

**School District of River Falls
Educational Program Committee meeting**

Monday, July 10, 2023 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

Educational Program Committee members: Alan Tuchtenhagen (Chair), Lindsey Curtis, & Cindy Holbrook

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. in the District Office Conference Room.**

2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**

3. **HEARING OF VISITORS OR DELEGATIONS**

4. **Approve preliminary 10-12th grade Social Studies trip application to Italy and Switzerland** **4**

Description: Luke Chafee, River Falls High School Social Studies Teacher, will present the preliminary field trip application for students to Italy and Switzerland, March 2025.

Recommended Action: Approve preliminary field trip application to Switzerland and Italy, March 2025.

5. **Elementary Standard-Based Grading Update** **30**

Description: Nate Schurman, Director of Academic Services, will provide an update on Elementary Standard-Based Grading.

Recommended Action: None, informational only.

6. **Approve 2023-24 Academic Standards Public Notice** **43**

Description: Administration will present the Academic Standards in the School District that identifies standards utilized to guide classroom instruction. Standards adopted are used by teachers to develop their curriculum maps, instructional units, and classroom assessments. This is a required annual notice based on Act 55 for approval at the first board meeting after July 1st of each school year.

Recommended Action: Approve 2023-24 Academic Standards Public Notice.

7. **Approve the 2023-24 RFSD Elementary Student Handbook**

Description: Administration will present the 2023-24 Elementary Student Handbook for board approval.

Recommended Action: Approve the 2023-24 RFSD Elementary Student Handbook.

8. **Approve the 2023-24 Middle School Student and Athletic Handbooks**

Description: Administration will present the 2023-24 Meyer Middle School Student and Athletic Handbook for board approval.

Recommended Action:

1. Approve the 2023-24 Meyer Middle School Student Handbook.

2. Approve the 2023-24 Meyer Middle School Athletic Handbook.

9. **Approve the 2023-24 Renaissance Charter Academy Student Handbook**

Description: Administration will present the 2023-24 Renaissance Charter Academy Student Handbook for board approval.

Recommended Action: Approve the 2023-24 Renaissance Charter Academy Student Handbook.

10. **Approve the 2023-24 River Falls High School Student Handbook**

Description: Administration will present the 2023-24 RFHS Student Handbook for board approval.

Recommended Action: Approve the 2023-24 River Falls High School Student Handbook.

11. **Approve the first reading of revised School Board Policy 361.1 Selection of Instructional Materials** **45**

Description: Jamie Benson, Superintendent, will present revised School Board Policy 361.1 Selection of Instructional Materials. This policy addresses the process for selecting instructional materials in the River ¹

Falls School District. These revisions add clarity to how instructional materials are selected (please remember, we have a different policy for how *library* materials are selected by the LMC Directors). The revisions make reference to our new curriculum review cycle; and include some definitions to explain differences between "core" curriculum/materials (selected by staff through the curriculum review cycle) and "supplemental" material which provides individual teachers the ability to add enrichment/reinforcement material to the "core".

Recommended Action: Approve the first reading of revised School Board Policy 361.1 Selection of Instructional Materials.

12. Approve the first reading of revised School Board Policy 330 Curriculum Review and Development 48

Description: Jamie Benson, Superintendent, will present revised School Board Policy 330 Curriculum Review and Development. This policy addresses the process for the development and review of curriculum in the River Falls School District. No substantive changes at all. Only a simple reference to "how" curriculum is selected by following another, different policy (#361.1).

Recommended Action: Approve the first reading of revised School Board Policy 330 Curriculum Review and Development.

13. Approve the first readings of revised School Board Policy 871-Rule Procedures for Handling Public Complaints About Instructional/Library Media Center Materials and 871-Exhibit Request for Reconsideration of Library/Educational Resources 50

Description: Jamie Benson, Superintendent, will present revised School Board Policy 871-Rule Procedures for Handling Public Complaints About Instructional/Library Media Center Materials and 871-Exhibit Request for Reconsideration of Library/Educational Resources. This rule addresses the process for reviewing public complaints regarding Instructional/Library Center materials and the exhibit is the request for reconsideration form. This is the procedure we follow in managing a complaint to have a book (or other instructional material removed from a classroom or library. The revisions add clarity to the review process itself; and adds new language for the Board decision-making process upon an appeal. This is the form to be filed if someone wants to remove a book (or other instructional material from our classrooms/library. Main revision is acknowledgement that they HAVE read the material in its entirety.

Recommended Action: Approve first reading of the revised School Board Policy 871-Rule Procedures for Handling Public Complaints About Instructional/Library Media Center Materials and 871-Exhibit Request for Reconsideration of Library/Educational Resources.

14. Approve the first reading of revised School Board Policy 411-Rule (3) Transgender Students 56

Description: Jamie Benson, Superintendent, will present revised School Board Policy 411-Rule (3) Transgender Students. This rule addresses the process for creating an educational environment that supports the inclusion, safety, and privacy of all students in the River Falls School District. The two issues addressed with these revisions include parent notification/involvement with name changes; and the addition of "shower" facilities being added to the locker room section.

Recommended Action: Approve the first reading of the revised School Board Policy 411-Rule (3) Transgender Students.

15. Approve the first reading of revised School Board Policy 411.2 Bullying 62

Description: Jamie Benson, Superintendent, will present revised School Board Policy 411.2 Bullying. This policy addresses the definition, reporting procedures, district action, and education regarding bullying. These revisions add "more teeth" to our bullying policy by adding more specific reference to the numerous social media issues our administration has faced in recent years.

Recommended Action: Approve first reading of the revised School Board Policy 411.2 Bullying.

16. Proposed/suggested items for the next regular and future Educational Program meeting agenda(s)

Description: As always, committee members will be given the opportunity to suggest items for future committee and/or Board meeting agendas.

Recommended Action: As needed.

17. Schedule next Board/Committee meetings

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

Recommended Action: Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, August 7, 2023, 6:00 p.m.

The meeting will be held at the District Office conference room, 852 E Division Street.

18. **ADJOURN**

Student trip: Switzerland and Italy Spring Break 2025

Group Leader : [Luke Chaffee](#)



What we will cover...

01

Purpose

Why student travel is important; mission and advantages

02

Why EF Tours?

Peace of mind program

03

Date & Itinerary

Full rundown of what the travel days are going to look like

04

Cost:

Total cost for travelers

05

Included:

All amenities included in the tour

06

Other:

Safety, passports, other important information

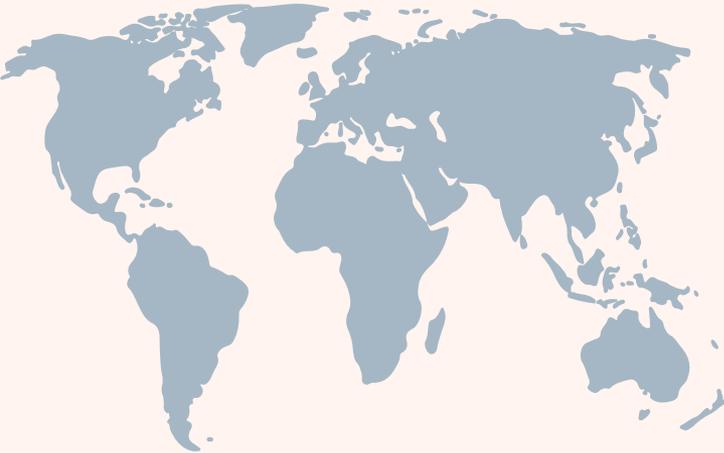


01

Why student travel is important

Mission and advantages

Purpose of student travel



1. Students will learn to embrace new opportunities and challenges with an open mind by:
 - a. Expanding their curiosity
 - b. Embracing new opportunities
 - c. Stepping out of their comfort zones
2. Students will expand their world views as they engage with new cultures by:
 - a. Building understanding
 - b. Exploring new mindsets
 - c. Communicating across cultures
3. Students will discover more about themselves as they grow on a personal level by:
 - a. Increasing their confidence, independence, and self-awareness
 - b. Developing more empathy
4. Students will gain necessary skills to navigate and make an impact in an ever-evolving world by:
 - a. Becoming better collaborators
 - b. Gaining leadership and decision-making skills

Who is eligible for the trip?

- This trip is unique in that it is open to all students.



02

Why EF Tours?

- At EF Education First, we believe that the world is better when people try to understand one another. Since 1965, EF has helped millions of people see new places, experience new cultures, and learn new things about the world and about themselves.
- We believe travel is for everyone. When students go beyond the classroom it brings education to life, unlocks new potential, and opens a world of possibilities. That's why we prioritize **safety, value,** and the kind of learning that prepares students for *the* future and *their* futures.

- [Booking conditions](#)

EF Tours Has Us Covered

Safety First Program

- EF's Emergency Service & Support Team is available 24/7.
 - Background Checks on ALL adult travelers.

Risk-Free Enrollment Period

- Cancel up to 14 days after enrollment and get 100%.

Individual Coverage

- Two optional plans for coverage that expand on EF tours guarantees.

Peace of Mind Program

- 45 days or more prior to departure:
 - a. Work with EF to modify your group's current tour itinerary and dates, or find a new tour and apply all money paid to the new tour.
 - b. Cancel your tour and all travelers will receive a transferable Future Travel Voucher in the amount of all monies paid for the original tour, less the cost of any purchased Travel Protection plan
 - c. Cancel your tour with applicable fees under the Standard Cancellation Policy

d. General Liability Coverage

- All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our \$50 million General Liability Policy, whether or not the tour is considered a school event.

Mr. Chaffee's travel experiences

EF Educational Tours- Group Leader: 2010, 2013, 2016

- Planned **four** EF tours and coordinated **three** EF student tours to European countries such as;

- France, Ireland, The United Kingdom, Italy and Spain.

- Scheduled parent meetings, created advertisements, organized tour plans, and even created independent study courses to accompany student travel.

- Handled financial responsibilities before and during the tour.

Group leader training with EF tours.





03

Daily schedule

Dates and itinerary for the trip

DAY 1:



MINNEAPOLIS-SAINT PAUL, MN TO Zurich Switzerland



1. We meet at MSP international airport three hours prior to departure.
 - a. Once our entire group has arrived I assist students through check-in and through security.
 - b. We all go together to our gate and the trip has begun!

DAY 2:

Lucerne

- Meet your Tour Director at the airport.
- Travel to the Lucerne region, where the majestic Swiss Alps rise behind the shores of Lake Lucerne and provide the stunning backdrop to one of Switzerland's most picturesque cities.
- Check in to hotel.



DAY 3:

Lucerne

- Take a tour of Lucerne, where you'll see the poignant Lion Monument. Follow Lucerne's winding cobbled streets past fairy-tale houses to the Chapel Bridge, or Kapellbrücke.
- Ride to the top of a Swiss mountain.
- Time to see more of Lucerne and/or attend a Swiss folklore evening.



DAY 4:

Venice

- Travel to Venice via the Italian Lake District.



DAY 5:

Venice

- Travel to Venice.
- Take an expert-led tour of Venice: St. Mark's Square; Grand Canal.
- Travel by water taxi to Burano island, known for its brightly colored homes and lace work.
- See a glass-blowing demonstration.
- Enjoy a gondola ride.



DAY 6 - 7:

Florence

- Travel to Florence, the birthplace of the Italian language, opera and the Renaissance, and where works of art like Michelangelo's statue of David.
 - Take an expert-led tour of Florence: Piazza della Signoria; Ponte Vecchio; Chiesa di Santa Croce; Gates of Paradise.
 - Visit the Duomo.
 - Time to see more of Florence or Pisa



DAY 8:

Travel Day

- Travel to Assisi.
 - Visit the Basilica of St. Francis.
- Continue on to Rome, Italy's capital.



DAY 9:



Rome

- Take an expert-led tour of Vatican City.
 - Visit the Sistine Chapel.
 - Visit St. Peter's Basilica.
- Take an expert-led tour of Rome.
 - Visit the Colosseum.
 - Visit the Roman Forum.
 - Take a self-guided walking tour of Rome.



DAY 10:

Travel - Home

- Hug a parent
- Share stories



04

Cost

What Amenities are excluded in the total
tour cost?

Tentative cost of trip

\$3,689

- 19 monthly payments of 194 dollars

Students and parents set up the monthly payment option on EF tours enrollment portal.

We will fundraise as much as there is student interest to do so.

Cost does not include..



Additional items

Lunch each day, any attractions students attend (not part of the trip.)



Tips

For the EF Tour Director and bus driver



Spending money

Any additional money students want to bring for souvenirs, ect.



05

Included

All amenities included in tour



What is included in the tour?

International Flights

- Round trip airfare MINNEAPOLIS - Zurich Switzerland

Accommodations

- 9 nights in quality hotels (3-star standard, 3 & 4 per room (twin rooms can be requested at a cost of 70 dollars per night per student)).

Meals and Services

- 9 Breakfasts + 8 Dinners / (group menu with 1 non-alcoholic beverage + vegetarian option)
- Sightseeing tours and excursions led by licensed local guides
- Airport transfers and transportation between destination cities
- Transportation to all included activities
- Entrance fees and theater tickets as specified
- 24-hour worldwide emergency service
- Support from EF representatives abroad
- Full time EF tour representative on tour with us



06

Other

Safety, passport handling, and other important information

Safety and Passports

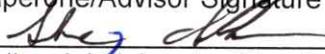
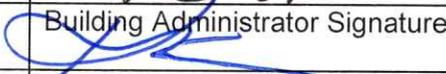
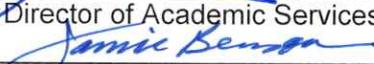
1. All students are required to have a passport
2. All students will print a colored copy of their passport that will be given to Mr. Chaffee before the tour.
3. All students will give a medical card to Mr. Chaffee that indicates any and all medical information needed for travel.
 - a. Including any prescription information with the prescribing doctors name and phone number in case of an emergency.
4. All students will be required to attend informational meetings that include topics such as: safety, procedures, packing tips, etiquette, and more...



*School District of River Falls
River Falls, Wisconsin 54022*

PRELIMINARY APPLICATION FOR SANCTION OF SCHOOL-SPONSORED TRIPS
(Overnight trips, more than 150 miles or out of the country)
INITIAL APPROVAL REQUIRED FOR RAISING FUNDS

*Please complete this application and forward to Central Office for presentation to the Educational Program Committee of the Board of Education for approval, prior to fund-raising.
All activities must be in compliance with Board Policy 374-Student Fund-raising Activities.
This does not represent final approval for the trip, approval granted via BOE approval.*

Trip/Group Name: Social Studies Trip	
Location of Trip: Switzerland and Italy	
Date of Trip: June 2025	Total Number of Days (from departure to return): Ten Days
Name of Tour Company (if applicable): EF Tours	
Name of Head Chaperone/Advisor: Luke Chaffee	
Anticipated Methods of Fundraising: Kwik Trip Gas cards Papa Murphy's cards Chipotle nights	
Amount Expected to be Fund Raised: Varies greatly by students participation in the fundraising.	
Approximate Number of Students Involved and Grade Levels: Minimum of 12 students and maximum of 25 students.	
Estimated Cost of Trip per Student; What is Included/Not Included in Price? 3,600 dollars per student. What is included in the price is itemized on the attached brochure.	
Will student cost include a pro-rated amount for chaperone(s) cost? Yes No (circle one) If yes, what is the additional amount per student, if applicable? There is no additional cost to students for the chaperone's participation.	
Please identify any chaperone benefits provided by the tour company: (e.g. 1 paid chaperone per 10 students participating) EF tours gives a free chaperon spot for each student traveling on the trip.	
Deadline for forfeiture of deposit if a student decided not to participate: The booking conditions have been attached to this document and the pertinent portions have been highlighted.	
Please provide a brief explanation of instructional purposes of the trip and how it complements the advisor's district curriculum objective: The purpose of Social Studies education is to broaden students understanding of the world they live in, the varied cultures and societies that exist within that world and their place within it all. Travel and experience outside one's own culture is unequivocally the best way to meet these stated goals. This travel opportunity enriches student learning and growth in a way that cannot be achieved in a classroom.	
Date 3/9/2023	Chaperone/Advisor Signature 
Date 3/20/23	Building Administrator Signature 
Date 3/21/23	Director of Academic Services Signature /Supt. 
Date	Educational Program Chair Signature

Standards Based Grading

An Overview



July 10, 2023

Standards Based Grading (SBG)

- What is SBG?
- History of standards based grading in RFSD
- Benefits/Challenges
- Meyer Middle School

What is SBG?

Traditional Grading

- Meant to sort students.
- Often includes measures outside of student learning.
- Uses percentages to assess student learning
- No research that indicates it supports student learning.

SBG

- Meant to ensure all students learn what's most important.
- SBG is only about what students know and can do.
 - Grades have meaning due to their alignment with specific priority standards.
- Uses rubrics and proficiency scales typically on a 3-5 pt scale to assess student learning
- Research indicates SBG teaching practices leads to higher achievement. (Craig, 2011; Schoen, Cebulla, Finn, & Fi, 2003).

What is SBG?

Traditional Grading

- Reading: B (87%)

SBG

- *Reading: Craft and Structure of a Text: Uses context to determine meanings of words and phrases - 3 (meets standards)
- Parent Report Card Companion
 - mastery of grade level standards and targeted expectations
 - application of specific skills to related standards and other content areas
 - solid foundational skills for future learning
 - communication of understanding to others
 - complex reasoning and problem solving

*Grade 3 Craft and Structure - R 3.4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL) 33

History of SBG in SDRF

Elementary Study of homework, spelling, grading

- Standards became more specific with Common Core (2010) and now Wisconsin Academic Standards.
- Desire to be more precise in what we were teaching, what we expected students to learn, and what we reported to parents.
- Wanted grading to be fair, accurate (about student learning), consistent, and to inform instruction and learning.
- Not interested in “failing” students who didn’t get it.

Benefits and Challenges of SBC

Benefits

- Clarity
 - What to teach.
 - What to assess.
 - Where students need re-teaching or extensions.
- Consistency
 - What to teach.
 - What to assess.
 - Reporting.
- Teacher confidence.
- Alignment with external exams.

Challenges

- Consistency in determining report card/summative “grades.”
- Which scale? (3,2,1 or 4,3,2,1, or 4, 3.5, 3, 2.5...)
- Rubrics and Proficiency Scales.
- Always a degree of subjectivity.
- Variance between levels.
- Parent understanding.

Meyer Middle School and SBC

- Two years of studying, professional learning, and development.
- Development of proficiency scales of priority standards by content area.
- Creation of standards aligned common formative and summative assessments.
- Currently forming a common understanding of how to determine summative/report card grade.
- Considering conversion scale for numerical score to letter grade.

END: Following slides if needed for discussion on SBD scales and/or converting SBG to letter grades

"Without the option for students to demonstrate deeper learning, we may inadvertently hold back higher-achieving students, and thus refrain from differentiating our teaching and learning experiences for students." - Robert Marzano

If you use standards-based grading, you may struggle with the “Exceeds Standard” label. It’s vague and difficult to interpret and can cause communication problems for students, parents, and teachers. It isn’t easy to measure, and motivating a level beyond “meets standard” is challenging. Clear criteria for exceptional performance, such as “Distinguished,” “Exceptional,” or “Exemplary,” might serve communication purposes better than “Exceeds Standard.”

Tell Your Story

www.jeremyajorgensen.com

"I would suggest that, Meets the Standard," is the reference for the top score (A, 4.0, 100%) and that we be fairly demanding of what that requires. If a student exceeds or demonstrates something above and beyond that expectation, this is literally a different standard, so can't be included in the description for excellence for the normal standard. Use a separate section of the report card, or an addendum of some sort, to indicate how the student did with these separate (and "beyond") standards, while keeping the accuracy of the grade for the regular curriculum in its normal section. Also, a number of researchers and authors talk about how difficult it is to accurately calibrate evidence of "Sophisticated," "Exemplary," "Exceeds," etc among teachers of the same subject. For example, what is exemplary to one is matter of increasing the quantity of projects, while to another teacher, it's changing the nature of the project performance. Some teachers are very clear and provide exemplars of "exceeds," while others are functionally saying, "I know it when I see it," which is frustrating to everyone. Because grades are about accurate reporting, all of these concerned researchers and authors advocate for a separate report for students who go above and beyond. I'm in that group, too." - Rick Wormeli

Marzano (2010) Standard to Letter Grade Conversion Scale

3.75-4.00 = A+	2.84-2.99 = B+	2.34-2.49 = C+	1.76-1.99 = D+
3.26-3.74 = A	2.67-2.83 = B	2.17-2.33 = C	1.26-1.75 = D
3.00-3.25 = A-	2.50-2.66 = B-	2.00-2.16 = C-	1.00-1.25 = D-

Below 1.00 = F

Figure 3.3: Conversion From Proficiency Scale Scores to a One Hundred-Point Scale

Average Proficiency Scale Score	One Hundred-Point Scale Score
4.0	100
3.5	95
3.0	90
2.5	80
2.0	70
1.5	65
1.0	60
Below 1.0	50

**SCHOOL DISTRICT OF RIVER FALLS
ACADEMIC STANDARDS PUBLIC NOTICE**

July 10, 2023

Educational Program Committee Meeting

In order to ensure that every child graduates ready for further education and the workplace, the School District of River Falls has adopted the following Academic Standards for the 2023-24 school year. Identified curriculum delivered by highly-qualified educators using innovative and research-based instructional strategies will prepare our students to excel as responsible, productive, global citizens.

The standards listed below align to expectations intended to best prepare our students for external assessments (e.g. PreACT, ACT, PSAT, Advanced Placement Examinations, WI Forward Exam, Dynamic Learning Maps, ACCESS 2.0, etc.) that will be used in the future for college and/or career readiness opportunities.

Instructional materials and resources are utilized in conjunction with the below list of standards to support student learning.

Content Area	Curricular and Instructional Standards
Agriculture	Agriculture, Food, and Natural Resources
Art	Art & Design Education
Business and Marketing	Wisconsin Standards for Business and Information Technology Wisconsin Standards for Personal Finance Literacy Wisconsin Standards for Marketing, Management, and Entrepreneurship
Early Childhood Learning Standards Kindergarten Readiness	Wisconsin Model Early Learning Standards
English Language Arts (ELA)	Wisconsin Standards for ELA
Family Consumer Sciences	Wisconsin Standards for Family and Consumer Science
Information and Technology Literacy	Information and Technology Literacy
Mathematics	Wisconsin Standards for Math
Music	Wisconsin Standards for Music
Physical Education and Health	Wisconsin Standards for Physical Education Wisconsin Standards for Health
Science Environmental Literacy and Sustainability	Wisconsin Standards for Science Next Generation Science Standards Environmental Literacy and Sustainability
Social Studies	Wisconsin Standards for Social Studies
Technology and Engineering	Wisconsin Standards for Technology and Engineering
Theater	Wisconsin Standards for Theater Education
World Language	Wisconsin Model Academic Standards for Learning World Languages
School Counseling	(Wisconsin's Comprehensive School Counseling Program Model) ASCA School Counselor Association Model ASCA School Counselor Performance Standards

	CASEL Core SEL Competencies
WIDA Standards	WIDA English Language Development Standards Framework, 2020 Edition

In addition to the standards listed above, additional standards are embedded into our instructional practices intended to personalize student learning and meet individual student needs. These standards include: Disciplinary Literacy Standards, Wisconsin Common Career Technical Standards, and International Society of Technology in Education (ISTE) Standards.

Additionally, some of our coursework is provided through dual enrollment opportunities or includes a post-secondary experience within the course and follows additional outcomes. Some examples include:

AP Coursework	AP Course Outcomes
Dual Enrollment Courses (Early College Credit Program and Start College NOW Options)	UW-River Falls, Chippewa Valley Technical College (CVTC), etc.
Transcripted Credit Courses	CVTC Course Outcomes; Dakota County Course Outcomes

SCHOOL DISTRICT OF RIVER FALLS
River Falls, Wisconsin 54022

361.1

SELECTION OF INSTRUCTIONAL MATERIALS

Instructional materials selected should be consistent with and support the ~~philosophy of education~~ **district mission and values** adopted by the Board of Education. Such materials shall be of the best quality of content available to meet the objectives of the curriculum **and academic standards**. The materials should be authentic, appropriate, and motivational representing a diversity of individuals in a variety of positive roles. Positive representations of racial, religious, ethnic, sexual orientation and gender diversity and the avoidance of stereotyping should be important considerations.

~~Board approved administrative guidelines should be followed in selecting instructional materials.~~

Definitions

In general, instructional material includes but is not limited to: any collection of materials that a teacher may use in teaching and learning situations to help achieve desired learning objectives. The term encompasses all the materials an instructor uses to implement instruction and facilitate students achievement of instructional objectives. Instructional materials may include but are not limited to, print, non-print, textbooks, literature, audio/visual resources, learning kits, workbooks, and electronic digital resources.

“Core” instructional materials are those used throughout a grade span and/or subject area which require more district-level oversight to ensure instructional consistency than does the selection of supplemental material. Core instructional materials are selected through a district established curriculum review cycle established by administration. Core materials typically include required classroom textbooks, literature, workbooks, and learning kits.

“Supplementary” instructional materials means supporting instructional material used to reinforce, enrich, or enhance instruction driven by core instructional material. These supplemental materials may include, but are not limited to: poems, short stories, articles, book excerpts, websites, and media clips.

Although the Board annually approves curriculum standards, the review and selection of all instructional material is delegated to administration and instructional staff.

Selection Procedures for Core Instructional Materials

Instructional materials selection and adoption shall be included as part of the formal cycle of curriculum adoption, evaluation, and improvement in the District ([LINK](#)). This formal cycle of curriculum review includes teachers and administrators.

STEP 1: Instructional Materials Selection Committee

Instructional materials shall be reviewed by an instructional materials selection committee appointed by the Director of Academics. This committee will be selected from grade-level and/or subject area staff members involved in the delivery of the curriculum. In addition, members of preceding or succeeding grade levels, special education teachers, instructional coaches, and other stakeholders will participate on selection committees.

Note #1: On rare occasions, there may be times when the curriculum/instructional materials need to be reviewed outside of the normal curriculum review cycle.

The instructional materials selection committee should keep in mind the general criteria outlined below:

- A) Age/grade level appropriateness.
- B) Content alignment to curriculum objectives including standards; assessments; curriculum-based learner expectations; higher-level/critical thinking; and real life experiences.
- C) Culturally responsive to include no bias; misinformation; stereotyping; and reflects the cultural diversity of our pluralistic society.
- D) Format to include readability; utility of use; layout and sequential alignment; writing style; date of publication; reputable, high quality resource.
- E) Professional development opportunities for staff.
- F) Technological support materials.
- G) Research-based strategies for scaffolding, curriculum alignment, and interventions.
- H) Appropriate rigor that allows for challenge and appropriate learner struggle.

STEP 2: Recommendation to the Superintendent and Board of Education

Based on the involvement of the instructional materials selection committee, the Director of Academics will make a recommendation to the Superintendent who will then transmit acceptable recommendations to the Board.

STEP 3: Purchase and Training

Upon board approval, the Superintendent and the Director of Academic services will purchase the instructional materials and develop a professional development plan to ensure staff can effectively utilize the newly purchased instructional materials.

Selection for Supplementary Instructional Material

The selection of supplementary instructional material and resources used in the classroom is generally the responsibility of the classroom teacher, in consultation with other instructional staff as appropriate. Recommendations for the purchase of

supplementary material shall be submitted and discussed with the building principal prior to use.

When selecting supplementary material the teacher must consider the following criteria:

- A) Staff should use great discretion when using supplemental materials to avoid misalignment with essential standards and/or appropriate level of rigor. Discretion helps avoid the unintended consequence of straying too far away from the core curriculum and materials.
- B) Materials will support, not supplant, curriculum and instructional materials adopted by the district.
- C) Follow copyright and licensing laws and agreements.
- D) Be prepared to verify the instructional value of the material.
- E) Follow all district policies including #381 (Controversial Studies).

The School District of River Falls shall not discriminate in the selection of instructional materials on the basis of sex, race, national origin, color, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
121.02(1)(h)
PI 8.01(2)(h), Wisconsin Administrative Code
PI 9.03(1)

CROSS REF.: 361.2, Selection of Library Media Center Materials
411-Rule, Student Discrimination Complaint Procedures
871, Complaints About Instructional/Library Media Center Materials
381, Study and Discussion of Controversial Issues
330 Curriculum Review and Development

APPROVED: February 16, 1981

REVISED: September 16, 1991
July 18, 2005
July 2023

SCHOOL DISTRICT OF RIVER FALLS
River Falls, Wisconsin 54022

330

CURRICULUM REVIEW AND DEVELOPMENT

The need and value of a systematic, on-going program of curriculum review and development is essential to a well-defined program of instruction. District curriculum will be aligned with Wisconsin State Model Academic Standards. The Board encourages and supports the professional staff in collaborative efforts to investigate new curricular ideas, develop and improve programs, and evaluate results.

The Board defines curriculum as the content and performance standards that are to be taught and learned at the appropriate levels and/or courses in the River Falls School District. The Board shall be ultimately responsible for **the approval of the curriculum based upon administrative recommendation for classroom instructional materials** ([Policy 361.1](#))

The District's learning model contains three components: curriculum (what is taught), instruction (how the curriculum is taught), and assessment (how a student's progress is measured). The integrated process relies on articulation of all three components. Decisions to change from existing curriculum shall be based upon student needs, available funding and/or requirements set by the State of Wisconsin. Recommendations for change should also be well articulated between grade levels, buildings, and departments.

The Superintendent and ~~the district administrator serving as~~ the Director of Academic Services will have the responsibility for the coordination of the district curriculum and its connections to standards, identification of learning expectations, recommendation of curricular materials, and the development of implementation strategies and assessment models. Appropriate professional development opportunities must be provided to staff members regarding any change in district curriculum or program delivery models. Decisions on curriculum and its connections are based on consultation with building principals, who serve as the instructional leader(s) in the building(s), and the appropriate certified staff **using the district's curriculum review cycle** ([LINK](#)). All curriculum disciplines shall be reviewed and revised on a regular basis. The review process is recommended to occur annually, and not to exceed ~~five (5)~~ **six (6) years**.

Prior to the beginning of each school year, the district's academic standards will be reviewed. All academic standards used in the district will be posted on the district's website in compliance with Wisconsin Statutes.

LEGAL REF.: Sections 118.01
Wisconsin Statutes 118.015
118.30(1g)(a)1
121.02(1)(k)
PI 8.01(2)(k), Wisconsin Administrative Code

CROSS REF.: 871 Public Complaints about Textbooks, Library and Instructional Materials

871-Rule Procedures for Handling Complaints about Textbooks, Library and Instructional Materials

361.1 Selection of Instructional Materials

APPROVED: September 16, 1991

REVISED: December 17, 2007
November 15, 2010
March 20, 2017
July 2023

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

871-Rule

**PROCEDURES FOR HANDLING PUBLIC COMPLAINTS
ABOUT INSTRUCTIONAL/LIBRARY MEDIA CENTER MATERIALS**

The following procedures shall serve as a guideline for ~~these~~ staff members **when dealing with citizens of the community citizens who** issue a formal written complaint about instructional materials (i.e., textbooks and supplementary instructional materials) or library media center materials.

1. If the staff member (teacher, librarian/media specialist, department or building unit leader) to whom the complaint has been made is unable to resolve the issue, the building Principal should schedule a meeting between the staff member(s) involved, the principal and the complainant **to discuss the concerns. The complainant must verify they have read the entirety of the material (textbook, poem, literature, and/or instructional or library material) that is the focus of their complaint.**
2. If the issue cannot be resolved ~~amicably~~ during the above-mentioned meeting, the Principal ~~should~~ **will** ask the complainant to ~~complete~~ **submit** a copy of the "Request for Reconsideration of Instructional/Library Media Center Materials" form ~~and submit it~~ within 14 calendar days to **the Principal** ~~his/her office as soon as possible.~~ (Policy #871-Exhibit)
3. If the form has not been received within ~~30~~ **14 calendar days**, ~~it is reasonable to the district will treat~~ **assume** the complainant ~~has having been~~ **dropped the case** and the issue ~~is~~ **as** closed.
4. If a completed form is returned **within 14 calendar days**, it is incumbent upon the principal to schedule ~~an closed~~ **open** session meeting of a committee to review the **complaint** form and the material(s) in question. ~~The membership of this~~ **seven member** committee shall be composed of the following persons **as determined by the Principal and Director of Academics:**
 - a. The building principal/coordinator.
 - b. ~~The~~ **One** staff member(s) to whom the complaint was made.
 - c. ~~An~~ appropriate department and/or unit representatives ~~(e.g. Library Media Specialist).~~
 - d. The Director of Academic Services **or designee.**
 - ~~e. If applicable, a student of appropriate age.~~
 - f. **A One** staff member at large – **not a member of the department/unit involved in selecting the material in question.**

g. **Two Parents** – one to be selected by principal **and one to be selected by the complainant (may be complainant himself).**

5. Review Committee process shall be determined by the Principal and Director of Academics, and will include, but is not limited to:

A) Review Committee members read the entire material under review.

B) Staff/department member(s) provide the Review Committee a written document that provides insight into how the literature/instructional material is used in the classroom (i.e., how is this literature/material used in the curriculum; essential learning targets; instructional strategies; how are the controversial issues are addressed with students; strengths/benefits of material; feedback from students).

C) Review Committee members will meet to discuss the material under review to include their perceptions of the material under review along with the written document provided by the department member(s) that explains how the literature/instructional material is used in the classroom.

D) Committee members individually complete a blind survey giving their recommendation of the two options below:

(1) Remove the material from the classroom/library.

(2) Maintain material under its current use.

Committee survey results are summarized by the Director of Academic Services and Building Principal. Results of the survey will be shared with the committee.

E) A recommendation is sent to the superintendent.

NOTE: The Principal and Director of Academics shall make every effort to keep the above process moving forward within a reasonable timeframe but will not exceed thirty (30) calendar days from the date of the appointment of the committee unless approved by the superintendent and Board President.

6. 5. The decision of the review committee shall be forwarded to the Superintendent who shall advise the complainant of the committee's decision in writing and his/her right of appeal to the Board of Education. Any appeal must be submitted in writing to the School Board President **and/or Superintendent within ~~five (5)~~ **seven (7) calendar** days. If no appeal is received, then the matter will be closed. ~~The School Board may determine the manner of such a review at its discretion.~~**

7. If the committee decision is appealed, the Board will determine if the Review Committee followed policy. If so, the Board will uphold that committee decision. If the committee did not follow the policy, the Board shall follow "A" or "B" below:

A) Request more information and/or determine a process for an alternative review.

–OR–

B) Refer to the superintendent for a final decision.

8.-6. Access to challenged material shall not be restricted during the reconsideration process. However, if the complaint relates to use of instructional materials, a ~~person~~ **parent** may request the District to provide alternative instructional materials aligned to the learning objective for ~~a student~~ **their child** to use in the classroom in lieu of the challenged material. Such requests may be approved at the discretion of the building principal in consultation with the classroom teacher.

9. 7- The District reserves the right to refuse **to consider complaints, or further reconsideration reconsider** requests ~~when it has dealt with a challenge to items on the same topic~~ **reviewed** within **the last** five (5) years, at the discretion of the Superintendent and Board Chair of the Educational Program Committee.

APPROVED: March 19, 1973

CROSS REFERENCE:

871 Complaints about Instructional/Library Media Center Materials
871-Exhibit Request for Reconsideration of **Instructional**/Library Resources
381 STUDY AND DISCUSSION OF CONTROVERSIAL TOPICS

REVISED: February 16, 1981
March 19, 1984
September 16, 1991
October 16, 2006
July 18, 2022
July 2023



871 - Exhibit

Request for Reconsideration of Library/~~Educational~~ Instructional Resources

The School District of River Falls Board of Education delegates the responsibility for selection and evaluation of library/~~educational~~ **instructional** resources to the school Library Media Specialists and **administrative recommendations (Policy #330)** ~~curriculum committee~~, and has established procedures to address concerns about District resources. If you wish to request the reconsideration of school or library resources, please complete and return this form to the school where your concern originates. **Please know that this form will be shared with a Review Committee for determining whether the material remains or is removed.**

Name: _____ Date: _____
Address: _____ City: _____
State: _____ Zip: _____
Phone: _____

Before any reconsideration process of materials begins, please confirm you have read or viewed ALL of the material.

- Yes**
- No**

Do you represent Yourself? _____
Organization? _____ If so, please specify: _____

1. Resource on which you are commenting: _____

___ Book ___ Textbook ___ Video ___ Display ___ Magazine
___ Library Program ___ Audio Recording ___ Newspaper
___ Electronic information/network (please specify): _____
Other: _____

Title: _____

Author/Producer: _____

2. What brought this resource to your attention? _____

3. Have you examined the entire resource? _____

4. 3. What concerns you about the resource? *(use other side or additional pages if necessary)*

5. 4. What action(s) are you requesting the committee to consider?

5. Any additional comments related to your request for reconsideration of materials:

Print name

Signature

Date

SCHOOL DISTRICT OF RIVER FALLS

River Falls, Wisconsin 54022

411-Rule (3)

TRANSGENDER GENDER DIVERSE STUDENTS

It is the policy of the Board of Education to maintain an educational environment that supports the inclusion, safety, and privacy of all students, including those students **having with** a gender identity **different from gender assigned at birth based on anatomy or a gender expression** that differs from societal expectations ~~based on gender assigned at birth~~.

Definitions

“Transgender” – ~~Having a~~ **A** gender identity or gender expression that differs from ~~societal expectations based on gender assigned at birth~~. **Also referred to as “gender nonconforming”, and/or “gender diverse”.**

“Gender identity” – A deeply held and sincere sense or psychological knowledge of one’s own gender. A student may have a different gender identity ~~than~~ **from** the gender assigned at birth.

“Gender expression” – The manner in which a student represents or expresses ~~their~~ gender, ~~This includes, including~~ but is not necessarily limited to, ~~external appearance, characteristics,~~ **dress**, or behaviors. ~~typically associated with a specific gender.~~

Supporting the Student

When a student informs District staff that they are transgender, the student will be referred to student services staff who are trained with respect to District policy and applicable state and federal law. A member of the student services team, in consultation with the Principal, will meet with the student to determine the student’s needs, including accommodations related to facility use (including restrooms and locker rooms), student records, the use of chosen names and pronouns, athletics, and extracurricular activities. Supports and accommodations provided to the student will be developmentally appropriate based on the student’s age and grade.

District staff will honor a transgender student’s request to be addressed by a chosen name and/or pronoun corresponding to the student’s gender identity, regardless of whether the student has obtained a court-ordered name or gender change. Parental/guardian consent will be required for all formal changes to student records, unless the student obtains a court-ordered name change or is no longer a minor and/or under other guardianship.

Parental/Guardian Consent

The District recognizes the importance of parental involvement and strives to maintain positive relationships with all school families. Accordingly, while meeting with the student, staff will emphasize the importance of parent/guardian involvement, assist the student in navigating conversations with parents/guardians about their gender status if requested, and identify any concerns regarding self-harm and/or the student’s safety at home.

Parental/guardian consent is required before approving any of the accommodations set forth below.

Based upon exceptional circumstances related to the student's safety or mental health, the superintendent may suspend the parent/guardian consent requirement. This unusual circumstance does not eliminate existing mandatory reporting requirements for school employees.

Restroom Use

All students, including transgender students, are allowed to use restrooms that correspond with the student's gender identity. ~~District schools are encouraged to provide one or more easily accessible unisex single-stall bathroom(s) for use by any student desiring privacy, regardless of the reason.~~ **Unisex bathrooms are available to all students at any time.** No student will be compelled to use a unisex bathroom **for any reason.**

Locker Room and Showers

Transgender students who wish to use the locker room **and/or showers** corresponding to their gender identity will be provided an accommodation that best meets the needs of the transgender student and other District students. **A transgender student may not be required to use the locker room corresponding to the student's sex assigned at birth.** Such accommodations will be determined on an ~~student-by-student~~ **individual** basis, ~~by the student's principal,~~ upon written request by the student, and in consultation with the student and/or the student's parent(s)/guardian(s), **by the school principal, and will consider the students age, grade, and developmental characteristics (as well as considering other students privacy considerations as well).**

~~With respect to Accommodations could include any of the following:~~ **regarding locker rooms and showers, the District may offer any of the following:** 1) use of a private area within the public locker room (a bathroom stall with a door, an area separated by a curtain, a PE instructor's office in the locker room); 2) a separate changing **and/or showering** schedule in a private area (either utilizing the locker room before or after other students); 3) use of an alternative private area (a referee locker room, a nearby restroom, a nurse's office); 4) access to the locker room corresponding to the student's sex assigned at birth; or 5) access to the locker room corresponding to the student's gender identity. ~~A transgender student may not be required to use the locker room corresponding to the student's sex assigned at birth.~~

Confidentiality

A student's transgender status, legal name, gender assigned at birth, and/or related medical information will be kept confidential in compliance with applicable state, ~~local,~~ and federal privacy laws. District administration and staff shall not disclose any information that may reveal a student's transgender status to others unless legally required, or unless the student or the student's parent or guardian has authorized the disclosure.

Official Records

The District shall comply with all legal requirements to use a student's legal name and/or gender on official District records or documents. To the extent that a document is not required to use a student's legal name and/or gender on a document, the District will use the name and gender preferred by the student that reflects the student's gender identity.

~~Restroom Use~~ {moved to section under "*Parent Consent*"}

~~All students, including transgender students, are allowed to use restrooms that correspond with the student's gender identity. District schools are encouraged to provide one or more easily accessible unisex single-stall bathroom(s) for use by any student desiring privacy, regardless of the reason. No student will be compelled to use a unisex bathroom for any reason.~~

~~Names and Pronouns~~ {moved to section under "*Student Support*"}

~~District staff will honor a transgender student's request to be addressed by a chosen name and/or pronoun corresponding to the student's gender identity, regardless of whether the student has obtained a court-ordered name or gender change. Parental consent will be required for all formal changes to student records, unless the student obtains a court-ordered name change or is no longer a minor and/or under other guardianship.~~

Harassment and Bullying

Discrimination, bullying, and harassment on the basis of gender identity or expression is prohibited in the District. Any form of harassment will be addressed pursuant to the District's existing policies, including Board Policies 411 and 411.1.

~~Locker Room and Showers~~ {moved to section under "*Restroom Use*"}

~~Transgender students who wish to use the locker room **and/or showers** corresponding to their gender identity will be provided an accommodation that best meets the needs of the transgender student and other District students. **Considering the student's age, grade and development,** Such accommodations will be determined on an student-by-student **individual** basis, by the student's principal, upon written request by, and in consultation with the student and/or the student's parent(s)/guardian(s), **by the school principal.**~~

~~**With respect to** Accommodations could include any of the following: **regarding locker rooms and showers, the District may offer any of the following:** 1) use of a private area within the public locker room (a bathroom stall with a door, an area separated by a curtain, a PE instructor's office in the locker room); 2) a separate changing **and/or showering** schedule in a private area (either utilizing the locker room before or after other students); 3) use of an alternative private area (a referee locker room, a nearby restroom, a nurse's office); 4) access to the locker room corresponding to the student's sex assigned at birth; or 5) access to the locker room corresponding to the student's gender identity. A transgender student may not be required to use the locker room corresponding to the student's sex assigned at birth.~~

Participation in Gender-Based Activities

All students will be permitted to participate in physical education classes, intramural/**club** sports, and other gender-based District activities in a manner consistent with their gender identity.

Exceptions to such participation are subject to rules/guidelines established by other state/national organizations.

Intramural Athletics

When considering the participation and eligibility of transgender students in Wisconsin Interscholastic Athletic Association (WIAA) sponsored athletics or other intramural athletics, the following goals must be balanced: 1) equity (providing equal opportunities in all aspects of school programming is a core value of education); 2) physical safety (biological males or androgen-supplemented biological females are typically stronger and faster than biological females); and 3) competitive equity (since the idea of a “level playing field” is an inherent expectation at all levels of sport competition).

Therefore, transgender athlete participation and eligibility in WIAA and other intramural athletics must be determined using the following procedure:

1. A student and parent/guardian must:
 - a. Notify the District Administrator in writing that the student is a transgender individual wishing to participate in intramural athletics with a gender identity different than the gender of the student’s birth certificate; and
 - b. List the WIAA or other intramural sport(s) in which the student would like to participate.
2. ~~The following information and criteria~~ **Some or all of the information and criteria below** may be considered ~~to determine~~ **in determining** which gender the student will participate on the District’s ~~teams~~ **team is most appropriate for the student’s participation. Except as set forth in subsection e, a student’s participation will not be contingent on any single factor below.**
 - a. Current school registration information;
 - b. A written statement from the student and parent(s)/guardian(s) affirming the consistent gender identity and expression to which the student self-relates;
 - c. Documentation from individuals such as, but not limited to, parents, friends, and/or teachers, affirming the actions, attitudes, dress and manner of the student that demonstrate the student’s consistent gender identification and expression;
 - d. Written verification from an appropriate health-care professional (physician, psychologist) of the student’s consistent gender identification and expression;

- e. Medical **and/or personal physical** documentation (hormonal therapy, sexual reassignment surgery, counseling, etc.);
 - i. A transgender student who was born with a female body but identifies as a boy or man (FTM student) who has started hormone therapy (example: testosterone) will only be eligible for male teams. Hormone supplementation is allowable in this situation consistent with WIAA policy. Note that a FTM student who has not started hormone therapy may participate on female teams if desired by the student, as there would be no concern about safety or competitive equity without biological interventions having been implemented.
 - ii. A transgender student who was born with a male body but who identifies as a girl or woman (MTF student) must have one calendar year of medically documented testosterone suppression therapy to be eligible to participate on a female team, consistent with WIAA policy. Note that a MTF student who has not started suppression therapy may participate on male teams if desired by the student, as there would be no concern about safety or competitive equity without biological interventions having been implemented.
 - iii. Hormone supplementation/suppression therapy under the supervision of a licensed physician when taken as prescribed does not violate WIAA Performance Enhancing Supplement policy.
3. Based on the submitted information described above, the ~~District Administrator~~ **Superintendent** shall provide a written decision to the student and the student's parent(s)/guardian(s) as to eligibility to participate in the relevant sport(s).
4. If the District denies participation and eligibility as a transgender student athlete, the student's eligibility remains with the District's teams as determined by birth gender.
5. If denied participation as a transgender student athlete, the student and/or parent(s)/guardian(s) may submit an appeal in writing to the ~~District Compliance Officer~~ ~~or District Administrator~~ **Superintendent** within thirty (30) calendar days of the decision. Upon receipt of an appeal, the ~~Compliance Officer~~ **Superintendent** will convene an appeals panel within five (5) business days. The panel will consist of three individuals, including the ~~Compliance Officer~~, **Superintendent**, a licensed counselor, physician or psychologist, and a member of administration within the District other than the ~~District Administrator~~ **Superintendent**. The student and the parent(s)/guardian(s) will be provided the opportunity to address the appeals panel. All documentation submitted on behalf of the student and documents used in the initial decision-making process will be available for review by the appeals panel. The appeals panel must send a written decision to the student and the parent(s)/guardian(s) (and the WIAA if applicable) within three (3) business days.

Dress Code

All District employees shall respect the gender expression of all students and must respect the right of a student to dress in accordance with the student's gender identity. Any applicable District dress code shall be applied on a gender-neutral basis and will not be selectively or more strictly enforced against transgender students.

Education/Training

It is the ~~desire~~ **expectation** of the Board that District teachers, counselors, coaches, administrators, parents, and students are educated as appropriate regarding transgender sensitivity in relation to students.

LEGAL REF.: Section 118.13 Wisconsin Statutes
PI 9, 41, 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
McKinney-Vento Homeless Education Assistance Act

CROSS REF.: 411, Equal Educational Opportunities
411-Rule (1), Student Discrimination Complaint Procedures
411-Rule (2), Procedures for Requesting Exclusion from a Course Due to a Student's Religious Beliefs
342.1, Programs for Children with Disabilities
411.1, Harassment
Special Education Policy Handbook

APPROVED: October 19, 2015
July 2023

BULLYING/CYBER BULLYING

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.
- **Bullying includes cyberbullying**

“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, regardless of whether that conduct is on school district property or at school-related functions, as well as bullying by an adult staff member bullying a student or another staff member.

Cyberbullying Definition: Cyberbullying is the use of electronic information and communication devices, including but not limited to email messages, instant messaging, text messaging, cellular telephone communications, Internet blogs, Internet chat rooms, Internet postings and defamatory websites that deliberately threatens, harasses, intimidates an individual or group of individuals; places an individual in reasonable fear

of harm to the individual or damage to the individual's property; has the effect of substantially disrupting the orderly operation of the school; is conduct that disrupts either a pupil's ability to learn and/or disrupts the school's ability to educate its pupils in a safe environment.

Zero Tolerance: The School District of River Falls (SDRF) has a zero tolerance policy against cyberbullying and each reported instance will be handled in accordance with district, state, and federal rules, laws, policies and guidelines. SDRF prohibits acts of cyberbullying by students through the use of any district owned, or personally owned technologies.

The misuse of personal or home-based social media, depending on its potential effect on the health, safety and welfare of students/others and/or the maintenance of the educational setting in school, may result in referral to law enforcement and/or school discipline, including but not limited expulsion.

Any student or school staff member that believes he/she has or is being subjected to cyberbullying, as well as any person who has reason to believe a student or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyberbullying, shall immediately make a report to the school principal or designee.

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.

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 school district human rights officer.
- 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.

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.
- D. The school district, both immediately and pending completion of an investigation, will take strong, appropriate measures to ensure the rights of the victim and victim's family are addressed. School officials, counselors, staff, care groups, and other professionals may be enlisted to support the victim and his or her family.

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.

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.

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.

LEGAL REF.: Sections 118.164 (2) Wisconsin Statutes
120.13(1)(a)
947.0125

CROSS REF.: 363.2, Access to District Technology Tools
363.2-Rule, Internet Safety and Acceptable Use Guidelines
411.2-AP, Bullying Incident Report Form

APPROVED: November 17, 2008
REVISED: February 18, 2013
October 19, 2015
July 2023