

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

Monday, May 5, 2025 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

Educational Program Committee members: Alan Tuchtenhagen (Chair), Lindsey Curtis, & Monica LaVold

A quorum of the Board may be present for information-gathering purposes only.

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 PM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

4. APPROVE INITIAL READING OF POLICY 341.1 DISTRICT EARLY LITERACY PROGRAM 3

Description: Amy Wise, Co-Director of Academic Services, will present revised School Board Policy 341.1 District Early Literacy Program. This policy reflects the latest expectations regarding early reading instruction in grades K-3 based on Act 20.

Recommended Action: Approve initial reading of revised School Board Policy 341.1 District Early Literacy Program.

5. EARLY LITERACY REMEDIATION PLAN 14

Description: Amy Wise, Co-Director of Academic Services, will present the Early Literacy Remediation Plan for annual review.

Recommended Action: None, informational only.

6. APPROVE INITIAL READING OF POLICY 345.46 GRADE 3 TO GRADE 4 PROMOTION 31

Description: Amy Wise, Co-Director of Academic Services, will present the new School Board Policy 345.46 Grade 3 to Grade 4 Promotion. This policy outlines the requirements for promoting students from grades 3 to 4 based on a new WI State Statute.

Recommended Action: Approve initial reading of the new School Board Policy 345.46 Grade 3 to Grade 4 Promotion.

7. APPROVE INITIAL READING OF POLICY 361.2 SELECTION OF LIBRARY MEDIA CENTER MATERIALS 35

Description: MaryBeth Elliott, Co-Director of Academic Services, will present revised School Board Policy 361.2 Selection of Library Media Center Materials. This policy outlines the criteria and guidelines for selecting, acquiring, and evaluating library materials for use in schools within the district.

Recommended Action: Approve initial reading of revised School Board Policy 361.2 Selection of Library Media Center Materials.

8. APPROVE INITIAL READING OF POLICY 361.2-RULE PROCEDURES FOR SELECTION OF LIBRARY MEDIA CENTER MATERIALS 50

Description: MaryBeth Elliott, Co-Director of Academic Services, will present the new School Board Policy 361.2-Rule Procedures for Selection of Library Media Center Materials. This policy explains procedures for the selection, reporting, parent/guardian involvement and access, and withdrawal of library materials.

Recommended Action: Approve initial reading of the new School Board Policy 361.2-Rule Procedures for Selection of Library Media Center Materials.

9. APPROVE INITIAL READING OF POLICY 361.1 SELECTION OF INSTRUCTIONAL MATERIALS 54

Description: Amy Wise and MaryBeth Elliott, Co-Directors of Academic Services, will present revised School Board Policy 361.1 Selection of Instructional Materials. This policy outlines the criteria and guidelines for selecting and acquiring instructional materials for use in the district.

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

10. 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.

11. SCHEDULE NEXT EDUCATIONAL PROGRAM COMMITTEE MEETING

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

Recommended Action: Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, June 2, 2025, 6:00 p.m.

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

12. ADJOURN



POLICY 341.1 DISTRICT READING INSTRUCTION GOALS AND EARLY LITERACY PROGRAM

The School Board recognizes the importance of early literacy instruction; early literacy is foundational to a student's academic success and lifelong learning. This policy outlines the district's commitment to providing all students with the necessary skills and support to become proficient and engaged readers.

State-Mandated Early Literacy Reading Readiness Assessments

The Director of Academic Services will

1. determine the annual dates (or date ranges) during which the district will administer the early reading screening assessments required by state law and
2. establish procedures to facilitate and monitor the timely administration and scoring of the screening assessments and, as applicable, any state-mandated reading diagnostic assessments. All district selected dates for the administration of reading readiness assessments must meet the timing parameters found in state law.

The references to state-mandated reading readiness assessments in this policy should not be interpreted to prohibit the use or administration of additional assessments, evaluations, or diagnostic resources that are intended to facilitate the district's compliance with its obligations to identify, diagnose, provide interventions/services, and monitor the progress of students who are experiencing difficulty with reading.

Early Literacy Remediation Plan

The district will maintain a written, School Board approved Early Literacy Remediation Plan (ELRP), which will be developed under the oversight of the Superintendent. The Superintendent will ensure that the Director of Academic Services is directly involved in formulating the substantive content of the plan, including any future substantive amendments. School Board approval of substantive plan amendments is required.

The district's current Early Literacy Remediation Plan will be posted on the district website.

Parent/Guardian Notification

- A. *Assessment results.* The district will provide the results of a reading readiness assessment, in writing, to a student's parent no later than 15 days after the reading readiness assessment is scored. For purposes of providing results of a reading readiness assessment under this paragraph, the district will provide at least all of the following to a student's parent in the native language of the student's parent:
1. The student's score on the reading readiness assessment.
 2. The student's score in each early literacy skill category assessed by the reading readiness assessment.
 3. The student's percentile rank score on the reading readiness assessment, if available.
 4. The definition of "at-risk" and the score on the reading readiness assessment that would indicate that a student is at-risk.

5. A plain language description of the literacy skills the reading readiness assessment is designed to measure.

B. *Special education information.* If a diagnostic assessment indicates that a student is at-risk, the district will include information about how to make a special education referral under s. 115.777 with the diagnostic assessment results provided to the parent under par. (a).

C. *Dyslexia information; certain students.* When the district is required to assess a student's early literacy skills using a diagnostic assessment, the district will provide all of the following, in writing, to the student's parent:

1. A description of the common indicators and characteristics of dyslexia.
2. Information about appropriate interventions and accommodations for students with characteristics of dyslexia.

D. *Interventions; At-Risk Students*

Personal reading plans. If a student enrolled in 5-year-old kindergarten to 3rd grade is identified as at-risk based on a universal screening assessment or diagnostic assessment, the district will do all of the following:

1. Create a personal reading plan for the student that includes at least all of the following:
 - a. The student's specific early literacy skill deficiencies, as identified by the applicable assessment.
 - b. Goals and benchmarks for the student's progress toward grade-level literacy skills.
 - c. How the student's progress will be monitored.
 - d. A description of the interventions and any additional instructional services that will be provided to the student to address the student's early literacy skill deficiencies.
 - e. The programming using science-based early reading instruction, as defined in s. 118.015 (1c) (b), that the student's teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - f. Strategies the student's parent is encouraged to use to help the student achieve grade-level literacy skills.
 - g. Any additional services available and appropriate to accelerate the student's early literacy skill development.
2. Provide the interventions described in the student's personal reading plan to the student, as soon as practicable.
3. Monitor the student's progress at least weekly using the method described in the student's personal reading plan to determine whether the student demonstrates an inadequate rate of progress.
4. Provide a copy of the student's personal reading plan to the student's parent and obtain a copy of the student's personal reading plan signed by the student's parent.
5. After providing the interventions described in the student's personal reading plan to the student for 10 weeks, notify the student's parent of the student's progress, as determined under the student's personal reading plan.

LEGAL REFERENCE: Wisconsin Statutes Sections 118.015, 118.016, **118.30(1g)(a)1**, 121.02(1)(c), 121.02(1)(k), ~~121.02(1)(L)~~, **121.02(1)(r)**; Wisconsin Administrative Codes PI 8.01 (2)(c), PI 8.01(2)(k), ~~PI 8.01(2)(L)~~

CROSS REFERENCE: 342.5 Programs for Disadvantaged Students (Title I Programs); 342.7 Remedial Programs

DATE OF ADOPTION: September 16, 1991

REVISED: November 15, 2004, March 20, 2017, **XXXX**

This policy was a complete revision (old policy below) due to Act 20

~~The Board of Education supports the following general reading goals for the School District of River Falls:~~

- ~~1. A well-coordinated developmental reading program shall be made available for students at all grade levels and shall be under the direction of a certified reading specialist.~~
- ~~2. Adequate time and effort shall be devoted to instruction in reading as one of the basic skills areas.~~
- ~~3. A variety of learning materials and teaching techniques shall be used to accommodate individual student ability and achievement.~~
- ~~4. Students in grades 4K-2 will annually be assessed in literacy fundamentals and reading readiness. Assessments will evaluate phonemic awareness and letter sound knowledge.~~
- ~~5. Parents/guardians should be involved in home-school cooperative efforts to help each student reach his/her reading potential.~~
- ~~6. Remedial reading services shall be available for students in accordance with state law and established procedures.~~
- ~~7. The reading program and student achievement shall be evaluated annually.~~

Reading and Early Literacy

Policies and Plans



341.1 Reading Instruction

Parent Notification



Act 20 Review

“In 2023, Act 20 empowered the Department of Public Instruction to create the Wisconsin Office of Literacy to improve literacy outcomes for all K-12 students. The Office was tasked with creating a statewide plan to improve literacy skills for all students, developing tools and resources to support schools in improving reading proficiency, and distributing information on literacy endeavors throughout the state.”

Act 20 aims to:

- improve early childhood literacy for students between 4K and 3rd grade.
- ensure proficient literacy among all children before they reach 4th grade.
- establish practices that enable students to be self-sufficient in reading grade-level materials to study, learn, and develop as learners.



Act 20 Update:

- ✓ Science-Based Early Reading Instructional Materials
- ✓ Teacher and Administrator Early Literacy Training
- ✓ Universal Screening 4K-3 and Diagnostic assessments
- ✓ Development of Personal Reading Plans for students scoring below the 25th percentile
- ✓ Development and communication plan for Parent Notification
- ✓ Development of Early Literacy Remediation Plan
- ✓ Development and communication of the 3rd to 4th Grade promotion policy.

Reading Instruction



From the DPI website:

Per Wis. Stat. § 118.015 "science-based early reading instruction" means instruction that is systematic and explicit and consists of at least all of the following:

- phonological awareness, including word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation;
- phonemic awareness, including phoneme identification, isolation, blending, segmentation, addition, substitution, and deletion;
- phonics;
- building background knowledge;
- oral language development;
- vocabulary building to develop lexical and morphological knowledge;
- instruction in writing;
- instruction in comprehension; and
- reading fluency.

341.1 Reading Instruction Policy



- The policy completely rewrites the previous policy based on the new state statutes
- This policy addresses:
 - State-mandated early reading readiness assessments
 - The Early Remediation Plan (will be explained in further detail)
 - Parent Notification processes

Early Literacy Remediation Plan (ELRP)



From the DPI website:

- 2023 Wisconsin Act 20 (Act 20) requires that each school district or independent charter school create and publish an early literacy remediation plan that applies to grades 5K through grade 3. It includes some elements that focus on all students and some elements that focus on students in need of additional supports. For students in need of additional supports, the ELRP, is a representation of only part of a local Equitable Multi-Level System of Support (WiMLSS).
- Per Act 20, the ELRP must only detail supports provided to students performing below the 25th percentile on the reading readiness assessment(s) and engaged in a personal reading plan, and therefore does not provide parents or caregivers with a complete picture of the entire continuum of supports for reading.
- ELRP is updated and shared with the School Board annually

Early Literacy Remediation Plan



Sections:

- Section 1: Introduction
- Section 2: Strategic Early Literacy Assessment System
 - Universal Screening
 - Diagnostic Assessments
- Section 3: Student Supports
 - Interventions
 - Personal Reading Plans
 - WI Dyslexia Guidebook
 - Promotion Policy
 - Summer Reading Support
 - Exit Criteria

Sections (cont.):

- Section 4: Family and Community Engagement
 - Family Notification Policy
 - Family and Community Engagement Strategies
- Section 5: Strategic Use of Data
 - Instructional Evaluation Process

345.4 Promotion Policy

3rd to 4th Grade

3rd to 4th Grade Promotion Policy



From the DPI website:

“Proficiency in reading by the end of 3rd grade is predictive of later success in school (including in postsecondary settings), the ability to earn a living, and development of social skills. This is particularly true for students experiencing poverty*. Research is also conclusive about the risks of retention, including not completing high school, lower paying jobs, emotional distress, future criminal behavior, and a lower rate of academic progress as compared to other students**.”

* “What Does the Research Say about Grade 3 Reading Proficiency as a Predictor of Future Success?” n.d. [ies.ed.gov. https://ies.ed.gov/ncee/rel/Products/Region/pacific/Ask-A-REL/70038](https://ies.ed.gov/ncee/rel/Products/Region/pacific/Ask-A-REL/70038)

3rd to 4th Grade Promotion Policy



From the DPI website:

By July 1, 2025, all school boards and independent charter schools must adopt a 3rd to 4th grade promotion policy that includes, at a minimum, what is required in statute (Wis. Stat. §§ 118.33(6)(a)3., (6)(b)2m.).

The policy must include the date it will be enforced, which cannot be later than September 1, 2027.

School boards and independent charter schools must enforce the local promotion policy no later than September 1, 2027; that is, beginning on September 1, 2027, a school board or independent charter school may not promote a 3rd grade student to the 4th grade unless the student satisfies the criteria for promotion specified in the adopted promotion policy (Wis. Stat. §§ 118.33(6)(a)3., (6)(b)2m.).

3rd to 4th Grade Promotion Policy



September 1, 2027

- This new policy will go into effect when the current Kindergarteners are in 3rd Grade

September 2025 thru June 2027

- The existing promotion policies will remain in effect



3rd to 4th Grade Promotion Policy

Upcoming Discussions and Professional Learning

- Creating a timeline for essential communications and decision making
- Creating ongoing communication to share with parents/caregivers that begins no later than the beginning of 3rd grade (or sooner) to explain the promotion policy. Provide communications in the preferred language of parents/caregivers.
- Planning for professional learning opportunities for educators related to the policy
- Identifying individuals to be part of the team making promotion decisions



3rd to 4th Grade Promotion Policy

Upcoming Discussions and Professional Learning

- Establishing a protocol that a team will use for each promotion decision. This could include step-by-step directions, a note taking tool, and/or templates for communications between team members, including between the school and parents/caregivers
- Designing processes for including the student in data collection and analysis, conversations about services to be offered, progress, and decision making

3rd to 4th Grade Promotion Policy



Upcoming Discussions and Professional Learning

- Planning for meeting a student's complete needs (including social emotional learning, mental health, and progress in subjects beyond reading) when a student is promoted and continues to receive reading supports and for the rare cases when a student is retained
- Designing processes for ensuring decisions are documented and documentation is stored in case it is needed in the future

Cross References

Existing Promotion Policies

345.4:

- 4th and 8th Graders
- Elementary Extra Year Program
- Middle school other than 8th
- High School





School District of River Falls

Early Remediation Plan

Beginning in the school year **2024-2025**, Wisconsin public schools, independent charter schools, and schools participating in the choice program are required to develop an Early Literacy Remediation Plan for grades 5K-3 and publish it to the district or independent charter school's website.

Section 1: Introduction

RFSD Early Literacy Remediation Plan

Publication Date: **XXX**

District's Vision and Mission:

Our mission is to inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment.

Early Literacy Vision and Mission:

Our vision is to ensure that every child builds a strong foundation in literacy from the earliest stages of their education. Through a comprehensive approach, we will foster phonemic awareness, phonics, vocabulary, comprehension, and writing skills that inspire a lifelong love of reading and learning. We are committed to providing targeted, individualized support to meet the needs of all students, including those at risk, ensuring that every child has the tools to succeed. Together, educators, families, and communities will create an inclusive environment where every child can thrive as a confident, capable reader and writer.

Directions for how to access the plan in additional languages and/or direct links to the plan in additional languages:

Universal Approach to High Quality Instruction

Links to Standards:

- [Wisconsin Standards for English Language Arts](#) (DPI, 2020)
- [Wisconsin Essential Elements for English language Arts](#) (DPI, 2022)
- [Wisconsin Model Early Learning Standards Fifth Edition](#)
- [The 2020 Edition | WIDA](#)

Universal Approach to High Quality Instruction:

- Instructional framework(s): Structured Literacy
- Curriculum Resource: Collaborative Classroom: Being a Reader & Being a Writer/Montessori Language Curriculum, UFLI
- Evidence-based instructional practices:
 - Differentiates and teaches phonics and foundational skills to mastery
 - Develops comprehension, fluency, vocabulary, and independent thinking
 - Uses open-ended questions and facilitated discussions to deepen understanding
 - Provides daily time and support for independent reading practice
 - Provides student-centered writing instruction in process, genres, and conventions
 - Uses collaboration and peer feedback to foster an engaged writing community
 - Includes time in each lesson for students to apply skills through independent writing
 - Improves writing fluency
- Inclusive practices and engagement strategies: High Quality Texts selected to support the instructional

focus of each lesson and culturally relevant with equitable representation.

- Positive behavior expectations: Collaborative Literacy provides a caring, supportive classroom community and nurtures students' sense of responsibility for their own learning and behavior through lessons that enable thoughtful discussion and critical thinking
- The district implements an equitable, multi-level system of learning support (EMLSS) that includes a comprehensive selection of interventions, instructional and curricular adjustments, and additional support services to help students achieve and sustain grade-level literacy skills.
- The district uses both formal and informal assessments to evaluate each student's current abilities, identify any literacy-related learning gaps, and track progress and growth after instruction and interventions.
- The district participates in, and continues to provide, ongoing professional learning opportunities to ensure teachers are continuously growing in their knowledge of science-based reading and assessment strategies

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners

This section of the *Early Literacy Remediation Plan* identifies the following early literacy assessments that, under state law, the district is required to administer to students who are enrolled in kindergarten through third grade:

1. The fundamental skills screening assessment (4K)
2. The universal screening assessment (5K through third grade)
3. Diagnostic literacy assessments (some students in 5K through third grade)
4. The state's standardized third grade reading test

In addition to these formal, state-mandated assessments, district educators also use a variety of other assessment methods and assessment tools to evaluate students' skills, needs, and learning progress related to reading and other aspects of early literacy.

RF4C (4K and JK): Fundamental Skills Screening Assessment

Pearson aimswebPLUS

- Phonemic Awareness
- Letter-Sound Knowledge

Screening windows/dates: Fall Spring

Purpose/Content of Assessment:

The Phonemic Awareness (initial sounds) test is given Fall and Spring. It is given one-to-one by the teacher for an estimated 2-3 minutes.

The Letter Sound Knowledge test is given in the Spring. It is also given one-to-one by the teacher for an estimated 1-2 minutes.

It is a state-mandated and state-selected reading readiness screening tool. See § [118.016\(2\)](#). State law does **not** allow families to choose whether to have their child(ren) participate in this assessment.

Parent/Guardian Communication:

- Parents and Guardians can expect to receive a letter included in school communication emails that will be sent **within 15 days** of the scoring of the statewide early literacy screener.
- Reports will be sent twice per year in the fall and spring.

- Please notify the school of your preferred language and mode of communication.

How the district uses the results of this assessment:

It is not unusual for students enrolled in 4K to be at many different levels of reading readiness. With that in mind:

- The results of a fundamental skills screening assessment do not automatically trigger either a mandatory “diagnostic assessment” or mandatory learning interventions.
- The district will use the assessment results as one data point to determine if a student should be monitored, referred for any type of further evaluation, or considered for instructional modifications or interventions.

See also the later section of this Plan titled, “Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction.”

5K-Third Grade: Universal Screening Assessment

Pearson aimswebPLUS

- Phonemic Awareness
- Letter-Sound Knowledge
- Alphabetic Knowledge
- Decoding
- Oral Vocabulary

Purpose/Content of Assessment:

The AimswebPlus is the reading screener that is administered to students who are enrolled in five-year-old kindergarten (5K) through third grade.

It is a state-mandated and state-selected screening tool. See § [118.016\(3\)\(a\)](#). State law does **not** allow families to choose whether to have their child(ren) participate in this screening assessment.

- The Phonemic Awareness (initial sounds) test is given in Fall, Winter, and Spring to Kindergarteners. It is given one-to-one by the teacher for an estimated 2-3 minutes.
- The Phonemic Awareness (phoneme segmentation) test is given in Fall to 1st graders. It is given one-to-one by the teacher for an estimated 2-3 minutes.
- The Oral Vocabulary (auditory vocabulary or vocabulary) test is given Fall, Winter, and Spring for grades 5K-3rd. It is given one-to-one in grades 5K-1 (2-4 minutes) and on a computer in grades 2-3 (3-15 minutes).
- The Alphabet Knowledge (Letter naming fluency) test is given in Fall, Winter, and Spring to 1st graders. It is given one-to-one by the teacher and is estimated to take 1 minute.
- The Letter Sound Knowledge test (Letter word sounds fluency) is given in the Fall (5K-1), Winter (5K) and Spring (4K-5K). It is also given one-to-one by the teacher for an estimated 1-2 minutes.
- The Decoding Skills test (oral reading fluency) is given in the Fall, Winter, and Spring for grades 1-3. This test is given one-to-one by the teacher and is estimated to take 2 minutes.

In addition to the state mandated aimswebPlus screener, RFSD also has universal literacy assessments to gather more information about our students’ literacy processing and learning.

Parent/Guardian Communication:

- Parents and Guardians can expect to receive a letter included in school communication emails that will be sent **within 15 days** of the scoring of the statewide early literacy screener.
- Reports will be sent three times per year in the fall, winter, and spring.
- Please notify the school of your preferred language and mode of communication.

How the district uses the results of this assessment:

As defined in state law, a student is considered to be **“at-risk”** with respect to early literacy learning if the student scores below the 25th percentile on a universal screening assessment.

For each 5K to third-grade student who is determined to be **“at-risk”** of reading difficulty based on the results of the screener, the District will:

- Administer a **diagnostic literacy assessment** to help further evaluate the student’s skills and needs.
- Start or, if applicable, continue the process of developing and implementing a **personal reading plan** for the student.

For students who are **not** considered “at-risk,” the district will use the assessment results as one data point to help determine if a student should be monitored, further evaluated, or considered for possible interventions or extensions.

5K through Third Grade: Diagnostic Literacy Assessments

Diagnostic assessments will be administered to students who score below the 25th percentile on the screener or who are referred for additional testing by a teacher or parent/guardian. Act 20 requires that a diagnostic assessment include all of the specific literacy subskills enumerated in Act 20 and meets the technical specifications in Act 20 (i.e., a sensitivity rate of at least 70%, a specificity rate of at least 80%, and includes a growth measure).

The district is required to administer a diagnostic assessment to a student if **either** of the following applies:

- The results of a universal screening assessment indicate that the student is **“at-risk”** with respect to early literacy learning.
 - If the student’s “at-risk” status relates to the **first** screening assessment of the school term, then the diagnostic assessment is to be completed by the second Friday of November.
 - If the student’s “at-risk” status relates to the **second or third** screening assessment of the school term, then the diagnostic assessment is to be completed within 10 calendar days of the screener.
- A teacher or parent who suspects that the student may be demonstrating characteristics of dyslexia submits a request for a diagnostic assessment.*
 - The assessment must be conducted within 20 calendar days of the request.

	<p>“To the extent permitted by state law for a student who is already receiving interventions and services under a personal reading plan, the district may determine that a student does not need to repeat a diagnostic assessment that the student has already taken [in the same school year], even if there is a secondary basis under which the student has qualified for the diagnostic assessment.”</p> <p>It is possible that the district may determine that other students could benefit from completing a diagnostic assessment that would not be mandatory under state law.</p>
Skill Area	Assessment(s)
Rapid Naming (RAN)	aimswebPlus - RAN
Phonological Awareness	aimswebPlus - Letter Word Sound Fluency/Initial Sounds/Phoneme Segmentation
Word Recognition	aimswebPlus - WRF
Spelling	aimswebPlus - spelling
Vocabulary	aimswebPlus- Vocabulary/Auditory Vocabulary
Listening Comprehension	aimswebPlus- Listening Comprehension
Oral Reading Fluency	aimswebPlus - Oral Reading Fluency
Reading Comprehension	aimswebPlus - MAZE or Reading Comprehension
<i>Other</i>	<p>aimswebPlus - Nonsense Word Fluency</p> <p>CORE Phonics and Early Literacy Assessments</p> <p>PAST Assessment</p> <p>Other as deemed appropriate by a licensed Reading Specialist for the purpose of determining the instructional needs of the student</p>
Parent/Guardian Notification	<p><i>Diagnostic assessment results must be communicated with the parent/guardian, which includes the student score for each area assessed, along with a plain language description of those skills, and the score indicating whether or not the child is at risk. If the child is at risk, the following information must be included in the parent notification:</i></p> <ul style="list-style-type: none"> ● <i>information about how to make a special education referral,</i> ● <i>a description of common indicators and characteristics of dyslexia,</i> ● <i>and information about interventions and accommodations for children with characteristics of dyslexia (from the WI Informational Guidebook for Dyslexia and Related Conditions)</i> <p>In connection with a diagnostic assessment, the district will also provide an opportunity for the student’s family to complete a family history survey to provide additional information about any learning difficulties in the student’s family. The family history survey will be sent out annually through the notification letter.</p>

<p>How the district uses the results of this assessment:</p>	<p>Like the 5K to third-grade screening assessments, a student is also considered to be “at-risk” with respect to early literacy learning if the student scores below the 25th percentile on a diagnostic assessment.</p> <p>For each student who is “at-risk,” the district will start or, if applicable, continue the process of developing and implementing a personal reading plan for the student.</p> <p>If a student already has a personal reading plan in place at the time that the student completes a diagnostic assessment, the results of the diagnostic assessment will be used to inform possible changes to the plan and may be used to help monitor the student’s progress.</p> <p>For students who are not considered “at-risk,” the district will use the assessment results as one data point to help determine if the student should be monitored or otherwise further considered for possible interventions or services.</p>
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Other Relevant Assessment Data

Third Grade: Wisconsin State Forward Exam

<p>ELA Forward Exam assesses: Reading Language Writing</p> <p>Exam Window: Spring</p>	<p>The Wisconsin Forward Exam in the area of English language arts (ELA) is used as the reading test that school districts must administer annually to students enrolled in third grade. See § 121.02(1)(r). Some students with significant cognitive disabilities may participate in an alternative assessment.</p> <p>The Wisconsin Department of Public Instruction may designate one or more sub-scores within the ELA area of the Forward Exam for school districts to use for specific purposes.</p> <p>The Forward Exam is an online assessment. The District estimates that it will typically take a combined total of about 125 minutes for a student to complete the ELA sections of the Forward Exam.</p> <p>We encourage all students to take the Forward Exam. Parents who wish to discuss the opt-out process for the Forward Exam should reach out to their school’s principal.</p>
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<p>Parent/Guardian Notification</p>	<p>The district will provide each student’s parent with the results of their child’s performance on the Forward Exam once those results are available.</p>
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<p>How the district uses the results of this assessment:</p>	<p>The district uses the results of the reading/literacy portion of the annual third grade Forward Exam for a variety of purposes, including the following:</p> <ul style="list-style-type: none"> • If a student has a personal reading plan in place as an “at-risk” student during third grade, the results of the assessment will be used to evaluate the student’s progress and to determine whether the student has successfully completed the reading plan.
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Section 3: Student Supports

Providing an “intervention” typically means applying the systematic use of a technique, program, or practice that has been designed and shown to improve learning in specific areas of student need. To be effective, interventions must be accurately matched to the student’s needs, and the student’s response to the interventions (i.e., the student’s learning and progress toward goals) needs to be monitored, with adjustments being made as needed.

Various state statutes and administrative regulations establish standards and requirements for learning “interventions” that are provided in the specific context of early literacy instruction. For example:

- § [118.016\(5\)](#) (defining requirements for personal reading plans).
- § [118.016\(1\)\(i\)](#) (defining “intervention” as the term is used in connection with personal reading plans).
- § [121.02\(1\)\(c\)3](#) (specifying standards for interventions and remedial reading services that are provided to a 5K to third-grade student determined to be “at risk” based on a reading readiness assessment).
- § [PI 8.01\(2\)\(c\)3](#) (Register Feb. 2020) (addressing interventions and services that are provided to students in kindergarten through fourth grade under sections [121.02\(1\)\(c\)1](#) and [\(1\)\(c\)2](#) of the state statutes).

Depending on the student’s needs, interventions may be embedded in regular classroom instruction, delivered in a small group setting, delivered in a one-on-one setting, and/or provided using some other appropriate method. The following are some examples of the types of reading interventions and learning supports that the district commonly uses in connection with early literacy instruction and some of the methods that may be used to provide those interventions and supports:

- The interventions and any additional instructional services:
 - Address all areas in which the student has been determined to be deficient in a manner that is consistent with the **state standards** in reading and language arts.
 - Include the components of “**science-based early reading instruction,**” as defined in section [118.015\(1c\)\(b\)](#) of the state statutes.
- Delivering instruction through multimodal strategies, such as audible, verbal, visual, and tactile methods (i.e., tracing, writing, using manipulatives, etc.).
- Using targeted repetition and reinforcement of explicit instruction through re-teaching, teaching using alternative strategies, and/or using alternative materials.
- Identifying critical points during instruction for providing the student with prompts, coaching, learning checks, and specific feedback.
- Making ongoing adjustments to a student’s placement in instructional groups (whole group, small group, and/or individual) for different learning objectives and skill practice.
- Modifying a student’s school schedule to extend the amount of weekly instructional time that is used for reading/literacy development.
- Using appropriately vetted technology-based resources.
- Providing school-and-home learning reinforcement activities

The following evidence-based interventions provide explicit and systematic instruction and are available for students in need of additional support, including students with characteristics of dyslexia:

(add link to additional document or complete the table below)

Literacy Skill(s)	Intervention Strategy or Resource(s)
SIPPS®	SIPPS® is a research-based foundational skills program for grades K–12 that is proven to help new and striving readers, including multilingual learners and students identified with ²⁰

	dyslexia, quickly develop the accuracy and automaticity needed for fluent, independent reading.
Collaborative Literacy Small Group Sets	Aligned with SIPPS®, the small group sets provide systematic support in the areas of fluency, comprehension, and vocabulary.
Wilson Foundations	Foundations’ multimodal approach to reading, spelling, and handwriting makes learning to read fun for students and teachers. It lays the groundwork for lifelong literacy through a proven approach to Structured Literacy that is aligned with the science of reading.
UFLI	UFLI Foundations is an explicit and systematic program created by the team at the University of Florida Literacy Institute. The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.
Sonday	Discover a proven, Orton-Gillingham approach to reading intervention. Using stage-based content and multisensory instruction grounded in the science of reading, Imagine Sonday System empowers educators to help struggling readers catch up. Built on the science of reading, it provides equitable learning opportunities for all students, promoting their success and well-being.
Lexia	Lexia follows an adaptive blended learning model that offers explicit, systematic, and personalized reading instruction. This approach allows educators to deliver differentiated literacy instruction to students of all abilities. By using Lexia’s research-proven program, Core5 effectively reduces the risk of students not meeting grade-level standards while providing accelerated and on-track students the instruction they need to thrive.
Incremental Rehearsal	Incremental Rehearsal combines known items with unknown items in a ratio of one unknown item to nine known items. The student is presented with the unknown item, then restates it aloud, and finally uses it in a sentence.
Six Minute Solutions	Pairs of students do repeated readings of nonfiction passages daily to increase fluency.
Bridge2Read	Students learn to identify phonemes, and to use rhyming and alliteration. Phonemic awareness is part of sound awareness. Students also learn how sounds connect to letters. You’ll use visuals and props to help them learn letters and words.
Tyner’s 26	Students focus on 5 letters each week to gain automaticity in letter and sound recognition through activities such as alphabet matching, writing, sound boxes, picture and letter strips and rhyming bingo.
LLI	Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit comprehensive instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student’s reading ability.
Coordination with Other Laws and other District Programs	In practice, the district’s educators will need to coordinate the implementation of the reading intervention mandates listed above in this section with several other

	<p>existing laws and the related district programs and services, including at least all the following:</p> <ul style="list-style-type: none"> ● The federal Individuals with Disabilities Education Act (IDEA) and subchapter V of chapter 115 of the state statutes. ● Section 504 of the Rehabilitation Act. ● Laws that require services for students who are English Learners. ● Certain programs and services that the District may provide under Title I of the federal Elementary and Secondary Education Act. <p>The necessary coordination will need to occur at a programmatic level and, when applicable, at an individual student level. Not all of those coordination issues will have clear answers. District educators who have questions about or who encounter novel situations related to such coordination issues are expected to escalate the issue to an appropriate administrator for further input and guidance.</p> <p>Under the direction of the Director of Academic Services and the Director of Student Services the administration may separately maintain and provide staff with access to a supplemental resource relating to this Plan that addresses available guidance on relevant “coordination of laws” issues. Updates and changes to any such supplemental resource would not be considered amendments to this Plan.</p>
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Progress Monitoring	AimswebPlus
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Personal Reading Plans

- Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan will include:
 - A description of the science-based early literacy programming being delivered to the child;
 - Early literacy assessment data;
 - Overall early literacy analysis;
 - Student goals and support plan;
 - Additional services to accelerate early literacy skills;
 - Recommendations for culturally relevant early literacy learning;
 - Record of attendance and progress;
 - Record of communication with parent(s)/guardian(s)
- The school will provide a copy to families/guardians **no later than the third Friday in November or within 15 days** of a subsequent screener or diagnostic assessment requested by a parent/teacher.
- Families/Guardians can expect to receive updates about the student’s progress **at least every 10 weeks**

Development of Reading Plan	<p>Who: Classroom Teacher</p> <p><i>In collaboration with:</i> Interventionist Specialist (EL/SPED) Instructional Coach</p>
	<p>Personal Reading Plan Smartform in EduCLIMBER that includes:</p> <ul style="list-style-type: none"> ● A statement of the student’s specific early literacy learning needs, as identified by skills that were evaluated on the applicable assessment.

	<ul style="list-style-type: none"> ● Goals and benchmarks for the student’s progress toward grade-level literacy skills. ● A description of the interventions and any additional instructional services that will be provided to the student to address the student’s learning needs and promote the growth of the student’s early literacy skills. ● The programming using “science-based early reading instruction,” as defined in state law, that the student’s teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. ● A description of how the student’s progress will be monitored. IMPORTANT: Monitoring activities must occur on at least a weekly basis. ● Strategies and activities that the student’s parent is encouraged to use to help the student achieve grade-level literacy skills. ● Any additional programs or services that may be available and appropriate to help accelerate the student’s early literacy skill development
<p>Personal Reading Plan Review</p>	<p>Personal Reading Plans will be reviewed at least every 10 weeks.</p> <p>The plan will be reviewed by the school data team to determine how the student’s reading plan will proceed. The PRP indicates the student:</p> <ul style="list-style-type: none"> ● continues to receive their current level of reading instruction, no Personal Reading Plan is needed. ● receives a Personal Reading Plan to outline the support to address their reading needs. ● continues to receive the reading support outlined in their Personal Reading Plan. ● Personal Reading Plan will be adjusted to address their reading needs.
<p>Administrative Procedures and Administrative Oversight</p>	<p>The Director of Academic Services has primary administrative responsibility for the creation, dissemination, and monitoring of administrative procedures and protocols that district staff will use to create and manage the implementation of student personal reading plans. Changes to such supplemental procedures and protocols would not be considered amendments to this Plan.</p> <p>Those procedures and protocols will address issues such as:</p> <ul style="list-style-type: none"> ● The format/template the district will use for personal reading plans. ● Authority and procedures for modifying a student’s personal reading plan. ● District expectations for documentation of intervention delivery. ● District expectations for documentation of progress monitoring activities. ● The format and standards for relevant parent notifications (see below). ● The content and format of 10-week progress reports (including the initial 10-week notification of progress and subsequent follow-up reports of overall progress), which shall be consistent with the content requirements established in the “Parent Notifications” section of this Plan.

	<ul style="list-style-type: none"> Standards and procedures for determining plan completion and “exiting” a student from interventions, which shall be consistent with applicable statutory standards for these processes.”
Parent/Guardian Notification	The district will provide the parent of a student who receives a personal reading plan with the information and notifications that are listed and described in the applicable subsection of the “Parent Notifications” section of this <i>Early Literacy Remediation Plan</i> .

Wisconsin’s Informational Guidebook on Dyslexia and Related Conditions

Interventions Used to Address Characteristics of Dyslexia	<p>State law requires this <i>Early Literacy Remediation Plan</i> to include a description of the interventions that the District uses to address characteristics of dyslexia. In doing so, it is important to understand that dyslexia is generally recognized as a neurobiological condition that exists on a continuum. At a very general level, the condition is often characterized by difficulties, at varying degrees of severity, with accurate and fluent word recognition, spelling, and decoding. Those difficulties can detract from the child’s reading experience, impede comprehension, and affect the growth of key literacy-related skills. Some children without dyslexia demonstrate some of the characteristics that are associated with dyslexia.</p> <p>Due to the broad range of severity of “characteristics of dyslexia” and due to the many different underlying causes or reasons that students may exhibit those characteristics in connection with reading and other literacy-related skills, there is no single, standardized program or schedule of interventions that can be applied to appropriately address the needs of all students with dyslexia, with related conditions, or who have demonstrated characteristics of dyslexia. Interventions for such students should reflect individual needs.</p> <p>As is also true for many other students who need learning support when they are having difficulty developing grade-level literacy skills, early literacy learning supports or interventions identified for a student with dyslexia or with characteristics of dyslexia should:</p> <ul style="list-style-type: none"> Be based on the components of “science-based early reading instruction,” as defined in state law, including both addressing any proficiency gaps in foundational skills (e.g., phonemic awareness and phonics) and incorporating instruction in other critical reading skills (e.g., fluency, vocabulary, and comprehension). Be comprehensive in relation to the student’s needs so that the learning leads to reading comprehension and engagement. Be explicit so that the student understands what needs to be learned and why. Build upon the student’s strengths as a bridge to addressing needs. Provide guided and monitored practice. Be coordinated with whole-group/universal instruction. Subject to individual needs, this includes coordination with the pace, sequencing, and goals of
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universal instruction, as well as using consistent instructional language between universal instruction and intervention(s).

- Be assessed frequently to monitor learning, to guide ongoing instruction, and to determine when interventions should be modified or when an intervention can be discontinued.

The following are some examples of how the district approaches learning supports and interventions for students with dyslexia and for other students who demonstrate characteristics of dyslexia:

- Students with dyslexia and related conditions often need additional and specifically-targeted instruction and practice with some or all of the following: phonological awareness, phonemic awareness, alphabetic principle, phonics, morphology, and fluency.
- For students with dyslexia and related conditions, word-level difficulties often negatively affect reading comprehension. When this is noticed, instruction and interventions should emphasize letter-sound correspondences.
- Students with dyslexia and related conditions may need more frequent monitoring and feedback during opportunities for practice and application.
- Licensed educators can provide specific guidance to help a student select appropriate texts and can structure opportunities to monitor the student’s word recognition, word solving, comprehension, and engagement during independent reading time.
- If the student has an IEP, the special education and any other services or instructional modifications that may be specified in the IEP may sometimes relate to reading and literacy and may be in the nature of interventions.
- Students with dyslexia, with conditions related to dyslexia, or who demonstrate characteristics of dyslexia can often benefit from some of the same types of interventions and learning supports, using some of the same methods of implementation, as are provided to other students who are struggling with reading and with the development of other literacy skills. (See above within this section of this Plan for some examples.)

See generally [Wisconsin’s Informational Guidebook on Dyslexia and Related Conditions](#), Wisconsin Department of Public Instruction (July 2021) (available on the [District website](#))

Promotion Policy

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Summer Reading Support

Any student who has a Personal Reading Plan (PRP), will be invited to register for the summer school “Power Up Reading” course. Information will be sent to families in February of the current school year.

Exit Criteria

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Exiting a personal reading plan will be indicated by meeting the goals outlined in the personal reading plan, demonstrating adequate progress in grade-specific skill assessments, demonstrating proficiency in classroom work, and/or demonstrating grade level proficiency on state screening summative assessments. Care will be given to assist students transitioning away from a reading plan. Students' reading skills will continue to be monitored through district wide assessments to ensure that grade level literacy skills are maintained.

- For students enrolled in 5K, adequate rate of progress for the purpose of exiting Personal Reading Plan are nonword or nonsense word fluency and phoneme segmentation fluency
- For students in Grades 1, 2, or 3, adequate rate of progress for the purpose of exiting a Personal Reading Plan is oral reading fluency
- Students in Grade 3 must also score at the proficient (Meeting) level of the Forward Exam in the area of Reading*

One or more of the following conditions must be met in order for a student to exit a Personal Reading Plan:

- score at or above the 25th percentile on the screener
- Progress monitoring scores are at or near the student's aim line toward meeting their goal for a minimum of 6 weeks
- Classroom performance on formative assessments are meeting expectations
- Parent acknowledgment
- *For students in 3rd grade, a proficient score on the WI FORWARD Exam

*In grade 3, Wis. Stat. §§ 118.016 states that a student must score at grade-level on the reading portion of the Wisconsin Forward exam in grade 3 (118.016(5)(d)). Therefore, in grade 3, grade-level proficiency is determined by the student's performance on the reading portion of the Wisconsin Forward exam in grade 3.

Section 4: Family & Community Engagement

Family Notification Policy

State law requires this *Early Literacy Remediation Plan* to include a “parent notification policy.” See § [118.016\(6\)\(e\)](#). This section (including all of the subsections in this section) serves as that mandatory policy.

For emphasis and clarity, some of the parent notifications addressed in this section are also mentioned in other parts of this Plan.

- [Initial Notification of Universal Screener](#)
- [Results Letter](#)
- [Reading Plan Letter](#)
 - [PRP Acknowledgment](#) (or EduCLIMBER e-acknowledgement)

Specific Notifications Relating to Student Personal Reading Plans

Parent Copy of a Personal Reading Plan: Parent Signature

- *Upon initial creation.* The district will promptly provide a copy of a personal reading plan that has been developed for an “at-risk” student to the student’s parent.
- *Upon changes to the plan.* The district will promptly notify the student’s parent of any substantive modifications to a personal reading plan by providing a copy of the amendment(s) or an entire revised copy of the plan.

- *Timing.* The district expects that a copy of an “at-risk” student’s personal reading plan (or an amended plan) will normally be provided to a parent within 5 school days after district staff have finalized the plan (or a substantive amendment to the plan).
- *Parent signature.* State law requires a parent to return a signed copy of the student’s personal reading plan to the school. Unless otherwise required by the Department of Public Instruction, a signed acknowledgement of receipt of the plan shall be sufficient.

Parent Notification of Student Progress under a Personal Reading Plan

- *Initial 10-week progress report.* After the school has been providing the interventions described in an “at-risk” student’s personal reading plan for 10 weeks, a member of the district’s instructional staff shall prepare a written progress report and provide the report to the student’s parent.
- *Subsequent reports of overall progress under a personal reading plan.*
 - Subject to a determination that the student has completed the plan, the initial 10-week progress report and each subsequent report of a student’s overall progress under a personal reading plan shall specify a date by which the school will provide the next overall progress report.
 - The date of the next progress report shall normally be no later than a date that is promptly after the interventions have been provided for another 10 school weeks, but it may be an earlier date.
- *Content of progress reports.* The reports of overall progress described in this subsection will include at least the following content:
 - A summative determination as to whether the student is making an adequate or inadequate rate progress with their literacy skills under the personal reading plan. (Note: State law defines the term “inadequate rate of progress” and establishes criteria for measuring progress. See §§ [118.016\(1\)\(q\)](#) and [118.016\(5\)\(c\)](#).)
 - A brief summary of the information that supports the determination of the student’s overall progress.
 - A statement of specific changes or recommendations that the school is making (if any) with respect to interventions, monitoring, etc.
 - Subject to a determination that the student has completed the personal reading plan, future progress reports will follow standard district schedules.

Parent Notification of Completion of a Personal Reading Plan

- The district will promptly notify the student’s parent if the district determines that a student has successfully completed a personal reading plan and that the student will “exit” the plan and interventions.

Parent Notification of Noncompletion of Personal Reading Plan as of the End of Third

Grade. as of the end of third grade, an “at-risk” student has **not** successfully completed a personal reading plan that was in place for the student during that third-grade school year, district staff shall make a determination of the student’s status for the subsequent school year under applicable district policies and promptly inform the student’s parent of **all** of the following:

- The noncompletion of the student’s third-grade personal reading plan.
- The district’s intended approach to reading instruction and support for the student in the subsequent school year.
- If the student is being promoted to fourth grade, any additional information that the district is required to provide under section [118.33\(5m\)](#) of the state statutes and/or under the district’s related **third-to-fourth-grade promotion policy**, once that policy has been adopted and takes effect. (Note: The district’s approach to implementing section 118.33(5m) and the district’s third-to-fourth-grade promotion policy, required beginning in the 2025-26 school year, are currently outside the scope of this Plan.)

Family and Community Engagement Strategies

1. Building Strong Home-School Connections

- **Literacy Workshops and Resources:**
 - **Family Literacy Nights:** provide families with strategies and resources to support reading at home. Topics might include reading aloud, phonics games, and building vocabulary.
 - **Take-Home Literacy Kits:** Provide families with take-home kits containing books, reading guides, and activities tailored to different reading levels, enabling them to reinforce literacy skills at home.
- **Regular Communication:**
 - **Monthly Newsletters:** Share tips on promoting literacy, updates on what students are learning in school, and recommended reading lists.
 - **Parent-Teacher Conferences:** Discussions on literacy progress, offering specific suggestions on how parents can support their child's reading development.

2. Community Involvement in Literacy Initiatives

- **Community Reading Programs:**
 - **Local Library Partnerships:** The district collaborates with our local libraries to organize reading programs, such as summer reading challenges and book lending services that promote literacy outside the school environment.
 - **Volunteer Reading Mentors:** The district encourages community members to volunteer as reading mentors who visit the school to read with students, model fluent reading, and provide additional support to struggling readers.

3. Continuous Feedback and Collaboration

- **Surveys and Focus Groups:** The district gathers feedback from families and community members through surveys and focus groups to understand their needs, preferences, and suggestions for improving literacy support.
- **Ongoing Collaboration:** Encourage continuous dialogue between the school, families, and community partners to ensure that literacy initiatives are aligned with the needs and strengths of the community.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

<p>Administrative Responsibility for Data Management and Reporting</p>	<p>The Director of Academic Services will have primary administrative responsibility for establishing and monitoring data-tracking procedures related to this <i>Early Literacy Remediation Plan</i>.</p> <p>The Director of Academic Services will have primary administrative responsibility for ensuring that the District annually reports assessment and intervention data to the Department of Public Instruction, as required by section 118.016(7).</p>
<p>Uses of the Data Directed Primarily by the Administrative Leadership Team and School Board</p>	<p>Under the direction of the Director of Academic Services, the Superintendent, and the School Board, assessment and intervention data related to this Plan will be used to help evaluate:</p> <ol style="list-style-type: none"> 1. The district’s program of reading goals, including to help determine the progress that the district is making for existing goals and to inform possible revisions to the district’s reading goals. See § 118.015(4)(a). 2. The district’s adopted academic standards in reading, writing, and English language arts. See §§ 118.30(1g)(a1) and 120.12(13). 3. The district’s budgetary needs related to reading instruction, such as staffing, resources for professional development, and purchases of curricula, classroom instructional materials, and library materials. See § 118.015(4)(b).
<p>Use in the Annual Curriculum Review Process</p>	<p>Under the direction of the Director of Academic Services, Elementary Principals, and the licensed reading specialist(s) charged with conducting an annual evaluation of the district’s reading curriculum under section 118.015(3)(d) will consider assessment and intervention data related to this Plan as part of that evaluation process for at least K through 3rd grade.</p>
<p>Other Uses of the Data that will be Coordinated Primarily at an Administrative Level</p>	<p>Under the direction of the Director of Academic Services, and with the involvement of the district’s licensed reading specialist(s) where appropriate, the district will use assessment and intervention data related to this Plan for the following:</p> <ol style="list-style-type: none"> 1. As a component of the district’s periodic review of its sequential curriculum plan for reading and language arts, including evaluating the relevant instructional materials. This district-level curriculum review team will meet annually in June to analyze data and determine whether there will be a curriculum decision analysis process during the following school year. 2. To help evaluate and improve the district’s core set of instructional methods for teaching reading and early literacy skills, and to help evaluate the sound and consistent implementation of those core methods. 3. To evaluate the structure, quality, and implementation of the district’s early literacy intervention systems and procedures, including any optional programs that can serve a remedial function. Intensive literacy support is offered K-5.

	<ol style="list-style-type: none">4. To inform the evaluation of any specialized programs or services within the district that connect to and affect literacy instruction such as SIPPS or UFLI, using disaggregated data if reasonably available and appropriate.5. To identify reading achievement gaps that may be affecting specific student subgroups, and to assist in identifying recommendations or action steps that may assist in addressing those achievement gaps.6. To identify and help remedy statistically significant differences in early literacy outcomes among different schools, programs or instructional settings within the District.7. To inform recommendations and planning for educator training and professional development, which may include workshops or other training or coaching that will help classroom educators to analyze and directly use the district, school, or classroom assessment and intervention data to improve their professional practices. The district-level curriculum review committee utilizes this training and data to determine professional development needs.8. To inform recommendations and planning for staffing allocations and to inform other aspects of staff management planning.9. To inform the future annual review and evaluation of this <i>Early Literacy Remediation Plan</i>.
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Section 1: Effective Date of Policy; Initial Applicability

The effective date of this policy is July 1, 2025.

The School District of River Falls adopts this 4th grade promotion policy as of June 16, 2025 to take effect September 1, 2027.

Additional details about the determination process are found in Section 2 of this policy. Good cause exceptions and post promotion mandates are found in Section 3 of this policy.

Section 2: Process for Making Promotion Determinations

For any student who has not exited their personal reading plan by the end of the student's 3rd grade year, the school will engage in a process to determine whether to promote that student to the 4th grade. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. This process will be described in the Elementary Handbook and include, at a minimum, the following elements:

1. The team of educational professionals will engage in the determination process, which shall include but is not limited to the student's parent(s) as defined by Wis. Stat. §.115.76(12) and educational professionals who have knowledge of the reading instruction and interventions provided to the student, as well as how the student responded to both instruction and interventions. Educational professionals may include, but are not limited to: the teacher of record, the district/school reading specialist, a staff member who has provided additional reading support and conducted progress monitoring, and a student services professional with knowledge of the social and emotional implications of grade retention;
2. The team of educational professionals from the school will consider all available data demonstrating the student's response to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals. This data may include, but is not limited to, the most recent and previous universal reading screener data, diagnostic reading assessment data, progress monitoring data, classroom data, and observations and data related to the student's social, emotional, and behavioral functioning;



POLICY 345.46 3rd GRADE TO 4TH GRADE PROMOTION AND RETENTION

3. The team of educational professionals from the school will determine whether the student is eligible for a good cause exception and communicate that to the parent or guardian;
4. If the student has an individualized education program (IEP) in an area of reading or is an English learner with a language acquisition plan, the The team of educational professionals will review the student's progress towards those goals and communicate that to the parent or guardian;
5. The team of educational professionals from the school will communicate long-term risks of retention to the student's parent or guardian.
6. The team of educational professionals from the school will consider alternatives to retention available to the student in the district/school and communicate these alternatives to the student's parent or guardian;
7. The district/school will not deny any student advancement to 4th grade based solely on the student's performance in reading on the 3rd grade state summative assessment or the universal reading screener;
8. The district/school will not deny any English learner advancement to 4th grade solely based on level of language proficiency (Wis. Admin. Code §13.09(1)(b)); The team may conclude that promotion (with applicable services/supports) is in the best interest of a student even if the team also concludes, based on clear documentation, that the student was unable to complete their personal reading plan primarily due to the student's lack of reading proficiency;
9. After reviewing all data and considerations named above, The team of educational professionals from the school will make a recommendation of promotion or retention to the student's parent or guardian; and
10. If the The team of educational professionals from the school recommend retention, those representatives will identify and communicate the following to the student's parent or guardian:
 - a. Supports that will be provided to the student that will mitigate the harm that is likely to occur as a result of retention, including social stigmatization, loss of friendships, damaged self-esteem, and other mental health impacts; and
 - b. The additional academic services and supports that will be provided to the student as they repeat 3rd grade to ensure they reach grade level proficiency by the time they finish 3rd grade the second time.

Based on the holistic evaluation described above, the entire team will make one of the following choices.

1. Promotion to 4th grade (with applicable services/supports) is more appropriate than retention in 3rd grade and the student is promoted.



POLICY 345.46 3rd GRADE TO 4TH GRADE PROMOTION AND RETENTION

2. The student's noncompletion of the student's personal reading plan was not primarily due to the student's lack of reading proficiency and the student is promoted.

3. The parents or guardians and school representatives agree that retention (with applicable services/supports) is more appropriate than promotion to 4th grade and the student's parent or guardian gives written consent to retention.

4. The school representatives recommend retention but the student's parent or guardian does not consent to retention. Regardless of any other facts, circumstances, or analysis, the student is promoted to 4th grade.

Any student who enrolls as a 3rd grade student late in the school term without any accompanying record of a personal reading plan (i.e., after the final annual administration of the universal screening assessment and, potentially, also after the 3rd grade Forward Exam) shall be promoted to 4th grade under the criteria that the student did not have a personal reading plan in effect at the end of 3rd grade.

If a student transfers into a school enrolled as a 4th grade student and the provided records indicate the student may have met requirements to be retained in 3rd grade, the school district will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

Section 3: Post Promotion Mandates and Exceptions

Post Promotion Mandates

Per Wis. Stat. §118.33(5m)(a), any student promoted to 4th grade after the determination process will be provided with all of the following.

1. Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency;

2. Notification to the student's parent or guardian, in writing, that the student did not complete the personal reading plan and includes a description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency; and

3. An intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

Exceptions

The following are good cause exceptions. Any student who meets one or more of the following good cause exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements.



POLICY 345.46 3rd GRADE TO 4TH GRADE PROMOTION AND RETENTION

1. The student is identified as a “Limited-English proficient pupil” as that term is defined under Wis. Stat. §115.955(7);
2. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the state summative assessment in reading is appropriate for the pupil;
3. The student scores as proficient in reading on the alternative statewide standardized summative assessment (i.e. Dynamic Learning Maps);
4. The student has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than 2 years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3; or
5. The student has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3 for a total of 2 years.

Regardless of these good cause exceptions, school districts and independent charter schools are responsible for providing instruction that meets all state and federal requirements, including, but not limited to Wis. Stat. §121.02(1)(L)4 for school districts and Wis. Stat. §§118.01(2)(c)7 and 8 for school districts and independent charter schools, often known together as Act 31.

If promoted to 4th grade and if a “good cause” exception applies to the student under Wis. Stat. §118.33(5m)(b), then the school district/school will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

CROSS REFERENCE: 345.41 Promotion of Fourth and Eighth Graders

LEGAL REFERENCE: Wis. Stat. §115.76(12)
Wis. Admin. Code §13.09(1)(b))
Wis. Stat. §118.33(5m)(a)
Wis. Stat. §115.955(7)
Wis. Stat. §121.02(1)(L)4
Wis. Stat. §§118.01(2)(c)7 and 8
Wis. Stat. §118.33(5m)(b)

DATE OF ADOPTION: xxx, 20xx



361.2 SELECTION OF LIBRARY MEDIA CENTER MATERIALS

The School Board recognizes the critical contributions Library Media Centers make to the educational process. The board is eager to have a wide range of books and resources available to support the evolving intellectual and emotional needs of our students. Furthermore, the board supports equipping students to navigate increasingly complicated issues and ideas in developmentally appropriate ways.

The primary purpose of the District's library media program is to enrich and support the District's educational programs and student learning.

The School Board delegates the review, selection and purchase of library media center materials and resources to the District's Library Media Specialists. In order to provide the Library Media Specialists and staff with guidance for the acquisition of library resource materials, Procedures for Selection of Library Media Center Materials (361.2-Rule) will be followed.

The District will provide library facilities within school buildings and make available to all pupils students a current and balanced collection of resources in a variety of formats books, basic reference materials, texts, periodicals, and audiovisual materials, which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American and global society. The District shall will provide library media services to all pupils students in grade JK-12, which are performed implemented by licensed library personnel Library Media Specialist or a designated supervisor/certified staff member.

In order to provide the Library Media Specialists and staff with guidance in the acquisition of age appropriate library resource materials, such as library books and electronic resources, the School Board endorses the guidelines approved by the American Library Association to:

1. Provide books/resources that will enrich and support the curriculum, taking into consideration available funding.
2. Provide books/resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
3. Provide books/resources that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
4. Provide information on controversial issues so that young citizens may develop, with guidance, the practice of critical reading and thinking skills.



361.2 SELECTION OF LIBRARY MEDIA CENTER MATERIALS

5. Provide and promote information representative of the many religious, ethnic, and cultural groups and their contributions to the diversity of American culture and to the World.
6. Include, in the body of works as a whole, characters and settings which reflect the racial, ethnic, cultural and religious makeup of the student body and the country as a whole.
7. Place principle above personal opinion and reason above prejudice in the selection of books/resources of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

The Library Media Specialists will work closely with students, staff and administration in the selection and evaluation of materials for purchase. In the event of a potentially controversial resource purchase, consideration of other policies will be included as a cross reference in determining the selection of materials.

In order to respond to any complaints about, or challenges to, the selection of library materials, the district refers to Complaints about Instructional/Library Media Center Materials (871) and Procedures for Handling Complaints About Instructional/Library Media Center Materials (871-Rule), establishing a complaint procedure and providing for a committee to review such complaints or challenges.

If any person wishes to permanently remove materials from a school district library, he/she must seek the formal approval of the Board. The Board may determine that such materials should be removed. Such determination must not be based upon official suppression of ideas, but rather upon the educational suitability of the materials in question. Only the Board and/or the Superintendent may authorize said permanent removal of instructional materials, pursuant to the decision of the Board.

The School District of River Falls shall **will** not discriminate in the selection and evaluation of library media center materials and resources, textbooks, or supplementary materials on the basis of a student's sex, (including gender identity, gender expression and nonconformity to gender role stereotypes,) race, national origin, color, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional or learning disability, or any other legally protected status or classification. Discrimination complaints shall **will** be processed in accordance with established **d**District procedures.



361.2 SELECTION OF LIBRARY MEDIA CENTER MATERIALS

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.: 361.1, Selection of Textbooks and Supplementary Instructional Materials
361.2-Rule, Procedures For Selection Of Library Media Center Materials
~~362, Library Media Centers~~
381, Study and Discussion of Controversial Issues
411-Rule, Student Discrimination Complaint Procedures
871, Complaints About Instructional/Library Media Center Materials
871-Rule, Procedures for Handling Complaints About Instructional/Library
Media Center Materials

APPROVED: March 19, 1973
REVISED: September 16, 1991
May 23, 2005
July 18, 2022
~~xxxx, 20xx~~

361.2 Library Media Center Materials Selection

May 2025

RFSD Library Media Program - Mission



The libraries in the School District of River Falls seek to serve as the heart of the school learning community. By offering a secure and inviting environment, the libraries nurture a passion for reading and encourage students to become self-motivated learners throughout their lives.



RFSD Library Goal for 2024-2027

Goal

Promote the media collection to ensure that the library collections remain vibrant, relevant and accessible to all members of the RFSD community.

Reasoning

Enhancing staff awareness and proficiency in utilizing these resources will maximize educators' opportunities to support teaching and learning across the district.

Scenarios Leading to Selection of Library Materials



- Student interests and requests
- Teacher requests
- Class research
- Inventory--need determined
- Book to movie connection
- Hi-Lo books for struggling readers
- Damaged or worn out book
- Popular authors
- Additions to series
- World events
- Author visit connections
- District Character Ed initiative
- Novel to graphic novel connection
- New additions to series
- Book Awards
- Professional Conferences
- Professional journal articles and library blogs

First Stop: Book Vendors



- Mackin
- Perma-Bound
- Abdo
- Libraria
- Junior Library Guild
- Individual authors

361.2 Selection of Library Materials--Review Sites



Recommended by American Library Association

1. Association for Library Service to Children (ALSC) Notable Children's Books
2. Young Adult Library Services Association (YALSA) Best Books for Young Adults
3. Booklist
4. School Library Journal

Additional Review Sites

1. Cooperative Children's Book Center Choices (CCBC)
2. Common Sense Media
3. Horn Book
4. Kirkus Reviews

Association for Library Service to Children (ALSC) Notable Children's Books



Reviewers	ALA members with relevant professional experience that have been selected based on their application to specific award committees.
Process	Involves multiple rounds of reading and discussion, with the goal of identifying high-quality fiction and non-fiction that is engaging and relevant to children.
Criteria	Criteria is based on the award. Example Newbery Award awarded annually to the author of the most "distinguished contribution to American literature." Committee members consider the following: interpretation of the theme or concept, presentation of information including accuracy, clarity, and organization, development of a plot, delineation of characters, delineation of a setting, appropriateness of style, and excellence of presentation for a child audience.
Age Category	Varies - based on criteria of the list or award

Young Adult Library Services Association (YALSA) Best Books for Young Adults



Reviewers	A committee of librarians and other YALSA members, who select books that are widely read and well-received by young adult readers.
Process	Involves multiple rounds of reading and discussion, with the goal of identifying high-quality fiction and non-fiction that is engaging and relevant to teens.
Criteria	Literary merit, relevance to young adults, and diversity and representation
Age Category	Young adult (ages 12-18)

Booklist



Reviewers	Booklist reviewers are current or former public, school, or academic librarians with experience in collection development and reader's advisory. Also subject specialist, journalist, and Booklist editors write reviews.
Process	Booklist editors and reviewers participate in evaluation as an open-ended process. Booklist editors reflect many of the same attitudes as professional librarians selecting materials for purchase.
Criteria	Standard selection criteria consistent with the Library Bill of Rights and its various interpretations as adopted by the Council of the American Library Association
Age Category	Early Readers (ages 4-8), First Chapter Books (ages 6-9), Middle Grade (ages 8-12), Young Adult (ages 12-18)

School Library Journal



Reviewers	School, public, and academic professional and retired librarians that volunteer as reviewers
Process	Reviews are designed to present information needed for selection decisions. Within the allotted 200-250 words, a review must include a brief statement of the content or plot, a critical appraisal of the literary and/or artistic quality, and of the clarity and organization of information. (Illustrative material is as important as the text. It should include critical evaluation includes a discussion of its quality, effectiveness, clarity, etc.
Criteria	Character age and perspective, content appropriateness, literary and artistic quality, and comparative analysis
Age Category	All, ages 0-3, ages 3-5, Elementary, Tweens, Teens

Cooperative Children's Book Center Choices



Reviewers	Cooperative Children's Book Center at the University of WI-Madison librarians, a dedicated team of professional librarians.
Process	Read and evaluate hundreds of new books each year, discussing their findings to create a consensus on the most outstanding titles.
Criteria	Quality of writing, authenticity, accuracy, engagement, originality, and content relevance.
Age Category	Babies/Toddlers (birth – 3), PreK-Early Elementary (Ages 4-7), Grades 3-5 (Ages 8-10), Grades 6-8 (Ages 11-13), Grades 9-12 (Age 14 and older)

Common Sense Media



Reviewers	"Come from every corner of the media, academic, and parenting worlds. Many are known as trusted voices in their areas of expertise -- from video games to apps. They have worked as reviewers for publications such as USA Today, Entertainment Weekly, AOL, Publishers Weekly, Library Journal, and more. Some are teachers, librarians, and experienced academics who've studied the impact of media at length."
Process	Reviewers go through an intensive training process on how to apply child development guidelines to evaluating media. After receiving extensive supporting documentation, each works one-on-one with an editor to master all of the important details that go into each of our reviews.
Criteria	Positive messages, positive role models, diverse representation, violence and scariness, sex, romance and nudity, language, drinking, drugs, and smoking
Age Category	Preschooler (ages 2-4) Little Kid (ages 5-7), Big Kid (ages 7-9), Tween (ages 10-12), Teen (ages 13-15).

Horn Book



Reviewers	Have a thorough knowledge of youth literature, ideally with specific subject or genre expertise, and professional experience working with children and books, along with excellent writing skills.
Process	Completes a critical analysis of the book's literary merit, including its strengths and weaknesses and provides context for the book, such as its place in a particular genre or its relationship to other works.
Criteria	Literary style and tone, themes and character development, artistic technique (for picture books), appropriateness for age/grade level, and comparisons to other works in the field
Age Category	Preschool: birth to age 4, Picture Books: grades K-3, Easy Readers: grades K-3, Younger Fiction: grades 1-3, Intermediate Fiction: grades 4-6, Older Fiction: YA (grades 7 and up)

Kirkus Review



Reviewers	A variety of qualified individuals to review books, including librarians, literary experts, journalists, and professionals from various fields like publishing and entertainment that are chosen for their experience, expertise, and reading interests in specific genres and topics.
Process	An editor assigns a qualified reviewer to a book, who then reads the manuscript and writes a review, typically around 350-500 words.
Criteria	Character age and perspective, developmental appropriateness, language and complexity, and content sensitivity
Age Category	Babies/Toddlers (birth – 3), PreK-Early Elementary (Ages 4-7), Grades 3-5 (Ages 8-10), Grades 6-8 (Ages 11-13), Grades 9-12 (Age 14 and older)



Online eBooks, Audiobooks, and Magazines

The Wisconsin Schools Digital Library Consortium (WSDLC) is a shared collection of over 60,000 ebooks, audiobooks, and magazines that are accessible through the Sora app. Sora is an online reading platform.

Any student can log into Sora using their student information and access thousands of digital books in the Wisconsin Schools Digital Library Consortium of schools collection. These books have been vetted by WI Media Specialists to ensure all of the titles meet the state's standards for age appropriateness. Students can log in through Classlink and also may download the Sora app to any digital devices they use.

Parents who do not wish their student to have access to Sora's electronic books or audiobooks can complete the library media center opt-out form. The form can be used to inform media specialist of your wish to remove your child's access to SORA.



Curation of Online Collection

- WI Schools Digital Library Consortium (SORA App) - Sora is an award-winning digital reading platform that empowers K-12 students to discover age-appropriate ebooks, audiobooks and more from their school library.
- Content is currently selected by OverDrive librarians who specialize in developing K12 collections.
- The WSDLC Board and Selection Advisory Committee set the direction for the collection.
- Any member can suggest titles for purchase at any time by emailing wsdlc-info@wils.org or by completing the Recommend a Title form.

Online Collection Categories & Criteria



- PK-2, 3-5, 6-8, 9-10, 11-12
- Identified, expressed, or anticipated demand
- Contemporary significance, popular interest or permanent value
- Attention of critics and reviewers
- Prominence, authority, significance, and/or competence of author or creator
- Timeliness and accuracy of material including new editions of existing materials.
- Relation to existing collections, such as titles in a series.
- Statement of challenging, original, or alternative point of view
- Authenticity of historical, regional, or social setting
- Suitability of subject matter for youth
- Appropriate reading level for youth

In addition to content and availability criteria for selection, given the digital nature of this collection, selectors must also take into consideration format factors. The following criteria will be considered.



- Affordability
- Appropriateness of format
- Illustration rendering in books for youth or in graphic novels
- Stability of content
- Titles with simultaneous use rights

Readability Formulas



Reading Levels	Reading levels fall on a numeric scale that closely correspond with expected grade levels reading expectations. A second grader in the fourth month of the school year will, on average, be reading books at level 2.4.
Lexile	Lexile levels are determined by analyzing the complexity of a text, primarily focusing on word frequency and sentence length , using a proprietary algorithm developed by MetaMetrics
F & P (Fountas and Pinnell)	Books are grouped into the appropriate level based on the following considerations: <ul style="list-style-type: none"> • Word repetition • Sentence length • Total word count • Sentence complexity • Number of different words • Inclusion of supportive illustrations • Amount of high-frequency (or most common) words • Themes <p>This system classifies reading levels alphabetically from A to Z, with A corresponding to the earliest readers and Z falling in line with texts at or above an eighth grade level.</p>

Reading Level Comparison

Title		F&P	Lexile Level	Reading Level
Magic Tree House: Dinosaurs Before Dark	Early Chapter Book/ Elementary	M	510	2.4
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Picture Book/ Elementary/ Everybody	M	840	3.7
Hatchet	Novel/ MG/ Tween	R	1020	5.7
The Secret Garden	Novel/ Youth Fic	U	970	6.3
Harry Potter and the Sorcerer's Stone (1) Harry Potter and the Goblet of Fire (4) Harry Potter and the Deathly Hallows (7)	Novel/	V W Z	880 880 1030	5.5 6.8 7.2
Of Mice and Men		Z	630	4.5
The Things They Carried		Z	880	5.8
To Kill a Mockingbird		Z	870	5.6
War and Peace			1180-1240	10.1



Grade Level	Lexile	Guided Reading Level
K	BR345L – 150L	A
		B
		C
		D
1 st	10L – 570L	E
		F
		G
		H
2 nd	290L – 795L	I – J
		K
		L – M
3 rd	530L – 985L	N
		O – P
4 th	735L – 1160L	Q – R
		S
5 th	900L – 1260L	T – U – V
6 th	990L – 1340L	W – X – Y
7 th	1060L – 1410L	Z
8 th	1125L – 1470L	Z



Parent Resources that will be available on the District website

Implementation

- Review the current collection of Library Media Center Materials to meet expectations of updated policy
- Review Parent Access settings at all buildings
- Sync Student Information System to Destiny Follett for parent/guardian emails
- Upgrade to Unified Navigation Platform
- Enable Destiny Follett User Features to enable parents to review student history and restrict titles



RFSD Library Media Center School Board Policies



- [361.2 Selection of Library Media Center Materials](#)
- [361.2 Procedures for Selection of Library Media Center Materials](#)
- [871 Public Complaints about Instructional/Library Media Center Materials and Resources](#)
- [871 Exhibit Request for Reconsideration of Instructional/Library Resources](#)
- [871 Rule Procedures for Handling Public Complaints about Instructional/Library Media Center Materials](#)



361.2 - RULE PROCEDURES FOR SELECTION OF LIBRARY MEDIA CENTER MATERIALS

The district maintains a vast collection of print and digital materials. This collection contains over **65,000** print titles in our school libraries and **20,500** titles in the district's digital book collection. Each year, an average of **3,000** new titles are acquired and added to the collections as Library Media Specialists respond to the needs of students.

The following procedures will serve as a guideline for Library Media Specialists in the selection of library materials.

Definitions

"Library Materials" materials refer to a wide range of resources available in libraries for reading, study, or research. These materials may include, but are not limited to: books, magazines, newspapers, journals, audiobooks, e-books, videos, maps, digital resources, and other multimedia items.

"Age/grade level appropriateness" refers to a specific age group that is standard developmental, cognitive, emotional, and social level. Materials selected are designed to engage and educate the student in terms of content, themes, language, and with complexity that aligns with their age and maturity level while supporting learning, growth, and encouraging curiosity.

The district will provide library facilities within school buildings and make available to all students a current and balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials, which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of global society. The district will provide library media services to all students in grade K-12, which are performed by a Library Media Specialist or a designated supervisor/certified staff member.

A. Selection Criteria:

Library will:

- Provide books/resources that will enrich and support the curriculum, taking into consideration available funding.
- Provide books/resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.



361.2 - RULE PROCEDURES FOR SELECTION OF LIBRARY MEDIA CENTER MATERIALS

- Provide books/resources that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards from accurate, authentic, and authoritative sources.
- Provide information on ~~controversial issues~~ differing viewpoints ~~on controversial issues~~ so that young citizens may develop, with guidance, the practice of critical reading and thinking skills.
- Provide and promote information representative of the many religious, ethnic, social, and cultural groups communities and their contributions to the diversity of American culture and to the world.
- Include, in the body of works as a whole, characters and settings which reflect the racial, ethnic, social, cultural and religious makeup of the student body and the ~~country as a whole~~ world.
- Place principle above personal opinion and reason above prejudice in the selection of books/resources of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.
- Select material appropriate for the subject area and for the age, emotional development, ability level, and social, emotional, and intellectual development of the students for whom the materials are selected.

B. Selection Procedures

This procedure recognizes and protects the professional expertise and judgment of Library Media Specialists in ensuring that the library collection meets the diverse needs of students.

In selecting materials for purchase, the Library Media Specialists will consult reputable, unbiased, professional library review sources; the professional staff; members of administration, and/or utilize personal examination.

The review sources that are recommended by professional organizations including American Library Association will be used. In addition, to the sources recommended we use:

- Association for Library Service to Children (ALSC) Notable Children's Books
- Young Adult Library Services Association (YALSA) Best Books for Young Adults
- Booklist
- School Library Journal



361.2 - RULE PROCEDURES FOR SELECTION OF LIBRARY MEDIA CENTER MATERIALS

- Cooperative Children's Book Center Choices
- Common Sense Media
- Kirkus Review
- Horn Book

Material review sources provide guidance on book acquisition decisions and address topics such as content accuracy and age appropriateness. When reviews are available, elementary purchases are supported with the majority of reviews recommending the elementary grade/age span. Middle school purchases are supported with the majority of reviews recommending the book for middle school grade/age span. High school purchases are supported with the majority of reviews recommending the book for high school grade/age span.

Library Media Specialists follow the same selection procedures when materials are gifted to library collections and are accepted or rejected accordingly.

C. Parent/Guardian Involvement and Access

The district values each family's involvement in the development of their child's reading interests and fluency. Parents or guardians have the rights to guide the reading, viewing, and listening of their children but must respect the same right to other parents or guardians.

In addition to supporting their child's reading, parents or guardians will receive an email notification for any circulation activity on their child's account. Destiny Follett will also be enabled, allowing parents to review their child's checkout history and set restrictions on specific titles. Instructions for using these features are available on the district website.

Students will only have access to check out library materials at their respective building levels.



361.2 - RULE PROCEDURES FOR SELECTION OF LIBRARY MEDIA CENTER MATERIALS

D. Procedures for Withdrawal of Library Materials

Collection development is an ongoing process which includes the removal of materials that no longer contribute to the overall goals of an informative, interesting and accurate collection. Library Media Specialists, will regularly review the library's collection and remove materials that:

- Contain outdated or inaccurate information,
- Are no longer considered useful for curricular support or reading enrichment ,
- Have not been checked out for extended periods of time, or
- Are in poor physical condition.

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.: 361.1, Selection of Textbooks and Supplementary Instructional Materials
361.2 Selection of Library Media Center Materials
~~362, Library Media Centers DOESN'T EXIST~~
381, Study and Discussion of Controversial Issues
411-Rule, Student Discrimination Complaint Procedures
871, Complaints About Instructional/Library Media Center Materials
871-Rule, Procedures for Handling Complaints About Instructional/Library Media Center Materials

APPROVED: XX XX,XXXX



POLICY 361.1 SELECTION OF INSTRUCTIONAL MATERIALS

Instructional materials selected should be consistent with educational curricular **instructional needs** and support the district mission and values adopted by the **School Board of Education**. Such materials ~~shall~~ **will** 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~~ **are** important considerations.

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 materials **s** 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.

“Age/grade level appropriateness” refers to a specific age group that is standard developmental, cognitive, emotional, and social level. Instructional materials are designed to match the developmental stage, cognitive abilities, learning needs of students at a specific age or grade level, and tailored to engage students effectively while promoting their academic growth. The content, complexity, and delivery methods are aligned with the students' intellectual, emotional, and social maturity, ensuring that the materials are accessible, relevant, and supportive of their learning progress.

The school district recognizes that while we are eager to match resources to students we need to take into account the wide varying age range of children's development.

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

Selection Procedures for **the** Core Instructional Materials

The selection and adoption of **H** instructional materials ~~selection and adoption shall be included as is~~ part of the formal cycle of curriculum adoption, evaluation, and improvement in the **D** District (**LINK**). This formal cycle of curriculum review includes teachers and administrators.



POLICY 361.1 SELECTION OF INSTRUCTIONAL MATERIALS

STEP 1: Instructional Materials Selection Committee

Instructional materials ~~shall~~ will be reviewed by an instructional materials selection committee appointed by the Director of Academics **Services**. 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,~~ and will follow a timeline and process determined by Academic **Services**.

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

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

STEP 2: Recommendation to the Superintendent and **School** 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 **School** Board.

STEP 3: Purchase and Training

Upon **School** ~~S~~Board approval, the Superintendent and the Director of Academic ~~s~~**S**ervices will purchase the instructional materials and ~~develop~~ **establish** a professional development plan to ensure staff can effectively utilize the newly purchased instructional materials.



POLICY 361.1 SELECTION OF 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~~ will be submitted and discussed with the building principal prior to use.

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

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

The School District of River Falls ~~shall~~ will not discriminate in the selection of instructional materials on the basis of ~~student's sex, (including gender identity, gender expression and nonconformity to gender role stereotypes,)~~ 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~~ will be processed in accordance with established ~~district~~ 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



POLICY 361.1 SELECTION OF INSTRUCTIONAL MATERIALS

REVISED: September 16, 1991
July 18, 2005
August 21, 2023
XX XX,XXXX

DRAFT