

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

Monday, April 13, 2026 - 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 PRELIMINARY 8-12TH GRADE SCIENCE TRIP APPLICATION TO GALAPAGOS ISLANDS, ECUADOR 3

Description: Rachael Gjerde, River Falls High School Science Teacher, will present the preliminary field trip application for students to the Galapagos Islands, Ecuador, Summer 2027.

Recommended Action: Approve preliminary 8-12th grade science field trip application to Galapagos Islands, Ecuador, June 2027.

5. DISCUSS K-12 PHYSICAL EDUCATION STANDARDS 10

Description: Colleen Sowa, Stephanie Nelson, and Bridgette Lensing, K-12 PE Staff, will present the PE SHAPE standards for discussion regarding the potential adoption of the K-12 SHAPE standards in July.

Recommended Action: None, informational only.

6. REVIEW POLICY 363.51 PERSONAL COMMUNICATION DEVICES AND NEOLA POLICY 5136 PERSONAL COMMUNICATION DEVICES 20

Description: David Bell, Superintendent, will present Policy 363.51 Personal Communication Devices and Neola Policy 5136 Personal Communication Devices. This policy outlines the use of Personal Communication Devices at school.

Recommended Action: Approve the initial reading of Policy 363.51 Personal Communication Devices and Neola Policy 5136 Personal Communication Devices.

7. OVERVIEW OF ARTIFICIAL INTELLIGENCE 27

Description: Amy Wise and MaryBeth Elliott, Co-Directors of Academic Services, will present an overview of artificial intelligence.

Recommended Action: None, informational only.

8. SUMMER SCHOOL UPDATE 50

Description: Amy Wise and MaryBeth Elliott, Co-Directors of Academic Services, will present an update on 2026 Summer School.

Recommended Action: None, informational only.

9. 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 School Board meeting agendas.

Recommended Action: As needed.

10. 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, May 4, 2026, 7:00 p.m. (or immediately following Ad-Hoc Policy)

The meeting will be held in the District Office Conference Room, 852 E. Division Street.

11. ADJOURN



HELLO!

My name is Rachael Gjerde
Lead Chaperone

A little about me...

I have been teaching science since 2011, and have been at RFHS since 2013. I currently teach Chemistry, Medical Terminology and DACP (dual academic credit) Chemistry. I just completed a Master's degree in Chemistry from the College of St. Scholastica.

I have done 3 trips with students thus far - one as an assistant chaperone, and 2 as the lead chaperone.

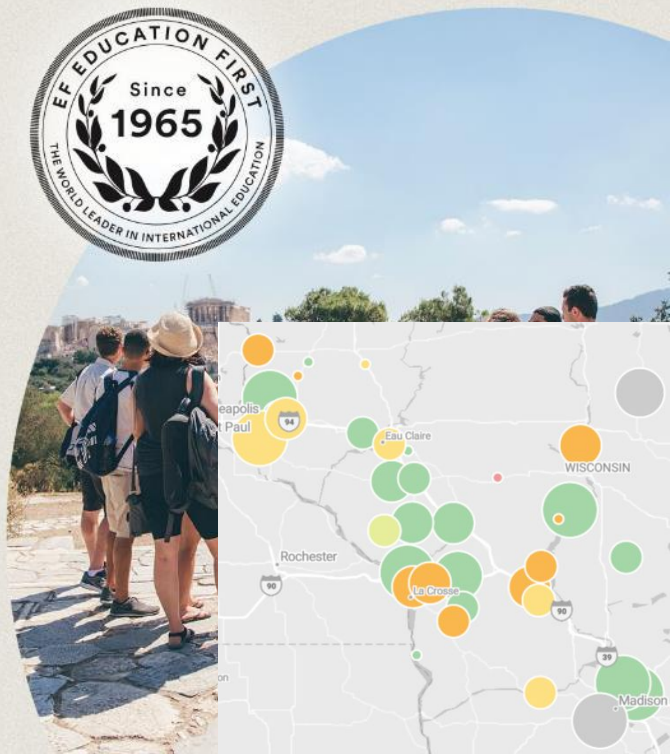




EF leads the way in travel-based learning

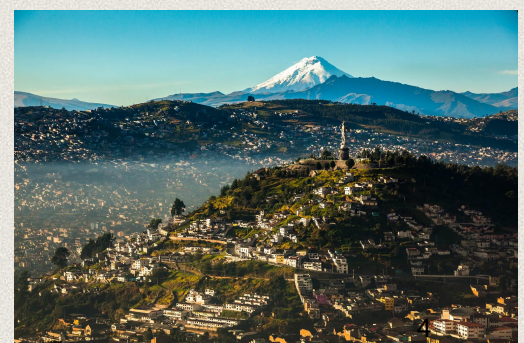
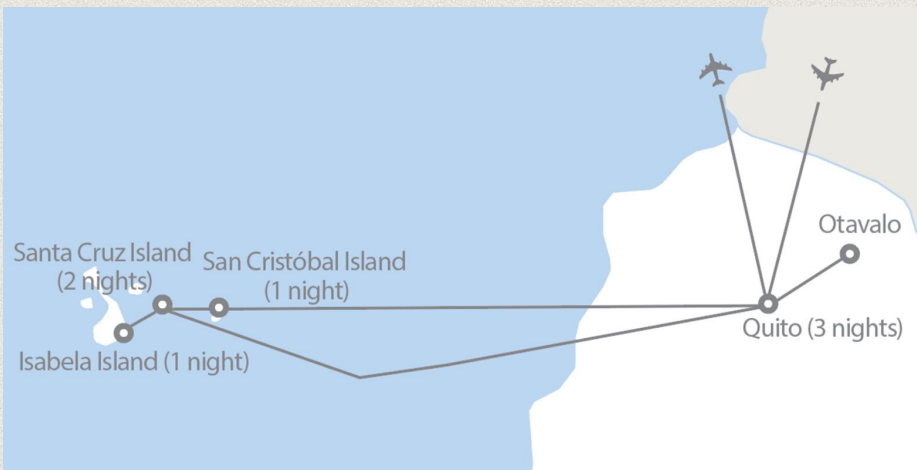
- 60 years of experience and success
- Experts in providing real-world experiences that enhance classroom learning
- Global education organization accredited by the same organizations as most U.S. schools

8 Nearby schools travel with EF: New Richmond HS, Baldwin-Woodville HS, Elk Mound HS, Unity School, Altoona HS, Chippewa Falls HS, Eleva-Strum HS, Osseo-Fairchild HS



THE ITINERARY

Ecuador & the Galápagos Islands 9 days – Summer 2027



Dates to block off

06/13/2027

06/16/2027 - 06/24/2027


06/27/2027

Earliest departure

Requested dates

Latest return

Initial flexibility helps build the best on-the-ground experience for our group

 Dates will be confirmed 2-3 months prior to departure



West Islip High School's Journey to the Galapagos

\$4,929 total cost

\$173 BI-WEEKLY*

\$345 MONTHLY*

Chaperone benefits provided by EF: 1 chaperone spot for every 6 students

Pro-rated chaperone costs are not included in the student cost.



Full-time Tour Director
our culturally connected Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.



Round-trip flights on major carriers; Comfortable motorcoach; Internal flights; Boat



Breakfast and dinner daily; lunch on Days 3–6 featuring regional cuisine



7 overnight stays in hotels with private bathrooms



2 sightseeing tours led by your Tour Director; comprehensive sightseeing of natural attractions



Compañía de Jesús church; Intiñan Museum; Charles Darwin Research Station; artisan's workshop



The option for students to receive **academic credit**



Expert Local Guides
Your expert local guides are natural historians, adding cultural insight and global perspective on your sightseeing tour



Traveler support and resources, including an EF backpack and safety wristband



24 hour **emergency assistance**

WHAT YOU'RE RESPONSIBLE FOR

The details



Transportation to airport



Passports



Baggage fees (for checked luggage only)



Tips (for your Tour Director, bus drivers, and local guides)
Tour Director: \$8 per person, per day
· Bus drivers: \$3 per person, per day
· Local guides: \$1–\$2 per person



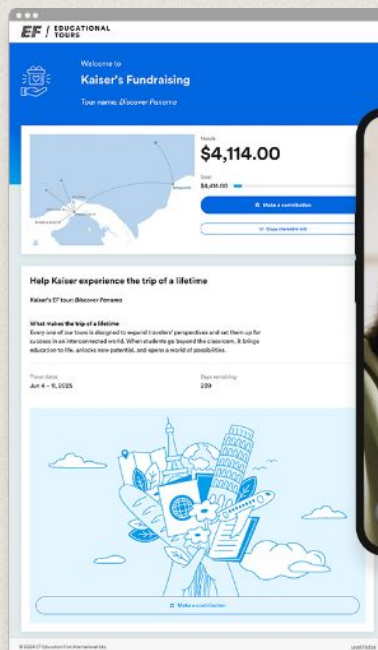
Snacks and some meals



Rooming upgrades
For additional fees, travelers can request a hotel room with two single beds.

Individual Fundraising & Scholarships provided by EF

Personalized fundraising page to share with family and friends



Global Citizens Scholarship gives 100 students a year \$1,000 off their EF tour

Student complete a short form and submit a 2-3 minute video to apply

Fundraising & non-EF Scholarship opportunities

Anticipated method of fundraising:

Will consult with group to look at fundraising options.

Amount expected to be Fund Raised:

Dependent on group.



ROAD SCHOLARSHIP

The SYTA Youth Foundation (SYF) established the Road Scholarship program in 2002 to award funds to students who are unable to afford the cost of student group trips. Based on the belief that travel is essential for a complete education, it is SYF's goal to make a positive difference, through travel, in the young lives of our global citizens.

BOOK WITH CONFIDENCE

The details



COVERAGE

Program cancellation

Program interruption

Illness & accident

Baggage & property

Flight delay

Emergency evacuation

Baggage tracking service

This is already included in our tour!

GLOBAL TRAVEL PROTECTION

Any reason up to one year before departure, full refund less \$95

✓

✓

✓

✓

✓

✓

X

+\$250

GLOBAL TRAVEL PROTECTION FLEX

Any reason up to 60 days before departure for a full refund, less \$95 + cost of protection plan

✓

✓

✓

✓

✓

✓

✓

+\$400

GLOBAL TRAVEL PROTECTION PLUS

Any reason up to 24 hours before departure for a full refund, less \$95 + cost of protection plan

✓

✓

✓

✓

✓

✓

✓

Additional cancellation flexibility and protection

Risk Free Enrollment: *Families on the automatic payment plan or who paid in full can cancel up to 7 days after enrollment for a full refund*

EF's Standard Cancellation Policy

- 360 days or more prior to departure: Full refund less the \$95 non-refundable enrollment fee
- 359 to 180 days prior to departure: Full refund less the \$95 non-refundable enrollment fee, all Non-Refundable Fees, and a \$300 cancellation fee.
- 179 to 110 days prior to departure: Full refund less the \$95 non-refundable enrollment fee, all Non-Refundable Fees, and a \$500 cancellation fee.
- 109 to 60 days prior to departure: Full refund less the \$95 non-refundable enrollment fee, all Non-Refundable Fees, and 50% of the program price.
- 59 days or less prior to departure: No refund will be issued.

Cancellation with replacement**

- **180 days** or more prior to departure: Full refund less the \$95 non-refundable enrollment fee and all Non-Refundable Fees.
- **179 to 110 days** prior to departure: Full refund less the \$95 non-refundable enrollment fee, all Non-Refundable Fees, and a \$100 substitution fee.
- **109 days or less** prior to departure: Replacements can no longer be accepted and EF's Standard Cancellation Policy will apply.

** Cancellation with replacement refers to a traveler who cancels but finds a person to replace them for the same program. The replacement's Enrollment Form must be submitted at the same time as the notification of cancellation.

SAFETY

- **Safety & Incident Response Team** available 24/7, 365 days a year and trained to react quickly if travelers need help
- EF has **unmatched worldwide presence**, including staff on the ground in over 115 countries
 - we have 500 schools and offices in more than 50 locations—we have local EF staff members anywhere they go. That means we can react quickly and in person whenever and wherever needed.
- **Mandatory safety training** for teachers and **background checks** for adult travelers
 - every traveler will receive a [Traveler Emergency Card \(PDF\)](#), which is included in the Group Leader's Departure Kit, to bring on tour. It provides instructions on how to dial emergency numbers in the locations you're visiting.
- **Peace of Mind Program** is built into every tour and allows groups to change dates and destinations

Meet EF



The navy dots are every place EF has an office!

Why SHAPE?



SHAPE
America

SOCIETY
OF HEALTH
AND PHYSICAL
EDUCATORS®

health. moves. minds.



SHAPE	WI Model Academic Standards
1995 - Original Standards	1997 - Original Standards
2004 - Revised (implementation)	2010 - Revised to match SHAPE
2013 - Revised (physical literacy)	2020 - Revised to match SHAPE
2024 - Revised (equity, access, inclusion)	- Revision expected in 2027
	11



Elementary Level



PE.S1.E19
Manipulative: Volley
Overhead (4th and 5th grade
only)

Volley an object with two-hand
pattern overhead

Standard 1.5.13 (3rd-5th grade)

Demonstrates striking with hands
above the waist in a variety of practice
tasks

**Allows for skill work and practice in
a VARIETY of different activities**
*Volleyball *Spikeball *Pickleball

Belief

Through purposeful physical activity we believe in creating an atmosphere that **promotes a variety of movement and fitness** through curiosity over judgement. Together, we value improvement, balance, and self-care-where effort is celebrated, differences are respected, and growth matters as much as outcomes.



Elementary Level



PE.S4.E6 (1st grade)

Relationship Skills: Conflict Resolution

Identify and communicate needs in conflict situations with minimal teacher guidance.

Standard 3.2.2 (K-2)

Demonstrates ability to encourage others

Standard 3.2.3 (K-2)

Uses communication skills to share space and equipment

Standard 3.2.5 (K-2)

Demonstrates respectful behaviors that contribute to positive social interactions in movement

Belief

Through purposeful physical activity we believe in creating an atmosphere that promotes a variety of movement and fitness through curiosity over judgement. Together, we value **improvement**, balance, and self-care-where **effort is celebrated, differences are respected**, and growth matters as much as outcomes.



Middle School Level



PE.S1.M4

**Invasion Games:
Passing and
Receiving**

PE.S1.M4.6

Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion game practice tasks, including those from other cultures.

PE.S1.M4.7

Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion games, including those from other cultures.

PE.S1.M4.8

Pass and receive with an implement in combination with locomotor patterns of running and change of direction, speed and level with competency within small-sided invasion games, including those from other cultures.

Standard 1.8.14

Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games

Belief

Through purposeful physical activity we believe in creating an atmosphere that **promotes a variety of movement and fitness** through curiosity over judgement. Together, we value improvement, balance, and self-care-where effort is celebrated, differences are respected, and growth matters as much as outcomes.

Why SHAPE is most ideal for High School:



- SHAPE standards fit our current schedule / 9 week block system
- Course electives align with SHAPE
- SHAPE- creates lifelong learning for all through movement, WI- creates intensive work (for very specific topics) through sitting, planning then implementing. (only 9 weeks to do this!)



High School Level



PE.S3.H9.L1 - Calculate HR training zones using different heart rate formulas (220-age, Karvonen, other) and uses zones to explore how various activities affect heart rate.

SHAPE 2.12.10 - Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes

Belief

Through purposeful physical activity we believe in creating an atmosphere that promotes a variety of movement and fitness through curiosity over judgement. Together, we value **improvement**, balance, and self-care-where **effort is celebrated, differences are respected**, and growth matters as much as outcomes.

Multiple classes are able to fit into multiple learning indicators (does not force certain units or game styles)



- SHAPE- Demonstrate activity specific movement skills in a variety of lifetime sports and activities
- WI- Demonstrate proficiency in catching skills in two or more small sided invasion games...
- SHAPE moved to fitness component focus instead of sport unit focus.
 - SHAPE 1.12.7- Demonstrates appropriate technique in flexibility training.
 - The word Flexibility is never used in WI standards
- WI standards have multi step that we deem unuseful to learning the priority objectives
 - SHAPE 3.12.6- Applies best practices for participation safely in physical activity (e.g. injury prevention, spacing, hydration, use of equipment, implementing rules, sun protection).
 - WI PE.S3.H3- Identify issues associated with exercising in heat, humidity, and cold. 17 Apply prevention tactics to avoid issues with heat, etc. Explain treatment of heat- and cold related illnesses as they relate to physical activity.

Key Benefits of SHAPE Standards Adoption



“SHAPE America’s new National Physical Education Standards are based on current research and best practices. Some of the most notable changes include the incorporation of a more student-centered approach, the expansion of the term physical literacy to physical literacy journey, the shift from grade-level outcomes to grade-span learning indicators and the change from five to four standards.”

—SHAPE America Standards Adoption Toolkit 2025



Enhanced Clarity & Structure

- ✓ Standards organized by skills, knowledge, & responsibility.
- ✓ Psychomotor indicators correctly grouped with Standard 1.
- ✓ Standard 3 absorbed into 1 & 2 for streamlined framework.
- ✓ Easier reporting to parents/guardians.
- ✓ Fewer indicators (20 vs 66) for better focus.



Greater Flexibility & Resources

- ✓ More aligned free and paid curriculum resources.
- ✓ Grade bands allow curriculum & building fluidity.
- ✓ Broad standards enable tailoring to equipment, space, class size, & student needs.



Student-Centered Outcomes & Efficiency

- ✓ Standards-based grading is cleaner, simpler, and less time-consuming.
- ✓ Opportunities for student choice and agency in showing mastery.



Cons:

Having to re-do
how report cards
are organized.



Book	Neola Policy Templates for Processing
Section	5000 Students Templates
Title	Vol. 35, No. 1 - November 2025 Revised PERSONAL COMMUNICATION DEVICES
Code	po5136 - Revised policy for July 1 adoption
Status	
Legal	118.13, Wis. Stats. 118.258, Wis. Stats. 120.12(29) Wis. Stats. 175.22, Wis. Stats.

5136 - PERSONAL COMMUNICATION DEVICES

The School Board is aware that PCDs are used by students and parents to communicate with each other. However, the use of PCDs on school grounds must be appropriately regulated to protect students, staff, and the learning environment.

Definitions

Personal communication devices (PCDs): , also referred to as "wireless communication devices", mean a portable wireless device that has the capability to provide voice, messaging, or other data communication between two (2) or more parties and includes but is not limited to all of the following:

- A. cellular/mobile telephone;
- B. tablet computer;
- C. laptop computer;
- D. gaming device;
- E. smartphone;
- F. e-reader;
- G. smartwatch;
- H. earbuds or headphones;
- I. wearable technology;
- J. any other web-enabled devices of any type.

School Hours: The entire time between the start of the school day through the end of the school day. School hours include; instructional time, passing time, lunch, and recess.

Instructional Time: refers to the specific portion of the school day devoted to instruction and learning of academic subjects. Instructional time includes; study halls, 'What I Need' (WIN) learning blocks, core academic classes, electives, physical education, career and technical education classes, and the instruction in the library. Instructional time does not include lunch, passing time, before or after school hours.

Passing Time: Any transitional time between blocks of instruction.

Expectations for PK-8th Grade Students

Students may possess PCDs in school and on school property. If students bring a PCD to school, they must be powered off and stored out of sight during school hours. Students can store PCDs in district provided lockers or in backpacks stored in coat hook areas. Students can't store PCDs in their pockets or at their desks. Students are not allowed to use PCDs at any time during school hours. This includes instructional time, passing time, lunch, and recess.

Students are allowed to possess and use PCDs before school, after school, and while on the school bus or other district provided transportation. However, use will be prohibited during these times if it is causing a distraction, disruption, or interfering with the school environment. Students will be required to power off and store PCDs if instructed to do so by an administrator, teacher, bus driver, or support staff.

Students are not allowed to possess and use PCDs during co-curricular activities. However, advisors and coaches have the discretion to allow PCD use for educational purposes.

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school.

Expectations for 9th-12th Grade Students

Students may possess PCDs in school and on school property. Use of PCDs during instructional time is prohibited. Classroom phone lockers will be available in every classroom. Students who bring PCDs to school will be required to place PCDs in the classroom phone locker or keep PCDs in hallway lockers.

Students are allowed to possess and use PCDs before school, after school, during non-instructional time during the school day, and while on the school bus or other district provided transportation. However, use will be prohibited during these times if it is causing a distraction, disruption, or interfering with the school environment. Students will be required to power off and store PCDs if instructed to do so by an administrator, teacher, bus driver, or support staff.

Students are not allowed to possess and use PCDs during co-curricular activities. However, advisors and coaches have the discretion to allow PCD use for educational purposes.

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school.

Expectations for All Students

Except as authorized by a teacher, administrator, or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member, or other person. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. ~~F~~ Students who violate this provision and/or use a PCD to violate the privacy rights of another person will be subject to the disciplinary as outlined in the Policy Violations section of this policy. If the violation involves potentially illegal activity, the confiscated PCD may be turned over to law enforcement.

PCDs, with cameras or any other recording capabilities, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, (↔) classrooms, (↔) gymnasiums, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The ~~District~~ Administrator Superintendent and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon any Protected Class consistent with Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e.,

sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Policy Violations

Violation of any of the above expectations will lead to disciplinary action. Specific disciplinary actions will be outlined in the Student Handbook at each school. In addition, the building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity, in which case the PCD may be turned over to law enforcement.

A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central main office until it is retrieved by the parent or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose the his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

[DRAFTING NOTE: The language below is required per WI Statute 120.12 (29)]

Student use of PCDs in the following circumstances will not be considered a violation of this policy:

- A. **Emergency or Threat:** Student use of a PCD is allowed in the event of an emergency or a perceived threat to address the safety and security of students and staff.
- B. **Health Care Management:** Student use is authorized as necessary to manage or support a specific student's health care needs (→) as approved by the District Nurse (→) as defined in the individual student health plan **[END OF OPTIONS]**.
- C. **Individualized Education Plans:** Student use is authorized consistent with a student's Individualized Education Program (IEP) or a plan developed under Section 504 of the federal Rehabilitation Act of 1973.
- D. **Educational Purposes:** Student use is authorized by a teacher/Principal for legitimate educational purposes during instructional time as described above

(→) Duty to Report

~~A person~~An employee is expected to follow established building procedures for documenting and reporting PCD violations. ~~who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.~~

Students Responsible for Their PCDs

Students are personally and solely responsible for the care and security of their PCDs. The **School** Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property. Parents are advised that the best way to get in touch with their child during the school day is by calling the school office.

Annual Notice

No later than October 1 of each year, the Department of Public Instruction (DPI) shall be notified by the District of whether any changes have been made to this policy and, if so, the updated policy shall be submitted to the DPI.

175.22, Wis. Stats.

120.12(29) Wis. Stats.

© Neola 20~~20~~²¹



Cell Phone / Personal Technology Procedure Update

Dear RFHS Students and Families,

River Falls High School is committed to providing a learning environment where instructional time is protected and students are positioned for academic success. Despite existing expectations, cell phone use during instructional time continues to be a significant disruption to teaching and learning. As of today, nearly 25% of all students at RFHS have accrued one or more documented cell phone/tech infractions. This level of noncompliance makes it clear that a stronger, more consistent response is necessary. To support this commitment, we are implementing a student handbook adjustment to our cell phone policy, which will take effect at the start of second semester (January 20th, 2026).

Beginning second semester, any cell phone infraction will require a parent/guardian picking up the phone from our main office prior to 3:30 PM.

It is important to be clear: this adjustment is not optional, negotiable, or classroom-specific. It will be enforced consistently by all across River Falls High School.

Updated Cell Phone / Personal Technology Expectations (Effective Second Semester)

Students must place their cell phones, airpods, or other devices in the classroom phone locker or keep them locked in their hallway lockers during every class period, including WIN.

1st Offense:

Incident is documented in Infinite Campus (Phone Offense). After-school detention is assigned. Phone or personal technology is secured in the main office. *Parent/guardian must pick up the phone/personal technology from the main office.*

2nd Offense:

Incident is documented. *Parent/guardian must pick up the phone/personal technology from the main office.* Parent conference, at beginning of next school day phone/personal technology is secured in the main office for 5 consecutive days.

3rd and Subsequent Offenses:

Incident is documented. Phone/personal technology is secured in the main office. A behavior modification plan is implemented, requiring parent/guardian involvement and administrative oversight. Additional disciplinary consequences may apply.

**Refusal to surrender the phone at anytime to a secure lockbox will be deemed as insubordination and will result in an out of school suspension.*

We understand that this adjustment may generate questions or concerns (please review the frequently asked questions document attached). However, protecting and maximizing instructional time and establishing clear expectations for student behavior is essential. Your partnership in reinforcing these expectations at home is critical to student accountability and academic success.

Thank you for your support as we take necessary steps to ensure River Falls High School remains a place where learning comes first.

Kit Luedtke

Principal- River Falls High School

RFHS Phone/Personal Tech Policy Update – Parent/Student FAQ

Why is the phone/personal tech policy being adjusted?

Cell phones continue to disrupt instruction and student learning despite existing expectations. Currently, **240 of our 1,070 students have one or more documented infractions**, indicating the need for a clearer and more consistent response. This adjustment protects instructional time and improves accountability.

What is considered personal technology?

In addition to phones, personal technology includes but is not limited to air pods, headphones, bluetooth watches, speakers, personal computers, etc..

When does this policy take effect?

The updated policy **will take effect January 20, 2026**, which is the start of second semester and will be reflected in the student handbook.

Are phones prohibited at school?

No. Students may bring cell phones to school. However, cell phones may not be used during instructional time. Our goal is to teach responsible use during non-instructional times only while ensuring learning remains the priority in class.

What counts as instructional time and in what spaces?

Instructional time includes:

- All instructional classrooms, hallways, locker bays, bathrooms, instructional collaborative spaces, during designated classroom time.
- WIN
- Anytime an individual is providing instruction, facilitating learning, or guest speaking.

During these times, phones and personal technology must be placed in the classroom tech locker or locked in hallway lockers.

What happens if a student violates the policy?

- **1st Offense:** Incident is documented in Infinite Campus (Phone Offense). After-school detention is assigned. Phone or personal technology is secured in the main office. *Parent/guardian must pick up the phone/personal technology from the main office.*
- **2nd Offense:** Incident is documented. *Parent/guardian must pick up the phone/personal technology from the main office.* Parent conference, at beginning of next school day

phone/personal technology is secured in the main office for 5 consecutive days.

- **3rd and Subsequent Offenses:** Incident is documented. Phone/personal technology is secured in the main office. A behavior modification plan is implemented, requiring parent/guardian involvement and administrative oversight. Additional disciplinary consequences may apply.

**Refusal to surrender the phone at anytime to a secure lockbox will be deemed as insubordination and will result in an out of school suspension.*

Why is parent pickup required for every infraction?

Parent pickup ensures accountability, consistency, and clear communication between school and home. Increased parent involvement has proven to be effective in changing student behavior.

What if a parent cannot pick up the phone immediately?

The phone will remain secured in the main office until a parent or guardian is able to pick it up. Students will not regain possession of the phone during the school day.

What about safety or emergencies?

The school office is always available to contact students in emergencies: (715) 425-1830. Personal cell phone access during instructional time is not necessary for safety.

What about medical needs?

Students with documented medical needs will continue to work with administration and the health office to establish appropriate accommodations.

Will this be enforced consistently?

Yes. This is a school-wide expectation and will be enforced consistently across all classrooms and settings.

Is the policy negotiable?

No. To ensure fairness and consistency for all students, the policy will be enforced as written.

How can families help?

- Review expectations with students before second semester
- Reinforce that phones are not to be used during instructional time
- Support the school when consequences are applied

A consistent message from school and home is critical to student success.

Artificial Intelligence Overview

April 13, 2026



Artificial Intelligence Overview

01 AI Fundamentals

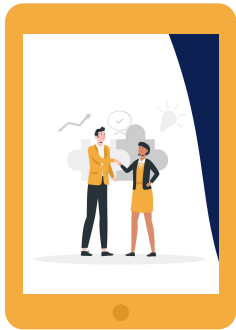
02 Where Have We Been?

03 Where Are We Now?

04 Where Are We Headed Next?

05 How Will We Know We've Made It?

In The Last Week, Have You...



Watched a show that was recommended by Netflix, Hulu or Prime?



Asked Siri, Alexa or Google Assistant a question?



Used Google Maps, Waze or Apple Maps to give you directions?



Purchased something that you saw on social media?



Used autocorrect or grammar suggestions?

01

AI Fundamentals

Technology Mimicking Human Intelligence



Artificial Intelligence ...is technology programmed to mimic human intelligence. AI allows machines to learn, adapt, and perform tasks like humans.

REACTIVE

Tools that respond to specific **“inputs”** without learning from past experiences.



PREDICTIVE

Tools that analyze historical data and experiences to predict future events or behaviors.



GENERATIVE

Tools that generate new content or **“outputs”** from learned patterns.



Rapid Growth of AI...It’s Here to Stay!

Capabilities of AI

- Generates new text/images/video
- Multilingual comprehension and response
- Synthesizes in secs/mins
- Modifies responses from user feedback
- Learns from extensive training
- Still an emerging technology and constantly improving

ChatGPT Sprints to One Million Users

Time it took for selected online services to reach one million users



* one million backers ** one million nights booked *** one million downloads
Source: Company announcements via Business Insider/LinkedIn

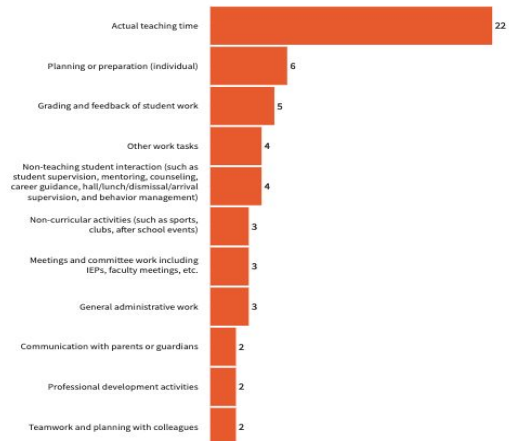


AI Potential Impacts on Teaching

Teacher Skills

- Curriculum Development
- Lesson Planning
- Grading
- Feedback
- Communication
- More Time for **Human Interaction**

Teachers: Approximately how many hours per week do you spend on these tasks (please include in-school and out-of-school time; weekdays and weekend):



SOURCE: EdWeek Research Center, The State of Teaching 2024



Why Should Students Use AI?



SUPPORT LEARNING

Real-time access to **learning support** (feedback, planning, guidance).

Resources for **remediation** and **extension**.



ETHICAL GUIDANCE

Learn about AI systems and **how to use them to learn**.

Practice using AI systems in a **safe space** with human **mentorship**.



CAREER PREPARATION

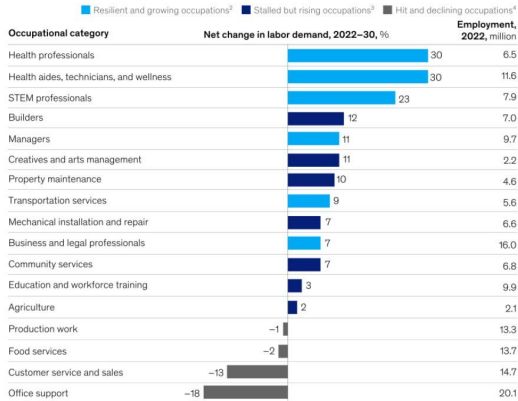
Develop **highly-desirable skills** for the workforce.

Prepare for **effective use of AI systems** in a career.

AI & The Future of Work

Healthcare, STEM, and builder roles could grow, while demand for office support and customer service roles could decline.

Estimated future US job growth by occupational category
Midpoint automation scenario,¹ with generative AI acceleration



¹Midpoint automation adoption is the average of early and late automation adoption scenarios as referenced in *The economic potential of generative AI: The next productivity frontier*, McKinsey & Company, June 2023.
²Resilient during the pandemic, 2019-22, and expected to grow between 2022 and 2030.
³Stalled during the pandemic, 2019-22, and expected to rise between 2022 and 2030.
⁴Hit during the pandemic, 2019-22, and continuing to decline between 2022 and 2030.
 Source: O*NET; US Bureau of Labor Statistics; Current Population Survey; US Census Bureau; McKinsey Global Institute analysis

1 out of 3 companies are already using GenAI.

An estimated **30%** of hours currently worked could be automated using GenAI by 2030.

GenAI will change job growth in many industries.

Are we preparing our students for this future?

02



Where Have We Been?

OUR MISSION

Inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment.

OUR VISION

In partnership with families and the community, the School District of River Falls is an innovative PK-12 grade educational leader committed to the academic, social, emotional, and physical well-being of every student.

OUR VALUES

STUDENTS FIRST | PEOPLE MATTER | EQUITY | RESPECT | INTEGRITY | EXCELLENCE | INNOVATION | COMMUNICATION

GOAL 1:	GOAL 2:	GOAL 3:	GOAL 4:	GOAL 5:
Hold High Expectations for Student Learning <ul style="list-style-type: none">1.1 Support collaborative teaching culture focused on student learning.1.2 Identify & monitor academic readiness benchmarks.1.3 Implement equitable systems of support & resources for every learner.1.4 Ensure high quality, accessible, & meaningful early childhood, 4K and kindergarten programming.1.5 Increase student career & college planning and experiences.	Provide a Safe, Welcoming, and Healthy School Environment <ul style="list-style-type: none">2.1 Monitor safety plans & crisis response protocols2.2 Develop school-wide behavior expectations that align to district core values.2.3 Increase participation in afterschool & co-curricular activities by removing barriers.2.4 Conduct bi-annual school culture & climate surveys.2.5 Create multi-level student support system for social, emotional, & mental health.2.6 Review & update curriculum & library resources to be age- and developmentally-appropriate with a diverse balance.	Attract, Retain, and Develop High Quality Staff <ul style="list-style-type: none">3.1 Enhance mentoring & coaching support for new certified teaching staff.3.2 Implement mentoring programs for paraprofessionals & bus drivers.3.3 Strengthen staff collaboration to align curriculum, common assessments, & share effective instructional practices (PLC).3.4 Monitor & maintain regionally competitive salary and benefits for all staff.3.5 Organize comprehensive professional development plans aligned to our mission, vision, goals.3.6 Maintain & improve proactive communication systems allowing employee feedback.	Provide Life Readiness Skills <ul style="list-style-type: none">4.1 Embed into curriculum & instruction: critical thinking, problem solving, perseverance, adaptability, social-emotional awareness, financial literacy, & desire for lifelong learning.4.2 Equity, inclusivity, and diversity (EID) focus: involve students & staff in learning that promotes global citizenship, increases cultural competence, & cultivates appreciation for our diverse world.4.3 Partner with families & community to enhance character education programs and initiatives.4.4 Research and determine health and wellness priorities for students and staff.	Uphold Operational Excellence <ul style="list-style-type: none">5.1 Develop long-range facility plan addressing educational adequacy, space, community interests, transportation, and co-curricular activities.5.2 Develop long-range enrollment projection & classroom space needs assessment with related financial projections.5.3 Analyze enrollment & housing trends to determine if/when a need to revise elementary school attendance boundaries.5.4 Determine long-range mission for Renaissance Charter Academy that expands college and career opportunities.5.5 Provide frequent, ongoing, transparent communication related to all school programs, facilities, resources, & finances.



STRATEGIC PLAN 2022-2027

Goal 4: Provide Life Readiness Skills

4.1 Embed into curriculum & instruction: **critical thinking, problem solving, perseverance, adaptability, social-emotional awareness, financial literacy, & desire for lifelong learning.**

4.2 Equity, inclusivity, and diversity (EID) focus: involve students & staff in learning that promotes global citizenship, increases cultural competence, & cultivates appreciation for our diverse world.

4.3 Partner with families & community to enhance character education programs and initiatives.

4.4 Research and determine health and wellness priorities for students and staff.

Curriculum Teams Beliefs and Instructional Vision

- Critical Thinking
- Creative
- Collaboration
- Problem Solving
- Perseverance
- Real Life
- Social Emotional
- Lifelong Learning
- Growth Mindset
- Hands On
- High Engagement
- Active Learning
- Authentic
- Productive Struggle
- Curious
- Empathetic

Technology Policies

- **FERPA** - AI systems must protect the privacy of student education records and comply with parental consent requirements. Data must remain within the direct control of the educational institution.
- **COPPA** - AI chatbots, personalized learning platforms, and other technologies collecting personal information and user data on children under 13 must require parental consent.
- **CIPA** - Schools must ensure AI content filters align with CIPA protections against harmful content.
- **RFSD 363.2 Access to District Technology Tools** - District policy that defines students responsibility when using technology and the district's responsibility to filter and monitor all usage.
- **RFSD 363.2 Rule Internet Safety and Acceptable Use** - District policy that defines acceptable uses/limitations of District technology tools.

Navigating AI in K-12: 4 Critical Errors to Avoid

(Risk Management for School Leaders & Staff)



1. The "Truth" Error (Hallucinations)

The Risk: Generative AI creates plausible-sounding, not factual, text. Can invent citations & data.

The Mandate: "Trust, but Verify." Never act on AI content without human fact-checking.



2. The Privacy Error (Data Leakage)

The Risk: Public AI inputs can train models.

The Mandate: Protect PII. Never enter Student Names, IDs, IEPs, or Staff details into non-approved tools. FERPA applies.



3. The Detection Error (The "Gotcha" Trap)

The Risk: AI Writing Detectors are unreliable, prone to false positives.

The Mandate: Focus on Process, not Policing. Do not use scores as sole basis for discipline.



4. The Bias Error (Algorithmic Equity)

The Risk: AI models inherit internet stereotypes.

The Mandate: Review for Inclusivity. Scrutinize AI lesson plans & comms for implicit bias.

Bottom Line: AI is a Co-Pilot, not the Autopilot. It requires human judgment at the wheel.



Academic Services Professional Learning



EMPOWERING LEARNING
AI Guidance for Enhancing K-12 and Library Education



Technology Committee

24-25 School Year

- Restart committee to review current learning management system, Schoology. Recommended adopting Google Classroom

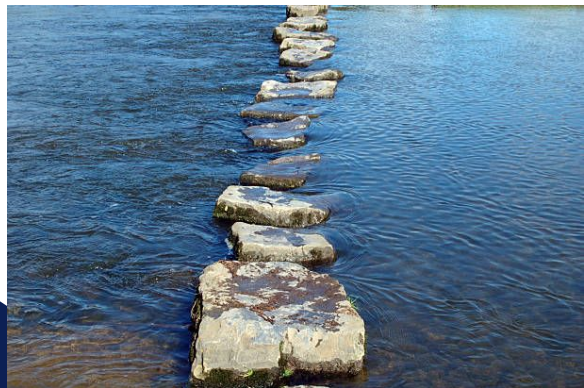
Summer 2025

- Facilitate adoption of Google Classroom for grades 6-12
 - Professional learning options
 - Collective Commitments
 - Ongoing building support

25-26 school year grades 6-12

- Implement Google Classroom
- Investigate AI
- Attend two day School Leaders Advancing Technology in Education (SLATE) conference

03



Where are we now?

*This information will be updated as we continue to learn together.



Artificial Intelligence Best Practices (AI) in Teaching & Learning

Best Practices and Data Privacy: AI in Teaching and Learning

Generative AI tools are computer programs that use advanced technology to mimic human intelligence, such as understanding and processing language, recognizing images, and making decisions. AI tools come in many forms and types. Reviews of the tool have shown it can provide valuable and accurate answers to various prompts. It can write essays and stories, generate test questions, solve math problems, brainstorm ideas, and write code.

What is AI?

AI is a tool that can enhance one's practice and assist with instructional needs.

AI is a tool that can support students in achieving grade level curricular outcomes.

AI is a Large Language Model (LLM), which generates text based on patterns and probability.

AI is a tool to generate/brainstorm ideas.

AI is a tool used to autocorrect spelling, compose emails, and correct grammar.

What AI is not?

AI is not a curriculum.

AI is not a replacement for human interaction or explicit instruction.

AI is not fact-checked, emotionally intelligent, and is not without bias.

AI is not meant to complete writing tasks, but rather it offers suggestions.

Did you know that AI models can use your submissions to train future AI systems? This means sharing personal information about a student could lead to future disclosures of that student's private details. (read more [here](#))

Ensuring student data privacy and legal compliance is *crucial* when using AI in education. Addressing these concerns in advance can foster a safe environment for your students and AI integration.

How to Safely Share Information with AI

- **Use RFSB approved AI tools.** These have been vetted to ensure they comply with federal and state law.
- Ensure your **inputs are quality and detailed.** The more context you can give as the expert, the better the outcome(s) will be.
- Review outputs carefully for mistakes **using your expertise.**
- **Generalize Information:** Describe behaviors, educational challenges, and needs in a broad, non-identifiable way.
- **Use Hypothetical Scenarios:** Create scenarios that reflect the student's needs without revealing specific details.

What Not To Share with AI

- AI tools that are not RFSB vetted and approved.
- **Personal Information:** Names, addresses, phone numbers, emails, Social Security numbers, student IDs, birth dates.
- **Educational Records:** Grades, transcripts, class schedules, disciplinary records, disabilities, IEPs, etc.
- **Health Information:** Medical records, health conditions, allergies, medications, therapy records.
- **Financial Information:** Family income, financial aid details, bank accounts.
- **Behavioral Records:** Disciplinary actions, behavior reports, counseling records.
- **Photos or Videos:** Images or recordings of students without explicit consent.
- **Communication Logs:** Personal messages, emails, and communications with parents or guardians.

RFSB Approved AI Tools

All of these resources are approved through the Data Processing Agreement (DPA). DPA ensures compliance, and safeguarding the personal data of users.

Approved AI Tool	Description	Approved For
Gemini	Google's AI Assistant that can generalize and seamlessly understand, operate across, and combine different types of information, including text, code, audio, image, and video. It seamlessly integrates with the entire Google Suite.	Teachers Students Age 13+
Chat GPT for Teacher (Free until 1/2027)	A specialized, secure version of OpenAI's AI chatbot for K-12 educators, offering tools to save time and personalize learning through features like lesson plan generation, material creation, and parent communication drafting, all while ensuring student data privacy with education-grade security and compliance	Teachers only
Notebook LM Approved DPA	A research and note-taking tool that analyzes your uploaded documents (PDFs, notes, videos, web pages) to help you summarize, find answers, create study guides,	Teachers and Students 13+

Virtual Options to Expand AI Understanding

Provider	Course/Topic	Focus	Duration
Google	Generative AI for Educators with Gemini	Productivity & Gemini	2 Hours
Matt Miller Educator & Author	Discover AI for Educators	Overview of AI	20 minutes
Khan Academy	AI for education	What is generative AI and how does it work? What are some best practices for teaching and learning with generative AI?	2 hours
AI for Education	Essential Guide to AI for Educators	Using ChatGPT to save time, engage students, and implement AI responsibly	2 hours
Code.org	AI 101 for Teachers	Journey to explore and empower, and unlock the future of teaching with and about AI.	2.5 hours
ISTE	AI Deep Dive for Educators	Introduction to artificial intelligence (AI) in education,	15 hours

AI Staff Survey Themes

- Majority of staff have played with Text, Presentation, Quiz, and Image AI generators
- Primary use of AI at the elementary level is for administrative task like writing email, newsletters or letters of recommendation.
- Primary use of AI at the MS and HS is for planning generating lesson ideas, rubrics, or worksheets.
- 72% of responses indicated "I am concerned that AI will negatively impact students' critical thinking skills.
- 85% of secondary responded they don't feel confident managing a classroom where students are using AI. (100% of elementary)
- Majority of all levels biggest hesitation regarding AI in education is the concern there will be a decrease in student's critical thinking, productive struggle.

Professional Learning Elementary School Top Choices

1. AI to aid instructional planing, differentiation, and assessment - 2
2. AI apps used for efficiency in education - 1
3. General AI overview - What is AI?
4. Rethinking instructional practices to increase critical thinking
5. Ethical use of AI
6. Environmental impact of AI

Professional Learning Middle School Top Choices

1. AI to aid instructional planing, differentiation, and assessment
2. AI apps used for efficiency in education
3. Rethinking instructional practices to increase critical thinking
4. Cheat proof AI for assignments
5. Ethical use of AI
6. Environmental impact of AI

Professional Learning

High School Top Choices

1. Rethinking instructional practices to increase critical thinking
2. AI to aid instructional planing, differentiation, and assessment
3. Ethical use of AI
4. AI apps used for efficiency in education
5. Cheat proof AI for assignments
6. Environmental impact of AI

SECURLY

- Filter-style AI policy controls
- Prompt summaries and oversight
- Full compliancce - even for students under 13
- Privacy-first architecture
- Equitable AI access

<p>Enable AI Chat</p> <p>Enable or disable AI Chat at a policy level. "Off" will lock all users of this policy out of AI chat. To disable AI Chat for all users, go to Global Settings.</p>	<input checked="" type="checkbox"/>
<p>Mental Wellness Content</p> <p>The AI will use a library of clinically rooted content created by psychologists that help ground it in age appropriate approaches to common problems.</p>	<input checked="" type="checkbox"/>
<p>Sexual Content</p> <p>The AI will provide help on topics such as contraception, abortion, STIs, pregnancy, human sexual orientation and WCIS/LGBT issues.</p>	<input type="checkbox"/>
<p>Firearms & Hunting</p> <p>The AI will discuss matters related to firearms and hunting. The AI will never discuss topics related to violence.</p>	<input type="checkbox"/>
<p>Drugs</p> <p>The AI will discuss matters related to prescription and recreational drugs.</p>	<input type="checkbox"/>
<p>Gambling</p> <p>The AI will discuss gambling and sports betting.</p>	<input type="checkbox"/>
<p>Games</p> <p>The AI will discuss games and gaming.</p>	<input type="checkbox"/>
<p>Hate</p> <p>The AI will discuss hate groups and hate ideologies from an academic perspective suitable for historical research.</p>	<input type="checkbox"/>
<p>School Work</p> <p>If off, the AI will not do things that sound like school work. This includes writing essays, book reports, and summaries. It will use the Socratic method for math questions, and ask leading questions instead of solving equations. If on, it will be as helpful as possible.</p>	<input type="checkbox"/>

SECURLY

Summary

The human asked the AI to "write a point of pride" (a positive statement) about four school classes—Biology 2, Geometry, Modern Conflict - Hybrid, and Natural Resources in Wisconsin—using simple language.

This conversation is recorded and viewable by your school.



Write a point of pride about the classes, Biology 2, Geometry, Modern Conflict - Hybrid, and Natural Resources in Wisconsin. In simple terms



I'm sorry, it's against school policy for me to help with school work in that way. Please seek out an adult you trust for help. I'm happy to help you with anything else.

Summary

The human provided a full set of biology multiple-choice and matching questions about cell transport (diffusion, osmosis, active/passive transport) apparently as a quiz or worksheet. They listed: - Questions on what affects the rate of diffusion (temperature, concentration, time, etc.). - A question asking what the random motion of molecules is called (with "Brownian movement" as one option). - True/false items about whether diffusion can only occur in living cells. - A question identifying the dissolved substance in a solution (solute vs. solvent). - A question on which process is "not" passive (with options like diffusion, facilitated diffusion, phagocytosis, osmosis). - A question saying pinocytosis and phagocytosis are examples of what (endocytosis vs. exocytosis, etc.). - True/false questions about directions of solute and solvent movement in osmosis, and about turgor pressure in plant cells. - A series of "Pick the word" matching items where each description defines: facilitated diffusion, phagocytosis, osmosis, endocytosis, active transport, diffusion, pinocytosis, and exocytosis. - Questions on which substance crosses the membrane by osmosis (water vs. amino acids/sodium/glucose). - How glucose enters cells (active transport vs. facilitated diffusion vs. osmosis vs. simple diffusion). - A question on why putting an ocean fish in freshwater is dangerous (hypertonic vs. hypotonic environment to the fish, leading to swelling or shrinking). - A question on what conditions animal cells "seek" (isotonic vs. hypotonic vs. hypertonic). - A question referencing a lab on diffusion/osmosis and asking which indicator shows starch (iodine vs. Benedict's, etc.). - A question on why drinking saltwater is dangerous (saltwater being hypertonic to human tissues). - A question identifying plasmolysis as the condition of a plant cell that wilts. - A question about sugar and Kool-Aid spreading through water by diffusion/osmosis/pinocytosis/facilitated diffusion. - True/false about contact lens solution being in osmotic balance with eye cells. - True/false about distilled water being the "ultimate hypotonic solution." - A question asking what causes plasmolysis (decreased turgor pressure, etc.). - A true/false question about whether oxygen enters lung cells by osmosis. After posting this entire quiz, the human received an answer from an AI that refused to help, citing school policy.

This conversation is recorded and viewable by your school.



Animal cell tends to seek: * 1 point isotonic conditions. None of these hypertonic conditions. hypotonic conditions. In our lab dealing with diffusion and osmosis, the indicator for the presence of starch was: * 1 point iodine solution. water. Benedict's solution. methylene blue. Drinking saltwater is dangerous to humans because: * 1 point saltwater is hypotonic relative to human tissue. saltwater is isotonic relative to human tissues. saltwater is hypertonic relative to human tissues. saltwater is poisonous. Which of the following best describes the condition of a plant cell that wilts as a result of water loss? * 1 point Endocytosis Pinocytosis Plasmolysis Phagocytosis When sugar and Kool-Aid are placed in a pitcher of water, the sugar and Kool-Aid molecules spread through the water molecules by: * 1 point diffusion. pinocytosis. osmosis. facilitated diffusion. Contact solution should be in osmotic balance to the cells in our eyes. * 1 point False True Distilled water is considered to be the ultimate hypotonic solution. * 1 point True False Plasmolysis is caused by: * 1 point increased turgor pressure. loss of solutes. decreased turgor pressure. excess water. Oxygen enters our lung cells by osmosis. * 1 point False True



I'm sorry, it's against school policy for me to help with school work in that way. Please seek out an adult you trust for help. I'm happy to help you with anything else.

Summary

The human first asked a simple math question: "what's 5 plus 5." Later, they pasted a detailed grading rubric for a poetry assignment titled "I am the One Who..." Poem. The rubric described how the poem would be evaluated in several categories (Identity Exploration, Stanza Structure, Sensory Imagery, Figurative Language, Prewriting & Planning, and Originality & Creativity), each with point values and descriptions of proficiency levels (Proficient, Emerging, Beginning, Not Shown). The rubric emphasized exploring personal identity in multiple stanzas, using sensory details and figurative language, completing prewriting (like a mind map), and showing originality and personal insight.

This conversation is recorded and viewable by your school.



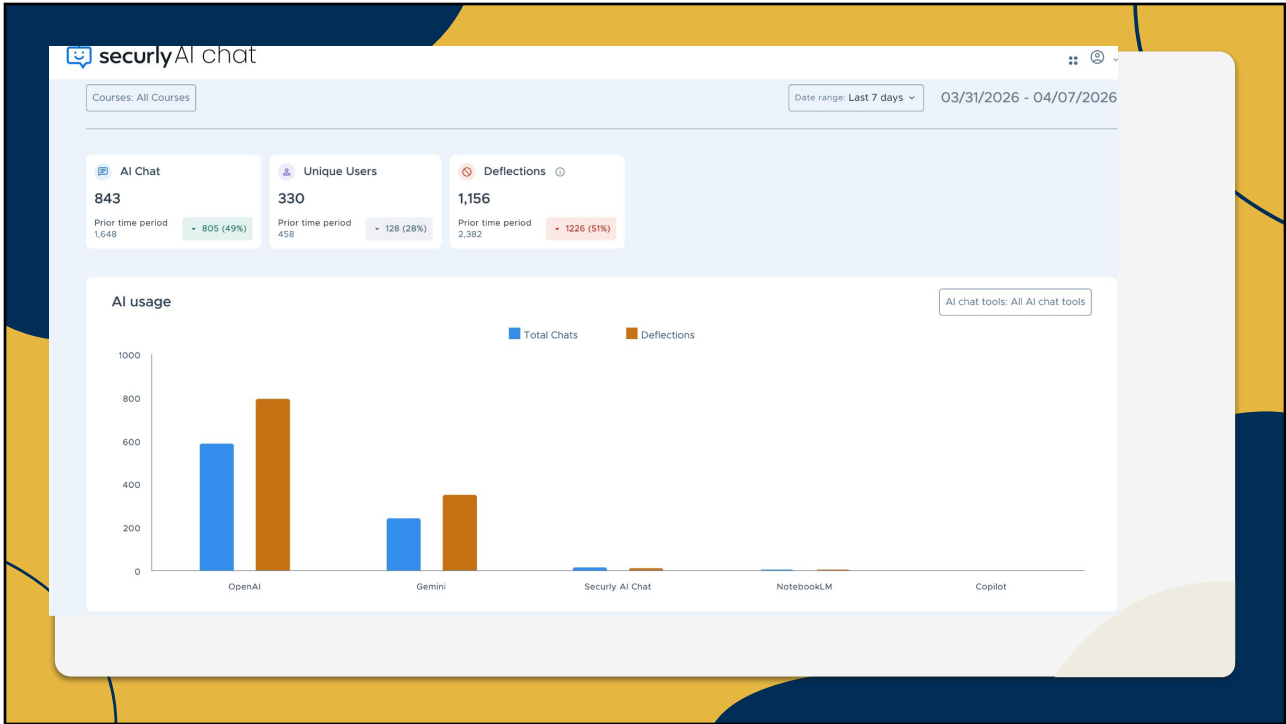
Some sensory imagery present, but inconsistent or generic Minimal or no sensory imagery throughout the poem Figurative Language ____/10 Masterfully incorporates 3+ types of figurative language (metaphor, simile, personification, etc.) with precision and creativity Uses 3 types of figurative language effectively Uses 2 types of figurative language with some effectiveness Uses fewer than 2 types of figurative language Prewriting & Planning ____/10 Comprehensive mind map showing deep reflection and thoughtful connections between identity aspects Detailed mind map with clear connections to poem content Partial mind map with some relevant connections Minimal or no prewriting evidence Originality & Creativity ____/10 Exceptionally original poem that provides unique, profound insights into personal perspective Original poem with clear personal insights Somewhat generic poem with limited personal perspective Lacks originality and personal connection Total Points: ____/60



That looks like a really interesting and creative poetry assignment! It's a rubric for an "I am the One Who..." poem.

I can't write the poem for you, but I can definitely help you understand the different parts of the rubric or brainstorm some ideas.

Where would you like to start? We could talk about the main theme of "Identity Exploration," or maybe break down what "Sensory Imagery" or "Figurative Language" means.



SECURLY Top Deflected Users

Top Deflected AI Chat Users

Student	Total activities	Categories	Deflections	Action
User***1@students.rfsd.k12.wi.us	134	Games +3	247 (184%)	
User***2@students.rfsd.k12.wi.us	3	Firearms & Hunting +1	81 (2700%)	
User***3@students.rfsd.k12.wi.us	6	Games +1	42 (700%)	
User***4@students.rfsd.k12.wi.us	6	School Work +1	39 (650%)	
User***5@students.rfsd.k12.wi.us	4	Games	21 (525%)	
User***6@students.rfsd.k12.wi.us	11	Drugs +2	17 (155%)	

[View all](#)

SECURLY AI Usage by Time of Day

AI usage by time of the day

Sat	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	4	0	3	0	0	0	0	0	0
Fri	0	0	0	0	0	0	0	0	0	0	3	2	6	2	1	1	0	1	0	0	1	0	0	0
Thu	0	0	0	0	0	0	1	0	5	10	34	18	14	25	16	0	2	0	4	1	2	0	2	2
Wed	0	0	0	0	0	0	0	18	34	33	49	37	34	24	26	3	1	5	6	5	1	3	5	4
Tue	0	0	0	0	0	0	2	15	35	39	33	44	27	15	17	2	10	2	4	3	13	2	2	4
Mon	0	0	0	0	0	0	0	2	11	9	19	23	12	8	13	1	0	0	2	5	2	0	1	0
Sun	1	0	0	0	0	0	0	0	2	0	1	0	0	0	1	1	0	0	4	2	1	3	0	1
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	Hours																							

04



Where are we headed next?

Curriculum Teams

- Critical Thinking
- Creative
- Collaboration
- Problem Solving
- Perseverance
- Real Life
- Social Emotional
- Lifelong Learning
- Growth Mindset
- Hands On
- High Engagement
- Active Learning
- Authentic
- Productive Struggle
- Curious
- Empathetic






Neola Policies

- 5505 Academic Integrity
- 7540.03 Student Technology Acceptable Use and Safety
- 7440.08 Artificial Intelligence

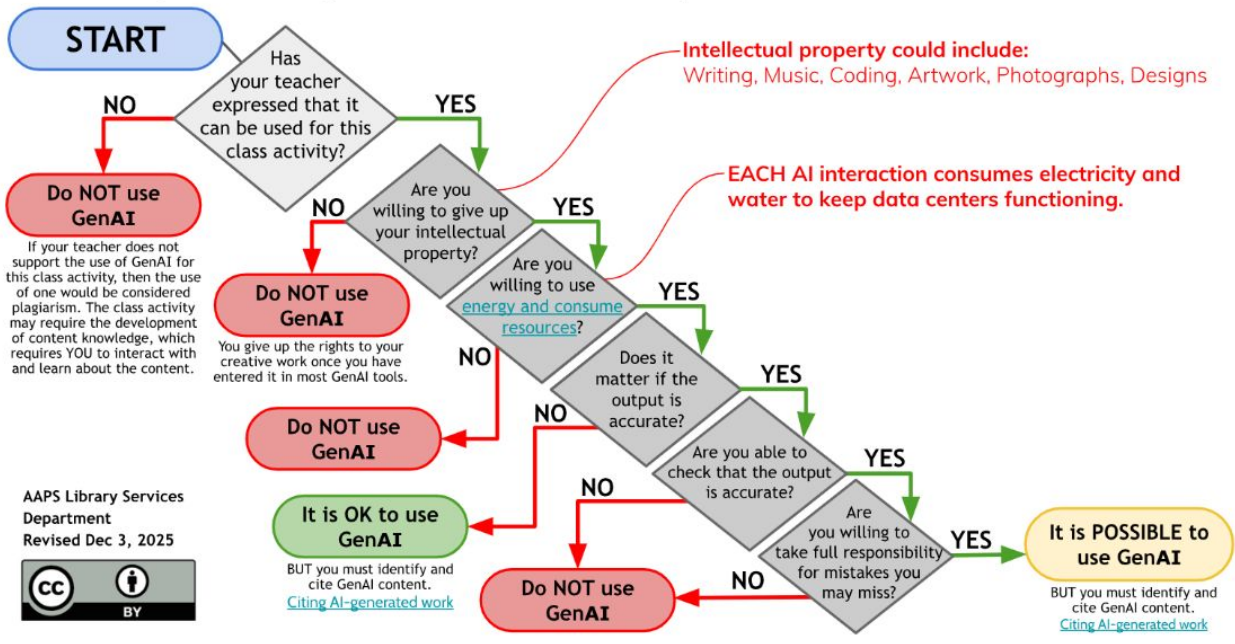
AI Usage (ROUGH DRAFT)

	High Risk / No Go	Caution / Seek Approval	Proceed with Care / Review & Verify	Encouraged Use / Best Practices	Innovate / Explore & Share
Full Description	 <p>RED LIGHT: High Risk/No Go Strictly Prohibited Use</p>	 <p>ORANGE LIGHT: Caution/Seek Approval Requires review & Explicit Approval</p>	 <p>YELLOW LIGHT: Proceed with Care Thorough Human Review & Verification Required</p>	 <p>GREEN LIGHT: Encouraged Use Ethical & Responsible Practices Followed</p>	 <p>BLUE LIGHT: Innovate Explore & Share Findings</p>
	<p>AI use is strictly prohibited. This applies to situations where AI could cause significant harm, compromise data security, or violate privacy regulations.</p>	<p>AI use is possible but requires review and explicit approval from a designated authority (e.g., department AI head, IT security). Potential risks are identified and mitigation strategies must be in place.</p>	<p>AI tools can be used, but all outputs must be thoroughly reviewed, verified, and edited by a human. Do not rely solely on AI-generated content. Transparency is key.</p>	<p>AI tools are encouraged for tasks where they enhance efficiency, creativity, and productivity, provided established best practices are followed. Focus on ethical data handling and responsible use.</p>	<p>This level encourages experimental and innovative use of AI, including exploring new tools and applications. Share findings and contribute to the collective knowledge of effective and ethical AI integration.</p>

AI Usage (ROUGH DRAFT)

	High Risk / No Go	Caution / Seek Approval	Proceed with Care / Review & Verify	Encouraged Use / Best Practices	Innovate / Explore & Share
Disclosure Requirements	 <p>RED LIGHT: High Risk/No Go Strictly Prohibited Use</p>	 <p>ORANGE LIGHT: Caution/Seek Approval Requires review & Explicit Approval</p>	 <p>YELLOW LIGHT: Proceed with Care Thorough Human Review & Verification Required</p>	 <p>GREEN LIGHT: Encouraged Use Ethical & Responsible Practices Followed</p>	 <p>BLUE LIGHT: Innovate Explore & Share Findings</p>
	<p>No AI disclosure required. May require an academic honesty pledge that AI was not used.</p>	<p>AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.</p>	<p>AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.</p>	<p>All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.</p>	<p>You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.</p>

Should you use generative AI for your classwork?



AAPS Library Services
Department
Revised Dec 3, 2025



Next Steps

- Professional learning
- Student AI Survey
- Student AI Literacy
- Environmental Impact
- Family Communication

05

How Will We Know
We've Made It?



New learning becomes new **practice**

New **practice** becomes new commitments

New commitments produce new **outcomes** for our *students* and our *system*

Resources

- Ann Arbor Public School System
- WI DPI
- CESA 11
- CESA 5
- Green Bay Area Public Schools

Summer School Update



April 13, 2026

Summer School Brief



Overall

- Transition to Infinite Campus
- Summer School Handbook for Staff
- Expanded in-town Bus Routes
- Marketing - Yard Signs, Social Media, Postcards

Elementary

- Revamp of course offerings
- Curriculum Overviews in Master Course Offering Catalog

Middle School

- Power-Up Reading
- Enrichment Courses

High School

- ACT Prep
- Enrichment Courses