accordance with the conditions and standards specified in this policy. The appeal must be made in writing to the District Administrator within 10 days of receipt of the principal's decision.

Special Educational Programs: Enrollment Age

Given the written request of a child's parent/guardian, a screening shall be provided to a child who has reached the age of three to determine if the child has a disability. If so, and if the parent/guardian consents in writing, a resident child with a disability shall be placed in an appropriate special education program.

XI. RIVER FALLS SCHOOL DISTRICT ELEMENTARY STUDENT INTERNET ACCEPTABLE USE

K-2 Acceptable Use Agreement

1. I promise to use the Internet and computer for my schoolwork only.
2. I promise to stay on the web pages that my teacher shows me.
3. I promise to ask for help if I don't know what to do.
4. I promise to never give my picture, my name, address, home phone number or the name of my school on the internet. I will never give this information out about other people either.
5. I promise to tell my teacher if I read or see something on the Internet that makes me feel uncomfortable or unsafe.
6. I promise to never enter another student's server account, file, folder, or work.
7. I understand network files are not private. Teachers may view the contents at any time.
8. I promise to respect all school computers and use them appropriately. I will not do anything to damage the computers.

We have read together and explained these rules to my child. We understand the responsibilities involved and any consequences that may occur if the rules are not followed.

3-5 Acceptable Use Agreement

1. I will promise to use the Internet and computers for educational purposes.
2. I will only use the computers and Internet after obtaining my teacher's permission.
3. I will only use the bookmarked sites unless my teacher or another authorized adult supervises my use of a search engine for approved research.
4. I will not use email without permission from my teacher and will only use it as defined by my teacher. I will always treat people online with respect and treat them as I would like to be treated.
5. I will not enter chat rooms or use instant messaging at school.
6. I will respect the rights of copyright owners and will not plagiarize work that I find on the Internet.
7. I will respect and follow the copyright laws of software and I will not download any software on the school's computers.
8. I will respect all school hardware and never load any unauthorized software. I will never do anything to damage any equipment or its contents.

9. I will tell my teacher right away if I come across any information that makes me feel uncomfortable. I will not send, store, or access any material that is inappropriate, harassing, obscene, or offensive.
10. I will not leave an account open or unattended or trespass into anyone else's files, folders, or work.
11. I understand network files are not private. Network administrators may view the contents at any time in order to maintain system integrity.
12. I will not use school computers to trade, buy, or sell anything.
13. I will never send any personal information about me or anyone else. Personal information includes pictures, names, addresses, e-mail addresses, home phone numbers or location of my school.
14. I will not do anything to damage or interfere with the school districts access to any data, communications, systems, files, or passwords.
15. I understand that all school rules apply while I am using the Internet and computers. If I do not follow these rules, I may lose my privileges, be subject to disciplinary actions and may need to attend a meeting with my parents, teacher, principal, and other proper authorities.

I understand that using the computers at school is a privilege and with that privilege comes responsibility. I understand these rules and by signing my name, I agree to follow these rules. If I break my promise, I understand the consequences and that I may not be able to use the computers or other instructional technology equipment. Policy cross references includes the Non-Discrimination Policy and Sexual Harassment Policy.

Reference Policy 363.2 Rule Board Policy

Parent/Guardian Permissions/Acknowledgements for the following are handled via the registration process and when updating information for Infinite Campus at Orientation Day

- Media Release
- Local Field Trips
- Student Technology Device
- Student Handbook



Technology Device STUDENT USER AGREEMENT

School District of River Falls
Grades K-12

Our Mission Statement

The School District of River Falls, innovative leader in personalized learning, ensures the development of every student's unique potential in order to excel as responsible, productive, global citizens, facilitated by forward-thinking staff in a safe, nurturing, and collaborative environment.

School District of River Falls – Student Technology Devices

The School District of River Falls has provided technology devices to students to enhance personalized learning and improve achievement. These devices may be used in instruction to promote 21st century learning skills. All students, and their parents or guardians, who are issued devices are required to review and sign this agreement with the School District

of River Falls to protect the hardware and software inherent with the technology, as well as protect the safety of our students online.

Goals for Student Users

- To capitalize on the convergence of academic resources such as textbooks, scholarly sources, and content rich media.
- To facilitate mobile learning across the school campus and beyond.
- To promote leadership in one's own education by establishing access to educational resources and providing tools to amplify student voice in learning.

General Expectation for Student Use of District Provided Technology

Student use of the technology devices fall under the guidelines of the District's Internet Safety and Acceptable Use Policy (Board Policy 363.2). Access to the internet is monitored through our school's content filtering software and all rules and expectations are applied to the use of the devices. All applications, activity and files stored on the devices are the property of the School District of River Falls and are subject to regular review and monitoring. Students will be given a device and a cord for charging the battery on the device. Students may download personal content (apps, music, etc) to the device they are assigned, as long as the content meets the SDRF Policy 363.2. Students are not to alter (ex: jailbreak) the device in any way.

Acceptable Use Guidelines

- Students will have access to all available forms of electronic media and communication which is in support of education and research and in support of the educational goals and objectives of the School District of River Falls.
- Students are responsible for their ethical and educational use of the technology resources of the School District of River Falls.
- Students will recognize that their reputation in cyberspace is nothing to take lightly. One's **digital footprint** can last a lifetime.
- Access to the School District of River Falls technology resources is a privilege and not a right. Each employee, student and/or parent will be required to follow the District's Internet Safety and Acceptable Use (Board Policy 363.2).
- Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, and threatening or obscene material.
- Any attempt to alter data, the configuration of a device, or the files of another user, without the consent of the individual, building administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the student handbook and other applicable school policies.

Privacy and Safety

- Do not go into unapproved social media sites or chat rooms without permission. If applicable, teachers may create discussion groups for communication among students for educational purposes.
- Do not open, use, or change files that do not belong to you.
- Do not reveal your full name, phone number, home address, social security number, credit card numbers, password or passwords of other people.
- If you inadvertently access a website that contains obscene, pornographic or otherwise offensive material, exit the site immediately.

Legal Property

- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.

- Plagiarism is a violation of the student policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to discipline. Violation of applicable state or federal law, including the Wisconsin Penal Code (943.70 Computer Crimes) may result in criminal prosecution or disciplinary action by the District.

Care and Maintenance

- Students are responsible for the general care of the technology device they have been issued by the school. Devices that are broken, or fail to work properly, must be taken to the Media Center as soon as possible so that they can be taken care of properly. ***Do not take district owned devices to an outside computer service for any type of repairs or maintenance.***
- Do not get your device wet or leave your device in extreme heat or cold temperatures.
- Store your device in a backpack compartment that is separate from other objects.
- Never transport your device with the power cord plugged in.
- Use caution when storing your device in your locker and avoid storing your device in a vehicle.
- Devices must remain free of any writing, drawing, or stickers with the exception of the identification label provided by the School District of River Falls.

Technical Support

- Technical support will be provided by the district IT team and is accessible via the school media center.

Consequences

The student in whose name a system account and/or a technology device is issued will be responsible at all times for its appropriate use. Non-compliance with the policies of this document or the district's Internet Safety and Acceptable Use (Board Policy 363.2), will result in disciplinary action. The district cooperates fully with local, state or federal officials in any investigation concerning or relating to violations of computer crime laws. Contents of email and network communications are governed by the Wisconsin Open Records Act; proper authorities will be given access to their content.

Damage/Repair Fees

Damages and repairs will be dealt with on a case by case basis as per the student handbook school district property usage policies. Fines may be levied if need be with prices never to exceed the full cost of the device and/or case.