

**School District of River Falls
Regular Board Meeting**

Monday, July 22, 2024 - 6:00 PM

District Office, 852 E Division Street, River Falls, Wisconsin 54022

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

1. **CALL TO ORDER - 6:00 PM IN THE DISTRICT ADMINISTRATIVE OFFICE CONFERENCE ROOM**

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

3. **PLEDGE OF ALLEGIANCE**

4. **HEARING OF VISITORS OR DELEGATIONS**

5. **INFORMATIONAL ITEMS**

A. **Superintendent, Administrative, and Student Representative Reports**

1. Superintendent Report

a. Entry Plan Update

Description: Superintendent Bell will provide an update on the entry plan for his new role in the district.

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b. Preliminary Agendas for Newspaper

Description: Due to the deadlines of the local newspapers, the district would like to add a caveat at the end of all published agendas that says: *"This preliminary agenda is prepared early in order to meet publication timelines for the area newspapers. Changes to the agenda may occur. If so, those changes will appear on the final agenda at least 24 hours in advance of the meeting. The final agenda can be viewed on the district's website: Menu>School Board>Board Meetings>Agendas & Meeting Minutes>View Board Meeting & Committee Agendas & Minutes."*

6. **ACTION ITEMS**

A. **Approval of Minutes, bills, and recommended employment**

29

Description: The following have been submitted for approval:

Item 1: June 24, 2024, Regular Board of Education meeting minutes

Item 2: Bills submitted for payment

Item 3: Pursuant to Board Policy which references Wisconsin Statutes Sections 111, 118, 121, all employees who require Wisconsin state certification shall be recommended by the superintendent to the Board of Education for approval. All recommendations presented at this time are pursuant to approved Board policies and accompanying administrative procedures.

Recommended Action: Approve minutes, bills, and employment as presented.

B. **Consideration and/or Action to approve July 15, 2024, Educational Program Committee recommendations**

43

Description: The Educational Program Committee met on July 15, 2024, to approve the 2024-25 Academic Standards Public Notice and to approve the 2024-25 student and athletic handbooks.

Recommended Action:

1. Approve Academic Standards Public Notice.
2. Approve the 2024-25 Elementary Student Handbook.
3. Approve the 2024-25 Meyer Middle School Student Handbook.
4. Approve the 2024-25 Meyer Middle School Athletic Handbook.
5. Approve the 2024-25 Renaissance Charter Academy Student Handbook.
6. Approve the 2024-25 River Falls High School Student Handbook.
7. Approve the 2024-25 River Falls High School Athletic Handbook.

C. **Consideration and/or Action to approve July 15, 2024, Finance & Facilities Committee recommendations**

293

Description: The Finance and Facilities Committee met on July 15, 2024, to hear an update on internal controls in the Finance office, to hear a 2023-24 budget update, to approve the 2023-24 fiscal year-end fund balance designations, to approve the 2023-24 year-end Fund 46 transfer, to hear an update on the July 1 Equalization Aid estimate for 2024-25, and hear an update on the design and planning of the referendum projects.

Recommended Action:

1. Approve the 2023-24 fiscal year-end fund balance designations.
2. Approve the 2023-24 year-end Fund 46 transfer.

D. Consideration and/or Action to approve July 15, 2024 Personnel Committee recommendations

299

Description: The Personnel Committee met on July 15, 2024, to hear a certified staffing update, to approve the 2024-25 employee handbook revisions, and to approve the safety and crisis response program assistant, the academic services, student services and finance & facilities program assistant, and the speed & strength program assistant job descriptions.

Recommended Action:

1. Approve the 2024-25 RFSD Employee Handbook revisions.
2. Approve the Safety and Crisis Response Program Assistant job description.
3. Approve the Academic Services, Student Services, and Finance & Facilities Program Assistant job descriptions.
4. Approve the Speed and Strength Program Assistant job description.

E. Consideration and/or Action to approve the Administrative recommendation to officially close the K-8 Virtual eSchool program indefinitely

Description: District Administration will formally present the Board with the recommendation to officially close the K-8 Virtual eSchool program. The K-8 Virtual eSchool was previously suspended in March 2023 due to district funding concerns and low enrollment.

Recommended Action: Approve the Administrative recommendation to officially close the K-8 Virtual School program.

F. Consideration and/or Action to approve the first readings of revised School Board Policy 411.11 Title IX Sexual Harassment and 411.11-Rule Title IX Sexual Harassment Complaint Procedures

308

Description: District Administration will provide recommendations for revisions to Policies 411.11 and 411.11-Rule.

Recommended Action: Approve the first readings of revised School Board Policy 411.11 Title IX Sexual Harassment and 411.11-Rule Title IX Sexual Harassment Complaint Procedures.

G. Consideration and/or Action to approve the second reading of the new School Board Policy 342 Programs for Children with Disabilities

354

Description: The first reading of the new policy 342 Programs for Children with Disabilities was approved at the June 24, 2024, Regular Board Meeting.

Recommended Action: Approve the second reading of the new School Board Policy 342 Programs for Children with Disabilities.

H. Consideration and/or Action to approve the second reading of revised School Board Policy 345.44 Elementary School Grade Level Promotion

Description: District Administration recommends that this revision should not proceed with the second approval in order to conduct further review of the policy.

Recommended Action: None, informational only.

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

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

Recommended Action: As needed.

J. Schedule next Board/Committee meetings

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

Recommended Action: Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, August 5, 2024, 6:00 p.m.

Finance and Facilities Committee meeting: Monday, August 12, 2024, 6:00 p.m.

Personnel Committee meeting: Monday, August 12, 2024, 7:00 p.m. (or immediately following Finance and Facilities)

Regular Board meeting: Monday, August 19, 2024, 6:00 p.m.

All of the above meetings will be held at the District Office Conference Room, 852 E. Division Street unless noted otherwise.

7. ADJOURN

Superintendent Report



July 22, 2024

Superintendent Entry Plan



- A vision for the transition of Superintendent leadership at River Falls School District.
- Students, staff, and community stakeholders deserve a transition that will **maintain continuity** in our culture, **sustain the positive momentum** that exists at all levels of the organization, and **identify opportunities for continuous district growth and improvement.**

Entry Plan Goals



- **Governance:** Support challenging, meaningful, and engaging learning experiences by maintaining effective Board governance.
- **Student Success:** Implement the 2022-27 Strategic Plan by aligning resources, promoting collaboration, eliminating barriers, and advocating for ALL students.
- **Organizational Alignment:** Lead an efficient administrative leadership structure that addresses system needs and supports the attainment of district and school goals.
- **Communication and Engagement:** Communicate with and seek feedback from students, staff, families, and the community in a transparent, open, collaborative, and sincere manner.

Monitoring the Entry Plan



- The Superintendent will provide progress updates at the following intervals
 - 30 Day Check-In (7/22/24)
 - 90 Day Target (10/21/24)
 - 180 Day Target (2/17/25)
 - 360 Day Target (6/16/25)
- Allows for adjustments, modifications, and promotes ongoing communication.

30-Day Check-In (7/22/24)



- **Governance**
 - Board review of Superintendent entry plan
 - 2024-25 policy review schedule
- **Student Success**
 - Share draft 2024-25 Strategic Plan progress monitoring schedule
- **Organizational Alignment**
 - Complete recruitment and onboarding of new administrators.
- **Communication and Engagement**
 - Share plan for Superintendent school and community engagement

Governance



| POLICY # | POLICY TITLE | DATE OF LAST REVISION | DRAFT REVISION | SCHEDULED NEXT REVISION |
|-------------|---|-----------------------|--------------------------------|-------------------------|
| 110 | School District Mission and Vision Statements | 6/24/24 | - | |
| 111 | District Value Statements | 6/24/24 | - | |
| 113 | Nondiscrimination in District Programs, Activities and Operations (includes Title IX) | NEW POLICY | | 9/30/2024 |
| 130 | School Board Legal Status | 6/24/24 | - | |
| 132 | Board Member Designation | 8/16/16 | 132-DRAFT | 8/19/24 |
| 133 | Filling Board Vacancies | 9/19/11 | 133-DRAFT | 8/19/24 |
| 133- Rule | Procedures for Filling School Board Vacancies | NEW POLICY | 133-RULE DRAFT | 8/19/24 |
| 141 | Board Officers | 8/16/16 | 141-DRAFT | 8/19/24 |
| 142 | School Attorney | 8/16/16 | 142-DRAFT | 8/19/24 |
| 151 | Board Policy Development | 8/16/16 | 151-DRAFT | 8/19/24 |
| 151.2 | Policy Dissemination | 8/16/16 | 151.2 DRAFT | 8/19/24 |
| 151.3 | Administration in Policy Absence | 8/16/16 | 151.3 DRAFT | 8/19/24 |
| 152 | Goal Setting | 6/24/24 | - | |
| 152 - Rule | Goal Setting Procedure | 6/24/24 | - | |
| 153 | Evaluation of Board Operations | 8/16/16 | 153-DRAFT | 9/30/24 |
| 161 | Board Member Authority | 8/16/16 | 161-DRAFT | 9/30/24 |
| 162 | New Board Member Orientation | 8/16/16 | 162-DRAFT | 9/30/24 |
| 163 | Board Conferences, Conventions and Workshops | 8/16/16 | 163-DRAFT | 9/30/24 |
| 163.1 | School Board Memberships | 8/16/16 | 163.1-DRAFT | 9/30/24 |
| 164 | Board Member Compensation and Expenses | 8/16/16 | 164-DRAFT | 9/30/24 |
| 165 | Board Member Ethics | 8/16/16 | 165-DRAFT | 9/30/24 |
| 166 | Board Member Electronic Communications | NEW POLICY | | 10/21/2024 |
| 171 | Regular Board Meetings | 8/16/16 | 171-DRAFT | 10/21/2024 |
| 171.1 | Public Notification of Board Meetings | 1/23/23 | 171.1-DRAFT | 10/21/2024 |
| 171.2 | Agenda Preparation and Dissemination | 8/16/16 | 171.2-DRAFT | 10/21/2024 |
| 171.3 | Consent Agendas | 8/16/16 | 171.3-DRAFT | 10/21/2024 |
| 172 | Special Board Meetings | 8/16/16 | 172-DRAFT | 10/21/2024 |
| 173 | Closed Sessions | 8/16/16 | 173-DRAFT | 10/21/2024 |
| 174 | Board Organizational Meeting | 8/16/16 | 174-DRAFT | 10/21/2024 |
| 181 | Rules of Order | 8/16/16 | 181-DRAFT | 10/21/2024 |
| 182 | Quorum | 8/16/16 | 182-DRAFT | 10/21/2024 |
| 183 | Voting | 8/16/16 | 183-DRAFT | 1/18/24 |
| 184 | Minutes | 12/16/19 | 184-DRAFT | 1/18/24 |
| 185 | Board Committees | 12/19/16 | 185-DRAFT | 1/18/24 |
| 186 | Citizen Advisory Committees | 12/19/16 | 186-DRAFT | 1/18/24 |
| 186 - Rule | Citizen Advisory Committee Guidelines | 12/19/16 | 186-RULE-DRAFT | 1/18/24 |
| 187 | Public Participation at Board Meetings | 8/16/16 | 187-DRAFT | 1/18/24 |
| 188 | Remote Board Member Participation in Meetings | 12/17/18 | 188-DRAFT | 1/18/24 |
| 188 - Emer. | Remote Board Member Participation in Meetings - Emergency Policy | 4/6/20 | SUSPEND | 1/18/24 |
| 190 | Recognitions for Accomplishment | 8/16/16 | 190-DRAFT | 1/18/24 |

- **100-Operations:**
 - Policy Review complete by 12/31/24
- **200-Administration**
 - Policy Review complete by 1/31/25
- **300-900 Series**
 - Policy review will start at Personnel, Ed Programming, and Finance/Facilities Meetings
 - Goal is to review 8-12 policies per series (approx. 60 policies reviewed by 6/30/25).

Student Success



24-25 Strategic Plan Monitoring

1. There is a lot to celebrate!
2. Our work starts with the Mission, Vision, and Strategic Plan.
3. We are focusing on closing the execution gap.
4. Data and stakeholder feedback guide what is wildly important and how we will prioritize our time/resources.

There is a lot to celebrate!



Our work starts with the Mission, Vision, and Strategic Plan

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 - We center our policies, practices, and actions on doing what is best for all students.

PEOPLE MATTER - We value and respect our staff, and will find success by supporting their participation in collaborative learning communities.

EQUITY - We ensure the individual personal needs of every child is supported by high quality education/resources to pursue their unique potential.

RESPECT - We affirm the worth and dignity of all students, employees and community members. We foster a climate of civility, acceptance, and reasoned debate, embracing our diversity as a strength.

INTEGRITY - We ground our actions in character, honesty, responsibility, service, and compassion toward others.

EXCELLENCE - We embrace the continuous pursuit of improvement in school operations, services, and programs.

INNOVATION - We inspire and empower innovative thought and practice.

COMMUNICATION - We are accountable and transparent in order to maintain public trust.



SCHOOL DISTRICT OF
River Falls

STRATEGIC PLAN
2022-2027

GOAL 1:

Hold High
Expectations for
Student Learning

GOAL 2:

Provide a Safe,
Welcoming, and
Healthy School
Environment

GOAL 3:

Attract, Retain,
and Develop
High Quality Staff

GOAL 4:

Provide Life
Readiness Skills

GOAL 5:

Uphold
Operational
Excellence¹²



GOAL #1

HOLD HIGH EXPECTATIONS FOR STUDENT LEARNING

- 1.1** Support a collaborative teaching culture focused on student learning.
- 1.2** Identify and monitor academic readiness benchmarks.
- 1.3** Implement equitable systems of support and resources for every learner.
- 1.4** Ensure high quality, accessible, and meaningful early childhood, 4K, and kindergarten programming that prepares children for success in school.
- 1.5** Increase career and college planning and experiences for students.

PROVIDE SAFE, WELCOMING, & HEALTHY SCHOOL ENVIRONMENT

GOAL #2

- 2.1** Monitor safety plans and crisis response protocols at district, school, and classroom levels on a regular basis.
- 2.2** Develop school-wide behavior expectations that align to district core values.
- 2.3** Increase participation in afterschool and co-curricular activities by removing barriers that impede participation.
- 2.4** Conduct bi-annual school culture & climate surveys to collect student and family feedback on student safety, engagement, and connectedness at school.
- 2.5** Create a multi-level support system (MLSS) to provide social, emotional, and overall mental health support for students.
- 2.6** Review and update curriculum and library resources to be age- and developmentally-appropriate, while offering a diverse balance of culture, race, backgrounds, and life experiences.





GOAL #3

ATTRACT, RETAIN, & DEVELOP HIGH QUALITY STAFF

- 3.1** Enhance mentoring and coaching support for new certified teaching staff.
- 3.2** Implement a mentoring and development program for paraprofessionals and bus drivers.
- 3.3** Strengthen Professional Learning Communities (PLC) at all schools to include a culture of collaboration, development of an aligned curriculum, common assessments, and the sharing of effective instructional practices.
- 3.4** Monitor and maintain regionally competitive salary and benefits for all staff.
- 3.5** Organize comprehensive and focused professional development plans that align to our mission, vision, and goals.
- 3.6** Maintain and improve proactive communication systems that give employees the opportunity to provide feedback.

PROVIDE LIFE READINESS SKILLS

GOAL #4

- 4.1** Embed skills into the curriculum and instructional practices to support the development of critical thinking, problem solving, perseverance, adaptability, social-emotional awareness, financial literacy, and a desire for lifelong learning.
- 4.2** Strengthen district equity, inclusivity, and diversity (EID) efforts by involving students and staff in learning that promotes global citizenship, increases cultural competence, and cultivates an appreciation for our diverse world.
- 4.3** Continue to partner with families and the community to enhance character education programs and initiatives.
- 4.4** Research and determine health and wellness priorities for students and staff.





GOAL #5

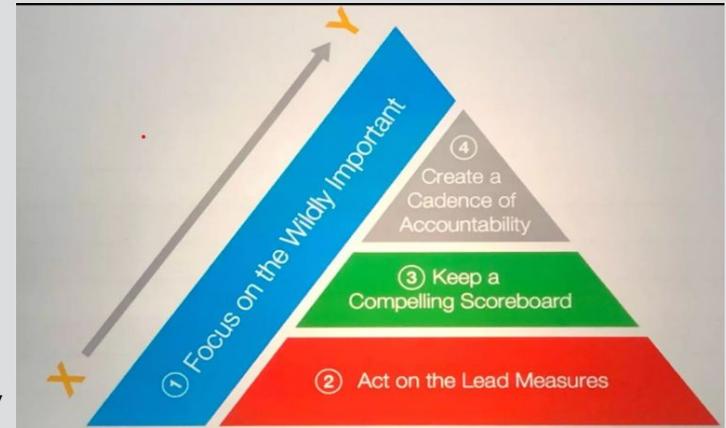
UPHOLD OPERATIONAL EXCELLENCE

- 5.1** Develop, update, and communicate a long-range facility plan to address educational adequacy, space needs, community interests, transportation needs, and co-curricular activities.
- 5.2** Develop and communicate to the public a long-range enrollment projection and classroom space needs assessment correlated with district financial projections.
- 5.3** Analyze enrollment and housing trends to determine if or when there is a need for elementary school attendance boundaries to be revised.
- 5.4** Determine a long-range mission for the Renaissance Charter Academy that expands college and career opportunities.
- 5.5** Provide frequent, ongoing, transparent communication to the community related to all school programs, facilities, resources, and finances.

It can be overwhelming so we are focusing on a disciplined planning process.



- **Discipline #1: Focus on the Wildly Important**
 - *Too many priorities, means no priorities.*
 - *Specific, measurable*
- **Discipline #2: Act on the Lead Measures**
 - *Predictive, Actionable*
 - *Within our circle of influence*
- **Discipline #3: Keep a Compelling Scoreboard**
 - *Shared widely*
 - *No blame or shame*
- **Discipline #4: Create a Cadence of Accountability**
 - *Regular, repeated, and predictable*
 - *Board, School/Department, Classroom*



Summarized based on the work of Sean Covey ([LINK](#))

D1: Too many priorities, means no priorities



- We can't give the same level of attention to each strategic plan sub goal.
- How do we prioritize?
 - Data Review and Analysis
 - Strategic Plan
 - Academic Benchmarks
 - Attendance Benchmarks
 - Stakeholder Feedback
- Guiding Questions: What gap is most worth closing? Which areas are most critical to our success? What areas cause us the most pause? Where is there alignment between the data and the strategic plan?

D1: From x to y by 2027

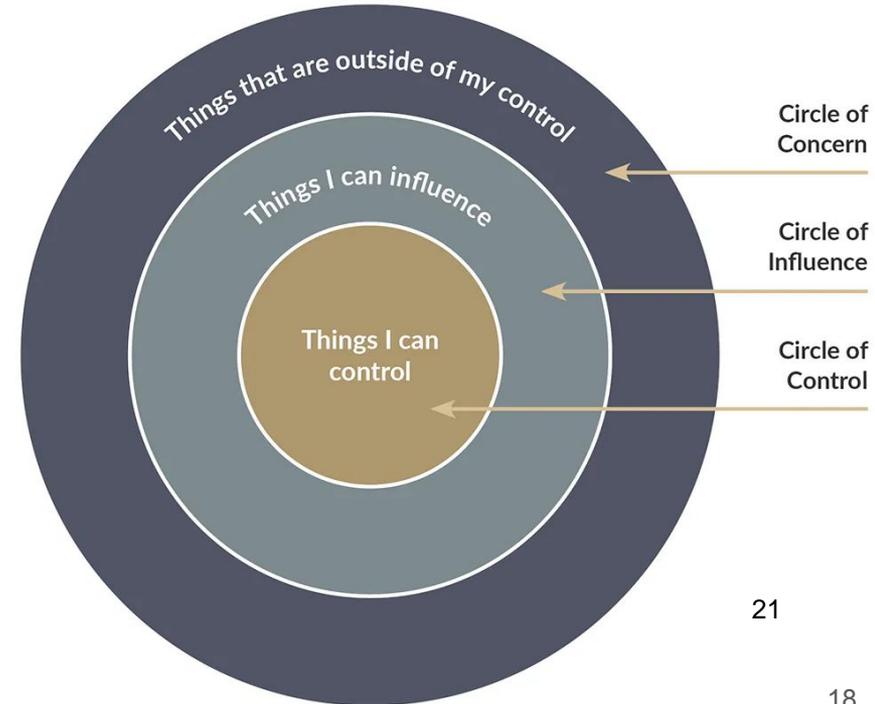


- What data and feedback tells us is most important.
 - *Academic Growth* → *River Falls Learns*
 - *Student Engagement* → *River Falls Connects*
 - *Employee Satisfaction* → *River Falls Works*
- We can't all impact all three of these areas.
- Each school and department will create specific/targeted goals that are within their circle of influence.
 - *From x to y by 2027*

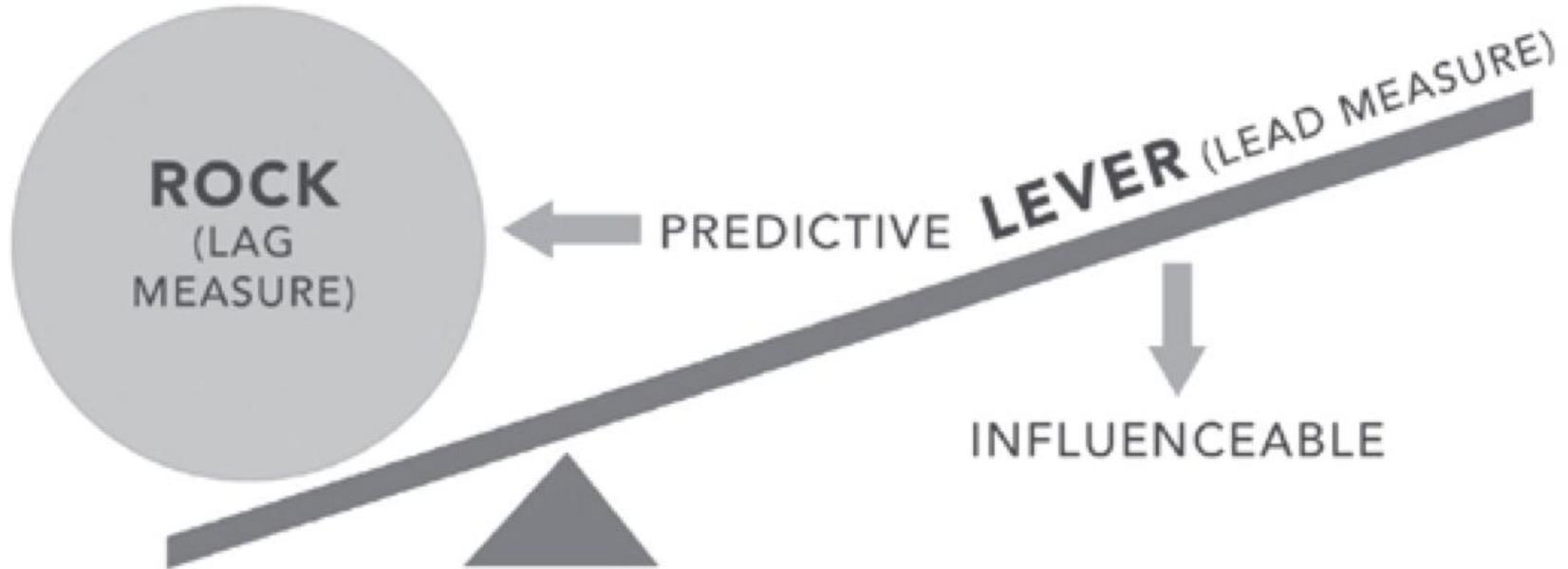
D2: Act on Lead Measures



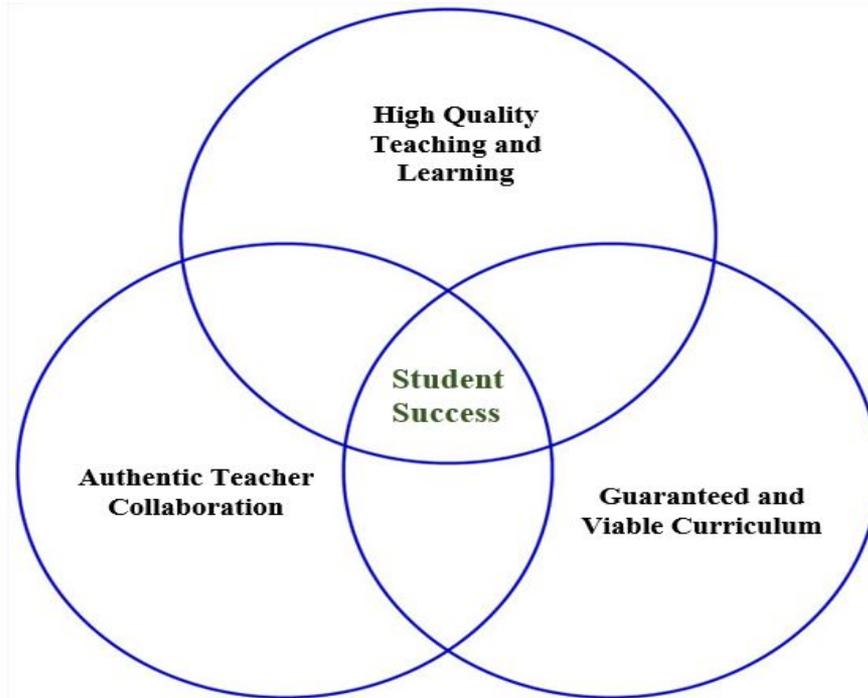
- School Report Cards, Forward Data, and ACT Data are important to analyze but it is lag data.
 - By the time it is available, there is nothing we can do to impact it.
 - Looking at this data in isolation without identifying leading measures to act on is ineffective and frustrating.



D2: Act on Lead Measures



D2: Academic Growth Lead Measures



D3: Keep a Compelling Scorecard



- Where are we going? How do we know if we have arrived?
 - Scorecards help us celebrate/evaluate progress, examine programs/systems, and cultivate a continuous improvement mindset.
 - Not about blame or shame.
 - Focus is on continuous improvement
 - No personally identifiable information

D3: Keep a Compelling Scorecard



SCHOOL DISTRICT OF
River Falls

District Scorecard (Draft)
2024-2025

RIVER FALLS LEARNS

Commitment to academic growth of all students.
Investment in college and career planning experiences.
Strong systems of support and robust resources for every learner.

RIVER FALLS WORKS

Supportive collaborative teaching culture focused on student learning and high quality teaching practices.
Mentoring and coach support for all staff.
Regionally competitive salary and benefits package.
Dedicated to a strong district and building culture and climate.

RIVER FALLS CONNECTS

Connected and supportive community.
Transparent and open communication.
College and technical college connections.

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 | Equity | Integrity | Innovation |
| People Matter | Respect | Excellence | Communication |

D4: Cadence of Accountability



SCHOOL DISTRICT OF
River Falls

Administrative Office
852 E. Division Street, River Falls WI 54022
PHONE: (715) 425-1800 FAX: (715) 200-5771
www.rfsd.k12.wi.us



SCHOOL BOARD MONITORING CALENDAR

| MONTH | MEETING | PRESENTATION | MONTH | MEETING | PRESENTATION |
|------------------|---|---|-----------------|------------------------|--|
| July | School Board Meeting | Strategic Plan Scorecard Draft, Superintendent Entry Plan | January | Finance and Facilities | Budget Forecast and Facility Planning |
| August | Personnel, Ed Pro, and Finance and Facilities | 2024-25 Committee Goals | February | Personnel Committee | Salary Comparability Report |
| September | School Board Meeting | Final Strategic Plan Scorecard and Monitoring Calendar | March | School Board Meeting | Elementary WIG Report |
| October | School Board Meeting | Elementary WIG Report, Superintendent 90-day Report | April | School Board Meeting | MS/HS, SPED WIG Report |
| October | Personnel Committee Meeting | Staff Retention Report | June | School Board Meeting | Final WIG Reports |
| November | School Board Meeting | MS/HS and SPED WIG Report | June | Planning Retreat | Updated Strategic Plan Scorecard Draft |
| December | Ed Pro | State Assessment Report | June | Planning Retreat | Stakeholder Feedback Analysis |

Organizational Alignment



- Rachel Mader-Westside Elementary Principal
- Mary Beth Elliott and Amy Wise-Director of Academic Services



Communication and Engagement



- Initial Community Connections
 - Forward Foundation
 - UWRF
 - Lions
- Engagement Planning
 - Communications Guiding Principles
 - Snacks with Superintendent
 - Student Organizations
 - State Legislators

DAVID BELL, SUPERINTENDENT

It is an honor and privilege to serve as the Superintendent of the School District of River Falls. Our district strives to inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment. We work collectively to provide personalized, relevant learning to all students, so they are prepared for whatever tomorrow brings.

As Superintendent, my primary responsibility is to provide leadership in developing, achieving, and maintaining outstanding educational programs, services, and opportunities for the students, staff, and residents of the School District of River Falls.

Prior to my current position, I served as the Director of Human Resources and Leadership Development in River Falls; Superintendent and Principal in Cashton, WI, and a science teacher in Hudson, WI.
715-425-1800 | [Email](#)

CONTACT US



Bell, David
Superintendent
[Email](#)



Taylor, Amanda
Administrative Assistant
[Email](#)

School District of River Falls
Regular Board Meeting
Monday, June 24, 2024 - 6:00 PM
District Office, 852 E Division Street
River Falls, Wisconsin 54022

The regularly scheduled meeting of the River Falls Board of Education was called to order on Monday, June 24, 2024, at the District Office, 852 E Division Street, River Falls, Wisconsin 54022. Vice President Tuchtenhagen called the meeting to order at 6:00 p.m. It was ascertained that notice of the meeting had been properly posted in the appointed locations, and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

Vice President Alan Tuchtenhagen, Clerk Lindsey Curtis, members Monica LaVold and Alison Page. Also present were Director of Human Resources and Leadership Development David Bell, Director of Academic Services Nate Schurman, and Director of Finance & Facilities Lynette Coy. Student Services Director Mark Inouye, Renaissance Charter Academy teacher Peggy Webb. School Resource Officers Chris Gottfredsen, Bryan Jensen, and Adam Amaro.

HEARING OF VISITORS OR DELEGATIONS

A parent and a couple of community members raised concerns about policy 345.44, recent policy approvals/changes, and questions about the Library Media Plan.

INFORMATIONAL ITEMS

A. Wildcat Pride Awards

Lee Johnston was recognized for taking on the role of mentor for a younger student at Greenwood Elementary School.

B. Acknowledgment / Recognition

Superintendent Jamie Benson was recognized for his upcoming retirement at the end of June after 11 years with the School District of River Falls and 39 years in education. Coy read a statement from School Board President Stacy Johnson Myers. Bell read a statement from Jamie Benson.

C. Superintendent, Administrative, and Student Representative Reports

1. School Resource Officer Annual Reports

Officer Gottfredsen reflected on his 16 years with the district. He is retiring at the end of the summer. Officer Jensen provided his annual police liaison report to the board. He just completed his sixth year with the district and will be transitioning to the middle school and elementary schools in the fall. Officer Amaro introduced himself to the board; he will be taking over the high school position.

2. Administrative Reports

a. General Education Diploma Option 2 Update

Student Services Director Mark Inouye and the new Renaissance Charter Academy Coordinator Peggy Webb provided an update on the GEDO-2 program. The district currently has 22 students who could potentially benefit from this program.

3. Superintendent Report

a. School Forest Update

The local River Falls Rotary is funding the construction of the new pavilion style facility at the school forest prairie location. The Rotary is currently gathering bids for excavation, ground prep, and the pavilion itself. The plan is to have the pavilion built before the snow flies.

b. Referendum Update

Bell noted that the district is transitioning to a new architect Bray and that most of the initial schematic designs are done. The construction timeline will be starting in late spring/summer of 2025 with final completion of all projects in 2026.

ACTION ITEMS

A. Tuchtenhagen reviewed the minutes, bills, and recommended employment items on the Agenda. Page moved, seconded by LaVold that the Board approve the following:

1. The Minutes from the May 20, 2024, Regular Board of Education meeting.

2. The Minutes from the May 22, 2024, Special Board of Education meeting.
3. The Minutes from the June 3, 2024, Board of Education Retreat.
4. Accounts Payable and Payroll payments in the amount of \$4,150,572.74.
5. Pursuant to Board Policy which references Wisconsin Statutes Sections 111, 118, and 121, approval of the following employment recommendations:
 1. Recommended approval of the employment of Morgan Kennealy as 1.0 FTE Special Education Teacher at Rocky Branch Elementary School effective August 20, 2024 (replaces Kirsten Crowe). Ms. Kennealy earned her bachelor's degree from UW-Stout and has 3 years of experience (Rosemount MN). Her salary will be based on level B2 of the salary ladder.
 2. Recommended approval of the employment of Ella Linder as 1.0 FTE Fourth Grade Teacher at Rocky Branch Elementary School effective August 20, 2024 (replaces Pam Friede). Ms. Linder earned her bachelor's degree from UW-River Falls and her salary will be based on level A1 of the salary ladder.
 3. Recommended approval of the employment of Melissa Fierro as 1.0 FTE Math Enrichment Teacher at Meyer Middle School effective August 20, 2024 (replaces Abigail Lerum). Ms. Fierro earned her bachelor's degree from Governors State University and master's degrees from Mississippi State University and University of Illinois-Champaign. She has 23 years of experience (KanKaKee, Lockport, and Joliet IL) and her salary will be based on level G3M of the salary ladder.
 4. Recommended approval of the employment of Amy Wise as 0.8 FTE Instructional Coach at Meyer Middle School effective August 20, 2024 (new position). Ms. Wise earned her bachelor's degree from the College of St. Benedict and her master's degree from Hamline University. She has 23 years of experience (Turtle Lake, Hudson, Cottage Grove) and her salary will be based on level G3M of the salary ladder.
 5. Recommended approval of the employment of Kara Wellman as 1.0 FTE Eighth Grade English/Language Arts Teacher at Meyer Middle School effective August 20, 2024 (replaces Nicole McKone). Ms. Wellman earned her bachelor's degree from UW-River Falls and her master's degree from Western Governors University. Her salary will be based on level BASE-M of the salary ladder.
 6. Recommended approval of the employment of Ashton Cadman as 1.0 FTE Seventh Grade Science Teacher at Meyer Middle School effective August 20, 2024 (replaces Billie Jo Johnson). Ms. Cadman earned her bachelor's degree from UW-Milwaukee and has ½ year of experience (West Allis). Her salary will be based on level A1 of the salary ladder.
 7. Recommended approval of the employment of Delaney Smith as 1.0 FTE Science Teacher at River Falls High School effective August 20, 2024 (replaces Spencer Rohlinger). Ms. Smith earned her bachelor's degree from UM-Twin Cities and her master's degree from UW-Madison. She has 1 year of experience (Baldwin-Woodville) and her salary will be based on level A1M of the salary ladder.
 8. Recommended approval of the employment of Alison Oosterhuis as 1.0 FTE School Counselor at River Falls High School effective August 20, 2024 (replaces Whitney Sutton). Ms. Oosterhuis earned her bachelor's degree from UM-Twin Cities and her master's degree from UW-River Falls. She has 1 year of experience (Rosemount MN) and her salary will be based on level B1M of the salary ladder.
 9. Recommended approval of the employment of Kaylin Lallemond as 1.0 FTE English Language Teacher at River Falls High School effective August 20, 2024 (replaces Christine Engel). Ms. Lallemond earned her bachelor's degree from Bethel University and has 1 year of experience (Maplewood). Her salary will be based on level A1 of the salary ladder.
 10. Recommended approval of the transfer of employment for Sarah Plum from 1.0 FTE Vocal Music Teacher at Meyer Middle School and River Falls High School to 1.0 FTE Vocal Music Teacher at River Falls High School effective August 26, 2024 (replaces Carrie Loney).
 11. Recommended approval of the transfer of employment for Emily Brennan-Bobert from 1.0 FTE Special Education Teacher at Greenwood Elementary School to 1.0 FTE Special Education Teacher at Rocky Branch Elementary School effective August 26, 2024 (increased enrollment).
 12. Recommended approval of the transfer of employment for Chase Nelson from 1.0 FTE Physical Education Teacher at Rocky Branch Elementary School to 1.0 FTE Physical Education Teacher at Meyer Middle School effective August 26, 2024 (replaces Jason Wolf).
 13. Recommended approval of the increased employment for Julie Webb, Reading Teacher at River Falls Public Montessori Elementary School, from 0.6 FTE to 0.75 FTE effective August 26, 2024 (increased needs).
 14. Recommended acceptance of the resignation of Kim Miller as full-time English Teacher at River Falls High School effective the end of the 2023-24 year.
 15. Recommended acceptance of the resignation of Jason Wolf as full-time Physical Education Teacher at Meyer Middle School effective the end of the 2023-24 year.
 16. Recommended acceptance of the resignation of Erin Earley as full-time Speech/Language Pathologist at Rocky Branch Elementary School effective the end of the 2023-24 year.
 17. Recommended acceptance of the resignation of Chris Kamrath as full-time Principal at Westside Elementary School effective June 30, 2024. Motion carried unanimously (4-0).

B. Consideration and/or Action to approve June 10, 2024, Educational Program Committee recommendations

The Educational Program Committee met on June 10, 2024, to approve the District Library Plan, to approve the District Title III Plan, to hear an open enrollment report, to approve the revised policy 345.44 Elementary School Extra Year Program, and finally to approve the new policy 342 Programs for Children with Disabilities.

1. Tuchtenhagen moved, seconded by Curtis to approve the School District of River Falls' Library Media Plan as revised. Motion carried unanimously (4-0).
2. Curtis moved, seconded by LaVold to approve the School District of River Falls' Title III plan. Motion carried unanimously (4-0).
3. LaVold moved, seconded by Curtis to approve the first reading of revised School Board Policy 345.44 Elementary School Extra Year Program. Motion carried unanimously (4-0).

4. Curtis moved, seconded by Tuchtenhagen to approve the first reading of the new School Board Policy 342 Programs for Children with Disabilities. Motion carried unanimously (4-0).

C. Consideration and/or Action to approve June 17, 2024, Finance & Facilities Committee recommendations

The Finance and Facilities Committee met on June 17, 2024, to approve the 2023-24 budget revisions, to review the preliminary 2024-25 budget, and to approve the 10-year summer capital projects list. The committee also went into closed session to discuss contracts for architectural services and authorized Bray Architects.

1. Page moved, seconded by Curtis to approve the 2023-24 Budget Revisions. Motion carried unanimously (4-0).
2. Page moved, seconded by LaVold to approve the 10-Year Summer Capital Projects List. Motion carried unanimously (4-0).
3. Tuchtenhagen moved, seconded by Page to authorize the Administration to enter into an Architectural Services contract with Bray Architects. Motion carried unanimously (4-0).

D. Consideration and/or Action to approve June 17, 2024 Personnel Committee recommendations

The Personnel Committee met on June 17, 2024, to hear a certified staffing update, to review the Director of Community Education & the Community Education Program Assistant job descriptions, to approve the 2024-25 Employee Handbook updates, and to discuss the advanced learning grant awards. The committee also went into closed session to discuss the 24-25 teacher ladder and high need stipend placements.

1. LaVold moved, seconded by Paget to approve the Director of Community Education and the Community Education Program Assistant job descriptions and the 2024-25 Employee Handbook revisions. Motion carried unanimously (4-0).

E. Consideration and/or Action to approve the second readings of revised School Board Policy 110 District Mission and Vision Statements, Policy 111 District Value Statements, Policy 130 School Board Responsibilities and Legal Status, Policy 152 Goal Setting, Policy 152-Rule Goal Setting Procedure, Policy 345.11 Class Rank for WI Act 95 Guaranteed UW System Admission Law, and Policy 372 Student Publications and Productions.

The first readings of revised policies 110 District Mission and Vision Statements, 111 District Value Statements, 130 School Board Responsibilities and Legal Status, 152 Goal Setting, 152-Rule Goal Setting Procedure, 345.11 Class Rank for WI Act 95 Guaranteed UW System Admission Law, and 372 Student Publications and Productions were approved at the May 20, 2024, Regular Board Meeting.

Tuchtenhagen moved, seconded by Page to approve the second readings of revised School Board Policy 110 District Mission and Vision Statements, revised School Board Policy 111 District Value Statements, revised School Board Policy 130 School Board Responsibilities and Legal Status, revised School Board Policy 152 Goal Setting, revised School Board Policy 152-Rule Goal Setting Procedure, the new School Board Policy 345.11 Class Rank for Wisconsin Act 95 Guaranteed UW System Admission Law and the revised School Board Policy 372 Student Publications and Productions. Motion carried unanimously (4-0).

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

As always, Board members will be given the opportunity to suggest items for future Board member agendas. No suggestions at this time.

G. Schedule next Board/Committee meetings

Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, July 15, 2024, 6:00 p.m.

Finance and Facilities Committee meeting: Monday, July 15, 2024, 7:00 p.m. (or immediately following Educational Program)

Personnel Committee meeting: Monday, July 15, 2024, 8:00 p.m. (or immediately following Finance and Facilities)

Regular Board meeting: Monday, July 22, 2024, 6:00 p.m.

All of the above meetings will be held at the District Office Conference Room, 852 E. Division Street unless noted otherwise.

H. Consideration of adjourning to closed session pursuant to Wis. Stat. sec. 19.85(1)(e), which permits convening in closed session for the purpose of deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session, for a debt issue discussion. The Board did not go into closed session.

ADJOURNMENT

Vice President Tuchtenhagen declared the meeting adjourned at 7:24 p.m.

SCHOOL DISTRICT OF RIVER FALLS
River Falls , Wisconsin 54022

July 2024 Board Meeting

| Accounts Payable | AMOUNT |
|---|----------------|
| Checks # 218120 - 218805 | \$1,174,661.33 |
| ACH # 232400115-232400175 | \$275,846.58 |
| Wires The Standard, Mn Life, Medica, Payroll Taxes Delta, WEA, Wis Deferred Comp, EBC Postage, HSA Bank,, WRS-Retirement | \$1,481,860.32 |

| | | |
|---|--|-----------|
| NSF/Return of Funds | | |
| Void Ck #217995; Ck #218001 | | -\$860.00 |

PAYROLL

| | | |
|--|--|----------------|
| Checks # | | \$0.00 |
| ACH # 997388556 - 997389791 | | \$1,617,134.02 |
| Void | | \$0.00 |

\$4,548,642.25

Actual

| | |
|------------------------------------|-----------------|
| FNB - General Money Market Balance | \$16,195,307.11 |
| RCU - Money Market Balance | \$144,733.58 |

Publication List - Checks over \$100 - July 2024 Meeting

| POST | CHECK | | INVOICE | |
|----------|--------|---------------------------------------|--------------------|--------------|
| DATE | NUMBER | VENDOR | DESCRIPTION | AMOUNT |
| 6/7/2024 | 218121 | ANDERSEN, VICTORIA | CE Class Pymt | \$ 200.82 |
| 6/7/2024 | 218122 | AUTO VALUE | Multiple Invoices | \$ 136.65 |
| 6/7/2024 | 218123 | AWSA | Conf Reg | \$ 660.00 |
| 6/7/2024 | 218126 | BALDWIN LIGHTSTREAM | internet/phone | \$ 1,601.84 |
| 6/7/2024 | 218130 | BRICKHOUSE MUSIC LLC | Repairs | \$ 565.00 |
| 6/7/2024 | 218131 | BROOKE RINGDAHL PHOTOGRAPHY | CE Dance Photos | \$ 1,040.00 |
| 6/7/2024 | 218133 | BUCK, JACOB | officiating fees | \$ 250.00 |
| 6/7/2024 | 218134 | CARPENTER ST CROIX VALLEY | Multiple Invoices | \$ 645.00 |
| 6/7/2024 | 218136 | CENTURY BOY'S GOLF | WIAA-BGO | \$ 250.00 |
| 6/7/2024 | 218137 | CESA 11 | Multiple Invoices | \$ 307.00 |
| 6/7/2024 | 218138 | CINTAS | BG Expense | \$ 302.57 |
| 6/7/2024 | 218139 | CLAY, SHELLY | lunch acct refund | \$ 124.85 |
| 6/7/2024 | 218140 | CRAIL, DAVID | officiating fees | \$ 280.00 |
| 6/7/2024 | 218141 | CREDIT SERVICE INTERNATIONAL | Payroll accrual | \$ 194.00 |
| 6/7/2024 | 218144 | DICK'S MARKET | Multiple Invoices | \$ 5,870.48 |
| 6/7/2024 | 218148 | EHRESMANN, PATRICIA | lunch acct refund | \$ 223.45 |
| 6/7/2024 | 218149 | ELLSWORTH COMMUNITY SCHOOL DISTRICT | YA Claim | \$ 7,700.00 |
| 6/7/2024 | 218152 | EXPRESS SERVICES INC | Sub Fulfillment | \$ 5,639.60 |
| 6/7/2024 | 218153 | FALLS THEATER | Field Trip | \$ 1,620.00 |
| 6/7/2024 | 218155 | FAST COPY CENTER | Multiple Invoices | \$ 1,332.30 |
| 6/7/2024 | 218157 | FLEISCHMANN, WAYNE | officiating fees | \$ 104.40 |
| 6/7/2024 | 218158 | FOOD SERVICE-SDRF | Multiple Invoices | \$ 1,943.60 |
| 6/7/2024 | 218160 | GILBY'S STREET DEPT | Supplies | \$ 156.63 |
| 6/7/2024 | 218161 | GOODIN COMPANY | supplies | \$ 132.52 |
| 6/7/2024 | 218162 | GRAHAM, JACQUELINE | Reim supplies | \$ 177.96 |
| 6/7/2024 | 218163 | GUMZ, DEAN | officiating fees | \$ 201.10 |
| 6/7/2024 | 218167 | HARRIS | install water line | \$ 1,051.00 |
| 6/7/2024 | 218168 | HASELMAN, JOSEPH | Reim mileage | \$ 183.85 |
| 6/7/2024 | 218169 | HEALING ROOTS WELLNESS CENTER LLC | Wellness Grant | \$ 500.00 |
| 6/7/2024 | 218171 | HILLYARD INC.-MPLS | Multiple Invoices | \$ 1,004.24 |
| 6/7/2024 | 218172 | HUB 70 DESIGN AND PRINT | Multiple Invoices | \$ 113.63 |
| 6/7/2024 | 218173 | HUDSON PHYSICIANS | athletic trng | \$ 4,403.76 |
| 6/7/2024 | 218179 | KWIK TRIP INC. | Fuel | \$ 3,350.51 |
| 6/7/2024 | 218184 | LOCKIE, LISA | reim supplies | \$ 201.89 |
| 6/7/2024 | 218187 | MA'S IRVINGTON CAMPGROUND & RENTALS | Outdoor Ed | \$ 1,260.00 |
| 6/7/2024 | 218188 | MACKIN EDUCATIONAL RESOURCES | books | \$ 3,668.31 |
| 6/7/2024 | 218189 | MARK'S PLUMBING PARTS | Drinking Fountain | \$ 1,439.02 |
| 6/7/2024 | 218191 | MINDER, DAWN | CE Dance Photos | \$ 830.00 |
| 6/7/2024 | 218192 | MINUTEMAN PRESS | Multiple Invoices | \$ 7,579.81 |
| 6/7/2024 | 218193 | MONTGOMERY, PIYANUD | lunch acct refund | \$ 173.15 |
| 6/7/2024 | 218194 | NEXT LEVEL EVENTS BY TWENTY-TWO FARMS | Grad chair rental | \$ 1,230.00 |
| 6/7/2024 | 218200 | PEARSON FLORIST | Grad flowers | \$ 509.95 |
| 6/7/2024 | 218203 | RIVER FALLS CHAMBER OF COMMERCE | Parade Reg | \$ 150.00 |
| 6/7/2024 | 218205 | RF REN PROJECT LLC | Ren Rent | \$ 18,109.91 |

Publication List - Checks over \$100 - July 2024 Meeting

| | | | | |
|-----------|--------|-------------------------------------|---------------------|---------------|
| 6/7/2024 | 218206 | RIVER FALLS ACE HARDWARE | Multiple Invoices | \$ 159.06 |
| 6/7/2024 | 218207 | RIVER STATES TRUCK & TRAILER INC | Multiple Invoices | \$ 1,558.50 |
| 6/7/2024 | 218210 | SCHOOL DISTRICT OF HUDSON | YA Claim | \$ 49,200.00 |
| 6/7/2024 | 218211 | SCHOOL DISTRICT OF SOMERSET | YA Claim | \$ 15,400.00 |
| 6/7/2024 | 218212 | SCHERZ, RYAN | Reim Travel Exp. | \$ 464.00 |
| 6/7/2024 | 218213 | SCHMIDGALL, LEE | officiating fees | \$ 153.40 |
| 6/7/2024 | 218214 | SCHOOL DISTRICT OF NEW RICHMOND | YA Claim | \$ 38,200.00 |
| 6/7/2024 | 218215 | SCHWANTZ, CHERYL | Reim supplies | \$ 125.90 |
| 6/7/2024 | 218219 | ST CROIX CENTRAL SCHOOL DISTRICT | YA Claim | \$ 33,800.00 |
| 6/7/2024 | 218220 | STEP SAVER INC. | Salt | \$ 250.50 |
| 6/7/2024 | 218221 | STRAUSS SKATES & BICYCLES | supplies | \$ 1,221.44 |
| 6/7/2024 | 218223 | SYLLA, MIKE | officiating fees | \$ 250.00 |
| 6/7/2024 | 218225 | TARASEWICZ, ERIC | Reim Travel Exp. | \$ 160.80 |
| 6/7/2024 | 218227 | THE JOURNAL | Multiple Invoices | \$ 420.79 |
| 6/7/2024 | 218228 | ULINE | office furniture | \$ 2,750.00 |
| 6/7/2024 | 218229 | UNIVERSITY OF WI STEVENS POINT | scholarship pymt | \$ 1,000.00 |
| 6/7/2024 | 218230 | UNITED WAY ST.CROIX VALLEY | Multiple Invoices | \$ 200.00 |
| 6/7/2024 | 218233 | WILSON, JULIE | lunch acct refund | \$ 295.85 |
| 6/7/2024 | 218235 | WISCONSIN DEPT. OF REVENUE | Payroll accrual | \$ 333.20 |
| 6/7/2024 | 218238 | YOUNG, JOSEPH | Reim supplies | \$ 139.20 |
| 6/11/2024 | 218239 | CONLEY, CHARLES | State food \$ | \$ 1,944.00 |
| 6/14/2024 | 218241 | APPLIED DESIGNS & SIGNS INC | supplies | \$ 135.89 |
| 6/14/2024 | 218242 | AT&T | 715 425-1803 147 0 | \$ 1,381.33 |
| 6/14/2024 | 218243 | AUSTIN, CHAD | officiating fees | \$ 183.36 |
| 6/14/2024 | 218244 | AUTO VALUE | Multiple Invoices | \$ 139.79 |
| 6/14/2024 | 218245 | BAILEY, LINDA | May services | \$ 400.00 |
| 6/14/2024 | 218247 | BORN INTO ROYALTY LLC | A Capella services | \$ 250.00 |
| 6/14/2024 | 218248 | BSN SPORTS | Multiple Invoices | \$ 3,204.60 |
| 6/14/2024 | 218249 | ST CROIX LANES | Multiple Invoices | \$ 417.00 |
| 6/14/2024 | 218251 | CANON FINANCIAL SERVICES INC. | Multiple Invoices | \$ 3,257.56 |
| 6/14/2024 | 218252 | CARPENTER ST CROIX VALLEY | Field Trip | \$ 275.00 |
| 6/14/2024 | 218253 | CARRILLO MENDEZ, MICHELLE | Reim mileage | \$ 238.05 |
| 6/14/2024 | 218255 | CESA 10 | E-Rate/Tech Plan | \$ 1,312.50 |
| 6/14/2024 | 218256 | CHARTWELLS | May invoice | \$ 215,926.82 |
| 6/14/2024 | 218257 | CHIPPEWA VALLEY TECH COLLEGE | EMT CLASSES | \$ 5,893.42 |
| 6/14/2024 | 218258 | CINTAS | BG Expense | \$ 302.57 |
| 6/14/2024 | 218262 | CRAIL, DAVID | Wellness Grant | \$ 135.00 |
| 6/14/2024 | 218263 | CRANK WORX BIKE SHOP | Exercise Bikes | \$ 475.00 |
| 6/14/2024 | 218265 | DC EVEREST HIGH SCHOOL | WIAA-GSO | \$ 150.00 |
| 6/14/2024 | 218267 | DREW BENSON TRUCKING LLC | Roadway Excavating | \$ 28,486.77 |
| 6/14/2024 | 218269 | DYKSTRA, PATRICIA | RF4C Teacher Mtgs | \$ 120.00 |
| 6/14/2024 | 218271 | ELLSWORTH COMMUNITY SCHOOL DISTRICT | Homeless Transport | \$ 517.50 |
| 6/14/2024 | 218272 | EXPRESS SERVICES INC | sub fulfillment | \$ 2,695.60 |
| 6/14/2024 | 218274 | FALLS THEATER | CE Mother Son Event | \$ 900.00 |
| 6/14/2024 | 218275 | FAST COPY CENTER | Multiple Invoices | \$ 113.95 |
| 6/14/2024 | 218276 | FELLING, MEGAN | reim supplies | \$ 372.30 |
| 6/14/2024 | 218279 | FOOD SERVICE-SDRF | Multiple Invoices | \$ 7,301.51 |

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Publication List - Checks over \$100 - July 2024 Meeting

| | | | | |
|-----------|--------|------------------------------------|-------------------|--------------|
| 6/14/2024 | 218280 | FULLER, KAHLA | RF4C Teacher Mtg | \$ 120.00 |
| 6/14/2024 | 218281 | GEISER, CHRISTOPHER | reim mileage | \$ 597.28 |
| 6/14/2024 | 218282 | GIBBS FARM/RCHS | Multiple Invoices | \$ 936.00 |
| 6/14/2024 | 218283 | GOMEZ, NATALY | Multiple Invoices | \$ 318.35 |
| 6/14/2024 | 218284 | GOPHER SPORT | Multiple Invoices | \$ 475.01 |
| 6/14/2024 | 218285 | GROTHOLSON, JARED | FICB state comp | \$ 450.40 |
| 6/14/2024 | 218287 | HAMES, JOSEPH | Multiple Invoices | \$ 161.17 |
| 6/14/2024 | 218288 | HANSEN, MELISA | YA supplies | \$ 1,421.43 |
| 6/14/2024 | 218289 | HARMON, CHRISTOPHER | Travel Expense | \$ 201.00 |
| 6/14/2024 | 218290 | HASKINS, MAXWELL | Wellness Grant | \$ 177.49 |
| 6/14/2024 | 218291 | HELGESON, JIMMY | Reim mileage | \$ 546.99 |
| 6/14/2024 | 218292 | HERMANN, SUSAN | RF4C Teacher Mtgs | \$ 120.00 |
| 6/14/2024 | 218293 | HERUM, NATASHA | Multiple Invoices | \$ 150.00 |
| 6/14/2024 | 218294 | HILLYARD INC.-MPLS | Rugs | \$ 20,135.28 |
| 6/14/2024 | 218295 | HUDSON PHYSICIANS | Multiple Invoices | \$ 968.00 |
| 6/14/2024 | 218297 | JUNIOR'S RESTAURANT & TAP HOUSE | softball banquet | \$ 1,579.37 |
| 6/14/2024 | 218298 | KAISER, ANGELA | RF4C Teacher Mtgs | \$ 120.00 |
| 6/14/2024 | 218301 | KILKARNEY HILLS GOLF COURSE | supplies | \$ 168.75 |
| 6/14/2024 | 218302 | KINNI SPORT & POWER | Multiple Invoices | \$ 18,992.16 |
| 6/14/2024 | 218304 | LARSON, NICHOLE | Reim mileage | \$ 146.06 |
| 6/14/2024 | 218305 | LAY, CHRISTINA | Reim mileage | \$ 601.66 |
| 6/14/2024 | 218309 | LOFFLER COMPANIES INC. | Multiple Invoices | \$ 3,901.13 |
| 6/14/2024 | 218313 | MEYER, CASSANDRA | Reim mileage | \$ 249.78 |
| 6/14/2024 | 218314 | MINNESOTA HISTORICAL SOCIETY | Multiple Invoices | \$ 1,220.00 |
| 6/14/2024 | 218315 | MITHUN, TERESA | accompanist | \$ 360.00 |
| 6/14/2024 | 218317 | NEO ELECTRICAL SOLUTIONS LLC | Multiple Invoices | \$ 950.34 |
| 6/14/2024 | 218318 | NEW RICHMOND HIGH SCHOOL | WIAA-BGO | \$ 150.00 |
| 6/14/2024 | 218320 | O'ROURKE MEDIA GROUP-MINNESOTA LLC | Multiple Invoices | \$ 123.31 |
| 6/14/2024 | 218321 | PAPE, SCOTT | reim travel exp | \$ 201.00 |
| 6/14/2024 | 218322 | PAPP, STEPHAN | Reim supplies | \$ 551.67 |
| 6/14/2024 | 218323 | PEARSON, ANNA | Multiple Invoices | \$ 210.26 |
| 6/14/2024 | 218324 | PHEASANT HILLS GOLF COURSE | golf bags; b golf | \$ 930.00 |
| 6/14/2024 | 218325 | PLUM, SARAH | reim supplies | \$ 152.04 |
| 6/14/2024 | 218327 | RHINO'S FOUNDATION | Donation | \$ 721.00 |
| 6/14/2024 | 218329 | RICE LAKE HIGH SCHOOL | WIAA-BGO | \$ 250.00 |
| 6/14/2024 | 218332 | RIVER FALLS MUNICIPAL | Multiple Invoices | \$ 57,259.33 |
| 6/14/2024 | 218333 | ROGERS, NANCY | reim mileage | \$ 193.56 |
| 6/14/2024 | 218335 | SCHURMAN, AMBER | reim mileage | \$ 293.62 |
| 6/14/2024 | 218338 | SIMPSON, RACHEL | RF4C Teacher Mtgs | \$ 120.00 |
| 6/14/2024 | 218339 | SKAPPEL, KATHRYN | Reim supplies | \$ 327.86 |
| 6/14/2024 | 218341 | SMITH, AMBER | Reim mileage | \$ 241.86 |
| 6/14/2024 | 218343 | ST CROIX GAS | Multiple Invoices | \$ 4,215.63 |
| 6/14/2024 | 218344 | TIMM, ERIN | RF4C Teacher Mtgs | \$ 120.00 |
| 6/14/2024 | 218345 | TRAFERA LLC | smartboards | \$ 7,224.00 |
| 6/14/2024 | 218348 | UW-LACROSSE | Conf Reg | \$ 630.00 |
| 6/14/2024 | 218349 | UW-WHITEWATER | Scholarship pymt | \$ 1,000.00 |
| 6/14/2024 | 218350 | VERIZON WIRELESS | Cell Phones | \$ 1,984.29 |

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Publication List - Checks over \$100 - July 2024 Meeting

| | | | | |
|-----------|--------|--|--------------------|--------------|
| 6/14/2024 | 218352 | YOUNG-SUBERA, RACHEL | Multiple Invoices | \$ 126.82 |
| 6/14/2024 | 218353 | ZALUSKY, ANNA | Reim supplies | \$ 143.82 |
| 6/21/2024 | 218356 | ACTIVE INTERNET TECHNOLOGIES LLC | branded mobile app | \$ 1,607.00 |
| 6/21/2024 | 218357 | ADELSDORF-NUDD, SAM | Adv Learning Grant | \$ 1,000.00 |
| 6/21/2024 | 218360 | AT&T BUSINESS DIRECT | Multiple Invoices | \$ 1,673.41 |
| 6/21/2024 | 218361 | BAILEY, LINDA | June Services | \$ 700.00 |
| 6/21/2024 | 218366 | BRENDALEN, HAYLEY | CE Class Pymt | \$ 231.30 |
| 6/21/2024 | 218367 | BRICKHOUSE MUSIC LLC | Multiple Invoices | \$ 1,184.99 |
| 6/21/2024 | 218368 | CHUKEL, KARYN | Adv Learning Grant | \$ 1,000.00 |
| 6/21/2024 | 218369 | CINTAS | BG EXPENSE | \$ 342.12 |
| 6/21/2024 | 218370 | COOK, MCKENNA | Adv Learning Grant | \$ 1,000.00 |
| 6/21/2024 | 218371 | CORIANDER LIVING COLLECTIVE LLC | CE Class Pymt | \$ 159.60 |
| 6/21/2024 | 218372 | CRAIL, DAVID | Multiple Invoices | \$ 406.20 |
| 6/21/2024 | 218374 | CRUCIANI, EMMA | Adv Learning Grant | \$ 1,000.00 |
| 6/21/2024 | 218376 | DNA AV INTEGRATORS LLC | Multiple Invoices | \$ 9,959.84 |
| 6/21/2024 | 218377 | ELLS, JAMES | Driver Meals | \$ 120.00 |
| 6/21/2024 | 218378 | EPSTEIN, GARY | Driver Meals | \$ 199.00 |
| 6/21/2024 | 218379 | ERICKSON, KARL | Driver Meals | \$ 199.00 |
| 6/21/2024 | 218380 | EXPRESS SERVICES INC | sub fulfillment | \$ 2,416.16 |
| 6/21/2024 | 218381 | FIELD ENVIRONMENTAL CONSULTING INC | Plumbing Repair | \$ 386.50 |
| 6/21/2024 | 218383 | FORWARD PERFORMING ARTS INC | mellophone | \$ 1,495.00 |
| 6/21/2024 | 218385 | HARRIS | Chiller Maint | \$ 480.00 |
| 6/21/2024 | 218386 | HASKINS, MAXWELL | Adv Learning Grant | \$ 199.00 |
| 6/21/2024 | 218388 | HILLYARD INC.-MPLS | Rugs | \$ 18,563.23 |
| 6/21/2024 | 218392 | INOUYE, MARK | Reim mileage | \$ 250.53 |
| 6/21/2024 | 218394 | LAROUÉ, HELEN | Adv Learning Grant | \$ 1,000.00 |
| 6/21/2024 | 218395 | LEE, SEONHEE | CE Class Pymt | \$ 471.00 |
| 6/21/2024 | 218396 | LINTON, TYLER | Driver Meals | \$ 115.00 |
| 6/21/2024 | 218397 | LOFFLER COMPANIES INC. | repairs | \$ 190.94 |
| 6/21/2024 | 218399 | MASTERCARD CORPORATE CLIENTS | Multiple Invoices | \$ 18,985.31 |
| 6/21/2024 | 218400 | MENARDS | supplies | \$ 104.76 |
| 6/21/2024 | 218401 | MERIDIAN CONSULTING GROUP | Health/Safety | \$ 1,590.00 |
| 6/21/2024 | 218402 | MINUTEMAN PRESS | Multiple Invoices | \$ 14,809.96 |
| 6/21/2024 | 218405 | MTI DISTRIBUTING INC | Multiple Invoices | \$ 777.35 |
| 6/21/2024 | 218407 | NELSON, CRAIG | Driver Meals | \$ 176.00 |
| 6/21/2024 | 218409 | OFFICE ENTERPRISES INC | Ink Cartridge | \$ 222.42 |
| 6/21/2024 | 218410 | OHMANN, SAMANTHA | Reim mileage | \$ 1,152.40 |
| 6/21/2024 | 218411 | PAPE, SCOTT | Adv Learning Grant | \$ 1,000.00 |
| 6/21/2024 | 218412 | PATNOE, SHARON | CE Class Pymt | \$ 356.85 |
| 6/21/2024 | 218413 | PRIME TIME EVENT & RACE MANAGEMENT LLC | canceled-svc fee | \$ 600.00 |
| 6/21/2024 | 218414 | RASMUSSEN, ANNE | Adv Learning Grant | \$ 1,000.00 |
| 6/21/2024 | 218415 | REINARDY, RENEE | CE Class Pymt | \$ 350.00 |
| 6/21/2024 | 218416 | RIDDELL/ALL AMERICA SPORTS CORP | supplies | \$ 8,195.10 |
| 6/21/2024 | 218417 | RIXMANN, JEFFREY | Driver Meals | \$ 185.00 |
| 6/21/2024 | 218419 | ROSENOW, LORI | Adv Learning Grant | \$ 1,000.00 |
| 6/21/2024 | 218420 | SCHOOLS IN | Stools | \$ 3,193.95 |
| 6/21/2024 | 218421 | SEVERSON, CAITLYN | Adv Learning Grant | \$ 1,000.00 |

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Publication List - Checks over \$100 - July 2024 Meeting

| | | | | |
|-----------|--------|--|-----------------------|---------------|
| 6/21/2024 | 218422 | SOLBERG, STACY | CE Class Pymt | \$ 420.00 |
| 6/21/2024 | 218423 | SPRINKLER CREW | Start Up/Repairs | \$ 7,610.16 |
| 6/21/2024 | 218424 | ST CROIX CENTRAL SCHOOL DISTRICT | salary/benefits | \$ 6,360.25 |
| 6/21/2024 | 218427 | STEGER, PAUL | Driver Meals | \$ 134.00 |
| 6/21/2024 | 218428 | TARASEWICZ, ERIC | reim pole vaults | \$ 5,338.00 |
| 6/21/2024 | 218429 | TIFFANY, JILL | Adv Learning Grant | \$ 1,000.00 |
| 6/21/2024 | 218430 | TOMLINSON, MARK | CE Class Pymt | \$ 640.00 |
| 6/21/2024 | 218432 | UNITED WAY ST.CROIX VALLEY | Multiple Invoices | \$ 200.00 |
| 6/21/2024 | 218433 | WALKER, JACY | Adv Learning Grant | \$ 1,000.00 |
| 6/21/2024 | 218434 | WEINSTEIN, RICHELE | CE Class Pymt | \$ 518.50 |
| 6/21/2024 | 218435 | WHOLE EARTH MARKET CO-OP | CE Class Pymt | \$ 157.00 |
| 6/21/2024 | 218436 | WISCONSIN DEPT. OF REVENUE | Payroll accrual | \$ 282.73 |
| 6/21/2024 | 218438 | YOURMEMBERSHIP.COM INC | job posting | \$ 709.00 |
| 6/18/2024 | 218440 | LHB INC. | Multiple Invoices | \$ 133,319.74 |
| 6/19/2024 | 218441 | CITY OF RIVER FALLS | Building Permit | \$ 504.75 |
| 6/28/2024 | 218442 | ARCHKEY TECHNOLOGIES | Replace iPhone | \$ 2,410.00 |
| 6/28/2024 | 218443 | ARROW BUILDING CENTER | Dugout Supplies | \$ 618.44 |
| 6/28/2024 | 218444 | BALDWIN-WOODVILLE SCHOOL DIST. | Fusion Hockey adj | \$ 4,637.28 |
| 6/28/2024 | 218445 | BOARDMAN & CLARK LLP | legal services | \$ 2,035.00 |
| 6/28/2024 | 218446 | BSN SPORTS | supplies | \$ 2,435.00 |
| 6/28/2024 | 218447 | CERNOHOUS CHEVROLET | Multiple Invoices | \$ 115,689.00 |
| 6/28/2024 | 218449 | CINTAS | BG EXPENSE | \$ 302.57 |
| 6/28/2024 | 218450 | CONFIDENTIAL RECORDS INC. | shredding | \$ 378.80 |
| 6/28/2024 | 218451 | CYCLONE FENCE INC | HS Fence | \$ 8,170.00 |
| 6/28/2024 | 218452 | DC EVEREST HIGH SCHOOL | WIAA-GSO | \$ 150.00 |
| 6/28/2024 | 218453 | DECHEINE, LAURA | Musical Choreo. | \$ 800.00 |
| 6/28/2024 | 218454 | DECK THE HALLS | CE Class Pymt | \$ 196.32 |
| 6/28/2024 | 218455 | FALLS THEATER | Field Trip | \$ 852.00 |
| 6/28/2024 | 218457 | FOOD SERVICE-SDRF | Multiple Invoices | \$ 1,530.48 |
| 6/28/2024 | 218458 | FORWARD:RF ED FOUNDATION OF RFCF | unused funds | \$ 859.55 |
| 6/28/2024 | 218459 | FULL COMPASS SYSTEMS | supplies | \$ 201.84 |
| 6/28/2024 | 218462 | GOPHER STAGE LIGHTING INC | inspections | \$ 2,230.00 |
| 6/28/2024 | 218463 | HARRIS | Multiple Invoices | \$ 18,537.46 |
| 6/28/2024 | 218464 | HAVTEK STRUCTURAL CONSULTING LTD. | Structural Site Visit | \$ 4,970.00 |
| 6/28/2024 | 218466 | HILLYARD INC.-MPLS | Vacuum | \$ 1,576.48 |
| 6/28/2024 | 218467 | HUDSON PHYSICIANS | athletic training | \$ 3,093.03 |
| 6/28/2024 | 218468 | INDUSTRIAL MECHANICAL & CONSTRUCTION | Sealcoating | \$ 65,520.00 |
| 6/28/2024 | 218469 | JAROCKI, SARAH | reim inter lunches | \$ 102.93 |
| 6/28/2024 | 218470 | JEREMIAH'S BULLFROG FISH FARM LLC | farm tour | \$ 173.00 |
| 6/28/2024 | 218471 | JOHNSON, PETER | Reim supplies | \$ 151.58 |
| 6/28/2024 | 218472 | JOSTENS INC | Multiple Invoices | \$ 493.70 |
| 6/28/2024 | 218473 | LOST CREEK RANCH CAMP CONFIDENCE | CE Class Pymt | \$ 640.00 |
| 6/28/2024 | 218474 | MARQUIS, ROBERT | CE Class Pymt | \$ 108.78 |
| 6/28/2024 | 218476 | MERIDIAN CONSULTING GROUP | Health/Safety | \$ 1,350.00 |
| 6/28/2024 | 218477 | MINNESOTA HISTORICAL SOCIETY | Field Trip | \$ 576.00 |
| 6/28/2024 | 218480 | NATIONAL RESTAURANT ASSOC. SOLUTIONS LLC | Handler guides | \$ 1,247.70 |
| 6/28/2024 | 218481 | NELCO | checks/envelopes | \$ 745.58 |

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Publication List - Checks over \$100 - July 2024 Meeting

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| 6/28/2024 | 218482 | NEO ELECTRICAL SOLUTIONS LLC | Multiple Invoices | \$ 18,670.00 |
| 6/28/2024 | 218485 | PECHACEK, RYAN | FFA state conv hotel | \$ 778.06 |
| 6/28/2024 | 218486 | REINARDY, RENEE | CE Class Pymt | \$ 1,190.00 |
| 6/28/2024 | 218487 | RIDDELL/ALL AMERICA SPORTS CORP | supplies | \$ 493.00 |
| 6/28/2024 | 218488 | ROCKLER WOODWORKING & HARDWARE | Multiple Invoices | \$ 973.99 |
| 6/28/2024 | 218489 | SCHINDLER ELEVATOR CORP | Annual Service | \$ 2,038.56 |
| 6/28/2024 | 218491 | SHEDORE SCHOOL OF MUSIC LLC | CE Class Pymt | \$ 312.00 |
| 6/28/2024 | 218493 | SOS, SANDRA | Travel Reim | \$ 121.00 |
| 6/28/2024 | 218495 | ST CROIX VALLEY INDOOR TENNIS CLUB | state tennis practice | \$ 105.00 |
| 6/28/2024 | 218496 | STEINER PLUMBING & ELECTRIC INC | service call | \$ 315.31 |
| 6/28/2024 | 218497 | T-MOBILE | Hotspots | \$ 500.00 |
| 6/28/2024 | 218498 | T-MOBILE | BG WI FI | \$ 172.20 |
| 6/28/2024 | 218500 | UWRF | Grad streaming | \$ 300.00 |
| 6/28/2024 | 218501 | WARD, ERIN | CE Class Pymt | \$ 1,435.95 |
| 6/28/2024 | 218502 | WEINSTEIN, RICHELE | CE Class Pymt | \$ 207.40 |
| 6/28/2024 | 218505 | WL HALL CO INTERIOR SERVICE | Multiple Invoices | \$ 7,477.50 |
| 6/7/2024 | 232400115 | 5 STAR RESTROOM RENTALS | Restroom Rental | \$ 152.25 |
| 6/7/2024 | 232400116 | AMAZON CAPITAL SERVICES INC. | Multiple Invoices | \$ 1,920.38 |
| 6/7/2024 | 232400117 | C & L COMMUNICATIONS INC | locate requests | \$ 1,211.25 |
| 6/7/2024 | 232400118 | DUET RESOURCE GROUP INC. | Supt Office Furniture | \$ 2,714.32 |
| 6/7/2024 | 232400121 | LHB INC. | Multiple Invoices | \$ 64,914.66 |
| 6/7/2024 | 232400122 | NORTH CENTRAL INTERNATIONAL LLC | Filter-Control Main | \$ 239.70 |
| 6/7/2024 | 232400124 | RIVER CITY DISPOSAL INC. | Garbage/Recycling | \$ 3,179.68 |
| 6/7/2024 | 232400125 | RIVER CITY STITCH LLC | Multiple Invoices | \$ 7,366.01 |
| 6/7/2024 | 232400126 | SECURITY CHECK ME LLC | Multiple Invoices | \$ 763.00 |
| 6/7/2024 | 232400127 | STAPLES -(PAPER) | Multiple Invoices | \$ 277.50 |
| 6/7/2024 | 232400128 | TOTAL EXCAVATING AND GRADING LLC | Multiple Invoices | \$ 3,427.50 |
| 6/7/2024 | 232400130 | WIAA | Multiple Invoices | \$ 1,317.61 |
| 6/7/2024 | 232400131 | WI ASSOC OF FFA INC. | Multiple Invoices | \$ 495.00 |
| 6/7/2024 | 232400132 | WSMA | scholarship | \$ 250.00 |
| 6/14/2024 | 232400133 | AIR COMMUNICATIONS OF WI INC | repeater rent | \$ 581.28 |
| 6/14/2024 | 232400135 | AMAZON CAPITAL SERVICES INC. | Multiple Invoices | \$ 7,474.30 |
| 6/14/2024 | 232400136 | COMPUTER INTEGRATION TECHNOLOGIES INC | Multiple Invoices | \$ 31,066.58 |
| 6/14/2024 | 232400137 | CITY OF RIVER FALLS | Multiple Invoices | \$ 208.00 |
| 6/14/2024 | 232400138 | FAMILY FRESH - SPARTANNASH COMPANY | Multiple Invoices | \$ 213.24 |
| 6/14/2024 | 232400139 | HUEBSCH | Multiple Invoices | \$ 1,570.62 |
| 6/14/2024 | 232400140 | NIENHUIS MONTESSORI USA INC | MO Materials | \$ 528.84 |
| 6/14/2024 | 232400141 | PARAGON DEVELOPMENT SYSTEMS INC | Multiple Invoices | \$ 6,335.20 |
| 6/14/2024 | 232400142 | REINDERS | Multiple Invoices | \$ 911.77 |
| 6/14/2024 | 232400143 | RIVER CITY STITCH LLC | supplies | \$ 1,623.00 |
| 6/14/2024 | 232400144 | SCHOOL DISTRICT OF HUDSON | Homeless Transport | \$ 3,188.22 |
| 6/14/2024 | 232400145 | ST. CROIX VALLEY RESTORATIVE SERVICES INC. | Student Therapy | \$ 6,375.00 |
| 6/14/2024 | 232400151 | STAPLES -(PAPER) | Multiple Invoices | \$ 8,738.55 |
| 6/14/2024 | 232400152 | STEEL TOWNE R.F. | Locker Shelf Repairs | \$ 119.64 |
| 6/14/2024 | 232400153 | TOTAL EXCAVATING AND GRADING LLC | School Forest Gravel | \$ 675.00 |
| 6/21/2024 | 232400154 | AMAZON CAPITAL SERVICES INC. | Multiple Invoices | \$ 618.36 |
| 6/21/2024 | 232400155 | BATTERIES PLUS BULBS-HUDSON | batteries | \$ 286.10 |

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| 6/21/2024 | 232400157 | CITY OF RIVER FALLS | field trip fee | \$ 125.00 |
| 6/21/2024 | 232400158 | FIRELINE SPRINKLER LLC | maint | \$ 1,260.00 |
| 6/21/2024 | 232400161 | PARAGON DEVELOPMENT SYSTEMS INC | pro bk & maint pkg | \$ 325.00 |
| 6/21/2024 | 232400162 | RIVER CITY STITCH LLC | supplies | \$ 2,230.00 |
| 6/21/2024 | 232400164 | YALE MECHANICAL LLC | HVAC Controls | \$ 16,680.00 |
| 6/28/2024 | 232400165 | 5 STAR RESTROOM RENTALS | Multiple Invoices | \$ 1,313.50 |
| 6/28/2024 | 232400166 | AMAZON CAPITAL SERVICES INC. | Multiple Invoices | \$ 662.22 |
| 6/28/2024 | 232400167 | BAUER BUILT INC | BG Supplies | \$ 2,243.48 |
| 6/28/2024 | 232400168 | CESA 9 | WVS CLASSES | \$ 23,050.00 |
| 6/28/2024 | 232400169 | DAKTRONICS INC | scoreboards | \$ 58,416.00 |
| 6/28/2024 | 232400170 | DUET RESOURCE GROUP INC. | Conf room chairs | \$ 4,476.77 |
| 6/28/2024 | 232400171 | MISSISSIPPI WELDERS SUPPLY COMPANY INC | welding curtains | \$ 530.08 |
| 6/28/2024 | 232400172 | NORTH CENTRAL INTERNATIONAL LLC | BG Supplies | \$ 172.80 |
| 6/28/2024 | 232400173 | STAPLES -(PAPER) | Multiple Invoices | \$ 3,894.95 |
| 6/28/2024 | 232400174 | TOTAL EXCAVATING AND GRADING LLC | Forest Top Soil | \$ 1,219.25 |

RIVER FALLS BOARD OF EDUCATION MEETING

Monday, July 22, 2024

Personnel Agenda:

1. Recommended approval of the employment of MaryBeth Elliott as Co-Director of Academic Services at District Office effective July 1, 2024 (replaces Nate Schurman).
2. Recommended approval of the employment of Amy Wise as Co-Director of Academic Services at District Office effective July 1, 2024 (replaces Nate Schurman).
3. Recommended approval of the employment of Rachel Mader as Principal at Westside Elementary School effective July 1, 2024 (replaces Chris Kamrath).
4. Recommended approval of the employment of DeAnna Wronski as 1.0 FTE Special Education Teacher at Greenwood Elementary School effective August 20, 2024 (replaces Emma Brennan-Bobert). Ms. Wronski earned her bachelor's degree from Winona State University and her master's degree from UW Stevens Point. She has 7 years of experience (Ellsworth, Plum City, Glenwood City) and her salary will be based on level C1M of the salary ladder.
5. Recommended approval of the employment of Carly Pfeffer as 1.0 FTE Special Education Teacher at Greenwood Elementary School effective August 20, 2024 (replaces Ashleigh Olson). Ms. Pfeffer earned her bachelor's degree from UW River Falls and her master's degree from St. Mary's University of MN. She has 4 years of experience (Cadott, Waukesha) and her salary will be based on level B1M of the salary ladder.
6. Recommended approval of the employment of Madalyn Krizek-Score as 1.0 FTE English-Language Arts Teacher at River Falls High School effective August 20, 2024 (replaces Amanda Whipkey). Ms. Krizek-Score earned her bachelor's degree from UW River Falls and her salary will be based on level BASE of the salary ladder.
7. Recommended approval of the employment of Kaja Montplaisir as 1.0 FTE English-Language Arts Teacher at River Falls High School effective August 20, 2024 (replaces Kim Miller). Ms. Montplaisir earned her bachelor's degree from UW Stevens Points and has 1.5 years of experience (Milwaukee) Her salary will be based on level A2 of the salary ladder.
8. Recommended approval of the employment of Mitchell Kallenbach as 1.0 FTE Alternative Education Teacher at Renaissance Charter Academy effective August 20, 2024 (replaces Peggy Webb). Mr. Kallenbach earned his bachelor's degree from UW Eau Claire and his salary will be based on level BASE of the salary ladder.
9. Recommended approval of the transfer of employment for Nate Schurman from Director of Academic Services to Director of Human Resources and Leadership Development at District Office effective July 1, 2024 (replaces David Bell).
10. Recommended approval of the increased employment for Abby Mazzei, Gifted and Talented Teacher, from 0.5 FTE to 0.7 FTE effective August 26, 2024 (increased needs).

11. Recommended acceptance of the resignation of Marie Anderson-Smolinski as full-time Special Education Teacher at River Falls High School effective the end of the 2023-24 year.
12. Recommended acceptance of the resignation of Cameron Wilken as full-time Physical Education Teacher at River Falls High School effective the end of the 2023-24 year.
13. Recommended acceptance of the resignation of Matt Smith as full-time Business Education Teacher at River Falls High School effective the end of the 2023-24 year.

School District of River Falls
Educational Program Committee Meeting Report

Monday, July 15, 2024 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

The Board of Education's Educational Program Committee meeting was held on Monday, July 15, 2024 at District Office, 852 E Division Street, River Falls, Wisconsin 54022. Chair Tuchtenhagen called the meeting to order at 6:00 pm. It was ascertained that notice of the meeting had been properly posted in the appointed locations, and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

Committee Members Alan Tuchtenhagen (Chair), Lindsey Curtis, and Monica LaVold were present. Board members Stacy Johnson Myers, Mike Miller, and Alison Page were present. Superintendent David Bell, Co-Directors of Academic Services MaryBeth Elliot and Amy Wise, and Director of Human Resources and Leadership Development Nate Schurman were also present.

1. CALL TO ORDER - 6:00 PM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

4. Approve the 2024-25 Academic Standards Public Notice

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

Recommended Action: Tuchtenhagen moved, Curtis seconded. Motion passed 3-0.

5. Approve the 2024-25 RFSD Elementary Student Handbook

Administration presented the 2024-25 Elementary Student Handbook for board approval.

Recommended Action: Curtis moved, LaVold seconded. Motion passed 3-0.

6. Approve the 2024-25 Middle School Student Handbook

Administration presented the 2024-25 Meyer Middle School Student Handbook for board approval.

Recommended Action: LaVold moved, Curtis seconded. Motion passed 3-0.

7. Approve the 2024-25 Middle School Athletic Handbook

Administration presented the 2024-25 Meyer Middle School Athletic Handbook for board approval.

Recommended Action: Tuchtenhagen moved, Curtis seconded. Motion passed 3-0.

8. Approve the 2024-25 Renaissance Charter Academy Student Handbook

Administration presented the 2024-25 Renaissance Charter Academy Student Handbook for board approval.

Recommended Action: LaVold moved, Curtis seconded. Motion passed 3-0.

9. Approve the 2024-25 River Falls High School Student Handbook

Administration presented the 2024-25 RFHS Student Handbook for board approval.

Recommended Action: Tuchtenhagen moved, LaVold seconded. Motion passed 3-0.

10. Approve the 2024-25 River Falls High School Athletic Handbook

Administration presented the 2024-25 RFHS Athletic Handbook for board approval.

Recommended Action: Curtis moved, LaVold seconded. Motion passed 3-0.

11. PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE EDUCATIONAL PROGRAM MEETING AGENDA(S)

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

Recommended Action: Suggestions made by board members included discussions and/or presentations on cell phone use in schools as well as use of Artificial Intelligence

12. SCHEDULE NEXT EDUCATIONAL PROGRAM COMMITTEE MEETING

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

Recommended Action: Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, August 5, 2024, 6:00 p.m.

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

13. ADJOURN: 6:39

Alan Tuchtenhagen, Educational Program Committee Chair

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

July 15, 2024

Educational Program Committee Meeting

In order to ensure that every child graduates ready for further education and the workplace, the School District of River Falls has adopted the following Academic Standards for the 2024-25 school year. Identified curriculum delivered by highly-qualified educators using innovative and research-based instructional strategies will prepare our students to excel as responsible, productive, global citizens.

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

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

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

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

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

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

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

2024-25



ELEMENTARY STUDENT HANDBOOK

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WELCOME

2024-25 School Year

On behalf of the entire faculty and staff, we extend a warm and enthusiastic welcome to the students and families attending elementary school in the School District of River Falls. We pride ourselves in providing a physically and emotionally safe environment where students feel cared for, supported, and motivated to learn.

Please take time to read this handbook as it is designed to give you a better understanding of our values, procedures and expectations. An incredible amount of personal and academic growth occurs throughout the elementary years and we are honored to guide and learn alongside our students daily. We sincerely hope our students will make positive memories in our schools to cherish for a lifetime.

We look forward to working with you for many years to come and hope that your child will find elementary school to be an enjoyable, meaningful, and rich experience. For specific information pertaining to individual elementary schools, please visit our district website at: <http://www.rfsd.k12.wi.us>.

Sincerely,

Kate Skappel – Greenwood Elementary Principal
Kai Rodgers - River Falls Public Montessori Principal
Ashley Bingenheimer – Rocky Branch Elementary Principal
~~Christopher Kamrath~~ **Rachel Mader** – Westside Elementary Principal

Handbook Overview

This Student Handbook is a general reference guide and is in harmony with school board policy. Please be aware that it is not a complete statement or comprehensive listing of all policies, procedures, or rules that may be applicable in a given circumstance.

The River Falls School Board has policies that are not included in this handbook but are available on the district website for all students/parents upon request. In case of conflict between board policy and any provisions of the Student Handbook, board policy takes precedence and is to be followed. Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. The District reserves the right to modify provisions in the Student Handbook at any time, whenever it is deemed necessary.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents beyond those garnered in state/federal laws. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district. If you or your student(s) have questions about any of the material in the handbook, please contact the building principal.

Important Dates 2024-2025

| | |
|--------------------|---|
| August 28 | Back to School Open House & Pictures |
| September 2 | Labor Day, No School |
| September 3 | First Day of School |
| October 7 | No School: Teacher In-Service |
| November 5 | No School: Teacher In-Service |
| November 7 | Parent/Teacher Conferences (4:00-7:30 pm) |
| November 14 | Parent/Teacher Conferences (4:00-7:30 pm) |
| November 26 | End of First Trimester |
| November 27-29 | Thanksgiving Break |

| | |
|-----------------------|---|
| December 23-January 1 | Winter Break |
| January 20 | No School: Martin Luther King Jr. Day |
| January 27 | No School: Teacher In-Service |
| February 17 | No School: Teacher In-Service |
| February 18 | Parent/Teacher Conferences (4:00-7:30 pm) |
| February 20 | Parent/Teacher Conferences (4:00-7:30 pm) |
| March 7 | End of Second Trimester |

| | |
|---------------|---|
| March 17-21 | No School: Spring Break |
| April 7 | No School: Teacher In-Service |
| May 16 | No School: Teacher In-Service |
| May 26 | No School: Memorial Day |
| June 6 | Last Student Day: End of Third Trimester |

School District Mission, Vision, and Values

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 Grade PK-12 educational leader committed to the academic, social, emotional, and physical well-being of every student.

OUR VALUES:

Students First - We center our policies, practices, and actions on doing what is best for all students.

People Matter - We value and respect our staff, and will find success by supporting their participation in collaborative learning communities.

Equity - We ensure the individual personal needs of every child is supported by high quality education/resources to pursue their unique potential.

Respect - We affirm the worth and dignity of all students, employees and community members. We foster a climate of civility, acceptance, and reasoned debate, embracing our diversity as a strength.

Integrity - We ground our actions in character, honesty, responsibility, service, and compassion toward others.

Excellence - We embrace the continuous pursuit of improvement in school operations, services, and programs.

Innovation - We inspire and empower innovative thought and practice.

Communications - We are accountable and transparent in order to maintain public trust.

ATTENDANCE POLICY

Attendance Philosophy

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

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

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

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

School Attendance Officer

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

Student Absences and Excuses

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

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

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

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

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

5. Religious holidays.
6. A court appearance or other legal procedure upon submission of proof.
7. Quarantine as imposed by a public health official.
8. Attendance at special events of educational value as approved in advance by the school attendance officer.
9. Approved school activities during class time.
10. Special circumstances that show good cause, which are approved 48 hours in advance by the school attendance officer.

Illness at School

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

Pre-Arranged Absences

Under Wisconsin State Statute §118.15(3)(c), students are allowed to be absent up to ten (10) times per school year for any reason. However, each of these absences must be excused prior to the student's absence. If the absence is not pre-arranged, or there are extenuating circumstances not approved by the attendance officer, the absence may be classified as unexcused. The role of parents is paramount in this process to ensure that your child is not needlessly penalized due to the fact the procedure was not followed. These days should be used judiciously; in that after the ten (10) days, all absences will require attendance officer approval.

Unexcused Absences

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

According to state statute §118.16(4)(b), all students with an *unexcused* absence will be permitted to make up an examination missed during an absence. However during such occasions, credit will not be given for daily class work missed.

The administration is also authorized by the board to establish a school procedure to enforce the full attendance requirement and to determine appropriate action to serve as a deterrent to habitual truancy, including detention or supervised directed study program.

Suspended Students

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

Attendance Definitions

“Unexcused Absence” is any absence of more than 15 minutes or all of the one (1) or more school days during which the school attendance officer has not been notified of the legal cause of such absence by the parent or guardian of the absent student. Unexcused absence also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law.

“Habitual truant” is a student who is absent from school without an acceptable excuse for part of or all of five (5) days on which school is held during a semester. Students who are “habitually truant” will be referred to River Falls Municipal Court and/or Human Services in the county in which they claim residency.

Extracurricular Participation and Attendance

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

School Hours

Greenwood/Rocky Branch/Westside:

| | |
|-----------|--|
| 8:30 | Playground supervision begins |
| 8:40 | Entrance /School Begins (9:00 on Thursdays) |
| 3:30/3:40 | Dismissal for Transfer Bus students |
| 3:50 | Dismissal for Walkers, students being picked up, and Bussers |

Montessori:

| | |
|-----------|--|
| 8:30 | Playground supervision begins |
| 8:45 | Entrance /School Begins (9:00 on Thursdays) |
| 3:30/3:40 | Dismissal for Transfer Bus students |
| 3:40 | Dismissal for Walkers, students being picked up, and Bussers |

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

Student Drop Off

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

If your child must be dropped off or sent to school before 8:30 a.m., we ask that you enroll your child in our before/after school child care program, Kids Club. Information about this program is available by calling the coordinator at 715-425-0799.

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

Student Pick Up

Parents picking up their child(ren) during/after the school day should wait outside or in the office/lobby area. Parents ~~should~~ **may** not go to the classroom to pick up their children.

Changes of end of day routines made during the day should go directly to the office prior to 2:45 p.m. ~~All other changes should be communicated to the office and the classroom teacher.~~ Children are not permitted to leave the school grounds during school without permission.

When picking up your child from school, parents ~~should~~ **will** park in the parking lot and use the crosswalk to meet their child in the designated area or pull up to the curb. When pulling up to the curb parents ~~should~~ **must** stay in their car and drive all the way down the curb and not pass other waiting cars.

Emergency School Closing Procedures

If weather conditions or other circumstances develop that alter the normal school schedule, the administration of the School District of River Falls follows these procedures: 1. Campus Messenger parent phone call notification system will be activated; and 2. the following stations will be notified and requested to announce the delayed start or school closing:

| | |
|----------------------|--|
| Radio stations: | WCCO (830 AM) WDMO (95.7 FM) WEVR (1550 AM & 106.3 FM) WIXK (1590 AM & 107.1 FM) KWNG (105.9 FM) |
| iHeart Media: | 880AM; 1400AM; 92.1FM; 95.1FM; 98.1FM; 98.7FM; 100.7FM; 106.7FM |
| Television stations: | WCCO (Channel 4) KSTP (Channels 5, 45, and KSAX-TV-channel 42) FOX (Channels 9, 25, 29 and 48) KARE (Channel 11) WEAU (Channel 13) |
| Websites: | wcco.com kstp.com myFOX9.com kare11.com moose106.com b95radio.com rock921.com z100radio.com 987thebrew.com wmeq.com |

Please do not contact these stations, or the schools directly, as this may limit the school district's ability to inform the media of its decisions relative to closing, delayed starts, early releases, and changes in athletic/extracurricular event schedules.

If severe weather conditions develop during school hours, and it becomes necessary to dismiss students for home before regular dismissal times, the Campus Messenger notification system will be activated and the

radio and television stations will be notified and asked to announce the time of the early dismissal.

In the event of a school closing or early dismissal, all extra-curricular activities will also be canceled or postponed unless otherwise announced. RF4C sessions and the Kids Club Program will be canceled when schools are closed due to inclement weather. The announcement to delay or close school includes River Falls Public Schools, St. Bridget's Parish School, and Heartland Montessori School.

Reunification In Case of Emergency

Student - Parent Reunification

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

Notification

Parents may be notified that a Reunification Plan is in effect in a number of ways to include the district's phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student will look something like this: "The school has closed, please pick me up at 3:25 p.m. at the main entrance. Bring your ID."

Parent/Guardian Expectations

If a parent or guardian is notified that a controlled release and Reunification is needed, there are expectations that parents or guardians should keep in mind:

- Bring identification. That will streamline the Reunification process.
- Please refrain from calling the schools or district office. Keeping the cellular network usage at a minimum may be important during a reunification.
- If a parent is driving to the reunification site, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles in unauthorized locations.
- Please be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.
- Parents are asked to then go to the Reunification "Check In" area and form lines based on the first letter of their students last name. During check in, identification and custody rights are confirmed.
- While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card. In the case of multiple students being reunified, a separate card for each student needs to be completed.
- From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students. Parents should be aware that in some cases, they may be invited into the building for further information.

How the Reunification Process Works for Students

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

What if a Parent Can't Pick-up Their Student?

When a parent can't immediately go to the reunification site, students will be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick-up their student(s).

Interviews and Counseling

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

STUDENT HEALTH AND SAFETY

Immunizations

The Student Immunization Law requires that all students through grade 12 meet the minimum number of required immunizations prior to school entrance. These requirements can be waived for medical/health, religion or personal conviction reasons. Waivers are available in the district's office, Health Service offices, and on the district website. Students with an immunization waiver may be subject to exclusion from school in the event of an outbreak of diseases against which they are not completely immunized.

Students who do not have the required immunizations and/or properly completed waiver on file in the Health Service may face possible exclusion from school. Please contact your practitioner or Health Service for required immunizations.

Illness/Injury

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

Medication

If your child will be taking daily and/or as-needed medication at school, a Medication Request Form needs to be on file with your school. Forms are available in the Health Service Office and on the district website.

- Parents are advised that, if possible, medication should be given at home and on a schedule other than school hours.

- Student medication, either daily or as-needed, must be administered in the Health Service Office.
- Students may NOT carry medication on their person or in their locker. In a few cases prescription medications may be carried by the student and self-administered ONLY with written parent AND written practitioner permission on file in the Health Service Office.
- All prescription and non-prescription medications should be brought into the Health Service Office by the parent/guardian. If it is not possible for the parent/guardian to bring the medication to school, the medication bottle should be put in a sealed envelope, and the child's name and number of pills in the bottle on the front of the envelope. The child should be instructed to bring the medication to the Health Service Office when he/she arrives at school. The parent/guardian shall then call the Health Service Office and inform them of the medication coming to school with the child.
- Please check the expiration date before bringing medication to school. The Health Service staff cannot administer expired medication and medication that is not in its original manufacturer's package.
- The Health Service Office is unable to take verbal requests from parents to administer prescription and/or non-prescription medications. A properly completed Medication Request Form(s) needs to be on file in the Health Service Office before medication(s) will be administered.
- It is recommended that students with asthma have an Asthma Action Plan completed by their provider and keep an inhaler at school.
- A history of severe allergic reaction can be life threatening. Please inform the Health Service Office of a student's allergy(ies). An Allergy Emergency Plan needs to be completed by the student's provider and signed by the parent or guardian.

Is my child well enough to go to school?

Many students and parents are frequently concerned about when students should stay home or attend school. Remember that a child ill with an infectious disease can spread the disease when in contact with others in the family and community.

The following information is intended to help with this decision

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

Communicable Disease

The Health Service works closely with local and state health departments regarding communicable disease detection and control. A list of communicable diseases, and control measures can be found on the district website.

Student Insurance

Parents may wish to purchase student accident insurance for their child. Information about low-cost insurance will be sent home with students at the beginning of the school year. The school does not carry student accident and health insurance.

Safety To and From School

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

Walking To School

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

Safety Patrol

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

Video Surveillance

The River Falls School Board authorizes the use of video surveillance in public areas of school buildings, grounds, and other property including, but not limited to, entryways, other instructional areas such as labs, storage areas, school buses, and areas outside the building on district property for the primary purpose of documenting disciplinary problems and vandalism on school grounds. Video surveillance cameras will not be placed in restrooms, locker rooms, changing rooms, or any other location prohibited by law. The video surveillance intends to reduce disciplinary problems and protect school property.

STUDENT BEHAVIOR

We believe our schools should have high expectations for student behavior that are aligned with the district's character traits and community expectations.

Code of Classroom Conduct

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

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

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

Student Expectations

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

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

Academic Integrity

Honesty is a highly valued character trait in the River Falls School District. Students are responsible for maintaining an environment in which they are held and in which they hold each other accountable for becoming ethical users of information and ideas. When a student cheats, they are being dishonest with themselves and their teacher(s). Our goal is for students to learn and practice ethical behavior in regard to information and information technology. Academic integrity is an obligation for all students. ~~at MMS~~

Definitions:

Academic integrity involves adhering to the values of honesty, trust, fairness, respect, and responsibility in all facets of the learning process. Academic misconduct is considered a violation of academic integrity, either while acting alone or assisting others. Below, ~~there are generally six (6)~~ **general** areas that constitute academic misconduct including examples of each. Examples of academic misconduct include but are not limited to the following:

Committing Plagiarism

(see information below)

1. Submitting falsified or invented work/information instead of actually doing the work, research, or task themselves (changing or creating data in a lab experiment; writing up a fake interview). This includes using ChatGPT or other A.I.-created work.
2. Using unauthorized tools or materials in any academic work (using notes, programmable calculators, or other electronic devices) on an assessment when such use is not allowed (stealing, selling, or providing others with tests or course materials; using an online translator for more than words or phrases).
3. Misusing or falsifying academic documents (altering a transcript or report card; signing another person's name to an attendance roster or grade check; forging a hallway pass)
4. Purposefully damaging or hindering the work of others (hiding books or reference materials needed to complete an assignment; tampering with lab experiments, art projects, or electronic files of another student).
5. Assisting other students in any of these acts (allowing a person to use your notes on a test).
6. Plagiarism is taking credit, whether deliberate or not, for another person's or source's (print or non-print) ideas or words, works or processes without proper citation or credit. Sources do not need to be cited for material that is considered to be "common knowledge" i.e., factual information that is considered in the "public domain" because it is published in multiple standard reference works. Likewise, when common knowledge is related to a field or specialty, sources may not need to be cited if the information is widely known to people within that field. Because it may be hard to determine what is considered common knowledge, it is a good idea to cite sources or ask your teacher for guidance. Using ChatGPT or any A.I.-created work is prohibited as well.

Student Discipline

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

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

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

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

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

Student Removal From Class

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

Suspension

Suspension is a temporary denial by school administration of the right to attend class or school.

Suspensions can be either in or out of school. If the suspension is out of school, the student will not appear in school or on school grounds during the time he/she is suspended; the parents/guardians are responsible for the activities of the student during this time. Students are required to make up all missed assignments and tests for the period of the suspension.

Suspensions may be used for incidents such as fighting, threats, insubordination, or other dangerous or antisocial actions. Suspensions will be for 1-5 days at the discretion of the principal. In some cases it may be necessary to inform law enforcement and/or social services.

Expulsion

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

Theft/Vandalism

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

Guns and Weapons

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

Drug-Free Environment

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

TRANSPORTATION

Students are responsible for their behavior on the bus. Misbehavior could result in the bus driver being distracted, which could possibly endanger the lives of the students being transported. Parents are requested to explain the importance of proper behavior on the bus. Inappropriate school bus behavior will not be tolerated and may result in the removal from bus privileges.

Student Responsibilities for Bussing

1. Occupy the seat assigned by the driver and to refrain at all times from moving around while the bus is in motion.
2. Practice appropriate classroom conduct while using a school bus.
3. Stay off the traveled roadway at all times while waiting for a bus.
4. Wait until the bus has come to a complete stop before attempting to get on or off the bus.
5. Leave the bus only at the consent of the driver.
6. Enter or leave the bus only at the front door after the bus has come to a complete stop, except in case of an emergency.
7. Cross the traveled highway in the following manner, if necessary, after leaving the bus:
 - Make certain the bus has come to a complete stop.
 - Wait for the driver to signal for crossing.
 - Upon signal from the driver, look both to the right and left, and proceed across the highway in front of the bus.
 - Walk (not run) in front of the bus when crossing the highway.
8. Keep hands and head inside the bus at all times.
9. Report bus damage to the driver immediately.
10. Help keep the bus clean, sanitary, and orderly.

Parent Responsibilities for Bussing

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

GRADING

Purpose of Grading

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

Report Cards

Your child will receive a report card showing her/his progress in school. Report cards will be sent home at the end of each Trimester ~~for parents to sign and return the envelope~~. Report cards can also be viewed on Infinite Campus. Parents are encouraged to maintain close contact with the school, attend Parent-Teacher Conferences, and to request an additional conference when they feel a need. Standards-based elementary report cards were fully implemented in 2014-15. There is an elementary parent information brochure about standards-based grading on each school's website. (<https://www.rfsd.k12.wi.us/>)

Grading Procedures

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

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

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

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

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

Homework

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

In the elementary grades, we encourage 20 minutes of reading each night and talking about number concepts at home when they apply.

Retention

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

STUDENT RECORDS

Child Custody and Records

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

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

GENERAL INFORMATION

Animals in School

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

Character Education

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

| | |
|------------|--------------------------------------|
| September: | Respect Curiosity |
| October: | Responsibility |
| November: | Citizenship Gratitude |
| December: | Compassion |
| January: | Cooperation |
| February: | Perseverance |
| March: | Positive Attitude Respect |
| April: | Honesty |
| May: | Courage |

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

Classroom Placement Request

To ~~stay with~~ maintain equitable practices, specific teacher requests will not be accepted from parents. This allows the school to make the most equitable and appropriate class lists. Parents may make broad requests to support their child. An example could be **to describe** the optimal learning environment for your child. Classroom placements are subject to change at the discretion of the building principal, however changing classroom placement after lists are released is rare.

Religious Accommodations

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

Lunch Accounts

Breakfast and lunch are offered at each elementary school every day school is in session. For the 2024-2025 school year the cost of breakfast is **\$1.70**, Reduced Breakfast will cost \$0.30. The price for lunchLunch will be **\$2.85**, Reduced Lunch will cost \$0.40. An ~~additional breakfast will be \$1.70, an~~ extra milk will cost \$0.55. ~~and an extra lunch will cost \$2.80. Kids Club Snack \$1.40 Reduced Snack \$0.15.~~

Each family has one lunch account, so one payment can be sent for all children in the family. Payments can be made in the school office or online through the [Wordware link](#). It is expected that a positive balance will be maintained in each food service account at all times. Each family receives a copy of the free and reduced lunch policy and families are encouraged to apply if the criteria are met.

Each day children have a choice of two main entrees. The school lunch menu is included in the school's newsletter and on the school website. There is an additional charge for classroom snack milk. Children may bring their own lunch and purchase milk by the carton. Do not include pop **or other beverages containing caffeine** in your child's lunch. If there are questions concerning the lunch program, please contact the Food Service Office at 715-425-1830, ext. 3724.

~~*Due to space constraints,~~ Students eating lunch with their families ~~may need to~~ **will** eat at a separate table from their class.

Field Trips

Field trips are planned by the teacher and approved by the building principal. These trips are an integral part of the educational program and are enrichment to the teaching units. ~~There will be no up front field trip costs to families.~~

Parents/guardians will be notified through the school, in writing, of pertinent information about any planned trip that the class is anticipating. A signed permission form will be required of the parent or guardian to enable the student to participate.

Desk/Locker/Cubby Search

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

Bathroom/Locker Room

1. Under no circumstances can a person use a camera, video recorder, cell phone or other recording device to capture, record or transfer a representation of a person, including nude or partially nude person in ~~the locker room or~~ bathroom.

~~2. Accessibility of the locker room is limited to participants, coaches, and staff.~~

Damaged Property

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

Telephone Use

The phones in the building are for business purposes. Students may not use school phones for personal use unless there is an emergency. Office personnel will take important messages during the day and relay the information to the students. The phone in the office area may be used for emergencies and after school times to communicate with parents about transportation needs.

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

Electronic Devices Student Rules

- All cell phones must be in your school locker, cubby, or backpack during school hours from ~~8:40~~ 8:30 am to 3:50 pm.
- No devices are allowed in the ~~locker room or the~~ restrooms.
- Students are not allowed to take pictures or video of any kind, unless permitted by your teacher.
- Only school-issued electronic devices are allowed during school hours of ~~8:40~~ 8:30 am to 3:50 pm.

Visitors/Volunteering

1. All visitors, including field trip chaperones, who have complied with **the** district background check process, are to register in the office before visiting other areas of the school. Please make an appointment via the school office to visit with a teacher during the school day.
2. Due to liability concerns, student visitors are not allowed.
3. To help us better communicate and align volunteer opportunities with our parents and community, we have implemented a **volunteer application**. Fill out the application to become a volunteer in the School District of River Falls.
4. Parents and other adults needing more information regarding volunteering should contact Lesley Schradle, District Volunteer Coordinator, at 715-425-1810 ext. 3506. The district will conduct background checks prior to volunteering.
5. Observing in a classroom and/or being out on the playground require: (1) an appointment in advance via the office of the Principal and (2) a completed background check.
6. Lunch visitors must notify the office of their intent to attend lunch by 10am the morning of the visit. Lunch visitors will sit at a designated table with their child(ren) only and may not share food with other students in the lunchroom.
7. Principals have the discretion to restrict school and school ground access to parents, volunteers, and other visitors.

Media Center (Library)

River Falls Elementary Schools have a central Media Center under the supervision of a media specialist. This service makes available to students and teachers up-to-date collections of books, tapes, videos, software, and other audio visual aids. Parents are encouraged to foster appropriate values in the care and use of

library materials. Lost and damaged materials are the financial responsibility of the students. Privileges may be withheld to encourage the return of overdue materials.

School Entrance Age (see policy on page 32)

According to Wisconsin School Law, Chapter 118.14, school entrance age requirement for kindergarten must be 5 on or before September 1 of the current school year. It is our practice to comply with these age requirements. On rare occasions, early entrance to school may be considered for children turning 5 no later than October 1. For additional details, refer to page 32.

Use of District Technology Resources

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

Student Device Damage Fee

Any student that damages their school district issued device or charging cord will be issued a fee of \$20.00 for each incident. In the event that a student loses or has their device stolen, the amount of the fee will be left to the discretion of Administration, not to exceed the replacement cost of the device.

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

Social Media & Networking Sites

While our school staff respects the right of students to use social media and networking sites, it is important that students' personal use of these sites does not damage the school's reputation, its employees, its students, families, and community. What is private in the digital world can become public, even without knowledge or consent; therefore, students are to maintain appropriate boundaries between personal and public life when conducting online activities at all times.

We do not actively monitor students' use of social media and networking sites outside of school hours. Students are not allowed to use school-issued technology to access social media or networking sites for non-academic purposes. However, inappropriate activities that become public and/or are brought to the attention of school staff will be handled on a case-by-case basis. The information posted online through the use of cellphone, computers, or other electronic devices that damages the school's reputation, its employees, its students, families, and community can be grounds for disciplinary action. The School District of River Falls takes electronic bullying (cyber-bullying) very seriously. Inappropriate information includes, but is not limited to, acts of bullying & harassment, threats, and/or criminal activities.

Students experiencing bullying & harassment via online social media & networking sites should report incidents to staff so that the issue can be addressed and/or handled as needed. Students are responsible for the ethical and educational use of the technology resources of the school district. Students will recognize that their reputation in cyberspace is nothing to take lightly as one's digital footprint can last a lifetime.

PTO (Parent and Teacher Organization)

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

Clothing

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

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

Student dress shall be considered inappropriate if it:

- (1) Presents a "clear and present" danger to health and safety;
- (2) Causes an interference with work or creates classroom or school disorder;
- (3) Is disruptive to the school climate; or
- (4) Is damaging to school property.

Children are required to wear tennis shoes in the gym. Playground access may be restricted if students do not wear appropriate winter clothing. Final determination of appropriate dress will be determined by the building principal.

Food & Classroom Celebrations

River Falls School District promotes celebrations and activities that are fun and culturally responsive and sustaining. A celebration is a special event that people organize in order to celebrate something. Celebrations include, but are not limited to holidays, birthdays, homecoming, prom, character education celebrations.

In order for celebrations and activities to be culturally responsive and sustaining, they should:

- (1) Connect to the curriculum or be student initiated.
- (2) Be accessible to all students and families.
- (3) Be multicultural, promoting an awareness of other groups' thoughts, ideas, and behaviors including those of the students in the classroom.
- (4) Reinforce district character traits.

Educators may reference the following documents to help with the planning of celebrations.

- [Multicultural Celebration](#) Resource
- [Yearly Holidays and Celebrations](#) Resource

Bicycles

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

Toys/personal items

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

IMPORTANT POLICIES

(These may also be found on the District Website)

A. Harassment

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

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

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

~~B. Equal Education Opportunities~~

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

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

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

~~The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not~~

~~necessarily be limited to, exclusion from participation in an activity, alternative assignments, and release time from school to participate in religious activities and opportunities to make up work missed due to religious holidays. Any accommodations granted under this policy shall be provided to students without prejudicial effect.~~

~~Complaints regarding the interpretation or application of this policy shall be referred to the Superintendent or designee located at 852 E. Division St., River Falls, WI, 54922; 715-425-1800 and processed in accordance with established procedures.~~

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

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

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

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

D. Bullying/Cyber-Bullying Policy

The School District of River Falls believes that a safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior ([District Policy 411.2](#))

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

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

The misuse of personal or home-based social media, depending on its potential effect on the health, safety and welfare of students/others and the maintenance of the educational setting in school, may result in referral to law enforcement and/or school discipline, including but not limited to expulsion. See district policy [411.2](#) for more information.

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

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

E. Police Interviews

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

F. Other Policies

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

REQUIRED NOTICES

(These are also on the District Website)

A. Student Record Notice

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

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

The following shall apply in the District:

1. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to inspect, review and obtain copies of the student's school records upon request in accordance with established procedures. The District shall respond to such requests without unnecessary delay. A copy of the Board's student records policy and procedures can be obtained from the Director of Academic Services at the school district administrative offices located at 852 E. Division St., River Falls, WI 54022. Regular office hours are 8 a.m. to 3:30 p.m. during the summer and 8 a.m. to 4:30 p.m. during the school year.
2. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to request the

amendment of the student’s school records if he/she believes the records are inaccurate, misleading or otherwise in violation of the student’s privacy rights. Complaints regarding the content of student records may be made in accordance with established procedures. Copies of the District’s procedures are available upon request as outlined above.

- An adult student, or the parent(s)/guardian(s) of a minor student, has the right to consent to the disclosure of information contained in the student’s school records, except to the extent that state and federal laws authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials determined to have legitimate educational interests, including safety interests, in the student records. A “school official” is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a parent/guardian or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a “legitimate educational interest” if the official needs to review a student record in order to fulfill his/her professional or District responsibility.

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

- An adult student, or the parent(s)/guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged District noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

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

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

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

B. Nondiscrimination Notice

SCHOOL DISTRICT OF RIVER FALLS **PUBLIC NOTIFICATION OF EQUAL EDUCATIONAL OPPORTUNITIES/STUDENT** **NONDISCRIMINATION POLICY**

The School District of River Falls is committed and dedicated to the task of providing the best education possible for every child in the District for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational and other programs or activities shall not be abridged or impaired because 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.

All district career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the high school's website or by contacting any school's counseling office.

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

The District shall provide appropriate educational services and/or programs for students who have been identified as having a disability and shall make school facilities reasonably accessible to such students as required by law. The District shall ensure that students with disabilities are not excluded from academic, career and technical education programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available. Reasonable accommodations shall be made for students with disabilities in accordance with legal requirements.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements.

Requests for accommodations shall be made in writing and reviewed for approval by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Students, parents/guardians, and teachers shall receive written notification of this policy and the procedures for requesting an accommodation. Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures.

The Superintendent or designee (located at 852 E. Division St., River Falls, WI, 54022, telephone 715-425-1800) is designated to receive grievances regarding discrimination according to the established procedures.

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

LEGAL REFERENCE: Wisconsin Statutes Sections 118.13; Wisconsin Administrative Code PI 9, 41; Title IX; Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act; McKinney-Vento Homeless Education Assistance Act

SCHOOL DISTRICT OF RIVER FALLS
TITLE IX NOTICE.

As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to a District Title IX

Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

Any questions regarding Title IX compliance may be directed to the District's Title IX Coordinators.

Primary Title IX Coordinator-Student (i.e. when the complainant is a student)

Mark Inouye, Director of Student Services

852 E. Division Street

River Falls, WI 54022

715-425-1800

mark.inouye@rfsd.k12.wi.us

Secondary Title IX Coordinator-Staff (i.e. when the complainant is an employee)

Nate Schurman, Director of Human Resources

852 E. Division Street

River Falls, WI 54022

715-425-1800

nate.schurman@rfsd.k12.wi.us

Title IX Coordinators are authorized by the Board to coordinate the District's efforts to comply with Title IX and this policy. The District's nondiscrimination policy and grievance procedures relate to sex discrimination are set forth under Policy 411.11. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination, please refer to Policy 411.11

~~Equal Education Opportunities and Pupil Nondiscrimination~~

~~The River Falls School District is committed to providing equal education opportunities for all students in the district. The right of the student to be admitted to school and to participate fully in curricular, extracurricular, student services, recreational, and other programs or activities, shall not be abridged or impaired because of a student's sex (including gender identity, gender expression and nonconformity to gender role stereotypes), color, race, age, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap.~~

~~Students who have been identified as having a handicap or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with reasonable accommodations in educational services or programs. Students may be considered handicapped~~

~~or disabled under this policy, even if they are not covered under the district's special education policies and procedures.~~

~~The district shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Any child's parent or guardian, or the child if the parent or guardian is notified, may request the school board, in writing, to provide the child with program or curriculum modifications. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and release time from school to participate in religious activities. Opportunities to make up work missed due to religious holidays will be provided. Any accommodations granted under this policy shall be provided to students without prejudicial effect.~~

~~Complaints regarding the interpretation or application of this policy shall be referred to the Superintendent or designee and processed in accordance with established procedures.~~

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

~~Legal References: Sections 118.13 & 118.15 Wisconsin Statutes, PI 9 and PI 42 of the Wisconsin Administrative Code, Title IX Education Amendments of 1972, Title VI Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Individuals with Disabilities Education Act, Civil Rights Act of 1991.~~

~~In addition, this prohibits student discrimination under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability).~~

Exact Mirror of our Policy (411 Equal Educational Opportunities)

~~The School District of River Falls is committed and dedicated to the task of providing the best education possible for every child in the District for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.~~

~~The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational and other programs or activities shall not be abridged or impaired because 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.~~

~~All district career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the high school's website or by contacting any school's counseling office.~~

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

~~The District shall provide appropriate educational services and/or programs for students who have been identified as having a disability and shall make school facilities reasonably accessible to such students as required by law. The District shall ensure that students with disabilities are not excluded from academic, career and technical education programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available. Reasonable accommodations shall be made for students with disabilities in accordance with legal requirements.~~

~~The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements.~~

~~Requests for accommodations shall be made in writing and reviewed for approval by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Students, parents/guardians, and teachers shall receive written notification of this policy and the procedures for requesting an accommodation. Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures.~~

~~The **Superintendent** or designee (located at 852 E. Division St., River Falls, WI, 54022, telephone 715-425-1800) is designated to receive grievances regarding discrimination according to the established procedures.~~

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

~~LEGAL REFERENCE: Wisconsin Statutes Sections 118.13; Wisconsin Administrative Code PI 9, 41; Title IX; Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act; McKinney-Vento Homeless Education Assistance Act~~

C. Notice of Child Find Activity

NOTICE OF CHILD FIND ACTIVITY

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

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

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

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

The school district maintains several classes of pupil records.

- "Progress records" include grades, courses the child has taken, the child's attendance record, immunization records, required lead screening records, and records of school extra-curricular

activities. Progress records must be maintained for at least five years after the child ceases to be enrolled.

- “Behavioral records” include such records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil’s behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization and lead screening records, law enforcement officers’ records, and other pupil records that are not “progress records.” Law enforcement officers’ records are maintained separately from other pupil records. Behavioral records may be maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. The school district informs parents when pupil records are no longer needed to provide special education. At the request of the child’s parents, the school district destroys the information that is no longer needed.
- “Directory data” includes the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently previously attended by the student.
- “Pupil physical health records” include basic health information about a pupil, including the pupil’s immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil’s ability to participate in an education program, any required lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the state superintendent. Any pupil record relating to a pupil’s physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84, Wisconsin Statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.

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

- The rights to inspect and review the student’s education records within 45 days of receipt of the request. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school district will comply with the request without unnecessary delay and before any meeting about an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of those children have the right to inspect and review only the information about their child or to be informed of that specific information. Upon request, the school district will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Upon request, the school district will give the parent or eligible student a list of the types and locations of education records collected, maintained, or used by the district for special education. The school district will respond to reasonable requests for explanations and interpretations of the records. A representative of the parent may inspect and review the records.
- The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the School District of River Falls to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record, the district will notify the parent or eligible student of the decision and the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that federal and state law authorizes disclosure without consent. The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL107-110, No Child Left Behind Act of 2001; and section 118.125(2)(a) to (m) and sub. (2m), Wisconsin Statutes. One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Also the district discloses "directory data" without consent, unless the parent notifies the district that it may not be released without prior parental consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605

D. Asbestos Notification

ASBESTOS NOTIFICATION

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

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

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

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

**Continued our Operations and Maintenance Program*

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

Short-term workers (outside contractors - i.e., telephone repair workers, electricians and exterminators) must be provided information regarding the location of asbestos in which they may come into contact. All

short-term workers shall contact the lead maintenance person before commencing work to be given this information.

The School District of River Falls has a list of the location(s); type(s) of asbestos containing materials found in that school building and a description and time-table for their proper management. A copy of the Asbestos Management Plan is available for review in the school office. Copies are available at 25 cents per page. Questions related to the plan should be directed to Erin KH Paulson, with MacNeil Environmental, Inc., by contacting the School District of River Falls at (715)425-1800.

E. Notice of Referral and Evaluation Procedures

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

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

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

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

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

F. Notice of Student Privacy

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

SDRF ENTRANCE AGE POLICY

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

No child may be admitted to 5-year-old kindergarten in the District unless the child is five years old on or before September 1 in the year he/she proposes to enter school. A child may be admitted to 5-year-old

kindergarten under the legal age if he/she meets the conditions and standards of district early admission to kindergarten procedures (421-Rule).

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

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

Special Educational Programs: Enrollment Age

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

SDRF STUDENT INTERNET ACCEPTABLE USE

K-2 Acceptable Use Agreement

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

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

3-5 Acceptable Use Agreement

1. I will promise to use the Internet and computers for educational purposes.
2. I will only use the computers and Internet after obtaining my teacher's permission.
3. I will only use the bookmarked sites unless my teacher or another authorized adult supervises my use of a search engine for approved research.
4. I will not use email without permission from my teacher and will only use it as defined by my teacher. I will always treat people online with respect and treat them as I would like to be treated.
5. I will not enter chat rooms or use instant messaging at school.
6. I will respect the rights of copyright owners and will not plagiarize work that I find on the Internet.
7. I will respect and follow the copyright laws of software and I will not download any software on the school's computers.

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

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

Reference Policy 363.2 Rule Board Policy

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

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

**Technology Device
STUDENT USER AGREEMENT
School District of River Falls
Grades K-12**

Our Mission Statement

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

School District of River Falls – Student Technology Devices

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

Goals for Student Users

- To capitalize on the convergence of academic resources such as textbooks, scholarly sources, and content rich media.

- To facilitate mobile learning across the school campus and beyond.
- To promote leadership in one's own education by establishing access to educational resources and providing tools to amplify student voice in learning.

General Expectation for Student Use of District Provided Technology

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

Acceptable Use Guidelines

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

Privacy and Safety

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

Legal Property

- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
- Plagiarism is a violation of the student policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to discipline. Violation of applicable state or federal law, including the Wisconsin Penal Code (943.70 Computer Crimes) may result in criminal prosecution or disciplinary action by the District.

Care and Maintenance

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

Technical Support

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

Consequences

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

Damage/Repair Fees

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



Meyer

MIDDLE SCHOOL



2024-25 STUDENT HANDBOOK

Meyer Middle School

230 North 9th Street, River Falls, WI 54022

| | | | |
|--|---|-----------------------------|---|
| Principal: | Mark Chapin mark.chapin@rfsd.k12.wi.us | School Psychologist: | Sommer Bowers sommer.bowers@rfsd.k12.wi.us |
| Assistant Principal/ MMS Activities Director: | Brian Buck brian.buck@rfsd.k12.wi.us | Social Worker: | Jacqueline Graham jacqueline.graham@rfsd.k12.wi.us |
| School Counselors: | Gary Campbell (7th) gary.campbell@rfsd.k12.wi.us Samantha Dusek (6th) samantha.dusek@rfsd.k12.wi.us Jordan Seifert (8th) jordan.seifert@rfsd.k12.wi.us | Resource Officer: | Bryan Jensen bryan.jensen@rfsd.k12.wi.us |
| | | Phone: | 715-425-1820 |
| | | Fax: | 715-200-5950 |
| | | Website: | https://www.rfsd.k12.wi.us/schools/middle/ |

SCHOOL DISTRICT OF RIVER FALLS
Building/Department Telephone Numbers
(all numbers use area code 715)

| | |
|---------------------------------|----------|
| District Administration Offices | 425-1800 |
| Buildings and Grounds | 425-1806 |
| Bus Garage | 425-1808 |
| Food Service | 425-1839 |
| River Falls High School | 425-1830 |
| Renaissance Academy | 425-7687 |
| Meyer Middle School | 425-1820 |
| Greenwood Elementary | 425-1810 |
| Westside Elementary | 425-1815 |
| Rocky Branch Elementary | 425-1819 |
| Montessori Elementary | 425-7645 |

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Welcome

On behalf of the entire faculty and staff, we extend to you a very warm and friendly welcome to Meyer Middle School. We hope the years you will spend with us will be both productive and happy in every way. This handbook has been developed to give you a better understanding of your school's activities, ideals, and expectations. It is intended to assist you in following the standards of your school and community.

While at MMS, you will have many opportunities to develop character and make friends. We encourage you to participate in the improvement of your school by developing self-discipline, making choices carefully, thinking of other people, and realizing the consequences of your actions.

Opportunities exist for you to explore a wide variety of interesting areas. Questions and answers often begin taking on new meanings. This is the time when many of you start bridging the gap between childhood and adulthood. We are proud to have you be a part of MMS. You are a unique individual, created with special talents and abilities. The staff members of MMS want to be a part of your future. The challenge is yours.

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



School District Mission, Vision, and Values

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 - We center our policies, practices, and actions on doing what is best for all students.

People Matter - We value and respect our staff, and will find success by supporting their participation in collaborative learning communities.

Equity - We ensure the individual personal needs of every child is supported by high-quality education/resources to pursue their unique potential.

Respect - We affirm the worth and dignity of all students, employees and community members. We foster a climate of civility, acceptance, and reasoned debate, embracing our diversity as a strength.

Integrity - We ground our actions in character, honesty, responsibility, service, and compassion toward others.

Excellence - We embrace the continuous pursuit of improvement in school operations, services, and programs.

Innovation - We inspire and empower innovative thought and practice.

Communications - We are accountable and transparent in order to maintain public trust.

Meyer Middle School Mission, Vision, And Collective Commitments

MISSION STATEMENT:

We are collectively committed to the academic growth, character development, and well-being of every student, every day.

VISION STATEMENT:

We will operate as a high-performing professional learning community in a caring environment where students and staff feel safe, connected, and engaged.

COLLECTIVE COMMITMENTS:

- We will build and maintain meaningful relationships with our students, staff, families, and community.
- We will intentionally teach and support our students' character development and their social-emotional learning.

- We will use evidence of student learning and effective practices to teach, assess, and reteach the essential standards through common formative and summative assessments.
- We will promote a wide variety of extracurricular opportunities to meet our students' interests.
- We will continue to grow professionally by learning from each other and by implementing effective practices to support students.
- We will be positive and solution-focused contributing members of our collaborative teams.
- We will hire and work to retain the best employees who value our mission and vision.

Handbook Overview

This Student Handbook is a general reference guide only and is designed to be in harmony with board policy. Please be aware that it is not a complete statement or comprehensive listing of all policies, procedures, or rules that may be applicable in a given circumstance.

The River Falls School Board has policies that are not included in this handbook but are available at <https://drive.google.com/drive/folders/1mOu5kJsOGt7tNNteijkqN2cJ1KGjopEL> for all students and parents. In case of conflict between board policy and any provisions of the Student Handbook, board policy takes precedence and is to be followed. Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. The District reserves the right to modify provisions in the Student Handbook at any time, whenever it is deemed necessary.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents beyond those grounded in state and federal laws. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district. If you or your student(s) have questions about any of the material in the handbook, please contact the principal or assistant principal.

Parental Connection

When students leave elementary school and transition into middle school, they sometimes feel this time is an independent stage of “young adulthood.” While their parents may have volunteered many hours at the elementary level, students can feel that it is “uncool” to have their parents around MMS. However, at MMS, we enjoy having parents around the building. We view parents as valuable connections and partners in education.

To help us better communicate and align volunteer opportunities with our parents and community, we have implemented a [volunteer application](#). Fill out the application to become a volunteer in the School District of River Falls. Parents can volunteer by contacting Lesley Schradle, Volunteer Coordinator: lesley.schradle@rfsd.k12.wi.us (715) 425-1810 ext 3506. You may also connect with your child’s House Team Leader or school administration (715) 425-1820.

Some examples of opportunities for parents to volunteer at Meyer Middle School include the Veteran’s Day Program, field trips, Service Learning activities, Activity Afternoons, mock interviews, and first aid testing.

Messages/Items From Home

To limit interruptions to the classroom learning environment, we will limit calls to the classrooms for messages and delivering forgotten items from home. It is the student's responsibility to check the office if they are expecting items to be delivered from home during the day. Please be assured that prearranged interruptions like doctor and dentist appointments will still be honored. Texting your students during the school day is discouraged.

Visitors

Visitors will only be approved by the administration if it is deemed appropriate and educational. For safety purposes, all visitors are to enter through the Main Office, sign in, wear a school-issued badge, communicate their purpose for visiting with the Main Office staff, and, upon leaving, sign out and return the badge.

Our Rights

The following rights apply to all persons, students, and staff at Meyer Middle School for the entire school day including transportation to and from school and all school-sponsored activities.

- The right to an education – teachers should be free to teach and students free to learn without being interrupted.
- The right to develop one's personality (so long as it doesn't interfere with the rights of others) without disrespectful criticism or pressure from others.
- Freedom from physical and mental abuse, such as name-calling, intimidation, or harassment.
- Freedom from being set apart or mocked because of race, sex, religion, physical strength, size, friendship group, age, culture, handicap, financial status, clothing, or classroom performance.
- Freedom from being harassed in the classroom and hallways and the right to be treated respectfully and safely.
- The right to have personal and school property respected is a part of human rights. Our school community should be a safe place for all property, as well as people.

School Calendar and Schedule

School District Of River Falls Important Dates 2024-25

| | | |
|-----------|----------------|--|
| Tuesday | August 13 | Renaissance Back To School Night (5:30-7:30) |
| Tues-Wed | August 20-21 | New Teacher Workshop |
| Mon-Thurs | August 26-29 | Teacher Inservice |
| Tuesday | August 27 | HS Parent Night Open House (5:00-8:00 PM) |
| Wednesday | August 28 | MMS Back To School Open House (12:30-7:30 PM) |
| Wednesday | August 28 | Elementary Back To School Open House (3:00-6:00) |
| Monday | September 2 | No School (Labor Day) |
| Tuesday | September 3 | First Day Of School (All Schools and All Grades) |
| Monday | September 9 | Renaissance Parent Teacher Conferences (5:30-7:00 PM) |
| Thursday | October 3 | HS & Renaissance Parent Teacher Conferences (4:30-7:00 PM) |
| Monday | October 7 | No School K-8, Virtual Day 9-12 (Teacher Inservice) |
| Monday | November 4 | End Of Quarter One (Secondary Level) |
| Tuesday | November 5 | No School (Teacher Inservice) |
| Thursday | November 7 | MMS Parent Teacher Conferences (3:15-7:30) |
| Thursday | November 7 | Elementary Parent Teacher Conferences (4:00-7:30) |
| Monday | November 11 | MMS Veterans Day Program (1:00 PM) |
| Thursday | November 14 | Elementary Parent Teacher Conferences (4:00-7:30) |
| Tuesday | November 26 | End Of Trimester One (Elementary Level) |
| Wed-Fri | November 27-29 | No School (Thanksgiving Break) |
| Monday | December 9 | HS & Renaissance Parent Teacher Conferences (4:30-7:00 PM) |
| Mon-Wed | Dec 23-Jan 1 | No School (Winter Break) |
| Monday | January 13 | HS Course Registration/College Fair (5:00-8:00 PM) |
| Monday | January 20 | No School (MLK Day) |
| Friday | January 24 | End Of Quarter Two (Secondary Level) |
| Monday | January 27 | No School (Teacher Inservice) |
| Thursday | February 13 | MMS Parent Teacher Conferences (3:15-7:30) |
| Monday | February 17 | No School K-8, Virtual Day 9-12 (Teacher Inservice) |
| Tuesday | February 18 | Elementary Parent Teacher Conferences (4:00-7:30) |
| Thursday | February 20 | Elementary Parent Teacher Conferences (4:00-7:30) |
| Monday | February 24 | HS & Renaissance Parent Teacher Conferences (4:30-7:00 PM) |
| Friday | March 7 | End OF Trimester Two (Elementary Level) |
| Tuesday | March 11 | HS ACT Day For Juniors (Virtual Day Grades 9, 10,& 12) |
| Mon-Fri | March 17-21 | No School (Spring Break) |
| Friday | April 4 | End Of Quarter Three (Secondary Level) |
| Monday | April 7 | No School (Teacher Inservice) |
| Thursday | May 1 | HS & Renaissance Parent Teacher Conferences (4:30-7:00 PM) |
| Thursday | May 15 | Renaissance End Of Year Celebration (6:00-8:00 PM) |
| Friday | May 16 | No School (Teacher Inservice) |
| Monday | May 26 | No School (Memorial Day) |
| TBD | June TBD | High School Graduation (1:00-3:00 PM) |
| Friday | June 6 | Last Day Of School |

Meyer Middle School Important Dates 2024-25

| | | |
|-----------|----------------|---|
| Wednesday | August 28 | MMS Back To School Open House (12:30-7:30 PM) |
| Monday | September 2 | No School (Labor Day) |
| Tuesday | September 3 | First Day Of School (All Schools and All Grades) |
| Monday | October 7 | No School K-8, Virtual Day 9-12 (Teacher Inservice) |
| Monday | November 4 | End Of Quarter One (Secondary Level) |
| Tuesday | November 5 | No School (Teacher Inservice) |
| Thursday | November 7 | MMS Parent Teacher Conferences (3:15-7:30) |
| Monday | November 11 | MMS Veterans Day Program (1:00 PM) |
| Wed-Fri | November 27-29 | No School (Thanksgiving Break) |
| Mon-Wed | Dec 23-Jan 1 | No School (Winter Break) |
| Monday | January 20 | No School (MLK Day) |
| Friday | January 24 | End Of Quarter Two (Secondary Level) |
| Monday | January 27 | No School (Teacher Inservice) |
| Thursday | February 13 | MMS Parent Teacher Conferences (3:15-7:30) |
| Monday | February 17 | No School K-8, Virtual Day 9-12 (Teacher Inservice) |
| Mon-Fri | March 17-21 | No School (Spring Break) |
| Friday | April 4 | End Of Quarter Three (Secondary Level) |
| Monday | April 7 | No School (Teacher Inservice) |
| Friday | May 16 | No School (Teacher Inservice) |
| Monday | May 26 | No School (Memorial Day) |
| Friday | June 6 | Last Day Of School |

Daily Schedule

All students are to report for Teacher Advisory (TA) by 7:45 am each day.

Lunch is served by grade level three times during the day:

8th (10:28 am to 10:58 am)

6th (11:15 am to 11:45 am)

7th (12:02 pm to 12:32 pm)

Dismissal is at 2:55 each day.

Meyer Middle School operates on a seven-period day, starting after Teacher Advisory (TA). Each house offers single-period classes along with block classes to enhance student learning and address students' educational needs. Descriptions of each grade's schedule are listed on the [Meyer Middle School Website](#).

Class Rotations - Students will attend all classes on Mondays. Students will follow a modified block schedule for the remainder of the week following a Tuesday/Thursday or Wednesday/Friday rotation for their core classes.

Class Length - Core classes (Language Arts, Social Studies, Science, Math) are held for 88 minutes per day every other day. Some Literature classes and Allied Arts classes (Art, Music, Physical Education, Spanish, Gateway to Technology, Careers, and Health) are 44 minutes in length. All classes on Mondays are 44 minutes in length.

Arrival and Vacating Building - Please note that students should remain outdoors until the 7:10 bell unless it is raining or too cold to wait outdoors. Please use reasonable discretion and do not arrive too early. When students arrive they should wait in the front lobby. Likewise, students are asked to leave the building by 3:05 PM, due to supervisory concerns.

Emergency School Closing Procedures

If weather conditions or other circumstances develop that alter the normal school schedule, the administration of the School District of River Falls follows these procedures:

1. A campus messenger parent notification system will be activated.
2. The following stations will be notified and requested to announce the delayed start, early release, or school closing:

| | |
|----------------------|--|
| Radio stations: | WCCO (830 AM) WDMO (95.7 FM) WEVR (1550 AM & 106.3 FM) WIXK (1590 AM & 107.1 FM) KWNG (105.9 FM) |
| iHeart Media: | 880AM; 1400AM; 92.1FM; 95.1FM; 98.1FM; 98.7FM; 100.7FM; 106.7FM |
| Television stations: | WCCO (Channel 4) KSTP (Channels 5, 45, and KSAX-TV-channel 42) FOX (Channels 9, 25, 29 and 48) KARE (Channel 11) WEAU (Channel 13) |
| Websites: | wcco.com kstp.com myFOX9.com kare11.com moose106.com b95radio.com rock921.com z100radio.com 987thebrew.com wmeq.com |

Please do not contact these stations, or the schools directly, as this may limit the school district's ability to inform the media of its decisions relative to closing, delayed starts, early releases, and changes in athletic/extracurricular event schedules.

If severe weather conditions develop during school hours, and it becomes necessary to dismiss students for home before regular dismissal times, the Campus Messenger notification system will be activated and the radio and television stations will be notified and asked to announce the time of the early dismissal.

In the event of a school closing or early dismissal, all extra-curricular activities will also be canceled or postponed unless otherwise announced. RF4C sessions and the Kids Club Program will be canceled when schools are closed due to inclement weather. The announcement to delay or close school includes River Falls Public Schools, St. Bridget's Parish School, and Heartland Montessori School.

Attendance Guidelines

Attendance Philosophy

In accordance with state law and Pierce/St. Croix County and River Falls Municipal ordinances, all children between six (6) and eighteen (18) years of age must attend school full-time until the end of the term, quarter, or semester they become eighteen (18) years of age, unless they have a legal excuse, fall under one of the exceptions outlined in Wisconsin Statutes §118.15, or have sufficient credits to graduate from high school.

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

School Attendance Officer

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

Attendance Definitions/Consequences

Tardy- A student who is late to school or late to class but is fewer than 15 minutes late. Students with three tardies *per quarter* will be placed on Step 2 of the discipline step system. Each additional grouping of three tardies will result in the next step on the discipline step system.

Truancy- A student who is over 15 minutes late to school or class. Students who are truant will receive no credit for the assignments missed due to truancy. Students with two truantries *per semester* will be placed on step 2 of the discipline step system. Each additional grouping of two truantries will result in the next step in the discipline step system.

Unexcused Absence- Unexcused absences include any absence of more than 15 minutes or all of one (1) or more school days during which the school attendance officer has not been notified by the parent or guardian. An unexcused absence may also mean intermittent attendance if such absences accumulate and interfere with the compulsory attendance law.

Habitual Truant- A student who is absent from school without an acceptable excuse for part of, or all of, five (5) school days during a semester. Students who are habitually truant will be referred to River Falls Municipal Court and/or Human Services in the county where they claim residency.

Illness

Students will be allowed four (4) parent-excused illness days per semester.

A doctor's note may be required once a student exceeds the four-day limit depending on details of the situation known to the administration. Failure to provide a doctor's note may result in truancy.

Students and parents are encouraged to request a note from a doctor during the appointment to bring it to school upon return from an illness.

Illness At School

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

Student Absences And Excuses

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

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

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

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

- Evidence that the student is not in a proper physical or mental condition to attend a school or an educational program. If the student exceeds four (4) illness days in any semester, the district will request the parent or guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student. Such excuses shall be made in writing, shall state the period of time for which it is valid, and cannot exceed 30 days in total.
- An illness in the immediate family that requires the absence of the student because of family responsibilities
- Medical, dental, chiropractic, optometric, or other valid professional appointments
- A death in the immediate family
- Religious holidays
- A court appearance or other legal procedure upon submission of proof
- Quarantine as imposed by a public health official
- Attendance at special events of educational value as approved in advance by the school attendance officer
- Approved school activities during class time
- Special circumstances that show good cause, which are approved 48 hours in advance by the school attendance officer

Pre-Arranged Absences

Under [Wisconsin State Statute §118.15\(3\)\(c\)](#), students are allowed to be absent up to ten (10) times per school year for any reason. However, each of these absences must be excused prior to the student's absence. If the absence is not pre-arranged, or there are extenuating circumstances not approved by the attendance officer, the absence will be classified as unexcused. The role of parents is paramount in this process to ensure that your child is not needlessly penalized due to the fact the procedure was not followed. These days should be used judiciously, in that after the ten (10) days, all absences will require attendance officer approval. Students are required to fill out a pre-absence form for any full day of school they will be absent. Pre-absence forms can be obtained in the front office.

Unexcused Absences

Students who are absent from school with the consent of their parent(s) or guardian, but whose absence does not fall under the reasons listed above, as determined by the attendance officer, shall be considered *unexcused*. According to state statute [§118.16\(4\)\(b\)](#), all students with an *unexcused* absence will be permitted to make up an examination missed during an absence. However, during such occasions, credit will not be given for daily classwork missed.

The administration is also authorized by the board to establish a school procedure to enhance the full attendance requirement and to determine the appropriate action to serve as a deterrent to habitual truancy, including detention or a supervised directed study program.

Student Passes/Definitions

Permit To Leave The Building- Students are not to leave school grounds after they arrive at the middle school in the morning unless a permit to leave has been issued by the office. No student is to leave the school building/grounds before dismissal time without first securing permission from the office. Students should bring a dated note signed by their parent/guardian stating where the student is to go and the time the student is to leave and return. Parents are asked to use discretion for the reasons students leave the building during school.

Corridor Pass- Students are not allowed in the halls during class time without a pass indicating their destination. Teachers will provide students with a pass when necessary.

Lunch Passes- Students desiring to go home for lunch are to present a note from their parents/guardians to the school secretary to get a lunch pass for the year. Students are not to leave the school grounds during the noon hour unless they have a lunch pass or a permit to leave the building. Students may not accompany other excused students or other parents to lunch.

Tardy Passes- Students who arrive after school has begun must report to the office before going to class. Tardies will be excused if the tardy was the result of circumstances beyond the student's control upon review of said circumstances by the school administration. Oversleeping or missing the bus will not be excused.

Extra-Curricular Participation And Attendance

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

Suspended Students

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

Academics and Activities

Standards-Based Grading Guidelines

Introduction

Standards-based grading is rooted in our commitment to the academic growth of every student, every day by providing a more transparent and accurate representation of our students' academic progress.

Rather than a traditional letter grade that may not fully capture a student's strengths and areas for improvement, standards-based grading provides a detailed breakdown of our students' proficiency in each content area's priority standards at each grade level.

This approach enables teachers to identify and address any challenges our students face more precisely. It also encourages our students to take ownership for their learning and foster a growth mindset by emphasizing progress over time rather than a single grade on a test or assignment.

What are proficiency scales and why are they beneficial to students, teachers and parents?

A proficiency scale is a tool that displays a collection of related learning targets and scores for determining a student's current level of performance. A proficiency scale defines a learning progression or set of learning goals for a specific topic, relative to a given standard (Herlebower et al, 2019). This is a tool that shows teachers, students, and others what proficiency looks like, what knowledge and skills must be obtained for mastery, and how students might go beyond what the standard requires. For students, the proficiency scale is the primary source of information about what they need to know and be able to do in relation to a priority standard or set of standards. Finally, a proficiency scale can serve as a source of information for parents to help them better understand the instructional focus of a specific content area. Figure 1.1 represents a description of our continuum for learning and standards based scoring. Figure 1.2 is a sample proficiency scale for a 7th grade science standard.

Figure 1.1 represents a description of our continuum for learning and standards-based grading

| Scoring | Content | What does this mean? |
|---|--|--|
| 3.5 Extending target standard with enriched understanding and application. | Complex Content: a performance or application that goes beyond what a standard requires. | The student demonstrates in-depth inferences and applications that go beyond the target content. |
| 3 Achieving target standard. (this is the goal for all students) | Target Content: What students should know and be able to do by the end of the course that aligns to the standard. | The student demonstrates mastery of the targeted standard. The student consistently grasps and applies key concepts, processes, and skills with limited errors. |
| 2.5 | | The student knows and can do all of the basic content at level two and some of the target content at level 3. |
| 2 Approaching target standard. | Basic Content: Is foundational knowledge that a student must acquire in order to master the target content. This includes academic vocab and prerequisite knowledge and skills. | A 2.0 indicates the student does not have any major errors or omissions regarding the foundational knowledge in order to master the target content. However, the student has gaps in understanding necessary to demonstrate mastery of the target standard or the student may require teacher assistance and support in order to demonstrate understanding of the target standard. |
| 1.5 | | The student knows some of the basic content at level two, but makes some mistakes. |
| 1 Still Progressing toward the target standard. | | With help, the student knows some of the basic content at level 2. |
| Insufficient Evidence (IE) | | There isn't enough evidence in the gradebook to determine a score. |

Figure 1.2: Sample proficiency scale - 7th grade science

| Meyer Middle School Student Proficiency Scale | |
|---|---|
| Grade: 7 | SUBJECT: Astronomy Unit: Solar System |
| MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. | |
| Level 3.5 - Complex Content | |
| I can: | <ul style="list-style-type: none"> • use the skills and concepts below to make connections to processes and content that was not directly taught in class • potentially surpass the assessment boundary |
| Level 3.0- Target Content | |
| <input type="checkbox"/> I can use a model to: <ul style="list-style-type: none"> <input type="checkbox"/> describe that gravity is an inward-pulling force that keeps smaller/less massive objects in orbit around larger/more massive objects in a continuous pattern <ul style="list-style-type: none"> <input type="checkbox"/> causes smaller objects (e.g., moons) to orbit around planets. <input type="checkbox"/> causes the planets and other bodies to orbit around the Sun, holding the solar system together. <input type="checkbox"/> causes stars and stellar systems to orbit around the center of the Milky Way galaxy. <input type="checkbox"/> caused a disk of dust and gas to form our solar system and other galaxies | <input type="checkbox"/> I can describe that objects too far away from the sun do not orbit it because the sun's gravitational force on those objects is too weak to pull them into orbit. |
| <input type="checkbox"/> I can describe what a given phenomenon might look like without gravity (e.g., smaller planets would move in straight paths through space, rather than orbiting a more massive body). | |
| Level 2.5- I know and can do all of the basic content and some of the target content. | |
| Level 2.0 - Basic Content | |
| I can explain: | <input type="checkbox"/> How gravity is an attractive force between objects in space that: <ul style="list-style-type: none"> <input type="checkbox"/> Increases when the mass of the interacting objects increases. <input type="checkbox"/> Decreases as the distances between objects increases. |
| <input type="checkbox"/> The orbital motion of objects in our solar system (e.g., moons orbit around planets, all objects within the solar system orbit the sun). | |
| <input type="checkbox"/> The orbital motion, in the form of a disk, of vast numbers of stars around the center of the Milky Way. | |
| <input type="checkbox"/> That our solar system is one of many systems orbiting the center of the larger system of the Milky Way Galaxy. <ul style="list-style-type: none"> <input type="checkbox"/> I can indicate the relative spatial scales of solar systems and galaxies in the model.(e.g., which objects are larger than others) | |
| Level 1.5 - I know some of the basic content, but I make some mistakes. | |
| Level 1.0 | |
| I can identify the following components of the Universe: | <input type="checkbox"/> Gravity. <input type="checkbox"/> The solar system as a collection of bodies, including the sun, planets, moons, and asteroids. <input type="checkbox"/> The Milky Way galaxy as a collection of stars (e.g., the sun) and their associated solar systems. <input type="checkbox"/> Other galaxies in the Universe. |
| Insufficient Evidence | |

How Are Students' Levels of Performance Determined?

A student's final level of performance will be determined based on multiple pieces of evidence through frequent and on-going assessments (both formative and summative—see below) aligned to specific standards and their corresponding proficiency scale. The teacher evaluates the student's body of work and may consider any clear patterns of growth through the concept of mounting evidence (Figure 1.3).

Practice assignments (i.e. homework) are just that: practice, and serve primarily as a source of feedback and instructional support for both students and teachers. Scores on practice assignments will not be used as a major component of a student's report card score. However, teachers may require students to complete all of their practice work prior to allowing them to take, or retake, an assessment.

Throughout each quarter, student performance data is collected for each standard and reported in the following manner aligned to the standard's proficiency scale:

- 3.5 - Extending Target Standard
- 3 - Meeting Target Standard
- 2 - Approaching Target Standard
- 1 - Still Progressing Toward Target Standard

| Formative and Summative Defined | |
|---|---|
| <p>Formative Assessment- The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning <i>while it's happening</i>.</p> | <p>Summative Assessment-The goal of summative assessment is to <i>evaluate student learning</i> at the end of an instructional unit by comparing it against grade level targets.</p> |
| <p>Formative assessments are <i>for</i> learning, while summative assessments are <i>of</i> learning.</p> | |

6th Grade Science: The student can explain the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. (MS LS 1-6)

Figure 1.4: Determining Final Level of Proficiency

| Student | Pre-Assess | Quiz 1 | Mid-Unit Quiz | Test | Final Grade |
|---------|------------|--------|---------------|------|------------------------------------|
| Emma | 2.0 | 2.5 | 3.0 | 3.0 | 3.0 (Achieving Target Standard) |

Minimum Evidence Evaluated Each Quarter

Teachers should have a sufficient quantity of evidence during the grading period to accurately reflect student achievement on any particular standard. To determine a quarter/pent grade, teachers collect evidence of student learning through daily work, observation, and assessment. This evidence is used to determine whether the student has mastered the skills or needs additional time. Ultimately, the amount of data collected and needed will depend on the student and standard.

Note: If a student has missing assessments, the teacher may not have enough evidence to determine proficiency and ultimately establish a grade for the report card. This may result in an I (Incomplete) until the work is completed or a student may receive an IE (Insufficient Evidence) if the work is not completed.

Re-performance

Students are allowed multiple opportunities to demonstrate their understanding of classroom skills in various ways, including re-performance. Please note there is no school-wide policy for re-performance. Each curricular department administers these opportunities at their discretion. The following are common ways this could happen:

- Teachers may offer a re-performance after a summative exam as another attempt to demonstrate learning (up to one week beyond the unit of study).
- Prior to the exam, teachers may administer re-performance events that simulate the summative exam. These events prepare students for the exam. In these situations there is no re-performance after the exam because they occurred prior.
- Teachers may add sections to each summative exam that have students continually demonstrate knowledge from the prior unit or units. In these cases, the re-performance is embedded into each summative exam. There would be no need for a separate re-performance.

Late Work

- Students are expected to complete daily work (assignments) on time. Patterns of late work will be reflected in a student's personal accountability grade (see below).
- Students will have an opportunity to complete summative assessments one week past the end of a unit (unless prearranged with teacher or administrator due to unforeseen circumstances).
- For quarter four, all summative assessments are due on the last day of school.
- A grade of zero will be assigned as a placeholder for late work.

What is a Personal Accountability Grade?

The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course. In a traditional grading system, a student's grades can be skewed based on a number of behavioral factors, including homework points or participation points. One of the benefits of standards-based grading is the separation of a student's behavior from their actual learning of specific standards. A Personal Accountability (PA) grade indicates a student's ability to meet pre-established behavioral guidelines in the areas of respect, responsibility, and work habits. All students will receive Personal Accountability grades each quarter or pent. The Personal Accountability rubric is below (Figure 1.3).

Figure 1.3: Personal accountability rubric

| Personal Accountability | 3 Consistently Successful | 2 Sometimes Successful | 1 Rarely Successful | Evidence (examples) |
|--|--|---|--|--|
| Meets Deadlines | Consistently turns in assignments on time. | Sometimes turns in assignments on time. | Rarely turns in assignments on time. | *Number of late assignments *Meets deadlines on major projects/labs. |
| Follows classroom expectations and uses class time wisely | Consistently follows classroom expectations and uses class time wisely. | Sometimes follows classroom expectations and uses class time wisely. | Rarely follows classroom expectations and uses class time wisely. | *Arrives to class on time and prepared *Stays on task when working *Pays attention when classmates/teacher are talking. |
| Communication and behavior are kind, respectful and honest | Communication and behavior are consistently kind, respectful and honest. | Communication and behavior are sometimes kind, respectful and honest. | Communication and behavior are rarely kind, respectful and honest. | *Is kind to others and self. *Is a productive team/group member. *Makes positive comments about self, others or the learning. Displays academic integrity. *Is safe throughout the building. |

How can I earn a 3.5?

A score of 3.5 indicates performance that is consistently above what is expected for mastery at that point in the school year. Level 3.5 work would indicate a much deeper understanding of a standard, the ability to apply that knowledge, make connections, and extend learning beyond the targeted goal.

If a student is being accelerated in any grade level/subject area with above grade level standards or materials, does that mean they will receive a 3.5 automatically?

No. Students who are accelerated must demonstrate mastery of the targeted standard with consistency and demonstrate in-depth inferences and applications that go beyond the target content for those course standards.

Academic Integrity

Honesty is a highly valued character trait at Meyer Middle School. Students are responsible for maintaining an environment in which they hold themselves and each other accountable for being ethical users of information and ideas. When students cheat, they are being dishonest with themselves and their teacher(s). Our goal is for students to learn and practice ethical behavior in regard to information and information technology. Academic integrity is an *obligation* for all students at MMS.

Definitions:

Academic integrity involves adhering to the values of honesty, trust, fairness, respect, and responsibility in all facets of the learning process. Academic misconduct is considered a violation of academic integrity, either while acting alone or assisting others. Below are six general areas and examples of academic misconduct:

1. Committing plagiarism (see information below)
2. Submitting falsified or invented work/information instead of actually doing the work, research, or task themselves (changing or creating data in a lab experiment, and writing a fake interview). This includes using ChatGPT or other A.I.-created work.
3. Using unauthorized tools or materials in any academic work (using notes, programmable calculators, or other electronic devices) on an assessment when such use is not allowed (stealing, selling, or providing others with tests or course materials; using an online translator for more than words or phrases).
4. Misusing or falsifying academic documents (altering a transcript or report card; signing another person's name to an attendance roster or grade check; forging a hallway pass)
5. Damaging or purposefully hindering the work of others (hiding books or reference materials needed to complete an assignment; tampering with lab experiments, art projects, or electronic files of another student).
6. Assisting other students in any of the acts above including allowing a person to use your notes on a test.

Plagiarism is taking credit, whether deliberate or not, for another person's or source's (print or non-print) ideas or words, works or processes without proper citation or credit. Sources do not need to be cited for material that is considered to be "common knowledge" i.e., factual information that is considered in the "public domain" because it is published in multiple standard reference works.

Likewise, common knowledge related to a field or specialty may not need to be cited if the information is widely known to people within that field. Because it may be hard to determine what is considered common knowledge, it is a good idea to cite sources or ask your teacher for guidance. Using ChatGPT or any A.I.-created work is prohibited.

Cooperative Learning /Group Work: Because this type of work presents unique learning opportunities, it is important that each student complete their assigned part in a timely manner consistent with the teacher's rubric or timeline. When a student relies on others to do their work, either intentionally or not, this will be considered academic misconduct, and the student will be subject to the consequences outlined below. Other members of the group who fully participate and complete their work will not be subject to consequences.

Student Responsibilities: Students at MMS are committed to learning and practicing ethical behaviors when it comes to learning and using information and information technology. Students are expected to complete and submit their own work consistent with teacher guidelines for individual or group work and accepted standards such as the MLA format and ask for help/clarification early and often if they do not understand an assignment or are experiencing difficulty which may prevent the timely completion of their work.

Procedure if misconduct is suspected: When a teacher or staff member has reason to believe that academic misconduct has occurred, the following procedure will be followed: The teacher and/or an administrator should investigate the alleged misconduct with the student(s) by providing the student with a written or verbal description of the academic misconduct. The student will have the opportunity to present their perspective of the alleged misconduct either verbally or in writing. If it is determined that misconduct has occurred, the appropriate consequences should be assigned based on the protocol below.

Consequences for academic misconduct: When a teacher and/or an administrator has concluded academic misconduct has occurred, the following process may be used:

1. The teacher and/or an administrator should meet with the student to discuss the academic misconduct.
2. The teacher and/or an administrator will communicate with the parent(s)/guardian(s) in-person or through a phone call to discuss the academic misconduct.
3. To earn credit on the activity/assignment/assessment after academic misconduct occurred, the teacher:
 - a. will determine what revisions must take place on the original submitted work,
 - b. will provide an alternate learning activity which will be used for the student to demonstrate proficiency of the learning target, and
 - c. will determine the appropriate timeline for the student to submit newly assigned coursework.

The student must complete the assigned revisions or new learning activity as provided by the teacher in order to be eligible for any credit for that activity/assignment/assessment.

4. Administration will meet with the student to reinforce academic integrity and expectations for learning.
5. The student may also be assigned detention, in-school suspension, or other academic consequences. A pattern of student academic misconduct will result in progressive disciplinary action.

Activity Afternoon

Activity Afternoon is a reward program for hard work and positive character, which is scheduled quarterly during the school year. Students have the opportunity to participate in a variety of fun activities in the building. Students can participate in Activity Afternoon if they meet the following criteria:

- Students currently at 80% or higher in their classes can go to Activity Afternoon even if they have missing assignments.
- Students currently not at 80% or higher in their classes, but they have all their work completed and no missing assignments can also go to Activity Afternoon.
- Students held back from Activity Afternoon for missing work can attend the second half if they are working hard and behaving with strong character while being held back. The decision if the student can attend will be left up to the supervisor's discretion.
- Late work is turned in one day before Activity Afternoon in order for it to be recorded.
- Students at Step 2 or lower on the discipline step system will be eligible for all of Activity Afternoon.
- Students at Step 3 on the discipline step system will be eligible for half of Activity Afternoon.

Co-Curricular

- 7th and 8th Grade BOYS: Football – Cross Country – Basketball – Wrestling – Track
- 7th and 8th Grade GIRLS: Volleyball – Cross Country – Basketball – Wrestling - Track
- 6th Grade BOYS and GIRLS: Wrestling
- 6th, 7th, and 8th Grade Vocal and Instrumental Solos and Ensembles – Jazz Band
- All 6th- 8th Grade: Student Council, School Musical, Band and Choir

A student must be in school attending classes during the entire day to participate in a school co-curricular activity. (See Attendance Guidelines and [MMS Athletic Handbook](#)).

School Related Activities

Many positive activities happen during the school year such as assemblies, programs, activity afternoons, dances, cook-outs, field trips, clubs, and after-school activities. To participate in these activities, students must be in attendance for the entire day unless there is a pre-excused absence. Students must also be in good academic and behavioral standing to participate in any school-related activity.

Drop/Add Policy for Band and Choir

Adding Band and Choir:

- Students may be added to a music class at any time.
- The School Counseling Department will handle parent communication needed to add students.
- The Music teacher will be notified via email of incoming new students as soon as possible.

Drop Policy:**6th Grade Band & Choir**

- Students may drop within the first 10 school days of the year or at the end of the 1st or 2nd quarter. Once the 3rd quarter begins a student may not drop for the remainder of the school year without special circumstances.

7th Grade & 8th Grade Band & Choir

- Students may drop within the first 10 school days of the year or at the end of the 2nd quarter. Once the 3rd quarter begins a student may not drop for the remainder of the school year without special circumstances.

Drop Procedure:

- After the student approaches the teacher or counselor, the student picks up the “Class Change Request” form from their music teacher.
- The student fills out the form with a parent and gets a parent's signature.
- The students turn in the “Class Change Request” form to their music teacher.
- The Music teacher will sign the form and deliver it to the School Counseling Department for the class change.

Technology

Goals For Student Users

- To capitalize on the convergence of academic resources such as textbooks, scholarly sources, content-rich media, and best practices.
- To facilitate mobile learning across the school campus and beyond.
- To promote leadership in one's own learning by establishing access to educational resources and providing tools to craft support specific curricular areas.

Electronic Devices Student Rules

- All cell phones must be in your school locker during school hours from 7:45 am to 2:55 pm.
- Texting, messaging, and emailing are not allowed during the school day unless you are permitted by your teacher (7:45 am to 2:55 pm).
- You are not allowed to play electronic games from the time you enter the building until 3:00 pm.
- Headphones cannot be worn in the hallways.
- All electronic device screens are off in the hallways.
- No devices are allowed in the locker room or the restrooms.
- Students are not allowed to take pictures or videos of any kind unless permitted by their teacher.
- Only school-issued electronic devices are allowed during school hours of 7:45 am to 2:55 pm.

Student Technology Devices

The School District of River Falls provides technology devices to students to enhance personalized learning and improve achievement. These devices are used in instruction to promote 21st-century learning skills. Students who are issued a device, and their parent or guardian, are required to review and sign an agreement with the School District of River Falls to protect the hardware and software inherent with the technology.

General Overview Of The Information In This Agreement

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

Students Should:

- Report loss, damage, or theft immediately.
- Remember that the technology device is for educational purposes.
- Follow the School District of River Falls Acceptable Use Policy at all times.

Students Should Not:

- Modify the device in any way other than instructed by an administrator.
- Exchange devices with another student.
- Allow other students to retain or remove the device from their presence. The device is issued to one student and one student only. No exceptions.
- Apply any permanent marks, decorations, or modifications to the device.
- Clear or disable browsing history.

Please see the link for full details of the River Falls School District Device Usage Agreement:

https://docs.google.com/document/d/1k43MPOX5Y0qd-I37Z_Ms0jI_T_KPekAgCL6TePlnXYs/edit?usp=sharing

Consequences For Violation Of The Policy

First Offense – a warning will be issued

Second Offense – student's device will be taken away until the end of the day

Third Offense - student's device will be taken away until the end of the day, and a parent/guardian will be required to pick up the device from the office

Fourth Offense - Students will lose device privileges – length to be determined by the principal. A parent or guardian will be required to pick up the device from the office when the privileges are restored.

Technology Device Damage Fee

Any student who damages their school district-issued device or charging cord will be issued a fee of \$20.00 for each incident. In the event that a student loses or has their device stolen, the amount of the fee will be left to the discretion of the Administration and is not to exceed the replacement cost of the device. Student Device Damage Fees apply to all students in grades K-12. A student's repeated damage and misuse of district-issued devices may result in a loss of device use and/or other disciplinary action as determined by the building administration.

Taking Pictures or Videos of Students or Staff Without Their Consent:

Taking photos or videos of students or staff without their consent is prohibited for privacy purposes. If a student violates this rule, consequences (including but not limited to parent notification, documentation, detention, or suspension, depending on the situation) will result. Repeated violations of rules will result in further and more serious consequences.

Using Student or Staff Member pictures or videos (or their likenesses) without their permission or using the River Falls Logo without permission:

Using a photo or video of a student or staff member, or their likeness without their permission, is prohibited. Students violating this rule will be subject to consequences (including but not limited to parent notification, documentation, detention, or suspension, depending on the situation). Repeated violations of rules will result in further, and more serious consequences.

Students using the River Falls logo without permission will also be subject to consequences (including but not limited to parent notification, documentation, detention, or suspension, depending on the situation). Repeated violations of rules will result in further, and more serious, consequences.

Social Media & Networking Sites

While Meyer Middle School respects the right of students to use social media and networking sites, it is important that students' personal use of these sites does not damage the middle school's reputation, its employees, its students, families, and community. What is private in the digital world can become public, even without knowledge or consent; therefore, students are to maintain appropriate boundaries between personal and public life when conducting online activities at all times. The middle school does not actively monitor students' use of social media and networking sites outside of school hours. Students are not allowed to use school-issued technology to access social media or networking sites for non-academic purposes. However, inappropriate activities that become public and/or are brought to the attention of the middle school staff will be handled on a case-by-case basis. The information posted online through the use of cellphones, computers, or other electronic devices that damages the school's reputation, its employees, its students, families, and community can be grounds for disciplinary action. The middle school and the School District of River Falls take electronic bullying very seriously. Inappropriate information includes (but is not limited to) acts of bullying, cyberbullying or harassment, threats, and/or criminal activities. Students experiencing bullying or harassment via online social media or networking sites should report incidents to staff so that the issue can be addressed and/or handled as needed. In closing, students are responsible for the ethical and educational use of the technology resources of the school district. Students will recognize that their reputation in cyberspace is nothing to take lightly as one's digital footprint can last a lifetime.

General Information

Reunification Plan In Case Of Emergency

Student-Parent Reunification

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

Notification

Parents may be notified that a Reunification Plan is in effect in a number of ways to include the district’s phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student will look something like this: “The school has closed, please pick me up at 3:25 p.m. at the main entrance. Bring your ID.”

Parent/Guardian Expectations

If a parent or guardian is notified that a controlled release and Reunification is needed, there are expectations that parents or guardians should keep in mind:

- Bring identification. That will streamline the Reunification process.
- Please refrain from calling the schools or district office. Keeping the cellular network usage at a minimum may be important during a reunification.
- If a parent is driving to the reunification site, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles in unauthorized locations.
- Please be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.
- Parents are asked to then go to the Reunification “Check In” area and form lines based on the first letter of their students last name. During check in, identification and custody rights are confirmed.
- While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card. In the case of multiple students being reunified, a separate card for each student needs to be completed.
- From the “Check In” area parents are directed to the “Reunification” area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students. Parents should be aware that in some cases, they may be invited into the building for further information.

How the Reunification Process Works for Students

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

What if a Parent Can't Pick-up Their Student?

When a parent can't immediately go to the reunification site, students will be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick-up their student(s).

Interviews and Counseling

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

Search, Seizure, and Surveillance

The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. As part of that responsibility, and as permitted by law, school authorities may search school property such as lockers, items on school property such as student backpacks and vehicles, and students themselves due to reasonable suspicion. Metal detector wands may be used for these searches.

Video Surveillance

The River Falls School Board authorizes the use of video surveillance in public areas of school buildings, grounds, and other property including, but not limited to, entryways, other instructional areas such as labs, storage areas, school buses, and areas outside the building on district property for the primary purpose of documenting disciplinary problems and vandalism on school grounds. Video surveillance cameras will not be placed in restrooms, locker rooms, changing rooms, or any other location prohibited by law. The video surveillance intends to reduce disciplinary problems and protect school property.

Police Interviews

School officials retain the right to maintain proper order and safety of the school. School officials do not have the authority to restrict police communication when necessary. Attempts will be made to avoid disrupting the school environment. Parents will be notified of a police interview in accordance with [School Board Policy 448](#).

School Lockers

School lockers are the property of the school district and are provided for the convenience of students. Lockers must be used for the purpose intended: a storage area for books, school supplies, and outdoor garments. Students are to care for their lockers to prevent damage. Students are to report any locker issues to the main office. The school retains the right to conduct both announced and unannounced locker inspections/searches. A search may be conducted by the district administrator, building administrators, police school liaison officer, other law enforcement, or a designated school employee. Reasons for routine checks include, but are not limited to; locker condition, tidiness, suspicion of concealing alcohol, controlled substances, material of a disruptive nature, stolen property, weapons, or other items that pose a threat to health and/or safety. Refusal of a search may fall under noncompliance with school rules and the student will potentially face expulsion proceedings. Items in a school locker must adhere to the policies within this handbook. Items on the outside of the locker must be school or activity-related only. Items not fitting those criteria will be removed.

The school cannot assume responsibility for losses sustained. Students are urged to take precautions against bringing items of value to the school and leaving them in the locker. Students are encouraged to keep their lockers locked. Lockers must be emptied and cleaned at the end of the school year. A student is not to share a locker with another student(s) nor give others their combination ([See Board Policy 446.1](#)).

Transportation

Students are responsible for their behavior on the bus. Misbehavior could result in the bus driver being distracted, which could possibly endanger the lives of the students being transported. Cameras are present on RFSD buses as an added measure of safety. Parents are requested to explain the importance of proper behavior on the bus. Inappropriate school bus behavior will not be tolerated and may result in the removal of bus privileges.

Student Responsibilities For Bussing

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

9. Immediately report bus damage to the driver.
10. Help keep the bus clean, sanitary, and orderly.

Parents Responsibilities For Bussing

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

Students are allowed to exit only at their designated drop-off point. Upon being dismissed at the end of the school day, students are to board the bus only at the middle school. Unless permission is given, riding the elementary bus is not an option for Middle School Students. A parent/guardian note is required by the driver or bus garage (715-425-1808) to go home with another student or ride with that student to a different location.

School Counseling Department

Counseling services are available to every student in the school. These services include assistance with personal problems, friendship concerns, educational planning, interpretation of test scores, career information, tips for studying, group counseling, help with family, school, and/or social concerns, or any questions the student may feel they want to discuss with the counselor.

Students wishing to visit a school counselor should contact one of them directly to arrange an appointment. This can be done before school or between classes. The counseling center is in Room 218. Parents are urged to contact a counselor regarding any concern at 425-1820. The counseling secretary will help arrange all appointments.

Library Media Center

Hours:

The library media center will be open from 7:20 a.m. to 3:00 p.m. daily. The 7:20 – 7:40 period will be a period in which students may study, read, play board games, or relax before school in a quiet manner. The library media center is closed from 7:45-8:04.

Checking Materials Out:

Library materials may be used in different ways..

- Books may be checked out for two weeks
- Reserve & Reference Materials can be used in the library media center.

Fines are not assessed for overdue materials. If, however, a book or magazine is lost, the student will be expected to pay for lost or damaged materials before leaving Meyer Middle School.

Student Conduct In The Library Media Center:

Students wishing to use the library media center during study hall must report to study hall first, then sign the appropriate slip for the area they wish to go to. Students will be dismissed from the study hall by the study hall supervisor at that time. These areas have limited seating; therefore, some students may not be able to sign in. Students coming to the library media center, video room, or breakout rooms from an individual classroom should have a pass signed by the teacher of that class. Students should bring all needed materials with them to the library media center.

Students may lose library media center privileges for displaying disrespect toward students or staff, defacing materials/equipment, or taking materials without first checking them out. The librarian will determine the length of time that a student may not use the library media center, materials, or applications lab.

School Resource Officer

The School District of River Falls and the River Falls Police Department jointly provide the services of a School Resource Officer for the schools in our district. The goal of the School Resource Officer is to have students see the officer as a positive, helping individual. The officer will also engage in crime prevention and investigation activities as needed. At Meyer Middle School, the School Resource Officer is a speaker for many student and parent events. Officer Bryan Jensen is the Meyer Middle School Resource Officer. Contact him at bryan.jensen@rfsd.k12.wi.us or 715-425-1820 Ext 3311.

Substitute Teachers

If the regular teacher is absent from the classroom, students will have a substitute teacher to guide learning for that day. The substitute teacher assumes all the responsibility of the regular teacher as well as the authority in the classroom. It is expected that all students will treat the substitute teacher with respect and provide assistance in making the day productive and enjoyable.

Health Services

Immunizations

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

Students who do not have the required immunizations and/or a properly completed waiver on file in the Health Service may face a fine or possible exclusion from school. Please contact your healthcare practitioner or the school Health Services department for a list of required immunizations.

Illness/Injury

- Students who become ill or injured during the school day should report to the Health Aide.
- If a student is sent home due to illness or injury, the school's Health Service must speak with either the student's parent/guardian or an emergency contact prior to the student leaving school. Please keep Meyer Middle School informed when changes to phone numbers occur.
- A parent/guardian should inform the Health Service if their child needs accommodations during the school day due to crutches, casts, etc.

Medication

- If your child will be taking daily and/or as needed medication at school, a Medication Request Form needs to be completed – forms are available in the Health Service and on the district website.
- Parents are advised that, if possible, medication should be given at home and on a schedule other than school hours.
- Student medication, either daily or as needed will be administered in the Health Service office.
- Students should NOT be carrying medication or keeping it in their locker. In a few cases, prescription medications may be carried by the student and self-administered ONLY with written parent AND written practitioner permission on file in the Health Service.
- All prescription and non-prescription medications should be brought into the Health Service by the parent/guardian. If it is not possible for the parent/guardian to bring the medication to school, the medication bottle should be put in a sealed envelope and the child's name and number of pills in the bottle on the front of the envelope. The child should be instructed to bring the medication to the Health Service when they arrive at school. The parent/guardian shall then call the Health Service and inform them of the medication coming to school with the child.
- Please check the expiration date before bringing medication to school. The Health Service staff cannot administer expired medication and medication that is not in its original manufacturer's package.
- The Health Service is unable to take verbal requests from parents to administer prescription and/or non-prescription medications. A properly completed Medication Request Form(s) needs to be on file in the Health Service before medication(s) will be administered.
- It is recommended that students with asthma keep an inhaler at school.
- The Health Service has a nebulizer available for student use. Students must supply tubing, medication, and proper documentation.
- A history of severe allergic reactions can be life-threatening. Please inform the Health Service of this information and appropriate medication.

Is My Child Well Enough To Go To school?

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

Many students and parents are frequently concerned about when students should stay home or attend school. The following information is intended to help with this decision:

- If a student has had a fever of 100 degrees or more, the student should stay home for a minimum of 24 hours after the temperature returns to normal without fever-reducing medication.
- If a student has vomited or had diarrhea, the student should stay home until a minimum of 24 hours after the last episode.
- If a student has had a rash that may be disease-related or the cause is unknown, check with the family practitioner before sending the student to school. The Health Service may request a doctor's note from parents.

Communicable Disease

The Health Service works closely with local and state health departments regarding communicable disease detection and control. A list of communicable diseases and control measures can be found on the district website at <https://www.rfsd.k12.wi.us/programs/health-services.cfm>.

Student Behavior At Meyer Middle School

Purpose

To ensure the proper learning atmosphere, students' rights are balanced with their responsibility for good citizenship. Student conduct code is intended to create an educational climate conducive to learning, to instill responsible and considerate behavior, and to ensure the safety of students and all other persons concerned.

Policies and Procedures

Developing responsible behavior and self-discipline occurs at two levels in the school setting. The first level begins in the classroom where students spend the majority of their time. The teacher strives to gain the respect and cooperation of students to ensure an effective learning environment. The teacher applies a careful approach to classroom discipline and administers it fairly. The second level of school discipline involves the areas outside of the classroom such as hallways, lunchroom, and outside the school building. The Assistant Principal sets the tone for acceptable behavior throughout the school setting. This is done with a specifically developed set of rules that are administered fairly.

Classroom Expectations

The adult(s) leading learning in the classroom establish specific classroom expectations; however, these guidelines apply in all classes:

- act respectfully towards self and others;
- demonstrate responsibility and respect towards the teacher by being prepared with completed coursework, necessary materials for class, and arriving on time;
- demonstrate cooperation through active participation and support of others during learning activities;
- show respect to property, equipment, and facilities;
- maintain a positive attitude towards learning;
- demonstrate compassion towards others;
- maintain academic integrity.

Explanation Of Step System Discipline

When actions taken by the teacher have failed to help the student change behavior or the rule infraction is of a serious nature, the incident will be reported to the principal for investigation and action. The consequences of the infraction will depend upon the severity of the offense and the previous discipline records of the student. In order to incorporate these two factors, a progression of consequences called, "The Step System" has been adopted. A student who is referred for violating a rule contained within this code will receive the consequences that correspond to the entry-level step for that offense. With each successive rule infraction, the student will advance up the step system, at least one step, depending upon the severity of the offense.

The Step System

Step 1: Referral to the principal for conference, incident filed, possible parent notification.

Step 2: Principal conference, assign one detention, parent notification by phone or email.

Step 3: Assign two detentions; notify parents by phone or e-mail.

Step 4: One day in-school suspension.

Step 5: Two days in-school suspension, parent conference to complete a behavioral contract.

Step 6: 1-3 days out of school suspension.

Step 7: 3 days out of school suspension, parent conference for re-admittance.

Step 8: 3 days out of school suspension and all succeeding violations will be treated with a Step 7. Parent conference required for pre-expulsion contract.

Step 9: Five days out of school suspension pending pre-expulsion hearing before the school superintendent.

Good Conduct Clause

A student may work their way down the step system by demonstrating good behavior. Each period of 15 days without a referral will result in a reduction of one step. Successful completion of a behavioral contract will also result in the student being placed on a lower step.

Severe Infraction Clause

Some rule infractions may lead to a student being placed on Step 4 or higher in the discipline step system on the first offense.

- Fighting, threats, or harassing students or school personnel including bullying and cyberbullying;
- Insubordination or defiance of authority, disregard of reasonable requests, directions, or commands by school personnel;
- Disruptions that interfere with the learning process;
- Vandalism or theft;
- Use or possessing disruptive or explosive devices, weapons or any paraphernalia associated with these items. Any student with a gun at school illegally will be expelled for no less than one year by Wisconsin statute;
- Involvement in an activity that may threaten the safety of others;

- Tobacco use or possession (including vapes or e-cigarettes) anywhere in the building or on the grounds or at a school-sponsored event on or off school grounds. Police referral will result;
- Alcohol or drug use or possession on school grounds or at a school-sponsored event. Police referral will result;
- Any act that is covered under the disorderly conduct statute, 947.01 Wisconsin State Statute, Violations of the Severe Clause may result in:
 - Automatic Step 4 or beyond in discipline
 - Parent notification
 - Police notification when appropriate

Disciplinary Consequences Defined

Extended Day- After school or lunch recess time spent with the house teacher.

Detention- Detention will be held after school on Tuesdays and Thursdays from 2:55 p.m. to 3:30 p.m. Students must arrive on time, have work to keep them occupied, and adhere to detention room rules. Failure to follow these requirements will result in additional detention days and/or possible school suspension. Students on detention are responsible for their own transportation from school and must promptly leave the building at 3:35 p.m.

Modified Learning Center/In-School Suspension- An in-school suspension room has been established to deal with students failing to adhere to school rules and routines. The length of time assigned depends on the infraction and can be from one to three days.

Out Of School Suspension- This penalty involves the loss of school attendance privileges for a limited period of time (usually up to five days). In all cases of out-of-school suspension, parents will be notified. For suspensions of two or more days, a parent/guardian, student, and principal/designee conference may take place before the student can be readmitted. If the re-admittance conference is not held, or the student does not return to school by the designated re-admittance date, the student's absence(s) will be recorded as truancy.

Expulsion- To be expelled from school means that a student is removed from school for an extended period of time (up to the date of a student's 21st birthday). This penalty can be invoked for actions threatening the health or safety of others, possession of a weapon of any kind, destruction of property, use, possession or sale of drugs or other substances, or repeated refusal or neglect to obey rules. The Board of Education approval is required for a student to be expelled from school.

Restorative Justice And Practices- As an alternative to the consequences outlined above, administration may supplement or substitute restorative justice. These procedures focus on problem-solving, repairing the harm, and rebuilding relationships. They may include but are not limited to, mediation techniques, community service, apologies to victims, repairing damages, or school counselor interventions. The use of these procedures will be with the approval of administration, counselor(s), and/or appropriate staff. The application of disciplinary consequences will follow Due Process as outlined in the Legal Protection of Student Rights section of this handbook.

Dress And Grooming

PURPOSE

Through this dress code, we seek to prepare students for the expectations in the world of academics and work beyond high school while fostering a welcoming school climate that leads to student engagement in a healthy, safe, supportive, and positive educational environment.

The School District believes parents/guardians hold the primary responsibility for determining their child's personal attire. Schools are responsible for ensuring that a student's personal attire does not interfere with the health and safety of any student and does not contribute to any disruption to the school environment.

School administration shall enforce the dress code consistently and in a manner that allows students to observe religious customs or beliefs. School administration shall enforce the dress code in a manner that does not reinforce or increase, marginalization or oppression of any individual or group on the basis of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status, cultural or religious identity, household income, body size/type, or body maturity, or any other basis that adversely affects the student, or is prohibited by law.

School dress should be appropriate to the school environment and comply with state health laws. Student dress shall be considered inappropriate if it:

- (1) presents a "clear and present" danger to health and safety;
- (2) causes interference with work or creates classroom or school disorder;
- (3) is disruptive to the school climate.

MMS DRESS CODE GUIDELINES

Students Must Wear:

- A top (shirt, sweater, dress, sweatshirt, jacket, etc.) and a bottom (pants, shorts, dress, skirt, etc.)
- Clothes that fully cover genitals, buttocks, and nipples with opaque (non-see through) material.
- Students must wear shoes at all times.
- Tops must have shoulder straps and must cover the body above the belly button to the lower armpit.

Students May Not Wear:

- Any clothing that is determined by administration to be a disruption to the school learning environment which includes flags and/or capes.
- Any clothing or headgear with writings, images, language, pictures, or logos that, in the opinion of school officials, is vulgar, lewd, obscene, contains hate speech, profanity, pornography, or promotes drugs, alcohol, sex, violence, racism, gang activities, creates a hostile, disruptive, or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals undergarments.

- Swimsuits (except as required in class, field trips, or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face (except as a religious observance or medical purpose).
- Sunglasses are not permitted to be worn inside the school building (unless required for a documented medical reason or class project).
- Hoodies covering the head and hats may not be worn in the building from the time a student arrives at their locker to the time the bell rings at the end of the day.

DRESS CODE ENFORCEMENT

Building administration will enforce the dress code policy. If staff have concerns, they should direct concerns to the administration. Students shall not be “shamed” or required to display their body in front of others (students, parents, or staff) in school. “Shaming” includes, but is not limited to: asking students to account for their attire in the classroom or in hallways in front of others; calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others. Students refusing to change or cover inappropriate dress may face disciplinary consequences. Parent/guardian notification by administration will occur if a student is in violation of this policy. Students will be provided three (3) options to be dressed in an appropriate manner that aligns with this dress code during the school day:

- (1) Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more in alignment with this policy for the remainder of the day.
- (2) Students will be provided with temporary school clothing to be dressed more in alignment with this policy for the remainder of the day.
- (3) Students’ parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

ADDITIONAL CONSIDERATIONS

Special Occasions

Clothing guidelines and expectations for special occasions (i.e. homecoming week, dress-up days, etc., and/or individual coaches/advisor expectations) that have been approved by the school administration.

Extracurricular Activities

The principal, in cooperation with the advisor/coach of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity.

Time and Place

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as, dances, field trips, school trips, etc.

Exceptions

Exceptions to these dress requirements are to be made as necessary to accommodate medical or health needs, field trips, and/or special school activities (as approved by the principal).

Book Bags

Book bags, backpacks, duffel bags, purses, and briefcases will not be allowed in any classroom or study area during school hours (7:45 am to 2:50 pm). Students are expected to cooperate by storing personal items in his/her locker(s) during the school day.

ITEMS NOT APPROPRIATE FOR SCHOOL

The following items are not allowed in our school:

- Drugs and look-alike drugs
- Weapons and look-alike weapons
- Skateboards
- Rollerblades
- Any other items deemed inappropriate by the principal/assistant principal will be dealt with accordingly.
- Squirt guns
- Laser light pens
- Chains
- Knives of any kind

State and Federal laws prohibit firecrackers and other incendiary devices, firearms, knives, pepper spray, or any other weapons on school grounds or at school activities off school grounds.

Inappropriate items will be confiscated and may be returned only to parents or not returned at all.

Lunchroom

Lunchroom Rules

All students eating lunch at school are expected to be responsible, cooperative, respectful, and follow the lunchroom rules.

- Use indoor voices
- Control your behavior
- Respect classmates' and adults' feelings
- Keep your hands to yourself
- Respect others' property
- Don't throw food
- Clean off tables/discard trash
- Sit quietly until dismissed
- No energy drinks or coffee products

Returning Trays

- Deposit milk cartons in trash containers
- Deposit silverware in the pan outside the window
- Deposit lunch trays on the counter inside the window

Lunch Recess

- Be polite
- Be helpful
- Cooperate with supervisors and other students
- Be quiet when passing in hallways, going outside, and coming back in
- Only eat in the cafeteria, unless you have a pass from a teacher

Buying Breakfast, Lunch, And Milk

The price of breakfast is \$1.85. Additional breakfast is \$1.75. The price of lunch is \$3.15. Additional lunch is \$2.60. Milk is \$0.55. A la carte and additional lunch items are an extra fee and will be billed to your account. There may be changes to the price of a la carte items; when those changes occur, you will be notified via email or other school correspondence. It is expected that a positive balance will be maintained in each food service account at all times. Money for lunches and milk can be deposited into family accounts by the following procedures:

- Dropping money off in the Meyer Middle School Office
- Sending money to River Falls Food Service, River Falls High School, 818 Cemetery Road, River Falls, WI, 54022;
- Add funds to your child's account with this link: <https://family.wordwareinc.com/>.

Please indicate the family name and the names of the students using the account with the payment.

Recycling

Meyer Middle School takes pride in its efforts to improve the environment of the school and the community. Recycling is a major concern for both teachers and students. Students are encouraged to be aware of the proper way to discard paper, glass, and aluminum containers used in the lunchroom as well as in classrooms.

Harassment/Bullying

Legal Definition Of Bullying

Under the Wisconsin Pupil Nondiscrimination, pupil harassment is any behavior directed toward pupils because of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile, or offensive school environment. ([PI 9.02\(9\)](#), Wis. Admin. Code). The district additionally recognizes any behavior directed towards pupils based on gender identity as a form of pupil harassment ([Policy 411.1](#)).

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

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

The harassment/bullying policy for the School District of River Falls is on the district website. It is a comprehensive document; this is a policy that all school districts in Wisconsin are required to develop and post ([Policy 411.2](#))

The School District of River Falls believes that a safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying (which includes cyberbullying) like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior (Policy 411.2)

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

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

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

Cyberbully Definition: Cyberbullying is the use of electronic information and communication devices, including but not limited to email messages, instant messaging, text messaging, cellular telephone communications, Internet blogs, Internet chat rooms, Internet postings and defamatory websites that deliberately threatens, harasses, intimidates, an individual or group of individuals; places an individual in reasonable fear of harm to the individual or damage to the individual’s property; has the effect of substantially disrupting the orderly operation of the school; is conduct that disrupts either a pupil’s ability to learn and/or disrupts the school’s ability to educate its pupils in a safe environment.

The School District of River Falls (SDRF) will not tolerate cyberbullying and therefore, each reported instance will be handled in accordance with district, state, and federal rules, laws, policies and

guidelines. SDRF prohibits acts of cyberbullying by students through the use of any district owned, or personally owned technologies.

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

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

No employee of the School District shall permit, condone, or tolerate bullying. Consent by a student being bullied does not lessen the prohibitions contained in this policy. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

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

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

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

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

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

REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the building employee most closely connected to the student or the incident. This reporting procedure is not intended to prevent any person from reporting bullying directly to the building principal or school district human rights officer.

- B. Any employee that receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying, is required to report to the building principal or principal's designee in a timely manner.
- C. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school building office. However, oral reports shall be considered complaints as well. Anonymous reports will be investigated but the school district's ability to take action on such reports may be limited.
- D. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- E. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.
- F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

SCHOOL DISTRICT ACTION

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

REPRISAL

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

Online Anonymous Reporting Procedure

Go to the Meyer Middle School Website: <https://www.rfsd.k12.wi.us/schools/middle/>. Under the **Menu Link**, click **Students**. Click on **Speak Up Speak Out**. You will be directed to fill out an anonymous form.

Title IX Notice

As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations (“the federal Title IX regulations”), the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX’s requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to a District Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

Any questions regarding Title IX compliance may be directed to the District’s Title IX Coordinators.

Primary Title IX Coordinator-Student (i.e. when the complainant is a student)

Mark Inouye, Director of Student Services

852 E. Division Street

River Falls, WI 54022

715-425-1800

mark.inouye@rfsd.k12.wi.us

Secondary Title IX Coordinator-Staff (i.e. when the complainant is an employee)

Nate Schurman, Director of Human Resources

852 E. Division Street

River Falls, WI 54022

715-425-1800

nate.schurman@rfsd.k12.wi.us

Title IX Coordinators are authorized by the Board to coordinate the District’s efforts to comply with Title IX and this policy. The District’s nondiscrimination policy and grievance procedures relate to sex discrimination are set forth under [Policy 411.11](#). To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination, please refer to [Policy 411.11](#)

Public Notification Of Student Nondiscrimination Policy

The School District of River Falls is committed and dedicated to the task of providing the best education possible for every child in the District for as long as the student can benefit from attendance and the student’s conduct is compatible with the welfare of the entire student body.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational and other programs or activities shall not be abridged or impaired

because 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.

All district career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the high school's website or by contacting any school's counseling office.

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

The District shall provide appropriate educational services and/or programs for students who have been identified as having a disability and shall make school facilities reasonably accessible to such students as required by law. The District shall ensure that students with disabilities are not excluded from academic, career and technical education programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available. Reasonable accommodations shall be made for students with disabilities in accordance with legal requirements.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements.

Requests for accommodations shall be made in writing and reviewed for approval by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Students, parents/guardians, and teachers shall receive written notification of this policy and the procedures for requesting an accommodation. Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures.

The Superintendent or designee (located at 852 E. Division St., River Falls, WI, 54022, telephone 715-425-1800) is designated to receive grievances regarding discrimination according to the established procedures.

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

LEGAL REFERENCE: Wisconsin Statutes Sections 118.13; Wisconsin Administrative Code PI 9, 41; Title IX; Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act; McKinney-Vento Homeless Education Assistance Act

Equal Education Opportunities and Pupil Nondiscrimination

The School District of River Falls is committed and dedicated to the task of providing the best education possible for every child in the District for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational and other programs or activities shall not be abridged or impaired because 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.

All district career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the high school's website or by contacting any school's counseling office.

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Requests for accommodations shall be made in writing and reviewed for approval by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Students, parents/guardians, and teachers shall receive written notification of this policy and the procedures for requesting an accommodation. Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures.

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Use Or Possession Of Drugs, Alcohol, And Tobacco On School Property

Use Of Or Possession Of Drugs, Alcohol Or Tobacco on school property and/or during school activities - If a student is found to be in possession of and/or under the influence of an illicit substance, a conference with the student and a Principal (or designee) will be held, the parent informed, and the police authorities notified. The student will be referred for school assistance. The student will be suspended (1 to 15 days) pending a possible expulsion hearing. It will be assumed that any student bringing drug-related paraphernalia into the school environment does so with the intent to use it or entice others to use it. Students found to be in possession of such paraphernalia are subject to the same proceedings as outlined above. For the purpose of this policy, drug-related paraphernalia shall be defined as any item commonly used for the purpose of using drugs. In the event that a student is caught in the act of a look-alike substance, the offender will be subject to disciplinary action up to and including expulsion, on the first offense. Due process procedures will apply. Possession or use of alcohol, tobacco products, illicit drugs, or look-alike substances (i.e. “vapor”, smoking of electronic, or other substitute forms of cigarettes) by students on school property or at school activities is prohibited at all times.

Students In Substance Abuse Treatment

Meyer Middle School recognizes that the use/abuse of illicit substances and the problems associated with them are prevalent in our society. The school further recognizes that harmful involvement with illicit substances and/or with someone using them can be a major reason for a student's lack of personal, academic, and behavioral success. The counselors, administration, and staff attempt to work with parents and students to assist with substance abuse-related problems. Please contact the school counselors or administrators if there are concerns. Support services available include counseling and guidance groups, information, education, and referral assistance. The school will work with students who seek treatment in a variety of ways. Students who seek treatment that

removes them from the school setting will receive support in cooperation with the treatment facility for academic work. The school staff will also cooperate with available students, extending make-up, and the services of the Student Support Team.

Student Records Notification To Parents Of Students In The School District Of River Falls

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

The following shall apply in the District:

1. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to inspect, review and obtain copies of the student’s school records upon request in accordance with established procedures. The District shall respond to such requests without unnecessary delay. A copy of the Board’s student records policy and procedures can be obtained from the Director of Academic Services at the school district administrative offices located at 852 E. Division St., River Falls, WI 54022. Regular office hours are 8 a.m. to 3:30 p.m. during the summer and 8 a.m. to 4:30 p.m. during the school year.
2. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to request the amendment of the student’s school records if they believe the records are inaccurate, misleading or otherwise in violation of the student’s privacy rights. Complaints regarding the content of student records may be made in accordance with established procedures. Copies of the District’s procedures are available upon request as outlined above.
3. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to consent to the disclosure of information contained in the student’s school records, except to the extent that state and federal laws authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials determined to have legitimate educational interests, including safety interests, in the student records. A “school official” is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a parent/guardian or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a “legitimate educational interest” if the official needs to review a student record in order to fulfill his/her professional or District responsibility. The District shall transfer a student’s records to another school, or school district, without consent upon request in accordance with state law. District

procedures outline the specific reasons for disclosure without consent and are available upon request as outlined above.

4. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged District noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605. Further, the following categories of information are hereby designated as directory data.

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

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

Secondary School Students

A secondary school student or the parent(s)/guardian(s) of the student may request that the student's name, address, and telephone listing not be released to military recruiters or institutions of higher education without prior written parental consent. The District shall comply with such request. Unless access to such information has been restricted by the secondary school student or the student's parent(s)/guardian(s) as outlined above, the District shall provide access to secondary school students' names, addresses and telephone listings, on request made by military recruiters or institutions of higher education. The District shall also provide military recruiters the same access to secondary school students as provided generally to post-secondary educational institutions or to prospective employers of those students.

Notice To Parents Involving Data Collection

The District will provide reasonable notice to parents of any activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. Notification will also be provided specific to any student survey containing information related to one or more of the following items: political affiliations or beliefs of the student or the student's parent; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom the student has close family relationships; legally recognized privileged or analogous relationship such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or student's parent; or income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program. Finally, notification will be provided prior to any non-emergency, invasive physical examination or screening that is 1) required as a condition of attendance, 2) administered by the school and scheduled by the school in advance, and 3) no necessary to protect the immediate health and safety of the student or other students.

Student Privacy

At the beginning of each school year, School Districts that receive federal funding are required to provide their student privacy policy to parents. The School District of River Falls will provide reasonable notice to parents of any activities or surveys involving the collection of student data. When applicable, parents will have the opportunity to view survey questions in advance and will be able to opt their child out of the activity or survey if they choose ([Policy 333](#)).

Animals In Schools

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



Meyer

MIDDLE SCHOOL



2024-25

ATHLETIC

HANDBOOK

Meyer Middle School

230 North 9th Street, River Falls, WI 54022

| | |
|---|---|
| Principal: Mark Chapin mark.chapin@rfsd.k12.wi.us | School Psychologist: Sommer Bowers sommer.bowers@rfsd.k12.wi.us |
| Assistant Principal/ MMS Activities Director: Brian Buck brian.buck@rfsd.k12.wi.us | Social Worker: Jacqueline Graham jacqueline.graham@rfsd.k12.wi.us |
| School Counselors: Gary Campbell (7th) gary.campbell@rfsd.k12.wi.us Samantha Dusek (6th) samantha.dusek@rfsd.k12.wi.us Jordan Seifert (8th) jordan.seifert@rfsd.k12.wi.us | Resource Officer: Bryan Jensen bryan.jensen@rfsd.k12.wi.us Phone: 715-425-1820 Fax: 715-200-5950 Website: https://www.rfsd.k12.wi.us/schools/middle/ |

SCHOOL DISTRICT OF RIVER FALLS
 Building/Department Telephone Numbers
(All numbers use area code 715)

| | |
|---------------------------------|----------|
| District Administration Offices | 425-1800 |
| Buildings and Grounds | 425-1806 |
| Bus Garage | 425-1808 |
| Food Service | 425-1839 |
| River Falls High School | 425-1830 |
| Renaissance Academy | 425-7687 |
| Meyer Middle School | 425-1820 |
| Greenwood Elementary | 425-1810 |
| Westside Elementary | 425-1815 |
| Rocky Branch Elementary | 425-1819 |
| Montessori Elementary | 425-7645 |

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Welcome

This Athletic Code shall cover all students in grades 6, 7, and 8 who participate in extracurricular activities including interscholastic athletic competition as an athlete, student manager, and all team student positions. This document is meant as a reference to the River Falls rules and regulations for extra-curricular activities. Participating in extracurricular activities constitutes an important phase of learning opportunity that is seldom duplicated. The primary philosophy of extra-curricular programs is to provide experiences that will help students develop emotionally, intellectually, physically, and socially. Such participation is a privilege that carries with it responsibilities to the students themselves, the activity, the student body, the community, and to the school. It is a widely known and accepted fact that activity participants generally represent their school more often and have more contact with other communities than any other part of the student body. The intent of this Athletic Code is to guide and inform students of their responsibilities and privileges. By intelligent choice, it is up to the individual to become and to remain a participant. If the student has any questions which deal with eligibility requirements that need clarification, the student should see the coach/adviser of the particular activity, the Activities Director, the building principal, or the appropriate designee. They are qualified to answer such questions. No person may be denied admission to any public school or be denied participation in, the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's: Sex, Ancestry, Sexual orientation, race, religion, National Origin, creed, pregnancy, marital or parental status, physical, mental, emotional or learning disability. In addition, this prohibits student discrimination under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap), and Americans with Disabilities Act of 1990 (disability).

Philosophy And Objectives

The athletic program is an important component of the middle school experience. The middle school athletic program in grades 6-8 provides definite opportunities that are not duplicated in other school activities or later life. Specifically, middle school athletics provides a different level of competition and gives the athlete an excellent background with a wider range of activities than normal. The basic objectives of middle school athletic participation in grades 6-8 program are:

1. To afford the opportunity for any student to participate in athletics.
2. To give the adolescent an early understanding that participation in athletics is a privilege that carries many responsibilities.
3. To place a heavy emphasis on learning basic athletic skills.
4. To teach students habits of health, safety, and participation.
5. To be competitive while learning self-discipline.
6. To practice, develop, and observe good sportsmanship and positive character traits.
7. To develop friendships, not only with teammates but also with opponents.
8. To ensure each participant is afforded an opportunity to perform during interscholastic competition.

Responsibilities

The responsibility and individual sacrifice accompany the privilege of participating in interscholastic athletics. If the sport is worth having and going out for, the student must be willing to put something into it. Desire and cooperation with teammates and coaches are essential. The Wisconsin Interscholastic Athletic Association (WIAA) has charged its member schools to establish regulations governing participation in athletics. While not a member of the WIAA, Meyer Middle School uses the WIAA rules and eligibility standards to guide local school procedures for student participation and discipline infractions. The following is quoted directly from the WIAA Rules and Eligibility (Article XVI – Rules of Eligibility, Section 2.)

“A school shall have a code of conduct for its athletes. The code of conduct should be in place prior to the start of the school year. The code should be developed with the involvement of students, coaches, and administration and adopted by the Board of Education or recognized governing body.”

Meyer Middle School Activities Fees

\$120 Maximum Individual Fee
\$300 Maximum Family Fee

ATHLETIC -\$60 Each Individual Sport

NON-ATHLETIC - \$60 Each Individual Activity

Fees must be paid, in full, along with the physical form or alternate physical card and the signed Athletic Code to the activities office at the River Falls High School Activities Office. Online registration is available at rfwildcats.org.

Checks should be made out to the River Falls High School.

A waiver is available to those students who qualify for free or reduced lunch or have unusual circumstances. The Activities Office grants this waiver by contacting Brian Buck at brian.buck@rfsd.k12.wi.us.

Please call the activities office at 425-1830, ext. 3710 with any questions.

Violations And Consequences

Student Conduct - Behavior

Students subject to this Code shall not engage in behavior contrary to the ideals, principles and standards of the school, the district character philosophy, and other expected behavior.

- a. Willful and persistent disrespect or behavior, which is disruptive to or interferes with the learning environment, may result in ineligibility. This also includes home and away school events. It is impossible to list all of the situations that might fall under this rule. The Principal or Activities Director has discretion in interpreting this rule. The consequence associated with a violation of this portion of the Code may include a period of ineligibility of up to twenty (20) percent of the interscholastic contests of the sport in which the athlete competes, and/or up to nine weeks of suspension of any athletic activity.
- b. Violation of contest or game regulations as established by the WIAA which causes ejection from an athletic contest will result in missing one additional interscholastic contest.
- c. Athletes are expected to model appropriate character, behavior, conduct, and sportsmanship in and out of their season of participation. Any actions that are considered contrary to the School District of River Falls' Character Education philosophy and beliefs, as well as being considered conduct unbecoming of an athlete, may also result in ineligibility with the same consequences as described in part "a" (above). This includes actions that may be construed as pranks to include, but are not limited to, any types of destruction to property, trespassing, and/or physical or mental anguish to an individual.
- d. The use of social media by a student considered to be unbecoming of a Wildcat, including but not limited to, harassment, vulgar/inappropriate interactions with members of other communities or racially or sexually inappropriate comments may result in discipline including suspension of up to twenty (20) percent of contests or removal from the activity, group, leadership position, or team.
- e. A restorative practice can be used as a means to repair the harm done if the Activities Director or other administrator deems it appropriate and safe for all parties involved in a given situation. This would entail all parties being willing to engage in a restorative process. If the process is determined to be successful, administration can then adjust the suspension time at their discretion.

Academics

Scholastic achievement should be the primary concern of all student-athletes; Therefore, students participating in athletics must not have any Incomplete (I) or Insufficient Evidence (IE) grades in any academic subject. A final grade of Incomplete or Insufficient Evidence in any academic subject is considered failing and will result in athletic ineligibility. Each term's grades will be the basis for the following term's eligibility. Fall athletics eligibility shall depend on grades earned in the previous spring grading period.

1. If the student receives an Incomplete or Insufficient Evidence grade, they will be immediately subject to the following consequences. Ineligibility due to the Incomplete or Insufficient Evidence grade(s) will start as soon as the Activities Director or coach is aware of the Incomplete grade(s).

- i. Incomplete or Insufficient Evidence grade in one (1) subject during a grading period: Ineligible for 10% of the interscholastic contests (minimum 1). After the consequence is served, a student must demonstrate progress toward passing the class with the Incomplete or Insufficient Evidence grade, or ineligibility will continue. Grade checks will be made weekly. If at any time during the following term, the student is found to not be making sufficient progress, they will again be declared ineligible until they have a passing grade in all classes.
- ii. Incomplete or Insufficient Evidence grades in two (2) subjects during a grading period: Ineligible to practice for a minimum of 15 school days and nights plus no less than 20% of the interscholastic contests for that sport. After the consequence is served, a student must demonstrate progress toward passing the class with the Incomplete or Insufficient Evidence grade, or ineligibility will continue. Grade checks will be made weekly. If at any time during the following term, the student is found to not be making sufficient progress, they will again be declared ineligible until they have a passing grade in all classes.
- iii. When a student has accumulated three (3) Incompletes or Insufficient Evidence grades during a grading period, they will immediately be declared ineligible and must meet with the Activities Director to show cause as to why they should be allowed to continue to participate in athletics and to develop a plan to make up for the incomplete grades. The Activities Director, in coordination with the principal and guidance counselor, will make recommendations that are in the best interest of the student's academic progress.
- iv. Because of the September 1st starting date for schools, all ineligible periods will begin when the first game is played. However, if there are two Incomplete or Insufficient Evidence grades during the spring, the ineligible period will consist of 21 consecutive calendar days rather than 15 school days. If the period of ineligibility ends before the beginning of school, the student will become eligible. Grade checks will continue to be made weekly.

Other Violations and Consequences

Student-athletes participating in extracurricular activities may not use or be in possession of controlled substances or participate in federal, state, or municipal criminal activities. Violations of the controlled substance code or criminal activity during the summer will carry over to the following school year. Consequences for violations of the Athletics Code apply to all athletics in which the student participates. Below are the consequences for athletics.

1. Violations of Controlled Substance Act, use of Illegal/Dangerous Weapons, and Felonies. Any student who, through standards of fairness as established by the MMS Activities Department, is found to violate these provisions of the Code shall be withheld from at least fifty (50) percent of the maximum number of contests allowed by WIAA or the actual number scheduled by the school for that sport.
2. Violations - Any student subject to this Code shall not:
 - a. Possess, use, or consume cigarettes, e-cigarettes, cigars, or chewing tobacco.
 - b. Violate any of the Wisconsin Criminal Statutes as listed by chapter dealing with but not limited to:

| | |
|---|------------------------------|
| Alcoholic beverages | Crimes against life and body |
| Crimes against health and safety | Crimes against property |
| Sexual morality, aggression, manipulation | Gambling |
| Crimes against government | Disorderly conduct |
| Harassment/bullying/cyberbullying | Crimes against animals |

- c. Violate Wisconsin traffic statutes dealing by:
 - i. Operating under the influence of intoxicant/other drugs.
 - ii. Absolute sobriety.
 - iii. Minor transport.
 - iv. Open intoxicant by driver/occupant.
- d. Use look-alikes, including but not limited to “vaping,” smoking of electronic apparatus, or other substitute forms of cigarettes; containers that may or may not contain alcohol, etc.
- e. Violate any municipal/county ordinance or laws of other jurisdictions in conformity with the previously listed statutes. It is not necessary for a student to have received a ticket to be considered in violation. Consequences for a violation of the above are listed below.

3. Consequences - Athletics

- a. First Infraction – Any student who, through standards of fairness as established by the MMS Activities Department, is found in violation of the code will be subject to the following regulations.
 - i. Will be withheld from interscholastic competition for twenty (20) percent of the total scheduled contests for the sport in which they are participating. Any fraction will be rounded up to the next whole number when using the percentage. Any unserved portion of a consequence and/or violation that occurs during the offseason, will be carried over to the next sport in which the athlete participates. This will be whatever the percentage is remaining from the first part. For example, if a student were to miss 20% of the football season (2 games), but there was only one game left, they would have served half their penalty (10%). Therefore, they would miss 10% of the next sport they participate in.
 - ii. Unless otherwise stated, the student must continue practicing to maintain team eligibility. Missed practices may subject the participant to further suspension.
 - iii. Counseling concerning the problems inherent in the infraction will be provided to the student found in violation of the rule. This counseling may be delegated to the coach, Activities Director, counselor, school nurse, building principal, or any person the Activities Director feels is the best qualified to counsel the student on the particular matter.
 - iv. Any student subject to this Code shall not knowingly enter a vehicle transporting alcoholic beverages and/or controlled substances unless they are under the direct supervision of their parent or legal guardian. Attendance at parties/events where drugs, controlled substances, and/or alcohol are being consumed/taken by minors is prohibited. Attendance at family gatherings, sponsored by parents, where the use of alcohol is occurring, is not considered a violation. These include such logical events as family weddings, graduation parties, or similar occasions. This does not, however, allow the use of alcohol or drugs by any student under this Code at family or other gatherings.

- 1) Students who, through standards of fairness as established by the MMS Activities Department, are found violating this section of the Code shall be ineligible for one (1) interscholastic competition.

b. Second Infraction

Students in violation will be ineligible from athletic competition for fifty (50) percent of the total number of scheduled contests in which they participate.

For Alcohol or Other Drug (AODA)-related infractions, the student-athlete must undergo, at their expense, an AODA assessment performed by a community-based health organization/AODA treatment agency, along with any recommendations for a treatment or education program, which the assessors prescribe to confront the behaviors of use and abuse. In addition, the student-athlete will provide the activities director with written certification of compliance with recommendations prior to any reinstatement of participation. Students must make arrangements for assessment within ten (10) days of written notice of infraction.

Any unserved portion of a consequence and/or violation that occurs during the offseason, will be carried over to the next sport in which the athlete participates.

For non-alcohol or drug-related offenses, completion of 20 hours of community service, as determined by the Activities Director and advisor, will be required before participation in the activity can resume. Students must make arrangements for community service within ten (10) days of written notice of infraction.

Students who do not complete the required AODA assessment or community service by a pre-arranged designated date will be ineligible for competition for 12 months.

c. Third Infraction

Students in violation will be ineligible from athletic competition for 12 months from the start date of the suspension.

For Alcohol or Other Drug-related infractions, the student-athlete must undergo, at their expense, an AODA assessment performed by a community-based health organization/AODA treatment agency, along with any recommendations for a treatment or education program, which the assessors prescribe to confront the behaviors of use and abuse. In addition, the student-athlete will provide the activities director with written certification of compliance with recommendations prior to any reinstatement of participation. Students must make arrangements for assessment within ten (10) days of written notice of infraction.

For non-alcohol or drug-related offenses, completion of 40 hours of community service, as determined by the AD and advisor, will be required before participation in the activity can resume. Students must make arrangements for community service within ten (10) days of written notice of infraction.

Those students who do not complete the required AODA assessment or community service by a pre-arranged designated date will be ineligible for competition for the duration of their middle-school career.

- d. Students who participate in a school-approved student assistance (AODA) program and have no violations for at least one calendar year may have their levels of violation or record reduced by one after the period of ineligibility. This may be used only once in a student's middle school career.
- e. Students may not go out for a sport for the first time to exhaust any consequences of ineligibility without prior approval of the head coach of the sport and the Activities Director. Under these circumstances, students allowed to go out for a sport for the first time will be required to complete the season successfully, or the consequence extends to the next season.
- f. A student who knowingly falsifies information regarding eligibility status or violations of the Activities Code shall be subject to a period of ineligibility from all sports and/or co-curricular participation for 12 months from the investigation date.

Reporting Procedure And Activities Committee

- A. Information in police/court statements, citations, or reports may be used to investigate Athletic Code violations only per state statutes.
- B. The Activities Committee should consist of the Activities Director, two coaches/advisors, and two staff members.
 - 1. Each member will have one vote.
 - 2. The Activities Director will appoint each member. The committee members will remain consistently intact for a given case as much as possible.
 - 3. If the coach/advisor of the student in question is on the committee, they will be replaced.
 - 4. The Activities Director or principal may substitute appropriate non-coach members if teaching staff cannot serve.

Procedures For Administering The Athletic Code

- A. Violation of the Code is made known to the Activities Director.
- B. The Activities Director meets with the student to present charges.
 - 1. If the accused admits to the violation or infraction, the Activities Director states to them the prescribed action according to the code violation. The student serves their consequence and returns to competition.

Activities Department Standards Of Fairness

- A. Students accused of violating the rules and regulations of the Athletic Code will be subject to standards of fairness as established by the Activities Department in the administration of the Code:
1. Students will be informed of the charges being brought against them.
 2. Students may contest the charge.
 3. The Activities Director (or designee) will investigate/collect evidence and determine whether a violation has occurred. The prescribed consequence will be imposed if a violation is determined to have occurred.
- B. A determination of a violation may not be appealed. However, any student desiring a request to review must adhere to the following standards:
1. After a ruling of ineligibility resulting in suspension has been made, a student and/or their parents may formally submit a request to review to the Activities Director regarding the decision. A written request to the Activities Director must be received during normal business hours within five (5) school days from the first day such ineligibility shall take effect. The request may only apply to the technical requirement of the Code or the consequence associated with the violation. A student who requests a review regarding a consequence shall be ineligible during the "request to review" process up to the extent of the consequence.
 2. The Activities Director, within three (3) school days of receipt of such written request to review, shall formalize the ineligibility decision in writing and send a letter by registered mail to the parents outlining the specific details relating to (a) violation or infraction, (b) date of violation or infraction, (c) period of suspension, and (d) any other pertinent information.
 3. After a request to review has been received and the school's formal reply mailed to the parents, a date for a meeting will be established by the Activities Director or principal. Such date is to be no later than seven (7) school days after receipt of the written request of the student and their parents. The opportunity to review will be scheduled during normal school business hours. Present at the meeting, in addition to the Activities Committee of the school, shall be the student and, if a rule relating to a specific sport is involved, the head coach/advisor of that activity. The parents may also be present.
 - a. The student will have the opportunity to speak and present other evidence on their behalf at the meeting.
 - b. Proceedings of the meeting, including the decision, will be put in writing, and a copy of these proceedings will be mailed to the student and their parents.

*Note: Provisions as outlined in number 3 above, including items (a) and (b), will be applicable to any subsequent request to review. However, the Activities Committee will only participate in the first level of the "request to review" process.
 4. If at this point, the student and their parents are not satisfied with the findings of their request to review regarding the decision, a second request for review may be requested. This meeting will be with the principal.
 - a. The second request to review must be in writing to the AD or principal within five (5) school days of the mailing of the outcome of the meeting. A student who is found, under standards of fairness established by the Activities Department, to be ineligible shall remain ineligible up to the extent of the consequences during any request of review. (Excluding Title IX investigations.)
 5. The student and/or their parents, if they are not satisfied with the ruling of a particular meeting at one level, may request a review at the next level. The next level of opportunity to review after the principal is with the superintendent or their designee. The final level of review after the superintendent is the Board of Education. Requests to review must always be in writing to the Activities Director or principal within five (5) school days of

mailing the outcome of the last such meeting.

- a. The procedures for requesting opportunities to review, timelines, and sequence of levels specified above must be followed, or the request will be automatically denied. In all cases and levels, the student who requests a review regarding a consequence shall be ineligible during the “request to review” process up to the extent of the consequence.
6. The provisions as outlined above shall be the sole and exclusive remedy for opportunities to be heard regarding the rulings.

Parent/Athlete/Coach Expectations

Parenting and coaching are challenging and different vocations. By establishing an understanding of each other's expectations, we can better accept both parties' actions and provide greater benefits to the student-athlete. When a child becomes involved in a co-curricular activity, parents and coaches have a right to understand what expectations will be placed on the athlete and each other. This begins with clear communication from the athlete, parent, coach, and athletic department.

Communications/Expectations Parents/Athletes Should Expect From The Coaches

Parents and student-athletes should expect the following communication from their coaches:

1. The coaches' expectations for the student participants and all team members.
2. Location and times of all practices.
3. Team requirements, fees, special equipment, game dress, and off-season opportunities.
4. The policy deals with excused and unexcused absences. (What will the consequence be for missing a game/practice because of vacation?)
5. The River Falls and WIAA requirements for eligibility.
6. Team rules beyond the River Falls Activities Code.
7. The coaches act as role models for good sportsmanship, the use of appropriate language, promoting a healthy environment, and safe teaching techniques.
8. Well-planned practices.

Communication/Expectations Coaches Should Expect From The Athlete And Parents

Coaches should expect the following communication from parents and student-athletes:

1. Notify any schedule conflicts that may occur well before the season. (including vacations, etc.)
2. Explanation of unique concerns regarding coaching expectations. (Practice requirements)
3. Support the Activities Code and all team rules.
4. Expectation of an athlete with a concern to be encouraged by their parents to speak with the coach or coaching staff.
5. Support all team members and the coaching staff.
6. Demonstrate positive support at games for their athletes, teammates, and the coaching staff.
7. Exhibit good sportsmanship and appropriate language by the athlete and parents at games and/or practices.
8. Encourage a great work ethic at practices and in games.

Appropriate Concerns Athletes/Parents May Address With Coaches

1. The treatment of the athlete mentally and physically.
2. Ways to help the athlete improve their performance and skill level.
3. Concerns about the athletes' behavior in school/practices/games.

Inappropriate Concerns For Parents To Discuss With Coaches

1. An individual's playing time.
2. Team strategy.
3. Play selections.
4. The makeup of the team and the decision as to who plays on a particular team.
5. Other members of the team, other parents, and other coaches.

The Proper Method To Report A Concern

Step One:

The athlete speaks with the coach. The coaching staff is involved/present when this conference takes place.

Step Two:

The parent asks for a conference with the coach and the athlete. If the coach cannot be reached, the parent should contact the Activities Director, and he will arrange for the coach to contact the parent.

Step Three:

If the conference between the parent/athlete and coach does not resolve the concern, there will be a meeting set up by the activities Director. The AD will moderate the conference. The conference will deal with the specific issues that the parent/athlete has. Both parties will be allowed to speak uninterrupted. This will be in a non-threatening environment.

Miscellaneous

Illness, Athletic Injuries, And Care

- A. In order to participate, all athletes will be required to have the following information on file. All of these will be found on the online registration page.
 - 1. Parental Permission Form.
 - 2. Physical examination card attests to the participant's physical fitness.
 - 3. A signed agreement to this athletic code.
 - 4. Concussion information sheet read by both the parent and athlete.
- B. Athletes will attend all practices unless they are ill. If possible, the coach should be notified prior to an absence. The individual coaches will determine excuses for absences other than for illness. If a student needs to use practice time for academic reasons, communication should be had with the coach.
- C. Students must be in attendance for all academic and required activities (designated by the school) for the entire school day (7:45 a.m. to 2:55 p.m.) to be eligible to participate in an extra-curricular activity or practice scheduled on that specific day. (The attendance definitions in the Student Handbook shall apply; the attendance officer shall determine daily attendance.) The administration maintains the right to allow athletes to participate. Excuses for medical appointments, funerals, and emergencies will be accepted; however, illness, tardiness (more than 5 minutes), haircuts, shopping trips, or other unexcused type of absence, or truancy, will not be accepted.
- D. All injuries must be reported to the supervising coaches immediately. Should an injury be discovered after the athlete has returned home, the coach or Activities Director should be contacted. The coach will notify parents if their child is injured or hospitalized.
- E. In the event of an injury, the coach will fill out an injury report form and file it with the Athletic Director the next day. This form may provide a source of information, if needed, for insurance purposes.
- F. Any athlete who was injured and required a physician's care must bring a physician's note to verify the student is well enough to practice and compete.

Title IX Notice

As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to a District Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

Any questions regarding Title IX compliance may be directed to the District's Title IX Coordinators.

Primary Title IX Coordinator-Student (i.e. when the complainant is a student)

Mark Inouye, Director of Student Services

852 E. Division Street

River Falls, WI 54022

715-425-1800

mark.inouye@rfsd.k12.wi.us

Secondary Title IX Coordinator-Staff (i.e. when the complainant is an employee)
Nate Schurman, Director of Human Resources
852 E. Division Street
River Falls, WI 54022
715-425-1800
nate.schurman@rfsd.k12.wi.us

Title IX Coordinators are authorized by the Board to coordinate the District's efforts to comply with Title IX and this policy. The District's nondiscrimination policy and grievance procedures relate to sex discrimination are set forth under [Policy 411.11](#). To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination, please refer to [Policy 411.11](#)

Public Notification Of Student Nondiscrimination Policy

The School District of River Falls is committed and dedicated to the task of providing the best education possible for every child in the District for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational and other programs or activities shall not be abridged or impaired because 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.

All district career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the high school's website or by contacting any school's counseling office.

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

The District shall provide appropriate educational services and/or programs for students who have been identified as having a disability and shall make school facilities reasonably accessible to such students as required by law. The District shall ensure that students with disabilities are not excluded from academic, career and technical education programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available. Reasonable accommodations shall be made for students with disabilities in accordance with legal requirements.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements.

Requests for accommodations shall be made in writing and reviewed for approval by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and released time from school to participate in

religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Students, parents/guardians, and teachers shall receive written notification of this policy and the procedures for requesting an accommodation. Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures.

The Superintendent or designee (located at 852 E. Division St., River Falls, WI, 54022, telephone 715-425-1800) is designated to receive grievances regarding discrimination according to the established procedures.

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

LEGAL REFERENCE: Wisconsin Statutes Sections 118.13; Wisconsin Administrative Code PI 9, 41; Title IX; Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act; McKinney-Vento Homeless Education Assistance Act

Equal Education Opportunities and Pupil Nondiscrimination

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Requests for accommodations shall be made in writing and reviewed for approval by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Students, parents/guardians, and teachers shall receive written notification of this policy and the procedures for requesting an accommodation. Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures.

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LEGAL REFERENCE: Wisconsin Statutes Sections [118.13](#); Wisconsin Administrative Code [PL 9, 41](#); Title IX; Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act; McKinney-Vento Homeless Education Assistance Act

Team Travel

- A. The school district furnishes transportation to and from all away athletic contests in a school vehicle accompanied by a coach. Any other mode of transportation to contests is not allowed.
- B. There may be occasions when return trips with parents may be accepted. If this is desired, parents must contact the coach by the end of the school day. This permission must be granted by the school Principal, activities director, or coach. A student may only ride home with their parent/legal guardian.
- C. The parent/legal guardian giving the ride must make direct personal contact with the coach after the contest before the athlete is excused.
- D. Failure to comply will result in travel restrictions and contest disqualification.

Equipment Care And Return

- A. Student-athletes shall be responsible for the care, maintenance, and return of all equipment they are issued. Any equipment lost or abused must be paid for by the student to whom it was issued.
- B. Equipment issued to a student-athlete may be used only by that athlete. Use of this equipment is restricted to practice and sanctioned school competitions.
- C. School-issued practice equipment is not to be used for physical education or personal wear. Continued misuse of equipment in this manner will be cause for turning it in and the student furnishing their equipment.
- D. Each athlete is responsible for taking care of their equipment, locker area, personal effects, and personal hygiene throughout the season.

Signature Page

Parent and student signatures on the online registration page are required prior to beginning practice in a sport.

Age Requirement

A student shall be ineligible for interscholastic competition as a member of a team consisting of grades 6-8 students if they reach their birthday before August 1 of any given school year (6th grade - 14; 7th grade - 15; 8th grade - 16).

Locker Room Privacy

The District shall take the following reasonable measures to protect the privacy of individuals using school locker rooms:

- Under no circumstances can a person use a camera, video recorder, cell phone, or other recording devices to capture, record, or transfer a person's representation in the locker room. No person shall be recorded in locker rooms (whether clothed, in uniform, partially clothed, or unclothed). No student has the authority to have themselves recorded.
- No media access to locker rooms before, during, or after any school athletic event or practice is allowed. Coaches and student-athletes may be available for interviews directly outside the locker rooms, consistent with District policy and school rules.
- Other persons can enter the locker room to interview or seek information from an individual in the locker room at other times only as authorized by the building principal or designated locker room supervisor. If authorization is given, the person shall leave the locker room after the interview or the information is received.

Anyone who violates this policy shall be subject to school disciplinary action and/or penalties under state law. Additionally, all violations will be reported to law enforcement.

As applicable, the building principal or designated locker room supervisor shall be responsible for enforcing this policy.

Acceptance Of The Code Of Conduct

Signing the Athletic Code agreement is required of all students who want to participate in any athletic sport offered by the district. Signing the Athletic Code Agreement acknowledges that the student and their parent(s)/guardian(s) have read and understand the requirements specified in the document. Failure to sign the Agreement will immediately disqualify a student from participating in any athletic activity.



Renaissance
CHARTER ACADEMY



2024-25
STUDENT
HANDBOOK

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Welcome

The Renaissance Academy is an innovative, charter school that offers programs to meet the needs of a wide range of learners. Our specialty lies in the area of individualized learning with social and emotional support. The Renaissance Academy partners with the River Falls High School to offer students a larger variety of courses, electives, sports, activities, and clubs. ~~We also offer dual credit courses in cooperation with local technical colleges.~~ We ensure that all students have a firm grasp of the core academics and skills necessary to achieve post-secondary life goals. Students at the Renaissance Academy are expected to demonstrate independent learning skills and embrace the concept of lifelong learning and planning for meaningful careers.

District Mission Statement And Philosophy Of Education

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

The Board of Education and staff of the School District of River Falls believe that...

- Each person is unique and the resulting diversity enriches our community.
- All people have equal value.
- Engagement in lifelong learning is essential to a productive and meaningful life.
- The pursuit of excellence is worth the effort.
- Every person has a right to a safe environment.
- The family is the primary influence in the development of the individual.
- Our staff is valued, respected, and essential for the success of our schools.
- Proactively and creatively managing change is critical in order to thrive.
- Integrity, healthy relationships, and effective communication are necessary for strong communities.
- A commitment to service is a vital part of citizenship.
- People are responsible for their own choices.
- A global perspective and cultural understanding are necessary to effectively participate in an interconnected world.
- It is our responsibility to be good stewards of all resources for present and future generations.

Renaissance Academy School Mission and Values

Mission Statement:

The Renaissance Academy models acceptance, compassion, and dignity. We nurture independence, responsibility, and individual strengths to foster personal growth and academic achievement.

Values:

- Our students and their families are at the center of each decision.
- Dignity and self-worth are paramount to everything we do.
- Parents, guardians, and community members are active partners in helping our students grow.
- Each student has different learning needs and we will strive to meet them.
- Our school is a welcoming, safe space where all students, regardless of where they come from, belong.

Handbook Overview

This Student Handbook is a general reference guide only and is designed to be in harmony with board policy. Please be aware that it is not a complete statement or comprehensive listing of all policies, procedures, or rules that may be applicable in a given circumstance.

The River Falls School Board has other policies that are not included in this handbook but are available for all students/parents upon request. In case of conflict between board policy and any provisions of the Student Handbook, board policy takes precedence and is to be followed. Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. The District reserves the right to modify provisions in the Student Handbook at any time, whenever it is deemed necessary.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district. If you or your student(s) have questions about any of the material in the handbook, please contact the coordinator.

Renaissance Academy Contact Information

Contact Phone Number: 715-425-7687

Fax Number: 715-200-5918

Address: 1355 Sunshine Avenue, River Falls, WI 54022

Website: www.rfsd.k12.wi.us/schools/renaissance/

Renaissance Academy Staff

- **Peggy Webb**, Program Coordinator 715-425-1800 , ext. 2224, peggy.webb@rfsd.k12.wi.us
- **Jill Dexheimer**, Secretary and Health Aide 715-425-7687, jill.dexheimer@rfsd.k12.wi.us
- **Jacquie Graham**, Social Worker 715-425-1800 ext. 2220, jacquie.graham@rfsd.k12.wi.us
- **Geri Muller**, School Counselor 715-425-1800 ext. 2225, geri.muller@rfsd.k12.wi.us
- **Peggy Gantt**, Instructor 715-425-7687, peggy.gantt@rfsd.k12.wi.us
- **Mitchell Kallenbach**, Instructor 715-425-7687, mitchell.kallenbach@rfsd.k12.wi.us
- **Tessa Kania**, Instructor 715-425-7687, tessa.kania@rfsd.k12.wi.us
- **Kyle Stapleton**, Instructor 715-425-7687, kyle.stapleton@rfsd.k12.wi.us
- **Josh Weiss**, Instructor 715-425-7687, joshua.weiss@rfsd.k12.wi.us
- **Lynn Elsenpeter**, Paraprofessional 715-425-7687, lynn.elsenpeter@rfsd.k12.wi.us

Messages/Items From Home

To limit interruptions to the classroom learning environment, we will limit calls to the classrooms for messages and delivering forgotten items from home. Please be assured that prearranged interruptions like doctor and dentist appointments will still be honored. Texting **or calling** your students during the school day is not allowed.

Visitors

All persons other than students and staff are considered visitors. All visitors must show a picture ID before entering the building. Upon entering, visitors must check in with the front office staff. Only program Coordinator approved visitors may come to visit students during the school day or at lunchtime. Persons found on campus without permission will be asked to leave the premises.

Our Rights

- The right to an education – teachers should be free to teach and students free to learn without being interrupted.
- The right to develop one's personality (so long as it doesn't interfere with the rights of others) without disrespectful criticism or pressure from others.
- Freedom from physical and mental abuse, such as name-calling, intimidation, or harassment.
- Freedom from being set apart or mocked because of race, sex, religion, physical strength, size, friendship group, age, culture, handicap, financial status, clothing, or classroom performance.
- Freedom from being harassed in the classroom and hallways and the right to be treated respectfully and safely.
- The right to have personal and school property respected is a part of human rights. Our school community should be a safe place for all property, as well as people.
- These rights apply to all persons, students, and staff at the Renaissance Academy for the entire school day including transportation to and from school and all school-sponsored activities.

School Calendar and Schedule

Monday-Thursday Schedule

| | | |
|---------------|---------------------|------------|
| WYN/Breakfast | 8:30 - 9:25 AM | 55 minutes |
| Passing Time | 9:25 - 9:30 AM | 5 minutes |
| Block 1 | 9:30 - 10:45 AM | 75 minutes |
| Passing Time | 10:45 - 10:50 AM | 5 minutes |
| Block 2 | 10:50 - 12:05 PM | 75 minutes |
| Passing Time | 12:05 - 12:10 PM | 5 minutes |
| LUNCH | 12:10 PM - 12:40 PM | 30 minutes |
| Passing Time | 12:40 - 12:45 PM | 5 minutes |
| Block 3 | 12:45 - 2:00 PM | 75 minutes |
| Passing Time | 2:00 - 2:05 PM | 5 minutes |
| Block 4 | 2:05 - 3:30 PM | 80 minutes |

Friday Schedule

| | | |
|---------------|---------------------|------------|
| WYN/Breakfast | 8:30 - 9:25 AM | 55 minutes |
| Passing Time | 9:25 - 9:30 AM | 5 minutes |
| Block 1 | 9:30 - 10:35 AM | 55 minutes |
| Passing Time | 10:35 - 10:40 AM | 5 minutes |
| Block 2 | 10:40 - 11:45 AM | 55 minutes |
| Passing Time | 11:45 - 11:50 AM | 5 minutes |
| LUNCH | 11:50 AM - 12:20 PM | 30 minutes |
| Passing Time | 12:20-12:25 PM | 5 minutes |
| Block 3 | 12:25 - 1:30 PM | 55 minutes |
| Passing Time | 1:30 - 1:35 PM | 5 minutes |
| Block 4 | 1:35 - 2:30 PM | 45 minutes |

2024-25 District Calendar



| August 2024 | | | | |
|-------------|-----|-----|-----|----|
| M | T | W | Th | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26♦ | 27♦ | 28♦ | 29♦ | 30 |

| September 2024 | | | | |
|----------------|----|----|----|----|
| M | T | W | Th | F |
| | 3▲ | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

| October 2024 | | | | |
|--------------|----|----|----|----|
| M | T | W | Th | F |
| | 1 | 2 | 3 | 4 |
| 7♦ | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| November 2024 | | | | |
|---------------|-----|----|----|----|
| M | T | W | Th | F |
| | | | | 1 |
| 4Q | 5♦ | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26T | 27 | 28 | 29 |

| December 2024 | | | | |
|---------------|----|----|----|----|
| M | T | W | Th | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| January 2025 | | | | |
|--------------|----|----|----|-----|
| M | T | W | Th | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20* | 21 | 22 | 23 | 24Q |
| 27♦* | 28 | 29 | 30 | 31 |

| February 2025 | | | | |
|---------------|----|----|----|----|
| M | T | W | Th | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17♦* | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

| March 2025 | | | | |
|------------|----|----|----|----|
| M | T | W | Th | F |
| 3 | 4 | 5 | 6 | 7T |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

| April 2025 | | | | |
|------------|----|----|----|----|
| M | T | W | Th | F |
| | 1 | 2 | 3 | 4Q |
| 7♦* | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

| May 2025 | | | | |
|----------|----|----|----|------|
| M | T | W | Th | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16♦* |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

| June 2025 | | | | |
|-----------|----|----|----|----|
| M | T | W | Th | F |
| 2 | 3 | 4 | 5 | 6♦ |
| 9*♦ | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |

- ▲ First Student Day
- ▼ Last Student Day
- No school
- * Possible make-up days
- ♦ In-service Days
- L HS Late Start: 8:15am

| | |
|---------------------|--|
| AUGUST 2024 | |
| 13 | Renaissance Back-to-School Night (5:30-7:30 pm) |
| 20-21 | New Teacher Orientation |
| 26-29 | Teacher In-Service |
| 27 | HS Parent Night Open House (5-8 pm) |
| 28 | MMS Back-to-School Open House (12:30-7:30 pm) |
| 28 | Elementary Back-to-School Open House (3-6 pm) |
| SEPTEMBER | |
| 2 | No School (Labor Day) |
| 3 | First Student Day of School (all schools, including RF4C) |
| 9 | Ren Parent/Teacher Conferences (5:30-7:30 pm) |
| OCTOBER | |
| 3 | HS & Ren Parent/Teacher Conferences (4:30-7 pm) |
| 7 | No School for Grades K-8 (Teacher In-Service) Virtual Day for Grades 9-12 |
| NOVEMBER | |
| 4 | End of Quarter One (Secondary Level) |
| 5 | No School (Teacher In-Service) |
| 7 | MMS Parent-Teacher Conferences (3:15-7:30 pm) |
| 7 | Elementary Parent-Teacher Conferences (4-7:30 pm) |
| 11 | MMS Veterans Day Program (1 pm) |
| 14 | Elementary Parent-Teacher Conferences (4-7:30 pm) |
| 26 | End of Trimester One (Elementary Level) |
| 27-29 | No School (Thanksgiving Break) |
| DECEMBER | |
| 9 | HS & Ren Parent/Teacher Conferences (4:30-7 pm) |
| 23-31 | No School (Winter Break) |
| JANUARY 2025 | |
| 1 | No School (Winter Break) |
| 13 | HS Course Registration/College Fair Night (5-8 pm) |
| 20 | No School (MLK Day) |
| 24 | End of Quarter Two (Secondary Level) |
| 27 | No School (Teacher In-Service) |
| FEBRUARY | |
| 13 | MMS Parent-Teacher Conferences (3:15-7:30 pm) |
| 17 | No School for Grades K-8 (Teacher In-Service) Virtual Day for Grades 9-12 |
| 18 | Elementary Parent-Teacher Conferences (4-7:30 pm) |
| 20 | Elementary Parent-Teacher Conferences (4-7:30 pm) |
| 24 | HS & Ren Parent/Teacher Conferences (4:30-7 pm) |
| MARCH | |
| 7 | End of Trimester Two (Elementary Level) |
| 11 | HS ACT Day for Juniors (virtual day for Grades 9, 10, & 12) |
| 17-21 | No School (Spring Break) |
| APRIL | |
| 4 | End of Quarter Three (Secondary Level) |
| 7 | No School (Teacher In-Service) |
| MAY | |
| 1 | HS & Ren Parent/Teacher Conferences (4:30-7 pm) |
| 15 | Renaissance End of Year Celebration (6-8 pm) |
| 16 | No School (Teacher In-Service) |
| 26 | No School (Memorial Day) |
| JUNE | |
| TBD | High School Graduation (1-3 pm) |
| 6 | Last Student Day of School |
| 9 | No School (Teacher In-Service) |

4-17-24

2024-25 Renaissance Charter Academy Important Events

AUGUST 2024

- 13 GEDO #2/Community
Open House, 5:30-7:30 pm
27 RCA Parent Night/Open House
5:00 - 8:00 pm

SEPTEMBER 2024

- 2 No School, Labor Day
3 First Student Day of School

OCTOBER 2024

- 3 School Picture day
3 Parent-Teacher Conferences,
4:00-6:30 pm
7 Virtual Learning Day, Teacher
In-Service

NOVEMBER 2024

- 4 End of Term One
5 No School, Teacher In-Service
7 School Picture Retake Day
27-29 No School, Thanksgiving Break

DECEMBER 2024

- 9 Parent-Teacher Conferences,
4:00-6:30 pm
20 No School, Renaissance ONLY
23-31 No School, Winter Break

JANUARY 2025

- 1 No School, Winter Break
20 No School, MLK Day
24 End of Term Two
27 No School, Teacher In-Service

FEBRUARY 2025

- 17 Virtual Learning Day, Teacher
In-Service
24 Parent-Teacher Conferences,
4:00-6:30 pm

MARCH 2025

- 11 ACT Day for Juniors, Virtual
Learning Day for grades 9, 10, &
12
17-21 No School, Spring Break

APRIL 2025

- 4 End of Term Three
7 No School, Teacher In-Service

MAY

- 1 Parent-Teacher Conferences,
4:00-6:30 pm
15 Renaissance Senior Celebration
5:30-7:30 pm
16 No School, Teacher In-Service
26 No School, Memorial Day

JUNE 2025

- TBD High School Graduation. 1-3 pm
6 Last Student Day of School
9 No School, Teacher In-Service

Emergency School Closing Procedures

The administration of the School District of River Falls follows these procedures in the event River Falls Area Schools are forced to delay starting times, dismiss early, or cancel. If weather conditions or other circumstances develop that alter the normal school schedule, Campus Messenger parent notification system will be activated and the following stations will be notified and requested to announce the delayed start or school closing:

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|----------------------|--|
| Radio stations: | WCCO (830 AM) WDMO (95.7 FM) WEVR (1550 AM & 106.3 FM) WIXK (1590 AM & 107.1 FM) KWNG (105.9 FM) |
| iHeart Media: | 880AM; 1400AM; 92.1FM; 95.1FM; 98.1FM; 98.7FM; 100.7FM; 106.7FM |
| Television stations: | WCCO (Channel 4) KSTP (Channels 5, 45, and KSAX-TV-channel 42) FOX (Channels 9, 25, 29 and 48) KARE (Channel 11) WEAU (Channel 13) |
| Websites: | wcco.com kstp.com myFOX9.com kare11.com moose106.com b95radio.com rock921.com z100radio.com 987thebrew.com wmeq.com |

Please do not contact these stations, or the schools directly, as this may limit the school district's ability to inform the media of its decisions relative to closing, delayed starts, early releases, and changes in athletic/extracurricular event schedules.

If severe weather conditions develop during school hours, and it becomes necessary to dismiss students for home before regular dismissal times, the Campus Messenger notification system will be activated and the radio and television stations will be notified and asked to announce the time of the early dismissal.

In the event of a school closing or early dismissal, all extra-curricular activities will also be canceled or postponed unless otherwise announced. RF4C sessions and Kids Club Program will be canceled when schools are closed due to inclement weather. The announcement to delay or close school includes River Falls Public Schools, St. Bridget's Parish School and Heartland Montessori School.

Attendance Guidelines

Attendance Hours

The school day runs from 8:30 am – 3:25 pm, Monday through Thursday, and 8:30 am - 2:30 pm on Fridays.

Students who are failing classes may be required to stay Fridays from 2:30 pm to 3:30 pm to receive academic support.

Students who ride the bus and arrive after 8:30 am, will not receive a tardy or truancy if they arrive on the school bus.

Attendance Philosophy

In accordance with state law and Pierce, St. Croix County, and River Falls Municipal ordinances, all children between six (6) and eighteen (18) years of age must attend school full time until the end of the term, quarter, or semester they become eighteen (18) years of age, unless they have a legal excuse, fall under one of the exceptions outlined in Wisconsin Statutes §118.15, or have graduated from high school.

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

Any absence not verified by a note or phone call within 24 hours following the absence may be considered unexcused. To report a student's absence call the main office at 715-425-7687 or email jill.dexheimer@rfsd.k12.wi.us.

School Attendance Officer

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

Attendance Definitions/Consequences

Tardy - this means a student who is late to school or late between periods, but less than 15 minutes late. Students who display chronic tardy behavior, particularly when arriving late to school or arriving to classes.

- Serve a detention after 5 tardies within a 2-week period.
 - Detentions not served turn into a truancy
- Over 15 minutes late = TRUANCY and detention

Unexcused Absence/truant- this means any absence of more than 15 minutes or all of one (1) or more school days during which the school attendance officer has not been notified of the legal cause of such absence by the parent or guardian of the absent student. Unexcused absence also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law.

Habitual truant - means a student who is absent from school without an acceptable excuse for part of or all of five (5) days on which school is held during a semester. Students who are "habitually truant" will be referred to River Falls Municipal Court and/or Human Services in the county where they claim residency concerning subsequent offenses.

Excessive Truancy Policy

In-district Renaissance Academy students who have excessive truancies may be removed from the program and transferred to the River Falls High School. A meeting to determine the best placement for the student will be held prior to dismissal from the Renaissance Academy program.

Open Enrollment Student Attendance Policy

The Board's open enrollment policy provides that if the District determines that a nonresident student attending school in the District under the open enrollment program is habitually truant from school during either semester in a given school year, the District may revoke the student's open enrollment. Please see Board Rule 423 for more information.

Illness

Students will be allowed four (4) parent excused illness days per semester.

A doctor's note may be needed once a student exceeds the four-day limit. Failure to provide a doctor's note may result in truancy.

It is strongly recommended that if you go to a doctor, at any time, to request a note from the doctor and bring it back to school with you upon your return from an illness.

Illness at School

A parent/guardian/legal custodian will be contacted by school staff if a student becomes ill while at school. If school staff determines that a student is too ill to be at school, a student will be excused to go home and they will not be assessed a parent excused illness absence (this will be marked as a medically excused absence).

If a parent excuses a student due to illness during the school day, it will count towards the four (4) allowable parent-excused illness days for the semester. After 4 parent-excused illness days, a medical note from a clinic or physician will be required.

Students with chronic illnesses that require absences will need a doctor's note to have absences medically excused. Please see the coordinator for more information.

Student Absences and Excuses

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

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

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

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

- Evidence that the student is not in a proper physical or mental condition to attend a school or an educational program. If the student exceeds four (4) illness days in any semester, the district will request the parent or guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student. Such excuses shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days
- An illness in the immediate family that requires the absence of the student because of family responsibilities
- Medical, dental, chiropractic, optometric, or other valid professional appointments
- A death in the immediate family
- Religious holidays
- A court appearance or other legal procedure upon submission of proof
- Quarantine as imposed by a public health official
- Attendance at special events of educational value as approved in advance by the school attendance officer
- Approved school activities during class time
- Special circumstances that show good cause, which are approved by the school attendance officer

Pre-Arranged Absences

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

Unexcused Absences

If a student is absent from class (even if they are in the building) for more than 15 minutes a day, without an acceptable excuse, s/he will be marked truant. A phone call will be placed or an email sent to locate the student if they have not come to school.

In order for appropriate supervision to occur during school hours, it is important for students to remain in our designated areas in the building. Leaving the classroom or the school building without permission is considered a truancy.

Truancy is a national problem for our youth and can have debilitating consequences in the future. High school education is now considered the bare minimum for obtaining a job that pays a living wage. Many jobs require training after the high school diploma is achieved.

In order to adequately prepare each child for his/her future, it is essential that s/he attend school as close to 100% as possible. If there are health or family issues that interfere with this, then we urge families to please let us know so that we can be of assistance to you.

Students under the age of 18 need to follow the attendance policy outlined above until the end of the semester in which they turn 18. Those who do not do so are considered truant. Anyone who is truant 5 times in a semester is considered a habitual truant. Habitual truancy is defined by state law as, "A pupil who is absent from school without an acceptable excuse under W.S.A. 118.15 and 118.16 (4) for part or all of five days or more on which school is held during a semester."

The City of River Falls adopted a truancy ordinance in August 2002. Under this ordinance, every case of habitual truancy will go to court. The pupil will be ordered to attend school and will, at the very least, be levied a fine and may lose his/her driving privileges for no less than 90 days. Other penalties and fines may also be applied to the student and/or his/her parents. Citations will be issued every time a student has 5 truant events, and a fine will be charged in Municipal Court. If truancy continues to be an issue, a county referral may be issued.

Appointments During the School Day

Permission to leave school shall be issued for professional appointments with doctors, dentists, social services, court appearances, etc. Students are requested to make their appointments during non-school hours or around the lunch hour if possible.

Verification that the student has attended the appointment is required for all appointments that require a student to miss more than **3 hours** of the school day.

Verification can come in the form of a card, note, prescription, or any other proof that the student was at the appointment, written on official business letterhead from the place of appointment.

Students leaving the building must check out at the Main Office. Students meeting the aforementioned conditions will be considered excused for the time of their appointment only. Failure to sign out, as well as leaving school without permission, will be recorded as truancy.

Leaving During the School Day

If a student needs to leave school early for any reason, a parent/guardian note, phone call, or email is required. Students will need to obtain an early dismissal slip from the front office staff or program coordinator. This slip must be given to the instructor whose class the student is leaving from, otherwise, you will not be permitted to leave.

Students **must** also sign out of school when leaving, failure to do so may result in truancy and/or a detention. If you do leave without permission this absence will be marked as truant. Students will be given a detention if they leave without permission. Students that are off-campus (unless given permission) will be given a truancy. Off-campus includes any area outside of the school building excluding those designated as a lunch area during lunchtime.

Class Attendance

Students are expected to attend the classes they are assigned. Students who are found to be "hanging out" in the commons, hallways, bathrooms, Zen room, nurses' office or other classrooms are subject to attendance laws.

Students may not leave class without permission from their instructor unless it is an emergency situation. Leaving class without permission is considered a violation of the attendance policy and can result in a truancy and detention.

In the case where a student is being disruptive to the class and/or school environment, alternative placements either within the school building or at home may be needed and will be determined by the coordinator.

Detentions

Students who are truant or chronically tardy will be assessed a 30-minute detention. Detentions will be held from 3:30-4:00 pm on Tuesdays and Thursdays. Or 8:00-8:30 am, Monday-Friday.

Students must serve their detention/s within one week of their detention notification. After they choose a date, they may reschedule their detention only once. If students fail to serve their detention, an additional truancy will be assessed, but not an additional detention.

Suspended Students

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

Registration and Academics

Registration

Renaissance Academy Registration

Students wishing to attend the Renaissance Academy must have been accepted into the School District of River Falls. New students are accepted at the beginning of each term. Students from other districts may follow the Open Enrollment policies, State of Wisconsin statute 66.03 (2c) procedures, or pay private tuition fees. Application forms are available in the Guidance Department at the High School, Central Office, Renaissance Academy, or online through the Wisconsin Department of Public Instruction.

All students who apply to Renaissance Academy will participate in an entrance interview to determine enrollment. If a student decides to return to River Falls High School, an exit interview will be conducted. **Application to the Renaissance Academy does not guarantee admittance.** All district and Renaissance Academy paperwork must be filled out prior to admission.

Open Enrollment

Students in kindergarten to grade 12 may attend any public school in the state, as permitted by either law or board policy. Applications must be submitted to the non-resident's school during the Open Enrollment window. Forms are available at the District Central Office (715-425-1800) and on the River Falls School District website. See Board Policy 423. Open enrollment approval does not guarantee enrollment to the Renaissance Academy.

Renaissance Academy Course Registration

Course offerings and schedules are put together by the program coordinator and school counselor based on the academic needs of the students. Starting with senior graduation requirements, courses are selected to fulfill these needs.

Student schedules will be given out on the first day of each Term, they will be Infinite Campus within a week of the term starting. Students may request changes to their schedule during the first week of the term and with the program coordinator's approval.

Grading Policy

We believe that our students are, or have the potential to be, highly competent academically. We also believe that it is important for students to do well in their daily work so that they can maximize their learning. As a result, all daily work must be completed at an 80% level of competency within 2 weeks of the end of the quarter. Work not meeting this criterion is to be re-done until it does reach the criterion.

Grading Scale:

A (100%-93%); A- (92%-90%); B+ (89%-87%); B (86%-83%); B- (82%-80%); C+ (79%-77%); C (76%-73%); C- (72%-70%); D+ (69%-67%); D (66%-60); F (59%-0%); P - Credit is given, but is not included in the GPA.

Incompletes

If a student does not complete their work by the end of the term. It may be determined to give a student an I (Incomplete) on their transcripts. Students will have two weeks after the end of the Term to complete the work for an earned grade, which will be recorded on the transcript and report card. If work is not completed by this date, the student will not be eligible to earn credit for the course attempted and an F will be placed on the transcript.

Grades and Report Cards

Grades and attendance records can be found by logging into Infinite Campus. For more information on how to set up an account or re-activate your account, please contact the main office at the Renaissance Academy, at 715-425-7687.

Academic Highlights

WYN

The first 55 minutes of each school day is spent in a small class setting where the concentration is on "WHAT YOU NEED." WYN offers students one-on-one tutoring support as well as the time to sharpen academic skills including but not limited to reading comprehension. The setting allows students to find a "home" with their classmates and instructor.

Zero Hour

As a way to recover credits, Renaissance students can take Block 1 classes at River Falls High School. Students who are interested in this option need to speak with the program coordinator before the

term. Students opting to take a zero-hour class will report directly to the high school for Block 1 return to the Renaissance immediately after the block.

Zero Hour policies:

- Students who attend RFHS in the morning **MUST** sign out of the high school main office.
- Students who drive will either need to get an RFHS parking permit to park in the student lot or park off-campus.
- Students who attend RFHS in the morning **MUST** arrive at the Renaissance Academy no later than 9:15 am or they will be subject to attendance rules.
- If there is a late start at RFHS, students **MUST** arrive at the Renaissance Academy no later than 10:00 am or they will be subject to attendance rules.
- Upon arrival at the Renaissance Academy, students **MUST** check in at the main office, or they will be subject to attendance laws.

Academic Academies

High School Academies are a series of courses that lead to a degree program. Academies are designed to meet high school needs with broad goals of offering program exploration, a recognized industry credential or embedded technical diploma, or up to a full semester of an associate degree program.

Interested students are required to complete a River Falls School District High School Academies application before applying for admission through CVTC. This application serves as a contract that details specific requirements and responsibilities. For more information, please see the school counselor or the Renaissance Academy Coordinator.

Start College Now and Early College Credit programs

The Start College Now and Early College Credit programs allows Renaissance Academy juniors and seniors who meet certain requirements to take post-secondary courses at a UW institution, a Wisconsin technical college, or one of the state's participating private nonprofit institutions of higher education. Successful completion of approved courses will count toward high school graduation as well as for college credit.

- The school district pays tuition and fees for a college course if the School Board determines the course qualifies for high school credit, is not comparable to a course already offered in the school district, and the student has successfully exhausted all course offerings in the designated area of study. A technical college course can be comparable under some circumstances.
- If the School Board approves the course, the student can receive both high school and college credit upon successful completion of the course.
- Students must follow regular sign-out/sign-in procedures at the Renaissance Academy when attending a post-secondary institution part-time.
- If a student is only taking Start College Now classes, they need to meet with the Renaissance staff once a week until graduation.
- Transportation is the parent/guardian/student's responsibility.
- Contact the Renaissance Academy school counselor for procedure and information.
- The district shall seek reimbursement from students and/or parents/guardians for payment of the tuition and fees paid by the district on the student's behalf if a Start College Now and Early College Credit program course is not completed or failed. Failure to reimburse the

district as requested shall result in the student not being eligible for any further participation in this program.

DEADLINE FOR START COLLEGE NOW: October 1 for Spring Term and March 1 for Fall Term.

Career Based Learning and **Youth Apprenticeship programs**

The **Career Based Learning (CBL)** and Youth Apprenticeship programs allows Renaissance Academy juniors and seniors who meet certain requirements to earn high school credits while being employed or part of an apprenticeship.

Students in the program can earn 0.5 credits per term for working 90+ hours with a maximum of 1 credit during a high school career. Students who successfully complete this program will earn an Employability Skills Certificate issued through the Wisconsin Department of Public Instruction. The Youth Apprenticeship program is a one or two-year program that requires a minimum of 450 hours at their YA worksite each year. Upon successful completion of their apprenticeship, students earn a certificate issued by the State of Wisconsin Department of Workforce Development that will become a permanent record on their high school transcript. Students may earn up to 6 credits during their high school career.

For more information about either the Career Based Learning program or the Youth Apprenticeship program, please see the Renaissance Academy school counselor or coordinator.

Work Permits

If a student is under the age of 16, he/she must have a work permit on file. Work permits can be applied for online at <https://dwd.wisconsin.gov/er/laborstandards/workpermit/>.

Graduation

Graduation Plans

Each Renaissance Academy student receives a graduation plan while attending the Renaissance Academy. These plans will be updated throughout the school year to reflect students' progress toward graduation. Graduation plans will be shared with the Renaissance Academy staff, the student's parent/guardian, and the student. These plans do not transfer to River Falls High School.

Graduation Information

Students graduating from the Renaissance Academy program will receive a River Falls School District diploma and have the option to participate in the school district graduation ceremony held in late May or early June.

Students must have completed 27.5 credits to participate in the graduation ceremony. Students who only have 27.5 credits will not receive their diploma until they have completed the final 0.5 credits. All graduating seniors should meet all requirements by Memorial Day to participate in graduation.

Students not in attendance for more than 85% of their academic year due to habitual truancy may not be eligible to participate in graduation ceremonies and/or the senior class party. See Board Policy 345.62.

This includes, but is not limited to, the following: fines, fees, detention time, food account balance, return of library items, school-owned electronic devices, textbooks, and locker locks. Graduation information will be emailed to both parents/guardians and seniors throughout the school year.

Graduation Requirements - Renaissance Academy High School Diploma (28 credits)

English (4 credits)

- English 9A
- English 9B
- English 10A
- English 10B
- American Literature A
- American Literature B
- English Elective
- Speech

Science (3 credits)

- General Science I
- General Science II
- Biology I
- Biology II
- Science Elective
- Science Elective

Careers/Indep. Living (1 credit)

- Careers Elective
- Indep. Living Elective

Phy. Ed/Health (2 credits)

- Physical Education 9
- Physical Education 10
- Physical Education 11
- Health

Technology (1 credit)

- Technology Elective
- Technology Elective

Math (3 credits)

- Algebra 1
- Geometry
- Math Elective - 1 more credit
 - Algebra II
 - Math Projects .5
 - ~~Math Elective~~ Math Projects - .5
 - ~~Math Elective~~ Consumer Math - .5
 - Math Essentials - .5

Social Studies (3.5 credits)

- Geography
- Civics
- Global Studies I
- Global Studies II
- American Studies I
- American Studies II
- Economics or Personal Finance

Electives (10.5 credits)

- Electives can be a combination of personal development sessions, Work Experience program, Youth Apprenticeship program, Early College programs and classes offered at the Renaissance Academy

Senior Year Information

Each Term, students take four classes that can yield a total of 2 credits. Students who are credit deficient may choose to take additional classes through online courses or Zero Hour courses at the River Falls High School campus.

Students who are within one credit of completing their graduation requirements and have all their required classes completed; or students who have completed all graduation requirements (28 credits) have the following options to finish out their senior year:

- Continue coming to school full-time and taking WYN plus 4 classes per term until graduation.

- Participate in the Early College Credit Program (ECCP) and take a minimum of 2 classes per college semester at UW-River Falls.
 - Students in this program are required to meet with staff at the Renaissance Academy once per week. Day and time TBD
- Participate in the Start College Now (SCN) program and take a minimum of 2 classes per college semester at Chippewa Valley Technical College (CVTC).
 - Students in this program are required to meet with staff at the Renaissance Academy once per week. Day and time TBD
- Participate in the **Career Based Learning (CBL)** ~~Work Experience~~ or the Youth Apprenticeship (YA) program and complete the requirements of the program.
 - Students in this program are required to meet with **Career Based Learning and YA Coordinator** ~~staff at the Renaissance Academy~~ once per week. Day and time TBD
- Students who have completed all 28 credits, may apply for early graduation at the end of Term 2 or Term 3. Students who wish to graduate early should discuss the option with their school counselor. Applications are reviewed and must go through an approval process.

Laude System

The River Falls Laude System became effective with the graduating Class of 2021, meaning there will no longer be a valedictorian and salutatorian after the Class of 2020. The purpose of our laude system is to encourage and recognize high school graduates for their completion of challenging coursework and preparation for future success. There are three levels of recognition (with a set range of points available to accrue):

- Summa Cum Laude: Highest Honor
- Magna Cum Laude: Great Honor
- Cum Laude: Honor

A student's score is computed by multiplying their cumulative GPA by the number of points earned from specifically identified Laude courses successfully completed by a student. Our school profile, as well as our laude system, will help inform colleges in gaining a more holistic perspective of our students. Contact your student's school counselor for more information.

Academic Integrity

Honesty is a highly valued character trait in the River Falls School District. Students are responsible for maintaining an environment in which they are held accountable for becoming ethical users of information and ideas. When a student cheats, they are dishonest with themselves and their teacher(s). Our goal is for students to learn and practice ethical behavior in regard to information and technology. Academic integrity is an obligation for all students at the Renaissance Academy.

Definitions:

Academic integrity involves adhering to the values of honesty, trust, fairness, respect, and responsibility in all facets of the learning process. Academic misconduct is considered a violation of academic integrity, either while acting alone or assisting others. There are generally six (6) areas that constitute academic misconduct including examples of each. Examples of academic misconduct include but are not limited to,

1. Committing plagiarism (see information below)

2. Submitting falsified or invented work/information instead of actually doing the work, research, or task themselves (changing or creating data in a lab experiment; writing up a fake interview)
3. Using unauthorized tools or materials in any academic work (using notes, programmable calculators, or other electronic devices on an assessment when such use is not allowed, stealing, selling, or providing others with tests or course materials; using an online translator for more than words or phrases; using AI generated works such as ChatGPT)
4. Misusing or falsifying academic documents (altering a transcript or report card; signing another person's name to an attendance roster or grade check)
5. Purposefully damaging or hindering the work of others (hiding books or reference materials needed to complete an assignment; tampering with lab experiments, art projects, or electronic files of another student)
6. Assisting other students in any of these acts (allowing a person to use your notes on a test)

Plagiarism - is taking credit, whether deliberate or not, for another person's or source's (print or non-print) ideas or words, works, or processes without proper citation or credit. Sources do not need to be cited for material that is considered to be "common knowledge" i.e., factual information that is considered in the "public domain" because it is published in multiple standard reference works. Likewise, when common knowledge is related to a field or specialty, sources may not need to be cited if the information is widely known to people within that field. Because it may be hard to determine what is considered common knowledge, it is a good idea to cite sources or ask your teacher for guidance. This includes AI generated material from programs such as ChatGPT.

Cooperative Learning/Group Work - Because this type of work presents unique learning opportunities, each student must complete their assigned part on time, consistent with the teacher's rubric or timeline. When a student relies on others to do their work, either intentionally or not, this may be considered academic misconduct, and the student may be subject to the consequences outlined below. Other members of the group who fully participate and complete their work will not be subject to consequences.

Student Responsibilities - Students in the River Falls School District are committed to learning and practicing ethical behaviors when it comes to learning and using information and information technology. Students are expected to complete and submit their work consistent with teacher guidelines for individual or group work and accepted standards such as the MLA format and ask for help/clarification early and often if they do not understand an assignment, or if they are experiencing difficulty, which may prevent the timely completion of their work.

Procedure if misconduct is suspected - When a teacher or staff member has reason to believe that academic misconduct has occurred, the following procedure will be followed: The teacher and/or an administrator should investigate the alleged misconduct with the student(s) by providing the student with a written or verbal description of the academic misconduct. The student will have the opportunity to present his/her perspective of the alleged misconduct either verbally or in writing. If it is determined that misconduct has occurred, the appropriate consequences should be assigned based on the protocol below.

Consequences for academic misconduct - When a teacher and/or an administrator has concluded academic misconduct has occurred, the following process may be used:

1. The teacher and/or an administrator should meet with the student to discuss academic misconduct.
2. The teacher and/or an administrator should communicate with the parent(s)/guardian(s) in person or through a phone call or ~~virtual~~ meeting to discuss academic misconduct.
3. To earn credit on the activity/assignment/assessment after academic misconduct occurred, the teacher:
 - a. should determine what revisions must take place on the original submitted work,
 - b. will provide alternative learning activity that will be used for the student to demonstrate proficiency of the learning target, and
 - c. will determine the appropriate timeline for the student to submit newly assigned coursework.
4. The student must complete the assigned revisions or new learning activity as provided by the teacher to be eligible for any credit for that activity/assignment/assessment.
5. Administration (VES Admin Liaison) will meet with the student to reinforce academic integrity and expectations for learning.
6. The student may also be assigned detention, in-school suspension, or other academic consequences. A pattern of student academic misconduct will result in progressive disciplinary action.

School Related Activities

Parent Night and Conferences

We have noted a high correlation between the success of students in our program and parents/guardians who attend and take an active role in their students' education. To facilitate the partnership between school and home, a Back to School Night and Senior Recognition Night have been scheduled in September and May.

Two Parent-Teacher conferences per school year will be required. Students and parents are more than welcome to **attend all 4 conferences**. ~~come to the other two conferences that they are not required to attend.~~

Students and parents that cannot attend Parent-Teacher conferences will need to schedule a make-up conference with the program coordinator within two weeks.

According to our charter, these are mandatory evenings for students AND parents/guardians. Students will be considered truant if they do not show up, as these hours are part of the official calendar. At least one parent or legal guardian must attend these evening events.

Field Trips

The handbook acknowledgment form is a general permission slip for **all local field trips** for Renaissance Academy students during the school year. These trips will be part of a class activity and might include walking or being transported in personal vehicles by the Renaissance Academy staff, parents, or by school bus to local sites in the River Falls area. In certain situations with the school coordinator's pre-approval students may be allowed to drive locally.

By signing this handbook, it grants permission to allow the student to leave campus to walk to study sites within the city limits, under either the direct or indirect supervision of the teaching staff. Students who are enrolled in the apprenticeship program are granted permission to drive themselves to their job site.

Any field trips beyond the River Falls area will require additional permission. Please feel free to contact the Renaissance Academy if you have any questions about a specific local field trip.

Renaissance Academy Clubs

At the Renaissance Academy we offer two clubs (we are open to adding more) - GSA and Student Council. These clubs meet during the school day. All students are welcome to join either club.

- **GSA** - Designed to create supportive, safe spaces for LGBTQIA+, other underrepresented groups, and their allies to share their experiences with others. We will work together to respectfully advocate for the acceptance of the LGBTQIA+ community. Students meet a few times each quarter and are empowered to share and discuss their experiences with each other. Students hope to expand the club to include additional activities and events during the school year.
- **Student Council** - Composed of students and staff, the Student Council is designed to create a positive and bonding environment for all students and staff. The student council is involved in planning the annual Halloween party; Thanksgiving Dinner; Holiday party; Kindness Month and other school-wide activities. Additionally, the student council allows students and staff to problem solve ways to make the school a positive environment for all.

Extracurricular Activities

All athletic activities and clubs offered on the main high school campus are available to students attending Renaissance Academy.

Participation may require an adjustment in a student's schedule and therefore must be approved prior to the start of the activity. Permission to leave to pursue these activities must be secured from the program coordinator before signing up for the activity. The coordinator will go through the extracurricular activity form and policies with the student prior to the start of the activity.

The Renaissance Academy is not responsible for transporting the student to or from these activities. Students who would like to sign up for extracurricular activities can do so on - <https://rfwildcats.org/>. Renaissance Academy students are additionally included in all school dances including Homecoming and Prom. Prom tickets are sold through the main office during the weeks prior to prom.

Extracurricular Conduct

Everyone should observe the accepted rules of good sportsmanship and conduct. We want and expect exemplary conduct from our students, adult fans, players, and cheerleaders. At concerts or performances of other school groups, or by visiting groups, it is expected that behavior will be appropriate for the occasion.

We believe the fundamentals of good sportsmanship are:

- Show respect for the opponent at all times. The opponent should be treated as a guest.
- Show respect for the officials. The officials should be recognized as impartial arbitrators who are trained to do their job to the best of their ability
- Know, understand, and appreciate the rules of the contest
- Maintain self-control at all times
- Recognize and appreciate the skill in performance regardless of which team the player is on
- Good sportsmanship is the Golden Rule in action.

Food Services, Transportation, and Technology

Food Service

Food Service Ordering and Food Deliveries

Breakfast and lunch are delivered from the high school daily. Students may order breakfast and lunch via a Google Form that is emailed daily. Breakfast must be ordered by noon the school day prior. Lunch orders are due by 9:30 am on the day students plan to eat.

Students may not have food delivered to the school unless it is dropped off by a parent or guardian in the main office **prior to lunchtime**.

Food Service Money Collection and Access

The School District participates in the National School Lunch/Breakfast Program and is committed to serving nutritious, high-quality, and affordable meals that appeal to teenagers. The school district uses an automated lunch accounting system to record payments and purchases for family accounts.

This is a debit system, similar to a checking account. It is expected that a positive balance will be maintained in each food service account at all times. Please go to www.rfsd.k12.wi.us

>Parents>School Lunch Program>Food Service Money Collection Procedures, or <https://tinyurl.com/jvuxlh9>, for complete information.

Closed Campus Lunch

The Renaissance Academy has a closed lunch policy for all students. Students who leave campus or who are not in the lunchroom during their assigned lunch, will be subject to attendance policies and truancy laws. If enrollment increases, students may be assigned to either an A lunch or a B lunch. These lunches may switch each term.

Lunch Rules

Students are required to be in the lunchroom during lunch and not in classrooms, unless arrangements have been made with the coordinator. Students should only be eating lunch during lunchtime, if they have food they want to save or have not finished, they can put it into the refrigerator. Lunch will **NOT** be eaten in classrooms. ~~Snacks are at the discretion of each teacher.~~

Breakfast/Snacks

Breakfast items and snack time will be during WYN time. Students will have the opportunity to eat breakfast/snack items at 9:15 am. Students will not be allowed to snack/make food outside of the designated breakfast snack time. Snacks are at the discretion of each instructor.

Transportation

Transportation Services

Students who ride the bus to the Renaissance Academy will take an AM elementary bus from the bus stop near their home to the closest elementary school. They will then take a transfer bus to the Renaissance Academy.

In the afternoon on Monday-Thursday, students will take the transfer bus (there is only one) to the elementary school they arrived at in the AM, to catch their bus to their home.

On Fridays, students will take the transfer bus to the high school and take the bus home from there. Families should call Transportation Services to find out bus stop times and bus numbers, at 715-425-1808.

Open enrollment students are responsible for their own transportation to and from school. Busing will not be provided for non-school activities or off-campus classes. Students may also elect to transport themselves via their own vehicle or by being dropped off by parents and/or guardians.

Parking Lot Policies

Students who drive their own vehicle may **ONLY** park in the parking spaces that are designated student parking.

Students must treat the parking lot appropriately. No loud music, reckless driving, speeding or littering in the school parking lot. The school parking is school property and vehicles are subject to search if there is reasonable suspicion of school policy or law violations. Failure to respect these rules may result in a referral to the student resource officer.

Technology

Technology, Textbooks, Library Books, and Supplies

Textbooks, library books, and electronic devices, which are furnished by the School District of River Falls and the Renaissance Academy, are to be taken care of appropriately. Students are urged to exercise care in using them in order that they not become soiled or damaged.

Students within the School District of River Falls are supplied with a Chromebook and charger at the beginning of each school year. Students must turn in the same Chromebook and a charger at the end of the year (if you lose your charger you can buy a replacement or get a replacement charger from the main office, with fees applied to your student account). Students who fail to do so will be charged a replacement cost and will be issued a new Chromebook and/or charger.

If a student needs to charge their Chromebook, they may bring their Chromebook to the library to exchange for a loaner. Additionally, students who forgot their Chromebook should get a loaner from the library. Upon return of the loaner Chromebook, students can retrieve their original device. Students who do not return the loaner Chromebook will be charged.

Students may check out library books from the library. Failure to return library books will result in charges.

Charges will be made for lost or damaged school-owned items. Students who withdraw from the School District of River Falls, are **required** to turn in their textbooks, library books, and/or school-owned electronic devices before leaving.

Cell Phones, Telephone Calls, Electronic Devices & Other Technology

Students are to demonstrate respect and responsibility by refraining at all times from using cell phones, other electronic communication, audio, video and gaming devices during instructional time unless authorized by the teacher. All electronic devices (included but not limited to cell phones, iPods, iPads, etc.) will not necessary during instructional times should remain stored in student lockers. Issues with these items in the classroom will be referred to the principal's office.

Devices present or in use during instructional hours for non-educational purposes will be handed to school personnel by the student and returned after an appropriate consequence is served. This may include being returned at the end of the period, the end of the school day, after detention, or after meeting with a parent/guardian. Subsequent offenses **will be handled by progressive discipline.** ~~may require one hour of detention, and a parent/guardian conference with the electronic device being turned over only to the parent or guardian.~~ [See Renaissance Charter Academy Cell Phone Procedure.](#) The school will not be responsible for lost or stolen items. See Board Policy 443.5.

~~Students are not allowed to receive or make telephone calls during class, which includes text messaging. Parents may contact the Renaissance Academy office and leave a message for the student. Cell phones must be placed on silent and in a pocket or locker. Cell phones must not be left on a table or desk. The school is NOT responsible for the theft.~~ **See policy 443.5 Add Procedure**

Student Technology Devices

The School District of River Falls has provided technology devices to students to enhance personalized learning and improve achievement. These devices will be used in instruction to promote 21st-century learning skills. All students and their parent or guardian, who are issued devices, are required to review and sign this agreement with the School District of River Falls to protect the hardware and software inherent with the technology.

When applicable, student work will be submitted and created on school issued devices.

Goals for Student Users

- To capitalize on the convergence of academic resources such as textbooks, scholarly sources, content-rich media, and best practices.
- To facilitate mobile learning across the school campus and beyond.
- To promote leadership in one's own learning by establishing access to educational resources and providing tools to craft support in specific curricular areas.

Downloading Music or Video

Students are not allowed to download music from a website or CD onto a hard drive or their server space unless approved for project work within a specific course. These files are often very large and slow down the function of the system for other users. Repeated violations will result in a loss of computer privileges.

Social Media & Networking Sites

While the Renaissance Academy respects the right of students to use social media and networking sites, it is important that students' personal use of these sites does not damage the Academy's reputation, its employees, its students, families, and community. What is private in the digital world can become public, even without knowledge or consent; therefore, students are to maintain appropriate boundaries between personal and public life when conducting online activities at all times.

The Renaissance Academy does not actively monitor students' use of social media and networking sites outside of school hours. Students are not allowed to use school-issued technology to access social media or networking sites for non-academic purposes. However, inappropriate activities that become public and/or are brought to the attention of Renaissance staff will be handled on a case-by-case basis. The information posted online through the use of cellphone, computers, or other electronic devices that damages the school's reputation, its employees, its students, families, and

community can be grounds for disciplinary action. The Renaissance Academy and the School District of River Falls takes electronic bullying very seriously. Inappropriate information includes (but is not limited to) acts of bullying & harassment, threats, and/or criminal activities.

Students experiencing bullying & harassment via online social media & networking sites should report incidents to staff so that the issue can be addressed and/or handled in accordance with Board of Education 411.2.

In closing, students are responsible for the ethical and educational use of the technology resources of the River Falls School District. Students will recognize that their reputation in cyberspace is nothing to take lightly as one's digital footprint can last a lifetime.

General Overview of the Information in this Agreement

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

Students should:

- Report loss or theft immediately.
- Remember that the technology device is for educational purposes.
- Follow the School District of River Falls Acceptable Use Policy at all times.

Students should not:

- Modify the device in any way other than instructed by an administrator.
- Exchange devices with another student.
- Allow other students to retain or remove the device from their presence. The device is issued to one student and one student only. No exceptions.
- Apply any permanent marks, decorations, or modifications to the device.
- Clear or disable browsing history.

Please see link for full details of River Falls School District Device Usage Agreement:

https://www.rfsd.k12.wi.us/cms_files/resources/StudentTechnologyDeviceUserAgreement1.pdf

Technology Device Damage Fee

The Board of Education has decided to discontinue the Student Device Insurance Plan. Effective the 2019-2020 school year, any student who damages their school district-issued device or charging cord will be issued a fee of \$20.00 for each incident. In the event that a student loses or has their device stolen, the amount of the fee will be left to the discretion of the Administration and is not to exceed the replacement cost of the device.

Student Device Damage Fees apply to all students in grades K-12. A student's repeated damage and misuse of district-issued devices may result in a loss of device use and/or other disciplinary action as determined by the building administration.

General Information

Reunification Plan In Case Of Emergency

Student - Parent Reunification

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

Notification

Parents may be notified that a Reunification Plan is in effect in a number of ways to include the district’s phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student will look something like this: “The school has closed, please pick me up at 3:25 p.m. at the main entrance. Bring your ID.”

Parent/Guardian Expectations

If a parent or guardian is notified that a controlled release and Reunification is needed, there are expectations that parents or guardians should keep in mind:

- Bring identification. That will streamline the Reunification process.
- Please refrain from calling the schools or district office. Keeping the cellular network usage at a minimum may be important during a reunification.
- If a parent is driving to the reunification site, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles in unauthorized locations.
- Please be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.
- Parents are asked to then go to the Reunification “Check In” area and form lines based on the first letter of their students last name. During check in, identification and custody rights are confirmed.
- While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card. In the case of multiple students being reunified, a separate card for each student needs to be completed.
- From the “Check In” area parents are directed to the “Reunification” area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students. Parents should be aware that in some cases, they may be invited into the building for further information.

How the Reunification Process Works for Students

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

What if a Parent Can't Pick-up Their Student?

When a parent can't immediately go to the reunification site, students will be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick-up their student(s).

Interviews and Counseling

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

Video Surveillance

The River Falls School Board authorizes the use of video surveillance in public areas of school buildings, grounds, and other property including, but not limited to, entryways, other instructional areas such as labs, storage areas, school buses, and areas outside the building on district property for the primary purpose of documenting disciplinary problems and vandalism on school grounds. Video surveillance cameras will not be placed in restrooms, locker rooms, changing rooms, or any other location prohibited by law. The video surveillance intends to reduce disciplinary problems and protect school property.

Police Interviews

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

School Lockers

School lockers are the property of the school district and are provided for the convenience of students. Lockers must be used for the purpose intended: a storage area for books, school supplies, and outdoor garments. Students are to care for their lockers to prevent damage. Students are to report any locker issues to the main office.

The school retains the right to conduct both announced and unannounced locker inspections/searches. A search may be conducted by the district administrator, building administrators, police school liaison officer, other law enforcement, or a designated school employee. Reasons for routine checks include, but are not limited to; locker condition, tidiness, suspicion of concealing alcohol, controlled substances, the material of a disruptive nature, stolen property, weapons, or other items, which pose a threat to health and/or safety. Refusal of a search may fall under noncompliance with school rules and the student will potentially face expulsion proceedings. Items in a school locker must adhere to the policies within this handbook. Items on the outside of the locker must be school or activity related only. Items not fitting those criteria will be removed.

The school cannot assume responsibility for losses sustained. Students are urged to take precautions

against bringing items of value to the school and leaving them in the locker. Students are encouraged to keep their lockers locked. Lockers must be emptied and cleaned at the end of the school year. A student is not to share a locker with another student(s) nor give others their combination. See Board Policy 446.1.

Searches on School Property

The school administration retains the right to search student lockers, backpacks, cars, and students if there is reasonable suspicion. Staff may use a hand-held metal detector to search a student if there is a suspicion of drug or weapon possession.

School Resource Officer

The School District of River Falls and the River Falls Police Department jointly provide the services of a School Resource Officer for the schools in our district. The goal of the School Resource Officer is to have students see the officer as a positive, helping individual. The officer will also engage in crime prevention and investigation activities as needed. At the Renaissance Academy, the School Resource Officer is a resource speaker for many other student and parent events.

Use of Dogs

The River Falls School Board authorizes the use of specially trained dogs to detect the presence of drugs and devices, such as bombs, on school property. Such dogs may be used under the following conditions:

- The presence of the dogs on school property is authorized in advance by the coordinator, designee, or pursuant to a court order or warrant.
- Law enforcement officers must handle the dog or certified organizations specially trained to safely and competently handle the dog.
- The Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices represents the dog.

The coordinator or designee shall be responsible for the prompt recording of each student search, including the reasons for the search; information received that established the need for the search, and the name of the informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken.

The coordinator or designee shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The coordinator or designee may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the coordinator or designee, the law enforcement officers in accordance with the legal standards applicable to law enforcement officers shall conduct the search.

Anything found in the course of a search pursuant to this policy which constitutes evidence of a violation of a particular law or school rule or which endangers the safety or health of any person shall be seized and utilized as evidence if appropriate. Seized items shall be returned to the owner if the owner may lawfully possess the items. Seized items that may not lawfully be possessed by the owner shall be destroyed.

Student Services Department

Students wishing to consult with a school district counselor or social worker should make an appointment through the main office. Appointments with the student support team can be made before school or during the school day.

The student service staff is available to provide emotional and academic support as well as mediation between students.

Student Services can provide resources for students and families outside of the school district such as connections to therapeutic resources and financial assistance.

Drug, Alcohol, Substance Use/Abuse Services

Renaissance Academy staff, counselors and social worker, and the AODA Coordinator are anxious eager to work with parents and students to assist with substance abuse-related problems. Please feel free to contact any of these individuals if there are any concerns. A variety of support services are available.

Students in Chemical Treatment Programs

The Renaissance coordinator will meet with parents and the student before the student leaves for treatment. In some cases, work is provided for the student to complete during the treatment program. At other times, work assigned as part of the treatment program can be counted toward credit.

Upon return from the treatment program, Renaissance Academy staff will be available to meet with parents, students, and/or treatment counselors to ensure a positive transition back into the school environment.

Substitute Teachers

If the regular teacher is absent from the classroom, students will have a substitute teacher to guide learning for that day. The substitute teacher assumes all the responsibility of the regular teacher as well as the authority in the classroom. It is expected that all students will treat the substitute teacher with respect and provide assistance in making the day productive and enjoyable.

Health Services

Immunizations

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

Those students who do not have the required immunizations and/or properly completed waiver on file in the Health Service may result in a fine or possible exclusion from school. Please contact your practitioner or Health Services for required immunizations.

Illness/Injury

- Students who become ill or injured during the school day should report to the Health Aide.
- If a student is sent home due to illness or injury, the Health Aide must speak with either the student's parent/guardian or an emergency contact prior to the student leaving school. Please keep your child's school informed when changes to phone numbers occur.
- A parent/guardian should inform the Health Aide if their child needs accommodations during the school day due to crutches, casts, etc.

Medication

- If your child will be taking daily and/or as-needed medication at school, a Medication Request Form needs to be completed – forms are available in the Health Service and on the district website.
- Parents are advised that, if possible, medication should be given at home and on a schedule other than school hours.
- Student medication, either daily or as needed may be administered in the Health Service.
- Students should NOT be carrying medication or keeping it in their locker. In a few cases, prescription medications may be carried by the student and self-administered ONLY with written parent AND written practitioner permission on file in the Health Service.
- All prescription and non-prescription medications should be brought into the Health Service by the parent/guardian. If it is not possible for the parent/guardian to bring the medication to school, the medication bottle should be put in a sealed envelope, and the child's name and number of pills in the bottle on the front of the envelope. The child should be instructed to bring the medication to the Health Service when he/she arrives at school. The parent/guardian shall then call the Health Service and inform them of the medication coming to school with the child.
- Please check the expiration date before bringing medication to school. The Health Service staff cannot administer expired medication and medication that is not in its original manufacturer's package.
- The Health Service is unable to take verbal requests from parents to administer prescription and/or non-prescription medications. A properly completed Medication Request Form(s) needs to be on file in the Health Service before medication(s) will be administered.
- It is recommended that students with asthma keep an inhaler at school.
- The Health Service has a nebulizer available for student use. Students must supply tubing, medication, and proper documentation.
- A history of severe allergic reaction can be life-threatening. Please inform the Health Service of this information and appropriate medication.

Is my child well enough to go to school?

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

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

The following information is intended to help with this decision:

- If a student has had a fever of 100 degrees or more, the student should stay home for a minimum of 24 hours after the temperature returns to normal without fever-reducing medication.
- If a student has vomited or had diarrhea, the student should stay home until a minimum of 24 hours after the last episode.
- If a student has had a rash that may be disease-related or the cause is unknown, check with the family practitioner before sending the student to school. The Health Service may request a doctor's note from parents.

Communicable Disease

The Health Service works closely with local and state health departments regarding communicable disease detection and control. A list of communicable diseases and control measures can be found on the district website.

Student Behavior At the Renaissance Academy

Purpose

To ensure the proper learning atmosphere, a student's rights must be balanced with their responsibility for good citizenship. This student conduct code is intended to create an educational climate conducive to learning, to instill responsible and considerate behavior, and to ensure the safety of students and all other persons concerned.

Policies and Procedures

The development of responsible behavior and self-discipline occurs at two levels in the school setting. The first level begins in the classroom where the student spends the majority of their time. The teacher is responsible for gaining the respect and cooperation of the student(s) to ensure an effective learning environment. The teacher must apply a carefully thought out approach to classroom discipline and administer it fairly. The second level of school discipline involves the areas outside of the classroom such as hallways, lunchroom, and outside the school building. The coordinator sets the tone for acceptable behavior throughout the school setting. This must be done with a carefully developed set of rules and administered fairly.

Behavior Expectations

Student behavior is a large contributor to the school environment. The following behavior expectations are required:

- Classroom Expectations - The adult(s) leading learning in the classroom will establish expectations; however, these guidelines generally apply in all classes
 - act respectfully towards self and others
 - demonstrate responsibility and respect towards the teacher by being prepared with completed coursework, necessary materials for class, and arriving on time
 - demonstrate cooperation through active participation and support of others during learning activities
 - show respect to the property, equipment, and facilities
 - maintain a positive attitude towards learning

- demonstrate compassion towards others
- maintain academic integrity
- Renaissance Academy Building - Students are expected to take pride in the Renaissance Academy building by not littering. Trash receptacles are located near each door for the students' convenience. Students should take great care to throw away only the disposable items in the commons area during lunches and breaks. Food purchased at school during the morning snack break or at lunch should be consumed in the commons and is not allowed in hallways or classroom areas.
- School Provided Transportation - Students are expected to act respectfully and follow school rules while riding on school transportation. Drivers are instructed to report infractions to the Bus Garage. Such reports will be dealt with as if the incident had occurred on school grounds and may involve school administrators. Cameras are present on RFSD buses as an added measure of safety.

Dress And Grooming

Through this dress code, we seek to prepare students for the expectations in the world of academics and work beyond high school while fostering a welcoming school climate that leads to student engagement in a healthy, safe, supportive, and positive educational environment.

The School District believes parents/guardians hold the primary responsibility in determining their child's personal attire. Schools are responsible to ensure that a student's personal attire does not interfere with the health and safety of any student and does not contribute to any disruption to the school environment.

School administration shall enforce the dress code consistently and in a manner that allows students to observe religious customs or beliefs. School administration shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any individual or group on the basis of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status, cultural or religious identity, household income, body size/type, or body maturity, or any other basis that adversely affects the student, or is prohibited by law.

Responsibility for the personal appearance of students enrolled in the School District of River Falls shall normally rest with the parents and the students themselves. School dress should be appropriate to the school environment and comply with state health laws.

Student dress shall be considered inappropriate if it:

1. presents a "clear and present" danger to health and safety;
2. causes interference with work or creates classroom or school disorder;
3. is disruptive to the school climate; or
4. is damaging to school property
5. insinuates drugs, alcohol, sex, vulgarity or cursing

Student dress shall adhere to expectations outlined in student handbooks at each individual school which are annually approved by the Board of Education.

Dress Code Enforcement

Building administration will enforce the dress code policy. If/when staff has concerns, they should direct said concerns to the administration.

Students shall not be “shamed” or required to display their bodies in front of others (students, parents, or staff) in school. “Shaming” includes, but is not limited to: asking students to account for their attire in the classroom or in hallways in front of others; calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others. Students refusing to change or cover inappropriate dress may face disciplinary consequences.

Parent/guardian notification by administration will occur if/when a student is in violation of this policy. Students will be provided three options to be dressed in an appropriate manner that aligns with this dress code during the school day:

1. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more in alignment with this policy for the remainder of the day.
2. Students will be provided with temporary school clothing to be dressed more in alignment to this policy for the remainder of the day.
3. If necessary, students’ parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

Additional Considerations

Special Occasions -- Clothing guidelines and expectations for special occasions (i.e. homecoming week, dress-up days, etc., and/or individual coaches/advisor expectations) will be approved by school administration.

Extracurricular Activities -- The coordinator, in cooperation with the advisor/coach of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity.

Time and Place -- These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances, field trips, school trips, prom, etc.

Exceptions -- Exceptions to these dress requirements are to be made as necessary as necessary to accommodate medical or health needs, field trips, and/or special school activities (as approved by the coordinator).

Face Covering/Mask Requirements (for future reference: Similar to 2020-22 COVID) The Superintendent or designee in consultation with the Board of Education has the authority to require face coverings/masks if it is deemed necessary for the health and safety of students, staff, and visitors. The Superintendent or designee and Board of Education may rely on guidelines and expectations from the Center of Disease Control (CDC), the Wisconsin Department of Health Services (DHS), and Pierce County Public Health in reaching an independent district face-covering decision.

Disciplinary Procedures

It is our belief that students who choose to attend the Renaissance Academy do so because they appreciate the additional efforts made to further their education and the acknowledgment that students learn in different ways. Students will be expected to show their appreciation by doing their best and being respectful of themselves and others. It is understood that this is not always easy. The demands of the program are high and we spend a lot of time together each day. However, staff

members are always available to ensure that the Renaissance Academy is a safe and welcome place for all students.

Every student has the right to:

- equal educational opportunity
- freedom of inquiry and expression
- freedom of due process
- freedom of association
- freedom from discrimination based on age, sex, race, color, creed, sexual orientation or disability
- peaceful assembly and petition
- privacy

In the unlikely event that a student demonstrates behavior that is not consistent with the well being of all, the following repercussions may result:

- individual conference to review Renaissance Academy placement
- parent-student-teacher conference to review Renaissance Academy placement
- police liaison officer-student-teacher conference
- referral to the *restorative justice program
- referral to social worker or probation officer
- removal from the premises by law enforcement
- suspension from school
- return to the high school program
- expulsion from the River Falls School District

Restorative Justice

Restorative practice is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible.

The Little Book of Restorative Justice, p. 37

Any time a student is being recommended for suspension or expulsion, restorative practice will be considered. The part that restorative practice will play will be determined by the administration of the building in which the student is receiving his/her education. Permission to explore restorative practice must be received by the parent of the student under consideration or the student him/herself if over 18 years of age. Each case will be considered individually. Some situations would benefit from this intervention; others would not. Information will be shared with St. Croix Valley Restorative Services personnel on a need-to-know basis. Confidentiality is a key element.

Student Grievance Process for Rights Violations

Students who feel their rights have been violated may file a written statement with the Renaissance Program Coordinator ~~or High School coordinator~~ within three school days of the occurrence. Forms may be requested from the **Program Coordinator** ~~one of these two people.~~

If a grievance cannot be resolved to the student's satisfaction, the student may appeal through personnel in the following order:

- Renaissance Program Coordinator
- School Superintendent
- Board of Education

Due Process

- Notification of school rule(s) violated
- A fair hearing of infraction of school rules
- Written notification of reasons for disciplinary action, return to the high school, suspension or expulsion
- Appeal to higher administrative authority as follows:
 - High School coordinator
 - Superintendent
 - Board of Education
 - The Court System

Incidents that May Result in Suspension or Expulsion

Specific offenses that will result in a student being expelled from the school district, suspended from school, or returned to the main high school campus are listed below.

To be expelled from the River Falls School District means a student is removed for a specified time period, which could last until his/her twenty-first birthday.

Suspension or expulsion may be the consequence, but not limited to the following behaviors (these are governed and defined by Wisconsin state statute):

- Noncompliance with the school rules related to: disruptive behavior, alcohol, tobacco, drugs, fire drills and alarms, attendance policy, searches, excessive tardiness, etc.
- Assault and Battery - A student causing bodily harm to another by an act done with intent to cause bodily harm to that person harmed is guilty of a misdemeanor.
- Vandalism - Any student who intentionally causes damage to the school building and/or school property without the consent of the school district is guilty of a misdemeanor.
- Slander/Libel - The statutes prohibit intentionally defaming another (including through electronic/social media), whether a student or a staff member. This involves anything which may expose the other to hatred, contempt, ridicule or disgrace in their line of work.
- Disorderly Conduct - Students who engage in violent, abusive, indecent, profane, boisterous, unreasonably loud or otherwise disorderly conduct in which such conduct tends to cause or provoke a disturbance is guilty of disorderly conduct.
- Obscenity - A student who imports, prints, advertises, sells, has in possession for sale, or publishes, exhibits or transfers commercially any lewd, obscene or indecent written matter, picture, sound recording, or film, or who has in possession with intent to transfer to a person under 18 years of age any of the above materials or whoever makes any lewd, obscene or indecent drawing or writings (may apply to cell phone or internet use) in school is guilty of a felony by Wisconsin state statutes.
- Theft - "The unlawful taking and carrying away of things personal with the intention to deprive the rightful owner of the same" is theft and larceny, punishable by law. Parents, school personnel, social services personnel and law enforcement officials may be involved as necessary in cases of theft.

- False Fire Alarm - Anyone interfering with firefighting or fire alarms is guilty of a Class A misdemeanor.
- Harassment - All forms of discrimination are prohibited, and any behavior that creates an intimidating, hostile, or offensive environment will not be tolerated. Actions or words repeatedly directed toward another for no apparent purpose are considered harassment.
- Use of or Possession of Drugs, Alcohol or Tobacco on school property, including the student parking lot, and/or during school activities - If a student is found to be in possession of and/or under the influence of an illicit substance, a conference with the student and a coordinator (or designee) will be held, the parent informed, and the police authorities notified. The student will be referred for school assistance. The student will be suspended (1 to 15 days) pending a possible expulsion hearing. It will be assumed that any student bringing drug-related paraphernalia into the school environment does so with the intent to use it or entice others to use it. Students found to be in possession of such paraphernalia are subject to the same proceedings as outlined above. For the purpose of this policy, drug related paraphernalia shall be defined as any item commonly used for the purpose of using drugs. In the event that a student is caught in the act of a look-alike substance, the offender will be subject to disciplinary action up to and including expulsion on the first offense. Due process procedures will apply. Possession or use of alcohol, tobacco products, illicit drugs, or look-alike substances (i.e. "vapor", smoking of electronic, or other substitute forms of cigarettes) by students on school property or at school activities is prohibited at all times.
- Bomb Threat - as defined by Wisconsin state statutes; expulsion may be considered for students who were indirectly related in the threat or had prior knowledge of the threat and made little or no attempt to inform authorities.
- Explosives and other dangerous devices - No student is to bring into the school or any part of the campus: firearms, incendiary devices (matches, lighters, etc.), explosives (including firecrackers), knives, other weapons or "facsimile firearms." Facsimile firearm means any replica, toy, starter pistol or other object that bears a reasonable resemblance to or that reasonably can be perceived to be an actual firearm. This category applies to any object that may threaten or endanger the welfare of others or the student personally. *This is a very serious violation and will be treated as such.*

Harassment/Bullying

Harassment and Bullying

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

The following are examples of behavior that can constitute bullying or harassment: physical or mental abuse; or discriminatory remarks that are offensive to the recipient, cause the recipient discomfort, anger, or humiliation, or interfere with the recipient's academic or work performance. Some specific examples of bullying and/or harassment may include, but are not limited to:

- name-calling or other actions that are targeted on a protected class
- racial or cultural hate speech
- making threats
- spreading rumors
- telling offensive jokes
- teasing
- initiation/hazing gestures, physical intimidation, hitting, touching, pranks, vandalism or destruction of property
- **taking and or distributing photos and videos of students and staff without permission**

Consequences for any/all offenses may vary, depending on the context, frequency, severity, and/or perceived intent, of each situation.

Students who feel that they are being bullied or harassed and that their rights have been denied should report the situation(s) to a staff member or the coordinator . Those students who harass or bully others may be subject to disciplinary measures that include but are not limited to detention, suspension, or expulsion. For further information regarding Harassment or Bullying reporting procedures, see Board Policy 411.1 and 411.2.

Students should report harassment, bullying or discrimination based on sex, race, religion, sexual orientation, age or disability as well as the other rights listed above to the Renaissance coordinator. All students of the School District of River Falls are protected from harassment of any type including bullying, as determined by the River Falls School Board Policy 411.2.

If you feel you are a victim of bullying, sexual, physical, verbal, psychological, racial, religious, age or disability and/or sexual orientation harassment, contact the Renaissance Program coordinator. An investigation will follow and appropriate action will be taken.

Harassment Complaint Procedures

Step I. The individual believes that he/she is being harassed should report the harassment to the Renaissance Coordinator, or High School coordinator either verbally and/or in writing.

Parents/guardians of a student who believes the student is being harassed can verbally and/or in writing report harassment on behalf of their child. Any written report of harassment received must be signed. If the parents/guardians have not been notified of a report of harassment made by a student, the person in possession of this information will immediately notify them.

Any individual being harassed is to report the specific nature of the harassing conduct/behavior the individual is experiencing, the times and dates of the harassing behavior/conduct, name(s) of the person(s) doing the alleged harassing, name(s) of any witnesses, and what strategies were used to try and stop the harassment, if any. To the extent possible, all complaints of harassment will be handled in a confidential manner. The administration shall investigate the harassment thoroughly, by notifying the person who has been accused of harassment of the nature of the harassment complaint, permit the accused person to respond to the harassment allegations and make arrangements for a private meeting to discuss the harassment complaint with the individual being harassed, and interview witnesses. The purpose of this step is to resolve the complaint with all concerned parties within a reasonable period of time after receipt of notice of the harassment complaint. High School coordinator will issue a written decision to the complainant within three school days of the receipt of the complaint.



Step II. If the party(ies) involved in the harassment issue is (are not satisfied with the resolution of the harassment complaint in Step 1, the individual being harassed may refer the matter to High School coordinator. The appeal should be made to **Director of Student Services** ~~High School coordinator~~ in writing within five days following the receipt of the written reply from her in Step 1. coordinator will review the report from Step 1, and arrange a private meeting with the parties to discuss the harassment matter. ~~High School coordinator~~ **Director of Student Services** will determine what action should be taken and provide a written response to the parties within 10 school days of receiving the complaint.

Step III. If the parties involved in the harassment issue are not satisfied with the decision of the Director of Student Services ~~High School coordinator~~ in Step II, above, the individual being harassed may appeal the matter in writing to the Board. The appeal shall state the specific reason for disagreement with the response provided. The appeal to the Board should be filed with the Board in a reasonable period of time. The School Board shall arrange a private meeting for the purpose of hearing the appeal. The Board will make its decision in writing within 15 school days after the hearing and copies of the written decision shall be mailed to both the complainant and **Director of Student Services**.

Step IV. If the harassment complaint is not resolved to the satisfaction of the complainant, it may be appealed to the appropriate government agency. This may include, but is not limited to, the following: State Superintendent of Public Instruction, U.S. Office of Civil Rights and/or Equal Employment Opportunity Commission, Equal Rights Division of the Wisconsin Department of Workforce Development. Source: School Board Policy 411.1

Online Anonymous Reporting Procedure

Go to the School District of River Falls web page, <https://www.rfsd.k12.wi.us/>. Under the **Quick Links** heading click the **TIP-LINE SCHOOL SAFETY** link. You will be directed to fill out an anonymous form.

SCHOOL DISTRICT OF RIVER FALLS **TITLE IX NOTICE.**

As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations (“the federal Title IX regulations”), the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX’s requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to a District Title IX



Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

Any questions regarding Title IX compliance may be directed to the District's Title IX Coordinators.

Primary Title IX Coordinator-Student (i.e. when the complainant is a student)

Mark Inouye, Director of Student Services

852 E. Division Street

River Falls, WI 54022

715-425-1800

mark.inouye@rfsd.k12.wi.us

Secondary Title IX Coordinator-Staff (i.e. when the complainant is an employee)

Nate Schurman, Director of Human Resources

852 E. Division Street

River Falls, WI 54022

715-425-1800

nate.schurman@rfsd.k12.wi.us

Title IX Coordinators are authorized by the Board to coordinate the District's efforts to comply with Title IX and this policy. The District's nondiscrimination policy and grievance procedures relate to sex discrimination are set forth under Policy 411.11. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination, please refer to Policy 411.11

SCHOOL DISTRICT OF RIVER FALLS
PUBLIC NOTIFICATION OF EQUAL EDUCATIONAL OPPORTUNITIES/STUDENT
NONDISCRIMINATION POLICY

The School District of River Falls is committed and dedicated to the task of providing the best education possible for every child in the District for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational and other programs or activities shall not be abridged or impaired because 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.

All district career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the high school's website or by contacting any school's counseling office.

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

The District shall provide appropriate educational services and/or programs for students who have been identified as having a disability and shall make school facilities reasonably accessible to such students as required by law. The District shall ensure that students with disabilities are not excluded from academic, career and technical education programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available. Reasonable accommodations shall be made for students with disabilities in accordance with legal requirements.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements.

Requests for accommodations shall be made in writing and reviewed for approval by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Students, parents/guardians, and teachers shall receive written notification of this policy and the procedures for requesting

an accommodation. Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures.

The Superintendent or designee (located at 852 E. Division St., River Falls, WI, 54022, telephone 715-425-1800) is designated to receive grievances regarding discrimination according to the established procedures.

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

LEGAL REFERENCE: Wisconsin Statutes Sections 118.13; Wisconsin Administrative Code PI 9, 41; Title IX; Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act; McKinney-Vento Homeless Education Assistance Act

~~Equal Education Opportunities and Pupil Nondiscrimination~~

~~The River Falls School District is committed to providing equal education opportunities for all students in the district. The right of the student to be admitted to school and to participate fully in curricular, extracurricular, student services, recreational, and other programs or activities, shall not be abridged or impaired because of a student's sex (including gender identity, gender expression and nonconformity to gender role stereotypes), color, race, age, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap.~~

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

~~The district shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Any child's parent or guardian, or the child if the parent or guardian is notified, may request the school board, in writing, to provide the child with program or curriculum modifications. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and release time from school to participate in religious activities.~~

~~Opportunities to make up work missed due to religious holidays will be provided. Any accommodations granted under this policy shall be provided to students without prejudicial effect.~~

~~Complaints regarding the interpretation or application of this policy shall be referred to the Superintendent or designee and processed in accordance with established procedures.~~

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

~~Legal References: Sections 118.13 & 118.15 Wisconsin Statutes, PI 9 and PI 42 of the Wisconsin Administrative Code, Title IX Education Amendments of 1972, Title VI Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Individuals with Disabilities Education Act, Civil Rights Act of 1991.~~

~~In addition, this prohibits student discrimination under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability).~~

Exact Mirror of our Policy (411 Equal Educational Opportunities)

The School District of River Falls is committed and dedicated to the task of providing the best education possible for every child in the District for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational and other programs or activities shall not be abridged or impaired because 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.

All district career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the high school's website or by contacting any school's counseling office.

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

The District shall provide appropriate educational services and/or programs for students who have been identified as having a disability and shall make school facilities reasonably accessible to such students as required by law. The District shall ensure that students with disabilities are not excluded from academic, career and technical education programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available. Reasonable accommodations shall be made for students with disabilities in accordance with legal requirements.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements.

Requests for accommodations shall be made in writing and reviewed for approval by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Students, parents/guardians, and teachers shall receive written notification of this policy and the procedures for requesting an accommodation. Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures.

The Superintendent or designee (located at 852 E. Division St., River Falls, WI, 54022, telephone 715-425-1800) is designated to receive grievances regarding discrimination according to the established procedures.

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

LEGAL REFERENCE: Wisconsin Statutes Sections 118.13; Wisconsin Administrative Code PI 9, 41; Title IX; Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act; McKinney-Vento Homeless Education Assistance Act

Any questions regarding Title IX compliance may be directed to the District's Title IX Coordinators.

Title IX Coordinator-Student (i.e. when the complainant is a student)

Mark Inouye, Director of Student Services

852 E. Division Street

River Falls, WI 54022

715-425-1800

mark.inouye@rfsd.k12.wi.us

Title IX Coordinator-Staff (i.e. when the complainant is an employee)

Nate Schurman, Director of Human Resources

852 E. Division Street

River Falls, WI 54022

715-425-1800

david.bell@rfsd.k12.wi.us

Use Or Possession Of Drugs, Alcohol, And Tobacco On School Property

Use of or Possession of Drugs, Alcohol or Tobacco on school property and/or during school

activities - If a student is found to be in possession of and/or under the influence of an illicit substance, a conference with the student and a principal (or designee) will be held, the parent informed, and the police authorities notified. The student will be referred to the school social worker or school counselor for Screening, Brief Intervention and Referral for Treatment (SBIRT). A meeting with a school official, student and parent/guardian will be held to provide AODA or other resources for the family to consider. The student will be suspended (1 to 15 days) pending a possible expulsion hearing. It will be assumed that any student bringing drug-related paraphernalia into the school environment does so with the intent to use it or sell it. Students found to be in possession of such paraphernalia are subject to the same proceedings as outlined above. For the purpose of this policy, drug related paraphernalia shall be defined as any item commonly used for the purpose of using drugs. In the event that a student is caught in the act of a look-alike substance, the offender will be subject to disciplinary action up to, and including expulsion, on the first offense. Due process procedures will apply. Possession or use of alcohol, tobacco products, illicit drugs, or look-alike substances (i.e. vape, smoking of electronic, or other substitute forms of cigarettes) by students on school property or at school activities is prohibited at all times.

Tobacco/Vape

The Renaissance Academy campus (building and grounds) is our school. Any student under the age of 18 found smoking/vaping on or around this campus will be referred to the school resource officer for a citation and possible fine. Any person over the age of 18 found smoking on or around campus will be referred to the River Falls Police Department for smoking on public school property which is illegal. Parents/guardians will be notified. Repeated offenses will be interpreted to mean that the student does not wish to abide by the rules of Renaissance Academy and that student will be assigned to the main high school campus.

Alcohol

Any student found in the possession of alcohol will be referred to the school resource officer and will receive a fine. Parents/guardians and social worker/probation officer (where applicable) will be notified. Possession of alcohol on the school campus will result in a student being suspended or expelled, according to the guidelines set forth by the Board of Education.

Drugs

The most important goal of Renaissance Academy is to provide a safe, caring environment in which all students and staff members can grow and learn. During the 1999 – 2000 school year Renaissance School Site Council adopted a resolution endorsing this mission that was then accepted by the entire student, staff and parent body. Being in a fairly isolated setting, without the resources of larger buildings, it was felt that additional measures should be set in place to ensure the safety of all.

If, at any time, a member of staff is led to believe that a student may be under the influence or in possession of drugs or drug paraphernalia, a trained staff member or SRO will conduct a battery of field sobriety tests. See [Renaissance Charter Academy Under the Influence Procedure](#). If substances or paraphernalia are found, contact will be made with the school resource officer. The police department may choose to send an officer or a canine unit to investigate. Possession of drugs or drug paraphernalia or look-alikes will result in a student being suspended or expelled, according to the guidelines set forth by the Board of Education. The incident will be reported to parents/guardian, school counselor and social worker/probation officer (if applicable).

Students In Substance Abuse Treatment

The Renaissance Academy recognizes that the use/abuse of illicit substances and the problems associated with them are prevalent in our society. The school further recognizes that harmful involvement with illicit substances and/or with someone using them can be a major reason for a student's lack of personal, academic, and behavioral success. The counselors, administration, and staff attempt to work with parents and students to assist with substance abuse related problems.

Please contact the school counselors or administrators if there are concerns. Support services available include counseling and guidance groups, information, education, and referral assistance. The school will work with students who seek treatment in a variety of ways. Students who seek treatment which removes them from the school setting will receive support in cooperation with the treatment facility for academic work. The school staff will also cooperate with available students, extending make-up, and the services of the Student Support Team.

Legal Protection Of Student Rights

A. Equal Educational Opportunity- The River Falls School District does not discriminate against pupils on the basis of sex, race, national origin, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical handicap in its education programs or activities. Federal law and school district policy prohibits discrimination in employment on the basis of age, race, color, national origin, religion, sex, or handicap.

B. Freedom From Harassment- All students in the River Falls School District are protected by school district policy from harassment of any type. If you feel you are a victim of harassment of sexual, physical, verbal, psychological, racial, religious, handicap harassment, or any other reason, contact the coordinator or the district's Title IX Coordinator.

C. Student Grievance Process for Rights Violations- Students who feel their rights have been violated may file a written statement with the assistant coordinator within three school days of the date of the occurrence. Students may report harassment of orientation, age or disability. An investigation will follow and appropriate action will be taken. If a grievance cannot be resolved to the student's satisfaction, the student may appeal through personnel in the following order: The coordinator, the Superintendent, the Board of Education.

D. Due Process Measures

1. Notification of school rule(s) violated
2. A fair hearing of infraction of school rules
3. Written notification of reasons for disciplinary action, suspensions, and expulsions
4. Appeal to a higher administrative authority as follows: coordinator, Superintendent, Board of Education, State Superintendent, the judicial system.

Students are expected to cooperate in school investigations. Students have the right to silence; however, they accept the responsibility of earning a negative consequence for impeding an investigation.

All career and technical education opportunities will be offered on a nondiscriminatory basis (without regard to race, color, national origin, sex, disability, etc).

Animals In Schools

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

Student Privacy

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

District Non-Discrimination Policy

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

Student Records Notification To Parents Of Students In The School District Of River Falls

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

The following shall apply in the District:

1. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to inspect, review and obtain copies of the student's school records upon request in accordance with established procedures. The District shall respond to such requests without unnecessary delay. A copy of the Board's student records policy and procedures can be obtained from the Director of Academic Services at the school district administrative offices located at 852 E.

Division St., River Falls, WI 54022. Regular office hours are 8 a.m. to 3:30 p.m. during the summer and 8 a.m. to 4:30 p.m. during the school year.

2. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to request the amendment of the student’s school records if he/she believes the records are inaccurate, misleading or otherwise in violation of the student’s privacy rights. Complaints regarding the content of student records may be made in accordance with established procedures. Copies of the District’s procedures are available upon request as outlined above.

3. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to consent to the disclosure of information contained in the student’s school records, except to the extent that state and federal laws authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials determined to have legitimate educational interests, including safety interests, in the student records. A “school official” is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a parent/guardian or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a “legitimate educational interest” if the official needs to review a student record in order to fulfill his/her professional or District responsibility. The District shall transfer a student’s records to another school, or school district, without consent upon request in accordance with state law. District procedures outline the specific reasons for disclosure without consent and are available upon request as outlined above.

4. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged District noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

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

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

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

Secondary School Students

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

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

Notice To Parents Involving Data Collection

The District will provide reasonable notice to parents of any activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. Notification will also be provided specific to any student survey containing information related to one or more of the following items: political affiliations or beliefs of the student or the student's parent; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom the student has close family relationships; legally recognized privileged or analogous relationship such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or student's parent; or income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program. Finally, notification will be provided prior to any non-emergency, invasive physical examination or screening that is 1) required as a condition of attendance, 2) administered by the school and scheduled by the school in advance, and 3) no necessary to protect the immediate health and safety of the student or other students.



River Falls

HIGH SCHOOL



2024-25 STUDENT HANDBOOK

River Falls High School Mission Statement

River Falls High School is a community of learners moving forward to create critical thinkers and honorable citizens in a changing complex world. **care serving students to enable them to become their personal best.**

Name _____

W.I.N. Teacher _____



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

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Welcome

Welcome All Wildcats!

Welcome to the Wildcat family at River Falls High School! We are excited for you to join the outstanding tradition that was started decades ago and make us proud to be called Wildcats today. We hope the years you will spend with us will be both productive and happy in every way. This handbook has been developed to give you a better understanding and a general overview of your school's activities, ideals, and expectations. It is intended to assist you in following the standards of your school and community. You are responsible for knowing and adhering to what is stated in this handbook.

While at RFHS, you will have many opportunities to develop character and academic strengths in determining your path after high school. We encourage you to participate in the improvement of your school by developing self-discipline, making choices carefully, thinking of other people, and realizing the consequences of your actions. Your purposeful engagement on a daily basis is critical and can lead to amazing experiences through your high school journey.

On behalf of the entire faculty and staff, we trust you will make it a great school year by challenging yourself to be your best as a unique individual who was created with special talents and abilities. We are proud to have you as a valuable member of RFHS and adding to our outstanding Wildcat legacy.

Leading With Character

Leading with CHARACTER

- Curiosity
- Responsibility
- Gratitude
- Compassion
- Cooperation
- Perseverance
- Respect
- Honesty
- Courage

Leading our lives with character - at home, at school and in the community. This is The Wildcat Way.

District Mission, Vision, and Values

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

We center our policies, practices, and actions on doing what is best for all students.

PEOPLE MATTER

We value and respect our staff, and will find success by supporting their participation in collaborative learning communities.

EQUITY

We ensure the individual personal needs of every child are supported by high quality education/resources to pursue their unique potential.

RESPECT

We affirm the worth and dignity of all students, employees and community members. We foster a climate of civility, acceptance, and reasoned debate, embracing our diversity as a strength.

INTEGRITY

We ground our actions in character, honesty, responsibility, service, and compassion toward others.

EXCELLENCE

We embrace the continuous pursuit of improvement in school operations, services, and programs.

INNOVATION

We inspire and empower innovative thought and practice.

COMMUNICATIONS

We are accountable and transparent in order to maintain public trust.

River Falls High School Mission and Pillars

Our Mission: River Falls High School is an inclusive community that fosters character development, resilience, service to others, and instills lifelong learning to be our personal best. a community of care serving students to enable them to become their personal best.



Handbook Overview

This Student Handbook is a general reference guide only and is designed to be in harmony with board policy. Please be aware that it is not a complete statement or comprehensive listing of all policies, procedures, or rules that may be applicable in a given circumstance.

The River Falls School Board has other policies that are not included in this handbook, but are available for all students/parents upon request. In case of conflict between board policy and any provisions of the Student Handbook, board policy takes precedence and is to be followed. Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. The District reserves the right to modify provisions in the Student Handbook at any time, whenever it is deemed necessary.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal right between any students or parent and the district. If you or your student(s) has questions about any of the material in the handbook, please contact the principal or one of the assistant principals.

RFHS Contacts

818 Cemetery Rd.
River Falls, WI
54022
715-425-1830

<http://www.rfsd.k12.wi.us/river-falls-high-school>

| | |
|--------------------|---------------------|
| High School Office | 715-425-1830 x 3700 |
| Attendance | 715-425-1830 x 3701 |
| High School Fax | 715-426-6513 |

| | |
|--------------------------|---------------------|
| School Counseling Office | 715-425-1830 x 3717 |
| Counseling Office Fax | 715-426-6513 |

| | |
|-------------------|--------------------|
| Activities Office | 715-425-1830 x3710 |
| Activities Fax | 715-425-0784 |

| | |
|---------------------|--------------------|
| Renaissance Academy | 715-425-7687 x2224 |
| Renaissance Fax | 715-425-0794 |

River Falls High School Administration

| | |
|--|--------------------|
| Mr. Kit Luedtke, Principal kit.luedtke@rfsd.k12.wi.us | 715-425-1830 x3704 |
|--|--------------------|

| | |
|---|--------------------|
| Ms. Lisa Goihl, Assistant Principal lisa.goihl@rfsd.k12.wi.us | 715-425-1830 x3716 |
|---|--------------------|

| | |
|---|--------------------|
| Ms. Heidi Link, Assistant Principal heidi.link@rfsd.k12.wi.us | 715-425-1830 x3702 |
|---|--------------------|

| | |
|--|--------------------|
| Mr. David Crail, Activities Director david.crail@rfsd.k12.wi.us | 715-425-1830 x3709 |
|--|--------------------|

Central Office Administration

| | |
|--|--------------------|
| Mr. David Bell, Superintendent david.bell@rfsd.k12.wi.us | 715-425-1800 x1117 |
|--|--------------------|

| | |
|---|--------------------|
| Dr. Nate Schurman Director of Human Resources & Leadership Development nate.schurman@rfsd.k12.wi.us | 715-425-1800 x1102 |
|---|--------------------|

| | |
|---|--------------------|
| MaryBeth Elliot and Amy Wise Co-Directors of Academic Services marybeth.elliott@rfsd.k12.wi.us amy.wise@rfsd.k12.wi.us | 715-425-1800 x1103 |
|---|--------------------|

Mark Inouye, Director of Special Education
mark.inouye@rfsd.k12.wi.us

715-425-1800 x1115

Board of Education

| | |
|--------------------------|--|
| Ms. Lindsey Curtis | lindsey.curtis@rfsd.k12.wi.us |
| Mr. David (Bo) Hirstein | david.hirstein@rfsd.k12.wi.us |
| Ms. Monica LaVold | monica.lavold@rfsd.k12.wi.us |
| Dr. Stacy Johnson Myers | stacy.johnsonmyers@rfsd.k12.wi.us |
| Mr. Mike Miller | mike.miller@rfsd.k12.wi.us |
| Ms. Allison Page | allison.page@rfsd.k12.wi.us |
| Dr. Alan J. Tuchtenhagen | alan.tuchtenhagen@rfsd.k12.wi.us |

Visitors

Visitors will only be approved by administration if it is deemed appropriate and educational in nature. For safety purposes, all visitors are to enter through the Main Office, provide their driver's license or other state issued identification card to run through our visitor management system, sign in, wear a school-issued badge, communicate their purpose for visiting with Main Office staff, and, upon leaving, sign out and return the badge.

Daily/Weekly Announcements

Daily and weekly announcements will be visible on our school website and posted in designated areas of the building. All student announcements posted in the building must be approved and signed by a school administrator or designee prior to posting. Emergency and special announcements will be made only with the approval of a school administrator.

Student Privacy & Rights

Student Privacy

At the beginning of each school year, School Districts that receive federal funding are required to provide their student privacy policy to parents. The School District of River Falls will provide reasonable notice to parents of any activities or surveys involving the collection of student data. When applicable, parents will have the opportunity to view survey questions in advance, and will be able to opt their child out of the activity or survey if they choose. [\(District Policy 333\)](#)

Career and Technical Education Notice

All career and technical education opportunities will be offered on a nondiscriminatory basis (without regard to race, religion, national origin, sex, sexual orientation, disability, etc).

Student Grievance Process for Rights Violations

Students who feel their rights under this handbook have been violated may file a written statement with the principal, or designee, within three school days of the date of the

alleged violation. If another policy applies to the grievance, the grievance will be processed under that policy. If a grievance cannot be resolved to the student's satisfaction, the student may appeal to district personnel in the following order: (1) principal, and (2) superintendent.

School Calendar, Schedule, and Attendance Procedures

School Calendar 2024-2025



| August 2024 | | | | |
|-------------|-----|-----|-----|----|
| M | T | W | Th | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26♦ | 27♦ | 28♦ | 29♦ | 30 |

| September 2024 | | | | |
|----------------|----|----|----|----|
| M | T | W | Th | F |
| | 3▲ | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

| October 2024 | | | | |
|--------------|----|----|----|----|
| M | T | W | Th | F |
| | 1 | 2 | 3 | 4 |
| 7♦ | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| November 2024 | | | | |
|---------------|-----|----|----|----|
| M | T | W | Th | F |
| | | | | 1 |
| 4Q | 5♦ | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26T | 27 | 28 | 29 |

| December 2024 | | | | |
|---------------|----|----|----|----|
| M | T | W | Th | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| January 2025 | | | | |
|--------------|----|----|----|-----|
| M | T | W | Th | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20* | 21 | 22 | 23 | 24Q |
| 27♦* | 28 | 29 | 30 | 31 |

| February 2025 | | | | |
|---------------|----|----|----|----|
| M | T | W | Th | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17♦* | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

| March 2025 | | | | |
|------------|----|----|----|----|
| M | T | W | Th | F |
| 3 | 4 | 5 | 6 | 7T |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

| April 2025 | | | | |
|------------|----|----|----|----|
| M | T | W | Th | F |
| | 1 | 2 | 3 | 4Q |
| 7♦* | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

| May 2025 | | | | |
|----------|----|----|----|------|
| M | T | W | Th | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16♦* |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

| June 2025 | | | | |
|-----------|----|----|----|----|
| M | T | W | Th | F |
| 2 | 3 | 4 | 5 | 6♦ |
| 9♦* | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |

- ▲ First Student Day
- ▼ Last Student Day
- No school
- * Possible make-up days
- ♦ In-service Days
- L HS Late Start: 8:15am

| AUGUST 2024 | |
|--------------|--|
| 13 | Renaissance Back-to-School Night (5:30-7:30 pm) |
| 20-21 | New Teacher Orientation |
| 26-29 | Teacher In-Service |
| 27 | HS Parent Night Open House (5-8 pm) |
| 28 | MMS Back-to-School Open House (12:30-7:30 pm) |
| 28 | Elementary Back-to-School Open House (3-6 pm) |
| SEPTEMBER | |
| 2 | No School (Labor Day) |
| 3 | First Student Day of School (all schools, including RF4C) |
| 9 | Ren Parent/Teacher Conferences (5:30-7:30 pm) |
| OCTOBER | |
| 3 | HS & Ren Parent/Teacher Conferences (4:30-7 pm) |
| 7 | No School for Grades K-8 (Teacher In-Service) Virtual Day for Grades 9-12 |
| NOVEMBER | |
| 4 | End of Quarter One (Secondary Level) |
| 5 | No School (Teacher In-Service) |
| 7 | MMS Parent-Teacher Conferences (3:15-7:30 pm) |
| 7 | Elementary Parent-Teacher Conferences (4-7:30 pm) |
| 11 | MMS Veterans Day Program (1 pm) |
| 14 | Elementary Parent-Teacher Conferences (4-7:30 pm) |
| 26 | End of Trimester One (Elementary Level) |
| 27-29 | No School (Thanksgiving Break) |
| DECEMBER | |
| 9 | HS & Ren Parent/Teacher Conferences (4:30-7 pm) |
| 23-31 | No School (Winter Break) |
| JANUARY 2025 | |
| 1 | No School (Winter Break) |
| 13 | HS Course Registration/College Fair Night (5-8 pm) |
| 20 | No School (MLK Day) |
| 24 | End of Quarter Two (Secondary Level) |
| 27 | No School (Teacher In-Service) |
| FEBRUARY | |
| 13 | MMS Parent-Teacher Conferences (3:15-7:30 pm) |
| | No School for Grades K-8 (Teacher In-Service) |
| 17 | Virtual Day for Grades 9-12 |
| 18 | Elementary Parent-Teacher Conferences (4-7:30 pm) |
| 20 | Elementary Parent-Teacher Conferences (4-7:30 pm) |
| 24 | HS & Ren Parent/Teacher Conferences (4:30-7 pm) |
| MARCH | |
| 7 | End of Trimester Two (Elementary Level) |
| 11 | HS ACT Day for Juniors (Virtual day for Grades 9, 10, & 12) |
| 17-21 | No School (Spring Break) |
| APRIL | |
| 4 | End of Quarter Three (Secondary Level) |
| 7 | No School (Teacher In-Service) |
| MAY | |
| 1 | HS & Ren Parent/Teacher Conferences (4:30-7 pm) |
| 15 | Renaissance End of Year Celebration (6-8 pm) |
| 16 | No School (Teacher In-Service) |
| 26 | No School (Memorial Day) |
| JUNE | |
| TBD | High School Graduation (1-3 pm) |
| 6 | Last Student Day of School |
| 9 | No School (Teacher In-Service) |

4-17-24

Important Dates 2024-2025

| | |
|-----------------------|--|
| August 27 | Freshman/New Student Orientation, Parent Night Open House (5-8 pm) |
| September 2 | Labor Day, No School |
| September 3 | First day of school |
| October 3 | Parent-Teacher Conferences (4:30-7 pm) |
| October 7 | Grades 9-12 Virtual Day; Teacher In-Service |
| November 4 | End of First Term |
| November 5 | No School: Teacher In-Service |
| November 27-29 | Thanksgiving Break |
| December 9 | Parent-Teacher Conferences (4:30-7 pm) |
| December 23-January 1 | Winter Break |
| January 2 | First day back to school after break |
| January 13 | College Fair and Course Registration Night (5-8 PM) |
| January 20 | No School: Martin Luther King Jr. Day |
| January 24 | End of Second Term |
| January 27 | No School; Teacher In-Service |
| February 17 | Grades 9-12 Virtual Day: Teacher In-Service |
| February 24 | Parent-Teacher Conferences (4:30-7 pm) |
| March 11 | HS ACT Day for Juniors (virtual day for Grades 9, 10, & 12) |
| March 17-21 | No School: Spring Break |
| April 4 | End of Third Term |
| April 7 | No School: Teacher In-Service |
| May 1 | Parent-Teacher Conferences (4:30-7 pm) |
| May 16 | No School: Teacher In-Service |
| May 26 | No School: Memorial Day |
| May 28 | Seniors' Last Day of School |
| June 1 | Graduation Day |
| June 6 | Last Student Day (Grades 9-11): End of Fourth Term |

Daily Bell Schedule

| | |
|-----------------|-------------|
| Block 1 | 7:35-9:02 |
| Snack & Passing | 9:02-9:15 |
| Block 2 | 9:15-10:42 |
| Passing | 10:42-10:49 |
| W.I.N* | 10:49-11:19 |
| Passing | 11:19-11:24 |
| Block 3** | 11:24-1:21 |
| Lunch 1 | 11:24-11:54 |
| Lunch 2 | 12:08-12:38 |
| Lunch 3 | 12:51-1:21 |
| Passing | 1:21-1:28 |
| Block 4** | 1:28-2:55 |

*W.I.N = What I Need and is used for independent help, study time, ACP/character lessons, service, and activities. **Blocks 3 & 4 will rotate every other day on an A/B class schedule.

[Late Start Schedule link](#)

Emergency School Closing Procedures

The administration of the School District of River Falls follows these procedures in the event River Falls area schools are forced to delay starting times, dismiss early, or cancel. If weather conditions or other circumstances develop that alter the normal school schedule, Campus Messenger parent notification system will be activated and the following stations will be notified and requested to announce the delayed start or school closing:

| | | |
|----------------------|--|--|
| Radio stations: | WCCO (830 AM) WDMO (95.7 FM) WEVR (1550 AM & 106.3 FM) WIXK (1590 AM & 107.1 FM) KWNG (105.9 FM) | |
| iHeart Media: | 880AM; 1400AM; 92.1FM; 95.1FM; 98.1FM; 98.7FM; 100.7FM; 106.7FM | |
| Television stations: | WCCO (Channel 4) KSTP (Channels 5, 45, and KSAX-TV-channel 42) FOX (Channels 9, 25, 29 and 48) KARE (Channel 11) WEAU (Channel 13) | |
| Websites: | wcco.com kstp.com myFOX9.com kare11.com moose106.com | b95radio.com rock921.com z100radio.com 987thebrew.com wmeq.com |

Please do not contact these stations or the schools directly as this may limit the school district's ability to inform the media of its decisions relative to closing, delayed starts, early releases, and changes in athletic/extracurricular event schedules.

If severe weather conditions develop during school hours and it becomes necessary to dismiss students for home before regular dismissal times, the Campus Messenger notification system will be activated and the radio and television stations will be notified and asked to announce the time of the early dismissal.

In the event of school closing or early dismissal, all extra-curricular activities will also be canceled or postponed unless otherwise announced. RF4C sessions and the Kids Club Program will be canceled when schools are closed due to inclement weather. The announcement to delay or close school includes River Falls Public Schools, St. Bridget's Parish School, and Heartland Montessori School.

School Attendance

Attendance Definitions

Unexcused Absence means any absence of more than 15 minutes up to all of one (1) or more school days during which the school attendance officer has not been notified of the legal cause of such absence by the parent or guardian of the absent student. *Unexcused absence* also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law.

Habitual Truant means a student who is absent from school without an acceptable excuse for part or all of five (5) days on which school is held during a semester. Students who are habitually truant may be referred to River Falls Municipal Court and/or Human Services in the county which they claim residency concerning subsequent offenses.

Attendance Philosophy and Procedures

In accordance with Wisconsin State Statute §118.15, Pierce/St. Croix County and River Falls municipal ordinances, all children between six (6) and eighteen (18) years of age must attend school full time until the end of the term, quarter, or semester they become eighteen (18) years of age, unless they have a legal excuse, fall under one of the exceptions outlined in Wisconsin Statutes §118.15, or have graduated from high school. Enforcement of student attendance policies and truancy procedures shall be a shared responsibility between the schools, social service agencies, law enforcement officials, students, parents, and the community at large. The provisions of this administrative procedure are applicable to all students enrolled in the district, including those identified as children with disabilities and those who have reached the age of majority. See Board Policy 431.

School Attendance Officer

The principal, the assistant principals, and/ or the principal's designee will serve as the school attendance officer(s). Parents/guardians should contact the main office and let a secretary know the reason for their student's absence. The secretary relays that information to the appropriate school attendance officer.

Tardiness

If a student is late to class, he/she is tardy. Detention may be the consequence for tardiness.

| | |
|----------------|--|
| 0 - 4 minutes | Go directly to class; Unexcused Tardy, as marked by their teacher |
| 5 - 14 minutes | Stop at the Main Office; Unexcused Tardy, as marked by Main Office staff; 30-minute detention assigned by building administrator |
| 15+ minutes | Unexcused Absence (Truancy); 60-minute detention assigned by building administrator |

Tardiness Consequences

Students are responsible for reporting to class on time. The 1st and 2nd unexcused tardies to class will result in consequences as determined by the teacher. The 3rd unexcused tardy results in a detention with the teacher. Four or more unexcused tardies in a class will result in a 30 minute detention assigned by a building principal due to insubordination by the student. Teachers will notify the administration via an Infinite Campus behavior referral to note the 4th tardy consequence.

Student Absences and Excuses

The responsibility for regular school attendance of a student rests upon the student's parent(s) or guardian(s). Any absence not verified by a note or phone call within 24 hours following the absence may be considered unexcused. All excused absences require a parent/guardian or legal custodian to provide written/verbal verification, which may be required to be submitted to the school attendance officer in advance or prior to the re-admittance to school. The school attendance officer has final authority in determining if an absence is excusable.

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

1. Evidence that the student is not in proper physical or mental condition to attend school or an educational program. If the student exceeds four (4) illness days in any semester, the district will require the parent or guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student. Such excuses shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days;
2. An illness in the immediate family that requires the absence of the student because of family duties;
3. Medical, dental, orthodontic, chiropractic, optometric, or other valid professional appointments accompanied by a medical note from the provider;
4. A death in the immediate family;
5. Religious holidays;
6. A court appearance or other legal procedure upon submission of proof;
7. Quarantine as imposed by a public health official;
8. Attendance at special events of educational value as approved in advance by the school attendance officer;
9. Approved school activities during class time;
10. Special circumstances that show good cause, which are approved 48 hours in advance by the school attendance officer.

Professional Appointments

Permission to leave school shall be issued for professional appointments with doctors, dentists, social services, court appearances, etc. Students are requested to make their appointments during non-school hours or during the lunch period, if possible. Verification that the student has kept the appointment is required and can come in the form of a medical pass from the front office with a signature from the appointment, a card, note, prescription, or any other proof that the student was at the appointment which is written on the official business letterhead from the place of appointment.

Students leaving the building are responsible to sign out in the Main Office and sign in when they return to school. Students meeting the aforementioned conditions will be excused during the time of their appointment only. Failure to sign out or in at the main office, as well as leaving school without permission, may be recorded as unexcused. Failure to follow the above procedures may result in disciplinary action.

Illness at School

If a student becomes ill while at school, the student is to check in to the Health Office. A call may be made to a parent, guardian, or emergency contact from the Health Office or Main Office. In such cases, the parent may need to speak with school personnel prior to the student leaving the building grounds. An illness day (partial or full), excused during the school day will count toward the four (4) allowable parent-excused illness dates for the semester. If the student exceeds four (4) illness days in any semester, the district will require the parent or guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student that shall state the period of time not to exceed 30 days.

Pre-Arranged Absences

Under Wisconsin State Statute §118.15(3)(c), students are allowed to be absent up to ten (10) times per school year for any reason. Each of these absences should be excused prior to the student leaving. Students should complete the pre-arranged absence form (available in the main office) with their teachers and create a plan for the completion of the missed school work prior to their absence. If the absence is not pre-arranged, or there are extenuating circumstances not approved by the attendance officer, the absence may be classified as unexcused. It is the parents' responsibility to follow this procedure to ensure that their child is not penalized with unnecessary consequences. These absences should be used judiciously, in that after the ten (10), all absences will require attendance officer approval prior to the date of the absence.

Unexcused Absences

Students who are absent from school with the consent of their parent/guardian, but whose absence does not fall under approved reasons as determined by the attendance officer, may be considered *unexcused*.

According to Wisconsin Statute §118.16 (4)(b) ~~(e)~~, all students with an *unexcused* absence will be permitted to make up an examination missed during an absence. Per School Board Policy 431, opportunities will be provided for students to make up assignments within a reasonable amount of time as determined by school staff.

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

Coursework Makeup Guidelines

Students are responsible for getting all missed coursework from teachers when they are absent for any reason and are responsible for completing all of the missed work. Students will be allowed to complete all coursework missed and are generally responsible for completion with the allotted time listed:

- 1 day absent = 1 day to make up work
- 2 days absent = 2 days to make up work
- 3 days absent = 3 days to make up work
- More than 3 days absent = one week to make up work.

Long-term illness or accidents/injuries that keep students from attending school are exceptions to this rule and will be addressed on an individual basis. Teachers will determine the appropriate timeline and coursework and will communicate this information to the student and/or parents.

For absences in excess of two or more days, please contact the High School Main Office at (715) 425-1830 and a request for coursework with teachers will be made. Please allow one full school day (24 hours) from the time of request to prepare and collect coursework. Much of the coursework may be available through the teacher's online Schoology page.

Academics

Classroom Expectations

The adult(s) leading learning will establish specific expectations for classrooms; however, these guidelines generally apply in all classes:

- act respectfully towards self and others;
- demonstrate responsibility and respect towards the teacher by being prepared with completed coursework, necessary materials for class, and arriving on time;
- demonstrate cooperation through active participation and support of others during learning activities;
- show respect to property, equipment, and facilities;
- maintain a positive attitude towards learning;
- demonstrate compassion towards others; and
- maintain academic integrity; see separate section below for the definition of *academic integrity*.

Course Registration

An informational meeting will be held in January or February each year for parents and students regarding registering for classes for the upcoming school year. Students have the opportunity to work on course selection materials during the school day in W.I.N. (What I Need, an advisory time) during Registration Week. Students are encouraged to discuss course selections with their parents. A parent/guardian signature is required

before course requests may be submitted. *All meeting and registration dates can be found in the calendar section earlier in this handbook.*

Grading Scale

| | | | | | |
|----|---------|----|---------|---|--------|
| A | 93 -100 | A- | 90 - 92 | | |
| B+ | 87 - 89 | B | 83 - 86 | | |
| B- | 80 - 82 | C+ | 77 - 79 | | |
| C | 73 - 76 | C- | 70 - 72 | | |
| D+ | 67 - 69 | D | 60 - 66 | F | 0 - 59 |

P Recognized for credit, but not included in the GPA. Prior permission from the Principal is required to allow a “P” grade.

F Failure = 59% or below

W Withdrawal

I Incomplete: given for class work which is not completed because of a long-term absence due to illness or emergency. Arrangements for completion of a course must be made with the teacher. Incompletes must be made up within one week of the end of the grading period or the grade will be changed to an “F.” If more time is needed due to unusual circumstances, approval of the principal is required.

Plus and minus signs may be used with letters A, B, C and D to indicate a position within that grade range. Exceptions: no A+ or D- grades are awarded. (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, F = 0). See Board Policy 345.1 and 345.11.

Academic Lettering and School Attendance

To be eligible for academic lettering, a student must have no unexcused absences during the school year and have not been suspended in or out of school during the school year. A student must be a full time student in the school year he/she wishes to qualify and must be passing 20 hours (four classes, five days per week) of instruction at all times during the school year. Contact the RFHS Activities Office with questions.

Academic Awards

Academic Letters (which are not connected to the Laude System) are awarded based on the following criteria:

- Maintain a 4.0 grade point average through the conclusion of the freshman year.
- Maintain a 3.85 grade point average through the conclusion of the sophomore year.
- Maintain a 3.75 grade point average through the conclusion of the junior and senior year.
- All incomplete grades must be resolved.

Laude System

River Falls follows a Laude System. The purpose of our laude system is to encourage and recognize high school graduates for completion of challenging coursework and preparation for future success. There are three levels of recognition correlated to a range of honor points:

- Summa Cum Laude: *Highest Honor*
- Magna Cum Laude: *Great Honor*
- Cum Laude: *Honor*

A student's score is computed by multiplying cumulative GPA by the number of points earned from specifically identified laude courses successfully completed by a student. Our school profile, as well as our laude system, will help inform colleges in gaining a more holistic perspective of our students.

*Contact your student's school counselor for more information or visit the following link: [RF Laude System](#). (Note: RFHS does not designate a valedictorian or salutatorian.)

Graduation Ceremony Participation

- Students graduating must have completed a minimum of 27.5 credits.
- ~~Honor cords/High Honor cords are awarded to seniors whose overall GPA is at least 3.300/3.700 after 3rd term of senior year.~~
- Honor cords will be awarded to seniors who qualify under the Laude System no later than midterm of term 4.
- Students who have 27.5 credits or fewer may not receive a signed diploma until completion of .5 credits or more to meet the 28-credit graduation requirement.
- Students not in attendance for more than 85% of their academic year due to habitual truancy may not be eligible to participate in graduation ceremonies and/or the senior class party. See Board Policy 345.62.

Deadline

All graduating seniors should meet all obligations to the district by Memorial Day to participate in graduation. This includes, but is not limited to, the following: fines, fees, detention time, food account balance, return of library items, school-owned electronic devices, textbooks, and physical education locks.

Early Graduation

The River Falls School Board believes that it is advisable for students to complete a sixteen-term high school sequence for graduation. Recognizing, however, that unusual circumstances may arise and that some students and their parents/guardians may wish to pursue alternative educational paths, students may be allowed to graduate from high school following their 14th or 15th term of high school.

The following procedures are established for the purpose of consideration for early graduation.

1. A student must meet all graduation requirements and will not be eligible for early graduation prior to the completion of the 14th term. Required courses shall not be waived. Students requesting early graduation after the 14th term of high school will be expected to pursue post-secondary education; evidence of acceptance and/or anticipated enrollment must be presented. Students requesting early graduation after the 15th term of high school must show extenuating and/or familial circumstances for leaving school early.
2. The student and their parent(s)/guardian(s) must make a written request to the building principal or program coordinator at least one term prior to the anticipated early graduation describing the student's plan for immediately following early graduation, if early graduation is granted (e.g., pursue alternative educational paths). Requests filed less than one term before the anticipated early graduation date may be considered, but only due to unusual circumstances.
3. A screening committee made up of the building principal and a counselor or program coordinator shall review the request.
4. A student must meet all graduation requirements and will not be eligible for early graduation prior to the completion of the 14th term. Required courses shall not be waived. Students requesting early graduation after the 14th term of high school will be expected to pursue post-secondary education; evidence of acceptance and/or anticipated enrollment must be presented. Students requesting early graduation after the 15th term of high school must show extenuating and/or familial circumstances for leaving school early.
5. A student who graduates early shall not be eligible to participate in any interscholastic or Wisconsin Interscholastic Athletic Association-sponsored activity, as appropriate. A student who graduates early shall be eligible to participate in graduation exercises. Students who graduate early may participate in other school related activities at the Principal's or Activity Director's discretion.

See Board Policy 345.61

Final Transcript for Seniors

Official transcripts are available online at www.Parchment.com. There is a small fee, approximately \$5, to do so. Grades are available online at <https://wicloud.infinitecampus.org/campus/portal/riverfalls.jsp>. Username and password are available through the High School Main Office.

Academic Integrity

Honesty is a highly valued character trait at River Falls High School. Students are responsible for holding themselves and each other accountable for ethical use of information and ideas. When a student cheats, he/she is being dishonest with themselves and their teacher(s). Our goal is for students to learn and practice ethical behavior in

regard to information and information technology. Academic integrity is an *obligation* for **all students** at RFHS.

Definitions:

Academic integrity involves adhering to the values of honesty, trust, fairness, respect, and responsibility in all facets of the learning process. **Academic misconduct** is considered a violation of academic integrity, either when acting alone or assisting others. Below are six (6) general areas that constitute academic misconduct including examples of each.

Examples of academic misconduct include but are not limited to the following:

1. Committing plagiarism (see information below).
2. Submitting falsified or invented work/information instead of actually doing the work, research, or task themselves (changing or creating data in a lab experiment; writing up a fake interview). **This includes using ChatGPT or other A.I.-created work.**
3. Using unauthorized tools or materials in any academic work (using notes, programmable calculators, or other electronic devices) on an assessment when such use is not allowed (stealing, selling, or providing others with tests or course materials; using an online translator for more than words or phrases).
4. Misusing or falsifying academic documents (altering a transcript or report card; signing another person's name to an attendance roster or grade check; forging a hallway pass).
5. Purposefully damaging or hindering the work of others (hiding books or reference materials needed to complete an assignment; tampering with lab experiments, art projects, or electronic files of another student).
6. Assisting other students in any of these acts (allowing a person to use your notes on a test).

Plagiarism is taking credit, whether deliberate or not, for another person's or source's (print or non-print) ideas or words, works or processes without proper citation or credit. Sources do not need to be cited for material that is considered to be "common knowledge" i.e., factual information that is considered in the "public domain" because it is published in multiple standard reference works. Likewise, when common knowledge is related to a field or specialty, sources may not need to be cited if the information is widely known to people within that field. Because it may be hard to determine what is considered common knowledge, it is a good idea to cite sources or ask your teacher for guidance. **Using ChatGPT or any A.I.-created work is prohibited as well.**

Cooperative Learning /Group Work: Because this type of work presents unique learning opportunities, it is important that each student complete their assigned part in a timely manner consistent with the teacher's rubric or timeline. When a student relies on others to do their work, either intentionally or not, this may be considered academic misconduct, and the student may be subject to the consequences outlined below. Other members of the group who fully participate and complete their work will not be subject to consequences.

Student Responsibilities: Students at RFHS are committed to practicing ethical behaviors when it comes to learning and using information and information technology.

Students are expected to complete and submit their own work consistent with teacher guidelines for individual or group work and accepted standards such as the [MLA](#) (Modern Language Association) format and students should ask for help/clarification early and often if they do not understand an assignment or are experiencing difficulty which may prevent the timely completion of their work.

Procedure if misconduct is suspected: When a teacher or staff member has reason to believe that academic misconduct has occurred, the following procedure will be followed: The teacher and/or an administrator will investigate the alleged misconduct with the student(s) by providing the student with a written or verbal description of the academic misconduct. The student will have the opportunity to present their perspective of the alleged misconduct either verbally or in writing. If it is determined that misconduct has occurred, the appropriate consequences will be assigned based on the protocol below.

Consequences for academic misconduct: When a teacher and/or an administrator has concluded academic misconduct has occurred, the following process may be used:

1. The teacher and/or an administrator will meet with the student to discuss the academic misconduct.
2. The teacher and/or an administrator will communicate with the parent(s)/guardian(s) in person or through a phone call to discuss the academic misconduct.
3. To earn credit on the activity/assignment/assessment after academic misconduct occurred, the teacher:
 - a. will determine what revisions must take place on the original submitted work,
 - b. will provide an alternate learning activity which will be used for the student to demonstrate proficiency of the learning target, and
 - c. will determine the appropriate timeline for the student to submit newly assigned coursework.

The student must complete the assigned revisions or new learning activity as provided by the teacher in order to be eligible for **any credit** for that activity/assignment/assessment.

4. Administration will meet with the student to reinforce academic integrity and expectations for learning.
5. The student may also be assigned detention, in-school suspension, or other academic consequences. A pattern of student academic misconduct will result in progressive disciplinary action. *Students who have had one incident of academic misconduct may not be able to redo the assignment if a second incident takes place.*

Enrollment, Withdrawal, Transfer

Any person who wishes to enroll in, withdraw, or transfer from River Falls High School must meet with the principal/designee and complete the required forms for record updating/transferring. Students who are not 18 years of age must be accompanied by a parent/guardian. A parent/guardian should sign the student out of RFHS in order for records to be transferred. Fees should be paid and school district resources returned

before records are transferred to another institution. See Board Policy 420.

Open Enrollment

Students in kindergarten through grade 12 may attend any public school in the state, as permitted by either law or board policy. Applications must be submitted to the non-resident's school during the Open Enrollment window. Forms are available at the District Central Office (715-425-1800) and on the River Falls School District website. See Board Policy 423 which requires the district to designate available seats for open enrolled students.

Schedule Changes

Please note that every effort is made to honor student course requests. It is imperative that students choose courses thoughtfully during the registration process as they will be expected to follow their given schedules. After the school year begins, students **must** meet with their school counselor to request a schedule change. Counselors and school administrators determine the rationale of schedule changes and reserve the right to approve or deny any requests.

Except as set forth in this subsection, all schedule changes must be made before the start of the term. Schedule change forms are available in the School Counseling Office. **ALL** schedule change requests require a parent/guardian signature.

Schedule changes will be made only for the following reasons:

- A. An error has been made on your schedule.
- B. A change is needed to meet a graduation requirement.

School administrators and counselors will validate requests and whether the request warrants a schedule change. Schedule changes based on requesting a specific teacher for a class, time of day for a class, or change in format from A/B day to regular block, will not be honored, (except for special, unavoidable circumstances).

Graduation Requirements

In general, a total of 28 credits must be earned for a student to graduate from River Falls High School including the following:

- 4** credits of Language Arts, including Speech
- 3.5** credits of Social Science, including Geography
- 3** credits of Science
- 3** credits of Math
- 1.5** credits of Physical Education
- .5** credit of Health
- .5** credit of Intro to Economics or Personal Finance
- 12.5** credits of electives

1 Term class = 0.5 credit

Semester class = 1.0 credit

A/B class = 0.5 credits per semester

See Board Policy 345.6 and 345.61

Capstone Learning Opportunities

A “Capstone Opportunity” is an academic experience that involves a variety of scholarly opportunities and results in a synthesized outcome. There are a variety of Capstone learning opportunities available to help each student personalize their learning. Detailed information about the following options can be found in the Academic & Career Planning Guide linked at: <https://drive.google.com/file/d/1ulcl7hasgyjzYaH9UpGXYtv5eqaPFsQN/view>.

Capstone Learning Opportunities include:

- Advanced Standing articulated courses
- Advanced Placement courses
- Career Technical Education (CTE) Capstone
- Dual Academic Credit Program (with UW-River Falls)
- Dual Credit High School Academies
- Early College Credit Program
- Industry Certifications
- Start College Now
- Transcribed Credit courses
- Work and Career Based Learning

Alternative Opportunities to Earn High School Credit

Hybrid Courses

Hybrid course content is delivered 60-80% online, and 20%-40% in person. Students work independently for the online portion of the class. Hybrid courses are offered on a limited basis.

Independent Study, Service Credit, or Office Help

Juniors and seniors may apply for Independent Study, Service Credit, or Office Help. Students may take a maximum of two courses per year or two credits during the course of their high school career. In the case of an independent study, an established curriculum must be in place, and teachers will expect students to complete the coursework somewhat independently. Students must have successfully exhausted all appropriate course offerings in the designated area to be eligible for the independent study opportunity. For all three options, requests must be approved by the principal and scheduled in advance of the term in which the course is to be taken. If approved, the course is added to the student’s schedule. Forms are available in the Counseling Office. See Board Policy 343.3.

Wisconsin Virtual School

Students have an opportunity to take online enrichment courses not offered at RFHS. Students should meet with their school counselor if interested. Course descriptions may be found in the resource appendix of the Course Planning Guide and online at www.wisconsinvirtuelschool.org. Students/families will be required to reimburse the school district for tuition costs in the event of failed or incomplete WVS classes.

Requests for Program or Curriculum Modification

Any student's parent/guardian, or the student if the parent/guardian is notified, may request in writing that the District provide the student with program or curricular modifications. A request for a program or curriculum modification(s) shall be considered by the District under the following circumstances:

1. The student is temporarily not in proper physical or mental condition to attend a school program. In this case, the parent or guardian must obtain a written statement of the physical or mental condition from a licensed physician, dentist, chiropractor, optometrist, psychologist, physician's assistant, nurse practitioner, certified advanced practice nurse practitioner, or Christian Science practitioner (living and residing in Wisconsin and who is listed in the Christian Science Journal), as sufficient proof of physical or mental condition of the student.
2. This written statement, as indicated above, is a Statement from Medical Professional to Consider Homebound Instruction, is to be included in the administrative procedure and shall indicate the time period for which it is valid, not to exceed 30 calendar days.
3. A team consisting of the parent/guardian and school personnel knowledgeable about the student, shall review the physical or mental condition statement and make a determination regarding the need for homebound study. These program or curricular modifications may include, but are not limited to nonsectarian correspondence courses or other courses of study approved by the District or nonsectarian tutoring provided by the District.
4. The team shall review the need for curricular or program modifications at least every 30 calendar days.

If the District denies the request for program or curriculum modifications, the parent may appeal the denial using the Complaint Procedure outlined in Practice Statement-Equality of Educational Opportunity, or the Pupil Non-Discrimination/Anti-Harassment. (District Policy 411-Rule 1)

Wisconsin Higher Education Board (HEAB) Scholarships for Seniors

Wisconsin Academic Excellence Scholarship

Academic Excellence Scholarships (AES) are awarded to Wisconsin high school seniors who have the highest grade point average in each public and private high school throughout the State of Wisconsin. The number of scholarships each high school is eligible for is based on total student enrollment grades 9-12. Eligibility for the Wisconsin State Scholarship is first based on grade point average (GPA) for grades 9-12. To be eligible, a student must be in attendance at RFHS for six terms: four terms of the junior year and the first two terms of the senior year. The scholarship is granted to the top two students who meet established criteria and plan to attend a Wisconsin university. See Board Policy 461

Wisconsin Technical Excellence Scholarship

Technical Excellence Scholarships (TES) are to be awarded by the State of Wisconsin to Wisconsin high school seniors who have the highest demonstrated level of proficiency in technical education subjects. The School District of River Falls shall annually designate certain scholars for purposes of the Wisconsin Technical Excellence Higher Education Scholarship Program. These scholars shall be designated on the basis of their level of proficiency in career and technical education (CTE) subjects, and who enroll, on a full-time basis, in a technical college. Applicants shall be seniors who have met the criteria outlined below. The scholars shall be named in accordance with timelines required by law and in accordance with established board policy.

To be eligible, students must be enrolled in the district full-time for six consecutive terms prior to the awarding of the scholarship (i.e., four terms of their junior year and the first two terms of their senior year). To attain senior standing, a student must meet the requirements outlined in board policy.

The committee shall apply the following criteria in noted order. Students must exhibit interest in and have a career plan related to a technical field, and must meet a minimum of three (3) of the outlined criteria for graduation:

1. Have completed at least three (3) high school CTE courses in the student's identified career pathway. The student may be enrolled in the third course at the time of the nomination.
2. Have participated in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development.
3. Have completed a minimum of one course in a transcribed credit program.
4. Have successfully participated in a Skills Standards Program or Certification offered by the Wisconsin Department of Public Instruction.
5. Have completed or in progress to complete an industry-recognized certification program approved under WI Stats. 115.367 (2).
6. Have participated in a Career and Technical Student Organization (CTSO) in Wisconsin: DECA, FBLA, FCCLA, FFA, HOSA, Skills USA, etc.
7. Have completed an identified Career and Technical Training pathway as defined by the Wisconsin Department of Public Instruction.

Students meeting the identified initial criteria will be ranked based on the following point system reflective of coursework and technical education experience.

1. Two points will be awarded to a student for each credit earned in high school CTE courses. (For the purpose of assigning a ranking among eligible candidates, credit hours in process at the time of nomination will be counted toward the number of credits the student has earned.)
2. One point will be awarded to a student for each year of activity in a Career and Technical Student Organization in Wisconsin (CTSO). Note: For activity in multiple CTOS, one point will be awarded for each year of participation in each CTSO.
3. An additional one point will be earned for each of the following activities:
 - participation in an approved Youth Apprenticeship Program,
 - completion of a Skills Standards Certification, and
 - completion of an industry-recognized certification program.

4. If students are tied with total points, the first tiebreaker will be that students with equal points will be ranked by their GPA in CTE courses.
5. The second tiebreaker will be that students will be ranked by their overall composite GPA.
6. The third tiebreaker will be that students with the highest composite score on the ACT by December 31 shall be designated as the recipient or alternate.
7. Should there remain any further tied students, a representative committee of high school faculty members shall select the recipient or alternate based on the number of additional CTE criteria met as well as student leadership positions held by the student. School leadership positions shall be defined as an officer position in an established, district-approved activity.

See Board Policy 462

In the event a student qualifies for both the Academic Excellence and Technical Excellence scholarships, the student shall identify which award he/she intends to accept.

Activities

Activities Participation and Guidelines

It is highly encouraged for students to participate in school clubs and social organizations. Participation in such clubs fosters growth in the areas of responsibility, leadership, and accountability. However, no student may serve as president or vice-president in more than one club or organization in any given year. In addition, students are limited to serving in an officer capacity (*officer*=leadership role other than president or vice president) in no more than two organizations a year. This guideline is in place to ensure that all students serving in a leadership position have the ability to dedicate and manage their responsibilities of being a leader or officer for their club or organization. It should be noted that students are still encouraged to participate and serve in as many clubs and organizations as they see fit.

Athletics

River Falls High School is a member of the Big Rivers Conference in the sports listed below.

| | |
|--------|--|
| Fall | Girls: Cross Country, Golf, Swimming/Diving, Tennis, Volleyball Boys: Cross Country, Football, Soccer |
| Winter | Girls: Basketball, Gymnastics, Hockey Boys: Basketball, Hockey, Swimming/Diving, Wrestling |
| Spring | Girls: Soccer, Softball, Track Boys: Baseball, Golf, Tennis, Track |

Activities Guidelines

As a member of the Wisconsin Interscholastic Athletic Association (WIAA), student athletes are governed by the general rules and specific rules of our school Activities Handbook/Code. The [Activities Handbook/Code](#) deals with conduct and academic requirements for the athlete. All students participating in athletics must submit the following forms prior to participating in any athletics: a current physical (good for two years), or an alternate physical form (for the alternate year); the Activities Handbook/Code signed by the student and parent one time for the entire high school career; an Impact (Concussion) test every other year (scheduled through the Activities Office); and pay the activity fee. These may all be done via the registration process. Students who cannot afford the activity fee need to contact the Activities Office and obtain a form to fill out to have the fee waived.

Extra Curricular Participation and Attendance

A student must be in school attending classes during the entire day in order to participate in a school sponsored activity, an event that evening, or the following weekend day, which include but are not limited to dances, sporting events, concerts, etc. Furthermore, if the student has been considered habitually truant within the current school year, consequences may include nonparticipation. If the attendance officer is notified in advance as to extenuating circumstances, a final determination as to whether a student is allowed to participate will be at the discretion of the administration or the designated attendance officer.

Should a student be absent all day on a Friday due to illness, that student shall be permitted to participate in an activity on the following Saturday or Sunday if the student feels physically fit, has the recommendation of parents/doctor, and the approval of building administration.

A student who will miss part or all of a school day due to an extracurricular event, and is aware in advance of that date(s), is responsible to communicate with their teaching staff in advance, complete required coursework for the date(s) to be missed, and be prepared to complete any scheduled assessments, projects, or assignments on the day of their return, unless otherwise determined in advance with individual teachers.

Club Offerings & Guidelines

Students participating in clubs or activities are subject to the rules and guidelines listed in the Activities Handbook/Code. The [Activities Handbook/Code](#), available in the Activities Office or online, is to be signed by both the student and a parent or guardian. All paperwork, along with required fees, is due into the Activities Office before the student can participate in the club or activity.

Activities at RFHS include Art Club, Biology Club, Cheerleading, Chemistry Club, Costume Carolers, Connecting All Together Socially (C.A.T.S.), Community Club, Dance Team, Drama Club, Fishing Club, Future Business Leaders of America (FBLA), Fellowship of Christian Athletes (FCA), Fishing Club, Future Farmers of America (FFA), Forensics, Gay-Straight

Alliance (GSA), Game Club, International Club, Mock Trial, Musical, National Honor Society (NHS), Pep Club, Ping Pong Club, Powerlifting, Robotics, Rock Climbing Club, Ski Club, Students Offering Support (SOS), Strive, Student Council, Trap Shooting, Yearbook. Students who have a common interest, secure an advisor, write a constitution, and have the club authorized by the principal or designee may form new clubs.

School Events

School events are considered an extension of the classroom, so the expectations are the same, and school discipline extends to the behavior of our students at both home and away activities. Students who are absent, unexcused, or suspended (in or out of school) may **not** participate **nor** practice in school sponsored co-curricular events that day.

The school provides transportation, by bus or school car, for all participants to school-sponsored events held away from the school. The participants are required to ride the bus to the event and to return by bus from the event. On occasion, student participants may return from school-sponsored events with their parents (providing parental request has been made, in writing, to the principal or coach/supervisor prior to departing for the event). The parent must be in direct contact with the activity supervisor/coach after the activity for the participant to be excused. Failure to follow this procedure will result in being withheld from competition at the next event.

Social Functions

Social functions held at the high school are a part of the school's co-curricular activities. The following guidelines are used for school events:

- School functions are supervised by chaperones (teachers, administrators, and/or parents).
- School social functions end by midnight on Friday and Saturday, and 10:30 PM on school nights. Exceptions to this rule must be cleared through the principal or designee.
- Only River Falls High School or Renaissance Charter Academy students and their guests, age 20 or younger, are eligible to attend school social events. Each guest must have a guest pass, which can be secured from the RFHS Activities Office. Exceptions to this rule must be cleared through the principal or designee. Middle school students are not allowed to attend high school dances/social events.
- Students and guests are expected to stay in the building while at a social function. Anyone leaving without permission will not be readmitted.
- Acceptable school conduct is expected at all social events. Guests will be expected to adhere to the RFHS rules that apply to our students.

Family Night

Wednesdays have been designated as Family Night by the School District of River Falls pertaining to the scheduling of school-sponsored events. No school events may take place after 6:00PM without advance approval of a school administrator.

Spectator Buses

Spectator busing is provided when there is strong student interest. At least 30 students must sign up to ride a bus by 9:00 AM on the game day before a bus will be ordered. The cost of the bus ride is determined by the length of the trip and thus may vary from game to game. Students who ride spectator buses must return from the game or event on the bus unless a parent makes arrangements with the chaperone/advisor to transport a student home. The principal or designee and the bus chaperone/advisor must be aware of this arrangement before the game/event. The parent must present him/herself to the chaperone when picking up their son/daughter. Failure to adhere to this procedure will result in denial of this privilege in the future.

Conduct at All School Events

Every individual in attendance at a school-sponsored event should observe the accepted rules of good sportsmanship, citizenship, and conduct. Exemplary conduct is expected from our students, adult fans, players, cheering squads, coaches, and staff. Inappropriate behavior that results in a fan being removed from a game will have the added consequence of missing the next game as well (new WIAA regulation).

The fundamentals of good sportsmanship include the following:

- Show respect for the opponent at all times. The opponent should be treated as a guest.
- Show respect for the officials. The officials should be recognized as impartial arbitrators who are trained to do their job to the best of their abilities.
- Know, understand, and appreciate the rules of the contest.
- Maintain self-control at all times.
- Recognize and appreciate skill in performance of all teams playing.
- At concerts or performances of other school groups, or by visiting groups, it is expected that behavior will be appropriate for the occasion. Students asked to leave a contest due to misbehavior will not be allowed access to any other for one calendar week. (minimum one contest)

Music

Music groups that are both curricular and co-curricular (require in-school and after-school time):

Choir: Concert Choir, Symphonic Choir, Chamber Choir

Band: Concert Band, Symphonic Band, Wind Symphony, Marching Band

Music groups that are extra-curricular:

Choir: Costumed Carolers, Solo/Ensemble, Musical

Band: Jazz Band, Pep Band, Solo/Ensemble

Student and Parent Conduct

Students and parents are expected to conduct themselves in a manner that is appropriate and respectful. In order to achieve the shared responsibility for the maintenance of good behavior, adhere to the following expectations:

Parents should:

Communicate regularly with the school concerning their child's conduct and progress;

- Utilize online resources, such as Infinite Campus and Schoology, to monitor student progress;
- Ensure the daily attendance of their child, follow the attendance laws and procedures outlined in this handbook, and promptly report and explain absences or tardies to the attendance secretary;
- Provide the resources for the child to complete school assignments;
- Assist their child in being healthy, well-groomed, and clean;
- Discuss report cards and assignments with their child; and
- Maintain up-to-date home, work, and emergency telephone numbers at the school.

Students should:

- Be responsible and attend all classes daily and on time;
- Be prepared to come to class with appropriate work materials;
- Be positive and refrain from profane or inflammatory statements;
- Cooperate with and respect all individuals and property;
- Conduct themselves in a safe and reasonable manner;
- Be well-groomed and clean;
- Be responsible for their school coursework; and
- Abide by the behavioral and academic expectations set forth by the school and classroom teachers.

See Board Policy 443

Student Supports & Services

School Counseling Services

School Counseling services are provided for all students. School Counselors are assigned to the student by W.I.N. period. (W.I.N. stands for *What I Need* and is a period in the day that allows students time to work on Academic and Career Planning goals/activities, work on homework, study, meet with teachers for help, and participate in activity/club meetings during the school day.) Students and parents are encouraged to check the Counseling Department tab on the River Falls High School website for updates on services provided and scholarship information.

Academic and Career Planning

Academic & Career Planning (ACP) is a student-driven, adult-supported process in which a student creates and cultivates their own unique information-based visions for post-secondary success. It is a planning process which includes self-exploration and career exploration. Through this planning process, a student develops a concrete plan that identifies academic and career goals and how the student's goals will be achieved. Each year, specific activities in Xello (the designated tool for the State of Wisconsin for students to develop their Academic & Career Portfolio beginning in 7th grade and continuing through 12th grade) will be completed at each grade level.

The Wisconsin Department of Public Instruction in the PI26 legislation requires public school districts to provide ACP services to all students in grades 6-12.

All students at RFHS have a Xello account. Students' login information has been tied to their high school Gmail accounts. If they are logged into their high school Gmail accounts, they can access Xello from our high school webpage under "Students."

Career Clusters and Pathways

Career Clusters are broad occupational groupings based on a set of common knowledge and skills required for a group of careers. The 16 Career Clusters are as follows: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communication; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics (STEM); and Transportation, Distribution & Logistics.

Career Pathways are a sub-grouping of careers used as an organization tool for curriculum design and instruction. Each pathway highlights a specific part of each cluster. The River Falls High School Academic & Career Planning divides into the Career Clusters of six broad pathways and is shown in a pathways wheel. These are the broadest level of career options. Each pathway is broken down into more specific information that allows students and families to explore each on a deeper level. Career Clusters and Pathways information can be found in the Academic & Career Planning Guide at https://www.flipsnack.com/ACPCOURSEGUIDE2021/guide_acp_rfhs_2021_final-19qoa88hp8.html

Health Services

Communicable Disease

The Health Office works closely with local and state health departments regarding communicable disease detection and control. A list of communicable diseases and control measures can be found on the district website. See Board Policy 453.3.

Immunizations

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

Students who do not have the required immunizations and/or a properly completed waiver on file with the Health Office may incur a fine or possible exclusion from school. Please contact your practitioner or the Health Office for required immunizations.

Illness/Injury at School

- Students who become ill or injured during the school day should report to the Health Office.
- If a student is sent home due to illness or injury, the Health Office/Main Office must speak with either the student's parent/guardian or an emergency contact prior to the student leaving school. Please keep your child's school informed when changes to phone numbers occur.
- Parent(s)/guardian(s) should inform the Health Office if their child needs accommodations during the school day due to crutches, casts, etc.

Is my child well enough to go to school?

Many students and parents are frequently concerned about when students should stay home or attend school. *Remember that a child ill with an infectious disease can spread the disease when in contact with others in the family and community.*

The following information is intended to help with this decision:

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

Drug, Alcohol, Substance Use/Abuse Services

RFHS recognizes that the use/abuse of illicit substances and the problems associated with them are prevalent in our society. The school further recognizes that harmful involvement with illicit substances can affect a student's personal, academic, and behavioral success as well as injure the school community. School counselors, school psychologists, the district social worker, and building administrators attempt to work with parents and students to assist with substance abuse-related problems. Please contact the school psychologist or a school counselor with concerns. Support services available include counseling information and education and referral assistance. See Board Policy 456.

Academic Assistance

Homebound Instruction

Homebound instruction may be provided for students who are kept out of school for ten consecutive school days due to illness or injury. Verification by a physician is required. Contact your student's school counselor for information about homebound instruction.

Renaissance Charter Academy

The Renaissance Charter Academy is an extension of River Falls High School. The program is designed for students whose needs would be met more positively in an alternate setting with smaller class sizes and a focus on each student's specific needs for their graduation plan. The program is held at a different site and includes opportunities for integrated studies, independent studies, and mentoring experiences. Renaissance Charter Academy students receive a diploma from the School District of River Falls. Applications are available in the High School Main Office, Renaissance Charter Academy, or from a RFHS School Counselor. The coordinator of the Renaissance Charter Academy can be reached at 715-425-7687, ext. 2224.

Student Discipline

Step System Discipline Plan

When actions taken by the teacher have failed to work or the rule infraction is of a serious nature, the incident will be reported to a principal for investigation and action. The consequences of the infraction will depend upon the severity of the offense and the previous discipline record of the student. In order to incorporate these two factors, a progression of consequences called the step system may be implemented based on the discretion of the building administrator. A student who is referred to the office for violating a rule contained within this code may receive the consequences that correspond to the entry-level step for that offense. With each successive referral, the student may advance up the step system at least one step depending upon the severity of the offense. See Board Policy 447.

The Step System*

- Step 1:** Referral to principal or designee for conference, incident filed, parent notification if deemed necessary.
- Step 2:** Principal or designee conference, assign one detention, parent notification if deemed necessary.
- Step 3:** Assign two detentions; parent notification by phone or email.
- Step 4:** One-day in-school suspension.
- Step 5:** Two days in-school suspension, parent conference.
- Step 6:** One to three days out-of-school suspension.
- Step 7:** Three days out-of-school suspension, parent conference for re-admittance.
- Step 8:** Three days out-of-school suspension and all succeeding violations may be treated with a Step 7. Parent conference required for pre-expulsion contract.
- Step 9:** Five-days out-of-school suspension pending pre-expulsion hearing before the district administrator or designee

*All behavior incidents are recorded in the Infinite Campus system.

Harassment or Bullying

Under the Wisconsin Pupil Nondiscrimination Law, "Pupil harassment" means behavior towards pupils based, in whole or in part, on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile or offensive school environment (PI 9.02(9), Wis. Admin. Code). The district additionally recognizes any behavior directed towards pupils based on gender identity as a form of pupil harassment. (District Policy 411.1)

The School District of River Falls believes that a safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior. (District Policy 411.2)

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

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

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by

their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees, regardless of whether that conduct is on school district property or at school-related functions, as well as bullying by an adult staff member toward a student or another staff member.

Cyberbully Definition: Cyberbullying is the use of electronic information and communication devices, to include but not limited to email messages, instant messaging, text messaging, cellular telephone communications, Internet blogs, Internet chat rooms, Internet postings, and defamatory websites.

Any act online, through the Internet or through electronic devices (cellular phones, computers, electronic tablets) that deliberately threatens, harasses, intimidates an individual or group of individuals; places an individual in reasonable fear of harm to the individual or damage to the individual's property; has the effect of substantially disrupting the orderly operation of the school; is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment, is considered cyberbullying.

The School District of River Falls (SDRF) will not tolerate cyberbullying and, therefore, each reported instance will be handled in accordance with district, state, and federal rules, laws, policies and guidelines. SDRF prohibits acts of cyberbullying by students through the use of any district owned, or personally owned technologies.

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

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

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

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

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

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

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

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

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

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

REPORTING BULLYING

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

- E. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.
- F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

SCHOOL DISTRICT RESPONSE TO BULLYING

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

REPRISAL

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

Severe Infraction Clause

These examples of severe infractions may lead to a student being placed on Step 4 or higher in the discipline step system on the first offense:

1. Fighting, threats, or harassing students or school personnel;
2. Insubordination or defiance of authority; disregard of reasonable requests, directions, or commands by school personnel;
3. Disruptions that interfere with the learning process;

4. Vandalism or theft;
5. Using or possessing disruptive or explosive devices, weapons, or any paraphernalia associated with these items. Any student with a gun at school may be expelled for no less than one year per Wisconsin statute. Police referral may occur.
6. Involvement in an activity that may threaten the safety of others;
7. Tobacco use or possession (including vapes or e-cigarettes) anywhere in the building, on the grounds, or at a school-sponsored event on or off school grounds. Police referral may occur.
8. Alcohol or drug use and/or possession on school grounds or at a school-sponsored event. Police referral may occur.
9. Any act that is covered under the disorderly conduct statute. Police referral may occur.
10. Academic misconduct, including but not limited to plagiarism and cheating.

Truancy Infraction Clause

Attendance violations such as unexcused absences and trancies will not be placed in the Step System. Students who are found to be truant may serve one hour of after-school detention for each infraction and may also be referred to municipal or county court when appropriate.

Suspension & Expulsion

Suspension

This penalty involves the loss of school attendance privileges for a limited period of time from one to five days per infraction. In all cases of out-of-school suspension, parents will be notified via phone call or meeting. For suspension of two or more days, a re-entry meeting with the parent/guardian, student, teacher (if appropriate), and a principal designee may be required before readmittance. Students suspended may earn credit for the work they have missed; however, it must be completed in a timely manner, and it must satisfy the teacher's requirements for that coursework. It is the student's responsibility to contact teachers regarding coursework after they return. ~~If requested, an appeal process to administrative authority is as follows: principal, then district administrator.~~

~~Student Due Process for Suspensions / Expulsions~~

- ~~● Notification of school rule(s) violated~~
- ~~● A fair hearing of infraction of school rules~~
- ~~● Written notification of reasons for suspensions and expulsions~~
- ~~● Appeal to higher administrative authority applicable, which may include the following:~~
 - ~~1. Principal~~
 - ~~2. District Administrator~~
 - ~~3. Board of Education~~
 - ~~4. Wisconsin Department of Public Instruction per Wisconsin State Statute §120.13(1)(c)3~~

Suspended Students

Students suspended from school by a building administrator for violations of rules and expectations of this student handbook will be regarded neither excused nor unexcused and should be recorded as *suspended from school* versus *absent from school*. Such students will be allowed to make up all class assignments, assessments, and projects missed during the term of the suspension. During the suspension, the student is not allowed to participate in or attend any after school activities.

Expulsion

To be expelled from the River Falls School District means a student is removed for a specified time period, which could last until their twenty-first birthday.

For the health and safety of students and staff, suspension or expulsion may be the consequence for certain behaviors, which include, but are not limited to, the following:

- **Noncompliance with the school rules:** Actions related to disruptive behavior, alcohol, tobacco, drugs, fire drills and alarms, attendance policy, searches, excessive tardiness, etc. fall into this category.
- **Assault and Battery:** A student causing bodily harm to another by an act done with intent to cause bodily harm to that person harmed is guilty of a misdemeanor.
- **Vandalism:** Any student who intentionally causes damage to the school building and/or school property is guilty of a misdemeanor.
- **Slander/Libel:** The statutes prohibit intentionally defaming another, whether a student or a staff member. This involves anything which may expose the other to hatred, contempt, ridicule, or disgrace in their line of work.
- **Disorderly Conduct:** Students who engage in violent, abusive, indecent, profane, unreasonably loud, or otherwise disorderly conduct in which such conduct tends to cause or provoke a disturbance, is guilty of disorderly conduct.
- **Obscenity:** A student who imports, prints, advertises, sells, has in possession for sale, or publishes, exhibits, or transfers commercially any lewd, obscene, or indecent written matter, picture, sound recording, or film, or who has in possession with intent to transfer to a person under 18 years of age any of the above materials or whoever makes any lewd, obscene, or indecent drawings or writings (may apply to cell phone or internet use) in school, is guilty of a felony by Wisconsin state statutes.
- **Theft:** “The unlawful taking and carrying away of personal things with the intention to deprive the rightful owner of the same” is theft and larceny, punishable by law. Parents, school personnel, social services personnel, and law enforcement officials may be involved as necessary in cases of theft.
- **False Fire Alarm:** Anyone interfering with firefighting or fire alarms is guilty of a Class A misdemeanor.
- **Harassment:** All forms of discrimination are prohibited, and any behavior that creates an intimidating, hostile, or offensive environment will not be tolerated. Actions or words repeatedly directed toward another for no apparent purpose are considered harassment.
- **Threat:** As defined by Wisconsin state statutes; expulsion may be considered for students who were indirectly related to the threat or had prior knowledge of the

threat and made little or no attempt to inform authorities. The contents of electronic devices involved in a potential threat are subject to search when appropriate, including text messages, photographs, videos, or other forms of social media when they impact school safety.

- **Explosives and other dangerous devices:** No student is to bring into the school or any part of the campus any of the following: firearms, incendiary devices (matches, lighters, etc.) explosives (including firecrackers), knives, mace, pepper spray, other weapons, or “facsimile firearms.” (Facsimile firearm means any replica, toy, starter pistol, or other object that bears a reasonable resemblance to, or that reasonably can be perceived to be, an actual firearm.) This category applies to any object that may threaten or endanger the welfare of others or the student personally. *This is a very serious violation and will be treated as such.*
- **Use of or Possession of Drugs, Alcohol or Tobacco** on school property and/or during school activities: If a student is found to be in possession of and/or under the influence of an illicit substance, a conference with the student and a principal (or designee) will be held, the parent informed, and the police authorities notified. The student will be referred for school assistance. The student will be suspended (1 to 15 days) pending a possible expulsion hearing. It will be assumed that any student bringing drug-related paraphernalia into the school environment does so with the intent to use it or entice others to use it. Students found to be in possession of such paraphernalia are subject to the same proceedings as outlined above. For the purpose of this policy, drug related paraphernalia shall be defined as any item commonly used for the purpose of using drugs. In the event that a student is caught in the act of a look-alike substance, the offender will be subject to disciplinary action up to, and including expulsion, on the first offense. Due process procedures will apply. Possession or use of alcohol, tobacco products, illicit drugs, or look-alike substances (i.e. vape, smoking of electronic, or other substitute forms of cigarettes) by students on school property or at school activities is prohibited at all times.

Student Due Process for Expulsions

- Notification of school rule(s) violated
- A fair hearing of infraction of school rules
- Written notification of reasons for expulsion
- Appeal to higher administrative authority applicable, which may include the following:
 5. Principal
 6. District Administrator
 7. Board of Education
 8. Wisconsin Department of Public Instruction per Wisconsin State Statute §120.13(1)(c)3

Technology, Textbooks, and Supplies

Electronic Devices

Students are to demonstrate respect and responsibility by refraining from using cell phones, other electronic communication, audio, video and gaming devices during instructional time. Electronic devices (included but not limited to cell phones, iPods, iPads, etc.) not necessary during instructional times should remain stored in student lockers. Issues with these items in the classroom may be referred to the principal's office.

Devices present or in use during instructional hours for non-educational purposes will be handed to school personnel by the student and returned after an appropriate consequence is served. This may include being returned at the end of the period, the end of the school day, after detention, or after meeting with a parent/guardian. Subsequent offenses may require detention, and/or a parent/guardian conference with the electronic device being turned over only to the parent or guardian. The school will not be responsible for lost or stolen items. See Board Policy 443.5.

Textbooks, Electronic Devices, and Supplies

Textbooks and electronic devices, which are furnished by the School District of River Falls, are to be taken care of appropriately. Students are urged to exercise care in using them so that they do not become soiled or damaged. Charges will be made for lost or damaged school-owned items. Students who withdraw from RFHS are required to turn in their textbooks and/or school-owned electronic devices before leaving.

Supplies are furnished at no cost to the students in most classes, except Technology Education, Agriculture, Family Consumer Sciences (FCS), Physical Education, and Art classes that are involved with projects requiring materials for purchase at cost. In other classes, the students are encouraged to buy materials related to the course of study, although these items will not be mandatory, i.e. a graphing calculator for math courses. (NOTE: Students who need financial assistance to purchase supplies are encouraged to speak to their teacher or administration.)

Technology Device Student User Agreement

The School District of River Falls has provided technology devices to students to enhance personalized learning and improve achievement. These devices will be used in instruction to promote 21st century learning skills. All students, and their parents or guardians, who are issued devices are required to review and sign this agreement with the School District of River Falls to protect the hardware and software inherent with the technology. Student use of technology devices falls under the guidelines of the District's Internet Safety and Acceptable Use Policy (Board Policy 363.2). Technology devices will be distributed within the first two weeks of each school year. Parents/Guardians and students must sign and return the Student User Agreement before the device can be issued. The user agreement can be found at www.rfsd.k12.wi.us >Parents>Technology Resources, or use this link [K-12 Device User Agreement](#).

Taking Pictures or Videos of Students or Staff Without Their Consent:

Taking photos or videos of students or staff without their consent is prohibited for privacy purposes. If a student violates this rule, consequences (including but not limited to parent

notification, documentation, detention, or suspension, depending on the situation) will result. Repeated violation of rules will result in further and possibly more serious consequences.

Using Student or Staff Member pictures or videos (or their likenesses) without their permission or using the River Falls Logo without permission:

Using a photo or video of a student or staff member, or their likeness, without their permission is prohibited. Students violating this rule will be subject to consequences (including but not limited to parent notification, documentation, detention, or suspension, depending on the situation). Repeated violation of rules will result in further and possibly more serious consequences.

Students using the River Falls logo without permission will also be subject to consequences (including but not limited to parent notification, documentation, detention, or suspension, depending on the situation). Repeated violation of rules will result in further and possibly more serious consequences.

Social Media & Networking Sites

While RFHS respects the right of students to use social media and networking sites, it is important that students' personal use of these sites does not damage the school's or district's reputation, its employees, its students, families, and community. What is private in the digital world can become public, even without knowledge or consent; therefore, students are to maintain appropriate boundaries between personal and public life when conducting online activities at all times.

Students are not allowed to use school-issued technology to access social media or networking sites for non-academic purposes. RFHS does not actively monitor students' use of social media and networking sites outside of school hours. However, inappropriate activities that become public and/or are brought to the attention of RFHS staff will be handled on a case-by-case basis. The information posted online through the use of cellphone, computers, or other electronic devices that damages the school's reputation, its employees, students, families, and/or community can be grounds for disciplinary action. RFHS and the School District of River Falls take electronic bullying very seriously. Inappropriate information includes (but is not limited to) acts of bullying & harassment, threats, and/or criminal activities.

Students experiencing bullying & harassment via online social media & networking sites should report incidents to staff so that the issue can be addressed and/or handled as needed.

Students are responsible for the ethical and educational use of the technology resources of the River Falls School District. Students should recognize that their reputation in

cyberspace should be taken seriously as one's digital footprint can last a lifetime. See Board Policy 443.5.

Technology Device Damage Fee

Any student who damages their school district issued device or charging cord will be issued a fee of \$20.00 for each incident. In the event that a student loses or has their device stolen, or if there is irreparable/purposeful damage, the amount of the fee will be left to the discretion of Administration and is not to exceed the replacement cost of the device.

Student Device Damage Fees apply to all students in grades K-12. A student's repeated damage and misuse of district-issued devices may result in a loss of device use, greater fine amounts, and/or other disciplinary action as determined by the building administration.

(Cross Reference: 363.2--Rule, Internet Safety and Acceptable Use)

General Information

Student Expectations

- Respect for self
- Respect for staff
- Respect for personal property
- Respect for privacy
- Respect for other students
- Respect for learning
- Respect for the building and its contents

Emergency Preparedness

Fire, evacuation, and severe weather drills are held regularly to prepare students and staff for emergencies. Safety routes and drill procedures are posted. Instructions for special situations will be announced. Student cooperation during drills is expected in order to ensure a safe and orderly response to a situation that might arise.

Reunification Plan in Case of Emergency

Student/Parent Reunification

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a "reunification" and may be necessary due to weather, a power outage, hazard, or a crisis occurring at the school. The Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student

attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified that a Reunification Plan is in effect in a number of ways to include the district's phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student will look something like this: "The school has close. Please pick me up at 3:25 p.m. at the main entrance. Bring your ID."

Parent/Guardian Expectations

If a parent or guardian is notified that a controlled release and Reunification is needed, there are expectations that parents or guardians should keep in mind:

- Bring identification. That will streamline the Reunification process.
- Please refrain from calling the schools or district office. Keeping the cellular network usage at a minimum may be important during a reunification.
- If a parent is driving to the reunification site, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles in unauthorized locations.
- Please be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.
- Parents are asked to then go to the Reunification "Check In" area and form lines based on the first letter of their students last name. During check in, identification and custody rights are confirmed.
- While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card. In the case of multiple students being reunified, a separate card for each student needs to be completed.
- From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students. Parents should be aware that in some cases, they may be invited into the building for further information.

How the Reunification Process Works for Students

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

What if a Parent Can't Pick-up Their Student?

When a parent can't immediately go to the reunification site, students will be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick-up their student(s).

Interviews and Counseling

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

Police Interviews

School officials retain the right to maintain proper order and safety of the school. School officials have the responsibility to cooperate with police when communication with a student is required. Attempts will be made to avoid disrupting the school environment. Parents will be notified of a police interview.

Messages/Items from Home/Food Deliveries to School

- Flowers, balloons, and other gifts should **not** be delivered to students during the instructional day.
- Parents are asked to keep messages to a minimum and **call before 10:30 am** so that messages can be delivered during WIN, thus avoiding classroom disruption. Every effort should be made to make arrangements before or after school with your student.
- Students should check in the office if they are expecting something from parents.
- Parents should use the storage cubbies inside the high school office for all items they are leaving for their child EXCEPT for expensive items such as phones, chromebooks, etc. (Expensive items may be left with the school secretaries.) Please let your child know where you left the item(s) for pick up.
- Students are **not** allowed to have food delivered to them at school during the school day.
- Medication should be delivered to the High School Health Office.

Personal Bags and Other Items

Book bags, backpacks, duffel bags, purses, fanny packs, satchels, other type bags, blankets, and any other unnecessary items will not be allowed in any classroom/study area during school hours (7:35 am-2:55 pm). Students are expected to cooperate by storing personal items in the locker(s) during the school day or by simply **not** bringing these items to school.

School Transportation

Students are expected to act respectfully and follow school rules while riding on school transportation. Drivers are instructed to report infractions to the Bus Garage. Such reports will be dealt with as if the incident had occurred on school grounds and may involve school administrators. Cameras are present on RFSD buses as an added measure of safety.

Closed Campus

River Falls High School maintains a closed campus for the safety of our students. This includes the three lunch periods. Leaving campus during the school day must be requested by a parent/guardian and authorized by a building administrator or designee prior to departure. Students leaving campus during the school day are to enter and leave the school building through the Main Office during school hours (7:35 am to 2:55 pm) and are to sign only themselves out at the time of their departure (not earlier) and are to sign in when they return, if they return to school the same day. Students who choose to not cooperate and leave campus without proper authorization are subject to disciplinary action.

Dress Code

Purpose

Through this dress code, we seek to prepare students for the expectations in the world of academics and work beyond high school while fostering a welcoming school climate that leads to student engagement in a healthy, safe, supportive, and positive educational environment.

The School District believes parents/guardians hold the primary responsibility in determining their child's personal attire. Schools are responsible to ensure that a student's personal attire does not interfere with the health and safety of any student and does not contribute to any disruption to the school environment.

School administration shall enforce the dress code consistently and in a manner that allows students to observe religious customs or beliefs. School administration shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any individual or group on the basis of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status, cultural or religious identity, household income, body size/type, or body maturity, or any other basis that adversely affects the student, or is prohibited by law.

Responsibility for the personal appearance of students enrolled in the School District of River Falls shall normally rest with the parents and the students themselves. School dress should be appropriate to the school environment and comply with state health laws.

Student dress shall be considered inappropriate if it:

- (1) presents a "clear and present" danger to health and safety;
- (2) causes an interference with work or creates classroom or school disorder;
- (3) is disruptive to the school climate; or

(4) is damaging to school property.

Student dress shall adhere to expectations outlined in student handbooks at each individual school which are annually approved by the Board of Education.

Dress Code Enforcement

Building administration will enforce the dress code policy. If/when staff have concerns, they will direct concerns to administration.

Students shall not be “shamed” or required to display their body in front of others (students, parents, or staff) in school. “Shaming” includes, but is not limited to the following: asking students to account for their attire in the classroom or in hallways in front of others; calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others. Students refusing to change or cover inappropriate dress may face disciplinary consequences.

A parent/guardian will be notified by administration when a student is in violation of this policy. Students will be provided three options to be dressed in an appropriate manner that aligns to this dress code during the school day:

1. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed in alignment with this policy for the remainder of the day.
2. Students will be provided with temporary school clothing so they are dressed more in alignment to this policy for the remainder of the day.
3. If necessary, students’ parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

Additional Considerations

Special Occasions: Clothing guidelines and expectations for special occasions (i.e. homecoming week, dress-up days, etc. and/or individual coaches/advisor expectations) will be approved by school administration.

Extracurricular Activities: The principal, in cooperation with the advisor/coach of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity.

Time and Place: These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances, field trips, school trips, prom, etc.

Exceptions: Exceptions to these dress requirements are to be made as necessary to accommodate medical or health needs, field trips, and/or special school activities (as approved by the principal).

Litter Responsibility

Students are expected to take pride in RFHS by not littering. Trash receptacles are located near each door for the students’ convenience. Students should take great care to throw

away only the disposable items (not silverware or plastic trays) in the commons area during lunches and breaks. Food purchased at school during the morning snack break or at lunch must be consumed in the commons.

Medication Guidelines

To ensure the health and safety for all students and staff, we expect cooperation with all medication related issues. If your child will be taking daily and/or as needed medication at school, a Medication Request Form needs to be completed. (Forms are available in the Health Office and on the district website).

- Parents are advised that, if possible, medication should be given at home and on a schedule other than school hours.
- Student medication taken at school, either daily or as needed, must be administered in the Health Office.
- Students should not have medication on their person or in their locker. In a few cases, prescription medications may be carried by the student and self-administered only with written parent and written practitioner permission on file in the Health Office.
- All prescription and non-prescription medications should be brought into the Health Office by the parent/guardian. If it is not possible for the parent/guardian to bring the medication to school, the medication bottle should be put in a sealed envelope, with the child's name and number of pills in the bottle on the front of the envelope. The child should be instructed to bring the medication to the Health Office when he/she arrives at school. The parent/guardian shall call the Health Office and inform them of the medication coming to school with the child.
- Please check expiration dates of medication before bringing it to school. The Health Office staff cannot administer expired medication and/or medication that is not in its original manufacturer's package.
- The Health Office is **unable** to take verbal requests from parents to administer prescription and/or non-prescription medications. A properly completed Medication Request Form(s) needs to be on file in the Health Office before medication(s) will be administered.
- It is recommended that students with asthma keep an inhaler in the Health Office at school.
- The Health Office has a nebulizer available for student use. Students must supply tubing, medication, and proper documentation.
- A severe allergic reaction can be life threatening. Parents/Guardians are required to inform the Health Office and provide/supply appropriate medical documentation and prescription or emergency medication(s).

See Board Policy 453.1, 453.4, and 453.61

Students violating medication procedures and/or dispensing their medicines to others will be subject to disciplinary action (re: Expulsion /Use or Possession of Drugs p. 24) from the school district as well as law enforcement.

W.I.N. (What I Need)

This period is designed to ensure that every student has a consistent daily connection with an adult. Students are assigned to the same advisor for four years. The advisor will serve as a student advocate.

- There will be no travel during WIN on Mondays, and no travel to other classrooms for non-academic purposes;
- Attendance will be taken daily, and all regular attendance rules apply;
- Students should bring reading materials or school coursework materials with them each day;
- Students may not bring food or beverages (except for water) to classrooms;
- Expectations listed under “Classroom Expectations” in this handbook will also be applied during WIN.

Search, Seizure, and Surveillance

The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well being of the students in their care. As part of that responsibility, and as permitted by law, school authorities may search school property such as lockers, items on school property such as student backpacks and vehicles, and students themselves due to reasonable suspicion. Metal detector wands may be used for these searches.

School Lockers

School lockers are the property of the school district and are provided for the convenience of students. Lockers must be used for the purpose intended: a storage area for books; backpacks, purses, and other bags; school supplies; cell phones; other non-school-related items; and outdoor garments. Items in a school locker must adhere to the policies within this handbook. Items on the outside of the locker must be school or activity related only. Items not fitting those criteria will be removed. Students are to care for their lockers to prevent damage or a repair and/or cleaning fee will be assigned to the student. Students are to report any locker issues to the main office.

The school retains the right to conduct both announced and unannounced locker inspections/searches. A search may be conducted by the district administrator, building administrators, police school liaison officer, other law enforcement, or a designated school employee. Reasons for routine checks include, but are not limited to, locker condition; tidiness; suspicion of concealing items such as alcohol, controlled substances, material of a disruptive nature, stolen property, weapons, or other items which pose a threat to health and/or safety. Refusal of a search may fall under noncompliance with school rules, and the student will potentially face expulsion proceedings.

The school cannot assume responsibility for losses sustained. Students are urged to take precautions against bringing items of value to school and leaving them in the locker. Students are also encouraged to keep their lockers locked. (Any issues with the lock should be reported by the student to the main office.) Lockers must be emptied and cleaned at the end of the school year. A student is not to share a locker with another

student(s) nor give others their combination. See Board Policy 446.1.

Use of Dogs

The River Falls School Board authorizes the use of specially trained dogs to detect the presence of drugs and devices, such as bombs, on school property. Such dogs may be used under the following conditions:

- A. The presence of the dogs on school property is authorized in advance by the principal, designee, or pursuant to a court order or warrant.
- B. Law enforcement officers must handle the dog or certified organizations specially trained to safely and competently handle the dog.
- C. The Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices represents the dog.

The principal or designee shall be responsible for the prompt recording of each student search, including the reasons for the search; information received that established the need for the search and the name of the informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The principal or designee shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The principal or designee may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the principal or designee, the law enforcement officers in accordance with the legal standards applicable to law enforcement officers shall conduct the search.

Anything found in the course of a search pursuant to this policy which constitutes evidence of a violation of a particular law or school rule or which endangers the safety or health of any person shall be seized and utilized as evidence if appropriate. Seized items shall be returned to the owner if the owner may lawfully possess the items. Seized items that may not lawfully be possessed by the owner shall be destroyed.

Video Surveillance

The River Falls School Board authorizes the use of video surveillance in public areas of school buildings, grounds, and other property including, but not limited to, entryways, other instructional areas such as labs, storage areas, school buses, and areas outside the building on district property for the primary purpose of documenting disciplinary problems and vandalism on school grounds. Video surveillance cameras will not be placed in restrooms, locker rooms, changing rooms, or any other location prohibited by law. The intent of the video surveillance is to reduce disciplinary problems and protect school property. Video recordings do not include an audio component.

Student Vehicle Registration and Parking

The School District permits students to bring cars and cycles to school if the following requirements are met:

- Vehicles are registered and display the parking hanger. The cost of the parking

hanger is \$40 (or \$10 per term to be determined by administration). Hangers are to be displayed on the rearview mirror. The owner of the permit hanger may not sell or transfer the permit hanger to any other person. Both parties may lose parking privileges in such cases.

- Students park in assigned areas (East student parking lot). If the parking lot is full, students are expected to legally park on city side streets. Parking spots are on a first come, first served basis.
- Safe driving regulations are followed.
- No loitering in the parking lot or in vehicles at any time.
- Non-compliance may result in the following: loss of parking privileges or assignment of fines on a progressive basis, or towing of the vehicle from the parking lot (at owner's expense).
- If a parking permit is lost, the owner may apply for a new one at a replacement fee of **\$40.00**.
- Vehicles on school property may be searched by administration at any time.

Library Media Center and Computer Labs

The Library Media Center (LMC) is used to access print materials, to access electronic resources for research and leisure reading, for large-group assessments, for learning activities, and/or as a quiet area of study. Students are to sign in when they arrive and sign out when they depart from the library, unless they are there with a class. The LMC availability will be posted at school. Most items can be checked out for two weeks. Students are responsible for all materials checked out in their name. Overdue reminders are issued, and students must pay for lost or damaged items. On travel days, students may use the LMC during WIN and daily during lunch and passing times. At the end of the school year, all students must pay for borrowed materials that are not returned.

Students must have a signed *Acceptable Use Policy* on file to access computer resources. Deliberate attempts to access files or information that a user is not authorized to access are prohibited. Consequences for failure to follow the policy include loss of computer access. RFHS students are issued an email account to be used for academic purposes. Misuse of email accounts (bulk emails, harassment, etc.) can result in a suspended account. Students should use computers for school use only, supervised by a staff member.

Work Permits

If a student is under the age of 16, he/she must have a work permit on file. **The State of WI has moved all work permit applications to online status only.** Obtain them at [Work Permits \(wisconsin.gov\)](https://www.wisconsin.gov/work-permits)

Food Service Information

The School District participates in the National School Lunch/Breakfast Program and is committed to serving nutritious, high quality, and affordable meals that appeal to teenagers. The school district uses an automated lunch accounting system to record payments and purchases for family accounts. This is a debit system, similar to a checking

account. It is expected that a positive balance will be maintained in each food service account at all times. Please go to [School District of River Falls - Food Services](#), for complete information.

School Accident Insurance

The school district does not provide any type of health or group accident insurance for injuries incurred by a child at school. The school makes accident insurance available to parents through a private insurance carrier. School officials do not promote any private insurance company. See Board Policy 451.

Use of Buildings

School facilities are not to be used without the specific permission of school authorities. School personnel are to be present when the building is open to students. The school building is open usually from 7:15 AM to 3:15 PM. Students in the building beyond those hours are to be supervised by staff. The school is closed on Saturdays and Sundays unless there is a planned activity.

The faculty lunchroom is off limits for students; this rule also applies whether or not school is in session.

Public access to the track, pool, and gyms:

| | |
|---------------|--|
| Walking track | Open to the public from 6-7 AM on weekdays. |
| Pool | Contact RF Parks and Recreation for open swim hours. |
| Gyms | Contact Activities Director for reservations. |

Required Notices

Student Records Notification

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

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

The following shall apply in the district:

- An adult student, or the parent(s)/guardian(s) of a minor student, has the right to

inspect, review, and obtain copies of the student's school records upon request in accordance with established procedures. The district shall respond to such requests without unnecessary delay. A copy of the Board's student records policy and procedures can be obtained from the Director of Academic Services at the school district administrative offices located at 852 E. Division St., River Falls, WI 54022. Regular office hours are 7 a.m. to 2:30 p.m. during the summer and 7 a.m. to 3:30 p.m. during the school year.

- An adult student, or the parent(s)/guardian(s) of a minor student, has the right to request the amendment of the student's school records if he/she believes the records are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Complaints regarding the content of student records may be made in accordance with established procedures. Copies of the district's procedures are available upon request as outlined above.

- An adult student, or the parent(s)/guardian(s) of a minor student, has the right to consent to the disclosure of information contained in the student's school records, except to the extent that state and federal laws authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials determined to have legitimate educational interests, including safety interests, in the student records. A "school official" is a person employed by the district who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the district as an administrator, supervisor, instructor or support staff member (including health or medical staff, and police-school liaison personnel); a person serving on the Board; a person or company with whom the district has contracted to perform a specific task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill their professional or district responsibility.

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

- An adult student, or the parent(s)/guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged District noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

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

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

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

Secondary School Students

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

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

Nondiscrimination Notice

SCHOOL DISTRICT OF RIVER FALLS
PUBLIC NOTIFICATION OF EQUAL EDUCATIONAL OPPORTUNITIES/STUDENT
NONDISCRIMINATION POLICY



The School District of River Falls is committed and dedicated to the task of providing the best education possible for every child in the District for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational and other programs or activities shall not be abridged or impaired because 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.

All district career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the high school's website or by contacting any school's counseling office.

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

The District shall provide appropriate educational services and/or programs for students who have been identified as having a disability and shall make school facilities reasonably accessible to such students as required by law. The District shall ensure that students with disabilities are not excluded from academic, career and technical education programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available. Reasonable accommodations shall be made for students with disabilities in accordance with legal requirements.



The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements.

Requests for accommodations shall be made in writing and reviewed for approval by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Students, parents/guardians, and teachers shall receive written notification of this policy and the procedures for requesting an accommodation. Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures.

The Superintendent or designee (located at 852 E. Division St., River Falls, WI, 54022, telephone 715-425-1800) is designated to receive grievances regarding discrimination according to the established procedures.

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

LEGAL REFERENCE: Wisconsin Statutes Sections 118.13; Wisconsin Administrative Code PI 9, 41; Title IX; Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act; McKinney-Vento Homeless Education Assistance Act

SCHOOL DISTRICT OF RIVER FALLS
TITLE IX NOTICE.

As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), the District does not unlawfully

discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to a District Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

Any questions regarding Title IX compliance may be directed to the District's Title IX Coordinators.

Primary Title IX Coordinator-Student (i.e. when the complainant is a student)

Mark Inouye, Director of Student Services
852 E. Division Street
River Falls, WI 54022
715-425-1800
mark.inouye@rfsd.k12.wi.us

Secondary Title IX Coordinator-Staff (i.e. when the complainant is an employee)

Nate Schurman, Director of Human Resources
852 E. Division Street
River Falls, WI 54022
715-425-1800
nate.schurman@rfsd.k12.wi.us

Title IX Coordinators are authorized by the Board to coordinate the District's efforts to comply with Title IX and this policy. The District's nondiscrimination policy and grievance procedures relate to sex discrimination are set forth under Policy 411.11. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination, please refer to Policy 411.11

Equal Education Opportunities

~~The River Falls School District is committed to providing equal education opportunities for all students in the district. The right of the student to be admitted to school and to participate fully in curricular, extracurricular, student services, recreational, and other programs or activities, shall not be abridged or impaired because of a student's sex, color, race, age, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap.~~

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

~~The district shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Any child's parent or guardian, or the child if the parent or guardian is notified, may request the school board, in writing, to provide the child with program or curriculum modifications. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to; exclusion from participation in an activity, alternative assignments, and release time from school to participate in religious activities. Opportunities to make up work missed due to religious holidays will be provided. Any accommodations granted under this policy shall be provided to students without prejudicial effect.~~

~~Complaints regarding the interpretation or application of this policy shall be referred to the Superintendent or designee and processed in accordance with established procedures.~~

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

~~The School District of River Falls is committed and dedicated to the task of providing the best education possible for every child in the District for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.~~

~~The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational and other programs or activities shall not be abridged or impaired because 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.~~

~~All district career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the high school's website or by contacting any school's counseling office.~~

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

~~The District shall provide appropriate educational services and/or programs for students who have been identified as having a disability and shall make school facilities reasonably accessible to such students as required by law. The District shall ensure that students with disabilities are not excluded from academic, career and technical education programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available. Reasonable accommodations shall be made for students with disabilities in accordance with legal requirements.~~

~~The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements:~~

~~Requests for accommodations shall be made in writing and reviewed for approval by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Students, parents/guardians, and teachers shall receive written notification of this policy and the procedures for requesting an accommodation. Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures.~~

~~The **Superintendent** or designee (located at 852 E. Division St., River Falls, WI, 54022; telephone 715-425-1800) is designated to receive grievances regarding discrimination according to the established procedures.~~

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

~~LEGAL REFERENCE: Wisconsin Statutes Sections 118.13; Wisconsin Administrative Code PI 9, 41; Title IX; Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act; McKinney-Vento Homeless Education Assistance Act~~

Acceptable Use Policies

School District of River Falls Access to District Technology Tools

The School District of River Falls encourages student use and application of technology to enhance students' education by providing the ability to conduct research and to efficiently communicate with staff and other members of the District and the community. The technology tools include, but are not limited to, computers, on-line library databases, E-mail and Intranet/Internet.

The District encourages staff use and application of technology to support research, teaching and efficient completion of administrative tasks and other school-related work. The District strives to take advantage of technology and offers staff access to technology tools including, but not limited to, computers, telephones, faxes, voice mail, E-mail, and Intranet/Internet.

Technology tools can provide students and staff easy access to resources on and off campus, enable students and staff to communicate worldwide, provide students and staff with timely information and provide the ability to enhance the strategic competitive advantage. Access to various technology tools available through the District is a privilege extended to current students and staff and requires that individual users act responsibly. Users must respect the rights of others, respect the integrity of systems and related physical resources, and observe all relevant laws, regulations and District policies.

The District reserves the right to access all information in its technology tools for operational purposes. It is not the intent of the District to monitor technology use for the sake of monitoring. Monitoring may occur with or without notice for operational purposes. Operational purposes may include day-to-day management of the systems, monitoring user performance or productivity where applicable, investigating possible violations of this or other District policies, such as its policy prohibiting harassment, the unauthorized disclosure of confidential information, misuse of District resources or property or a violation of law. District technology tools are the property of the District and there is no privacy nor expectation of privacy associated with a user's District account or E-mail. In the case of an internal investigation involving a staff member's use of technology, the Superintendent or designee and one other administrator must authorize access to a user's account. The District reserves the right to extend, limit, restrict or deny privileges or access to its technology tools.

The District is not responsible for any materials (e.g., materials created, stored, received or sent via district technology tools). District filters shall be in place to prevent access to areas of the Internet deemed inappropriate for student or staff use or harmful to minors.

Users shall be expected to keep passwords confidential and user passwords may be overridden by the District as necessary for educational or administrative reasons. The individual to whom the account is assigned shall be the only person authorized to use the account. An individual discovering unauthorized use of his/her account should report the unauthorized use to the Superintendent or designee.

Any suspected student violation of this policy should be directed to the building administrator. Violations may result in disciplinary action including suspension or termination of privileges, suspension, expulsion and/or restitution for property damage. Also, law enforcement or other appropriate agencies may be notified. Student accounts shall be terminated at the end of the last semester in which the student was enrolled or upon withdrawal from the District.

Each user of the District's technology tools shall be expected to understand and follow relevant laws, regulations and District policies. Each user shall be required to sign a document that indicates that he/she understands relevant laws, regulations and District policies and agrees to abide by them.

LEGAL REF.: Sections 120.13(1) Wisconsin Statutes

943.70
947.0125

Children's Internet Protection Act
Neighborhood Children's Internet Protection Act
CROSS REF.: 363.2-Rule, Internet Safety and Acceptable Use Guidelines
363.2 Exhibit, Staff Mobile Devices User Agreement
411.1, Harassment
447, Student Discipline
536.2, Discipline, Dismissal or Suspension of Professional Staff Members
546.2, Dismissal or Suspension of Support Staff Members
Current Employee Agreement(s)

APPROVED: September 26, 2005



ACTIVITIES HANDBOOK/CODE

**RIVER FALLS HIGH SCHOOL
818 CEMETERY ROAD
RIVER FALLS WI 54022**

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RIVER FALLS HIGH SCHOOL ACTIVITIES CODE

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PREAMBLE

This Activities Code shall cover all students in grades 9, 10, 11, and 12 who participate in extracurricular activities including: interscholastic athletic competition as an athlete, student manager, and all team specific student positions; and co-curricular clubs and activities as designated in this document.

This document is meant as a reference of the River Falls rules and regulations for extra-curricular activities, both athletic and non-athletic (co-curricular)

Participating in extracurricular activities constitutes an important phase of learning opportunity that is seldom duplicated. The primary philosophy of extra-curricular programs is to provide experiences that will help students develop emotionally, intellectually, physically, and socially. Such participation is a privilege that carries with it responsibilities to the students themselves, the activity, the student body, the community, and to the school.

It is a widely known and accepted fact that activity participants generally represent their school more often and have more contact with other communities than any other part of the student body. The intent of this Activities Code is to guide and inform students of their responsibilities and privileges. By intelligent choice, it is up to the individual to become and to remain a participant.

If the student has any questions which deal with eligibility requirements that need clarification, the student should see the coach/adviser of the particular activity, the Activities Director (AD), the building principal, or appropriate designee. They are qualified to answer such questions.

No person may be denied admission to any public school or be denied participation in, the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's: Sex, Ancestry, Sexual orientation, race, religion, National Origin, creed, pregnancy, marital or parental status, physical, mental, emotional or learning disability.

In addition, this prohibits student discrimination under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability).

II. PHILOSOPHY OF RIVER FALLS ACTIVITIES

A. The Activities program constitutes an important phase of learning in the high school curriculum. The Activities program provides definite opportunities that may not be duplicated in other school activities or even in later life.

B. Objectives:

1. To instill the values, skills, and knowledge necessary for the participation in competitive and noncompetitive activities.
2. To help students foster the fundamental habits of health, safety, and participation.
3. To provide students with the opportunity to develop self-discipline, sportsmanship, and cooperation through participation in co-curricular activities.
4. To foster in each participant a desire to exhibit respect, positive leadership, and friendship with fellow students, teammates and opponents.
5. To develop friendships, not only with teammates and coaches, but also with opponents.

* Interscholastic athletic participation does not guarantee that all objectives outlined will be achieved. Likewise, there may be objectives not written which will be fulfilled. It is hoped that all persons who do participate will have fun and derive positive experiences.

III. RESPONSIBILITY

A. Participation in the Activities program is a privilege for all students in the River Falls Public School. The school also has the responsibility to establish certain criteria for students who participate in these activities to follow. With participation in activities comes responsibility and individual sacrifice. If an activity is worth having and participating in, then the student must be willing to put time and effort into it. Desire and cooperation with teammates, fellow participants and coaches/advisors is imperative. Individual rules may be established by each coach/advisor in addition to regulations set forth in this Code. Individual team rules must be approved by the activities director.

IV. ACTIVITIES COVERED

- A. Covered by this code are:
1. All Activities that are competitive in nature. Included are:
 - a. WIAA Sanctioned Sports
 - b. Powerlifting, Trap Shooting, Cheerleading, Danceline
 - c. Mock Trial, Forensics
 2. Co-Curriculars are non-athletic clubs, organizations, and groups covered by this document. These groups are separated into different areas as designated.
 - a. **Group 1** – these groups are activities that are extensions of the classroom. The students involved take classes and then give performances based on the classroom learning.

Activities Included:

| | | |
|-----------------------|------------------------|---------------|
| Camerata Choir | Concert Band | Concert Choir |
| Marching Band | Symphonic Band | Wind Symphony |
| Symphonic Mixed Choir | Symphonic Treble Choir | Women's Choir |

- b. **Group 2** - These groups are organizations that are either applied for or are joined on a volunteer basis.

Activities Included:

| | | |
|-------------------------|---------------------------|-------------------------|
| Art Club | CATS | Costumed Carolers |
| Drama/Musical | Ecology Club | FBLA |
| FFA | Foreign Language Clubs | Gay & Straight Alliance |
| Global Awareness/Change | Jazz Band | Key Club |
| National Honor Society | Pep Club | Robotics |
| Student Council | Students Offering Support | Chess |
| Book Club | | |

*Any other student group affiliated with River Falls High School that has been selected/approved by the administration may be added to these lists by the AD and/or Principal.

V. ATHLETIC RULES AND REGULATIONS

- A. The Wisconsin Interscholastic Athletic Association (WIAA) has charged each of its member schools to establish regulations governing participants in athletics. Rules of Eligibility can be found at the following website: <http://www.wiaawi.org>. The following is quoted directly from the WIAA Rules of Eligibility (Article VII – Health and Behavior):
1. A school shall have a code of conduct for its athletes, and it is strongly recommended that the code (a) designate the period of time involved in a suspension in advance of the school year and (b) be developed with the involvement of students, coaches, and administration and adopted by the Board of Education or recognized governing body.
 2. A student is required to follow the school's code of conduct on a year-round (12 month) basis.
 - a. In-season violations of the school code will result in immediate suspension of the student from interscholastic competition for no less than one day of competition (but not less than one complete game or meet) for acts involving
 - i. possession and/or use of alcohol
 - ii. possession and/or use of tobacco, including chewing tobacco, vaping materials and/or
 - iii. use, possession, buying, or selling of controlled substances, street drugs and performance enhancing substances (PES).
 - b. The member school will determine minimum penalties for violation of any other provisions of its code of conduct, including all out-of-season offenses.
 - c. The member school will determine minimum penalties for any other unacceptable conduct contrary to the ideals, principles, and standards of the school and this Association, including but not limited to criminal behavior.
- B. Additionally, Article I, Section 2 – School's Own Standards, of the WIAA Official handbook states: The rules of student eligibility shall not be interpreted to prevent any member school or conference from establishing more stringent regulations, but no school or conference may set up standards for interscholastic competition for any of its official teams, varsity or otherwise, which are less stringent than the minimums presented. Therefore it is required that the athletic participant must:
1. Observe WIAA and River Falls High School eligibility rules. Below are rules that are frequently questioned. All other WIAA rules can be seen on their website. www.wiaawi.org
 - a. The student must live within the school district (except as provided under Wisconsin Open Enrollment option). The student must be:
 - i. Carried on the attendance rolls (for purposes of state equalization aids) at River Falls High School as a full time student.
 - ii. Live within the boundaries of the RFSB and enrolled as a homeschooled student with the Department of Instruction.
 - b. The participant cannot become 19 years of age before August 1st.
 - c. A student cannot practice for or participate in interscholastic sports until the school has an Examination Permit card on file in its office attesting to
 - i. parental permission
 - ii. current physical fitness as determined by a licensed physician, a Physician's Assistant or Advanced Practice Nurse Prescriber (APNP) no less than every other school year with April 1 the earliest date of examination. It is recommended that the student also have a dental examination attested by a licensed dentist,
 - iii. proof of insurance,
 - iv. signed agreement to athletic code,
 - v. 9th and 11th grade athletes will take a concussion test to help physicians/athletic trainers in evaluating and treating head injuries.
 - d. Must be an amateur in all recognized WIAA sports in order to participate in any sport. Examples of violating amateur standing are accepting reimbursement, in any form (a) salary, (b) cash, (c) merchandise of any kind or amount for achievement in athletics or

- (d) share of game or season proceeds; signing any contract for athletic services as a participating athlete; permitting your name, picture, or personal appearance to be used for promoting anything as an athlete; playing under a name other than your own; accepting an award such as a jacket, watch, ring, billfold, etc. regardless of their value at any time during the school year or during the summer for achievement in athletics; playing on another team while you are a member of your school team, and playing in a game or a meet sponsored by other than your school during the school year if there are awards given or admission collected.
 - e. The athlete is ineligible after four years and may not participate in a sport more than 4 seasons while enrolled in grades 9-12.
2. Demonstrate conduct in accord with the ideals, principles, and standards of River Falls High School and WIAA in athletic contests at River Falls Public Schools, at host schools, and in tournament action.
 3. Attend practices to be physically able to participate with the least possible chance for injury.
 4. Observe the team rules prescribed for the particular sport or level by the coach.
 5. Care for his or her personal health.
 6. Have all detentions and other school obligations made up, (or make arrangements with the assistant principal), or he or she will not be allowed to practice or participate until completed.
 7. Be in attendance for all academic and required activities (designated by the school for the entire school day 7:35 -2:55) to be eligible to participate in an extracurricular activity or practice scheduled on that specific day. (The definitions of attendance in the RFHS Student Handbook shall apply; the attendance officer shall make determinations on daily attendance.) The administration maintains the right to make the final determination regarding student participation.
 8. Excuses for medical appointments, funerals, and act-of-god type emergencies will be accepted; however, illness, tardiness (more than 5 minutes), haircuts, shopping trips, or any other unexcused type absence, or truancy will not be accepted.
 9. Athletic participants will attend all practices unless they are ill or have some other legitimate excuse. The coach will require notification prior to an absence whenever possible.
 10. Any athlete who is expelled or suspended in or out of school shall be ineligible for all co-curricular attendance and participation including practices during the period of suspension or expulsion. They shall be eligible for athletic competition when they are readmitted to school, unless the reason for suspension or expulsion involved a violation of the athletic code.
 11. All school bills, fees, or obligations must be paid (or arrangements be made to do so with either the activities office or office of the principal) or a student shall be ineligible to practice to participate.
 12. At least one parent/guardian and the athlete must attend a preseason meeting hosted by the head coach of that sport.

VI. VIOLATIONS AND CONSEQUENCES

- A. River Falls High School has adopted the following rules and consequences for violation of these rules. Violations during the summer will carry over to the following school year. Consequences for violations of the activities code apply to all activities in which the student participates. Below are the consequences for athletics and for co-curriculars.
 1. Violations of Controlled Substance Act/ Controlled Substances, use of Illegal/Dangerous Weapons, and Felonies.
 - a. Any student who, through standards of fairness as established by the RFHS Activities Department, is found to be in violation of these provisions of the Code shall be withheld from at least fifty (50) percent of the maximum number of contests allowed by WIAA or the actual number scheduled by the school for that sport.
 2. Violations - Any student subject to this code shall not:

- a. Possess, use, or consume cigarettes, cigars, or chewing tobacco.
- b. Violate any of the Wisconsin Criminal Statutes as listed by chapter dealing with but not limited to:

| | |
|----------------------------------|------------------------------|
| alcoholic beverages | crimes against life and body |
| crimes against health and safety | crimes against property |
| sexual morality | gambling |
| crimes against government | disorderly conduct |
| crimes against animals | harassment/bullying |
- c. Violate Wisconsin traffic Statutes dealing with
 - i. Operating under influence of intoxicant/other drug
 - ii. Absolute sobriety
 - iii. Minor transport
 - iv. Open intoxicant by driver/occupant
- d. Use look-alikes, including but not limited to, “vaping”, smoking of electronic apparatus, or other substitute forms of cigarettes; containers that may or may not contain alcohol, etc.
- e. Violate any municipal/county ordinance or laws of other jurisdictions in conformity with the previous listed statutes. It is not necessary for a student to have received a ticket to be considered in violation. Consequences for a violation of the above are listed below.

3. Consequences - Athletics

- a. First Infraction – Any student who, through standards of fairness as established by the RFHS Activities Department, is found in violation of rule Section V, A, 2, will be subject to the following regulations.
 - i. Will be withheld from interscholastic competition for 20 percent of the total scheduled contests for the sport in which he/she is participating. When using the percentage, any fraction will be rounded up to the next whole number. Any unserved portion of a consequence and/or violation, which occurs during the offseason, will be carried over to the next sport in which the athlete participates. This will be whatever the percentage is remaining from the first part. For example, if a student were to miss 20% of the football season (2 games) but there was only one game left, they would have served half their penalty (10%). Therefore, they would miss 10% of the next sport they participated in.
 - ii. Unless otherwise stated, the student must continue to practice in order to maintain team eligibility. Missed practices may subject the participant to further suspension.
 - iii. Counseling concerning the problems inherent in the infraction will be provided to the student found in violation of the rule. This counseling may be delegated to the coach, AD, guidance counselor, school nurse, building principal, or any person the AD feels is the best qualified to counsel the student on the particular matter.
 - iv. Any student subject to this Code shall not knowingly enter a vehicle that is transporting alcoholic beverages and/or controlled substances unless he/she is under the direct supervision of his/her parents or legal guardians. Attendance at parties/events where drugs, controlled substances, and/or alcohol are being consumed/taken by minors is prohibited. Attendance at family gatherings, sponsored by parents, where use of alcohol is occurring, is not considered a violation. These include such logical events as family weddings, graduation parties, or similar occasions. This does not, however, allow use of alcohol or drugs by any student under this Code.

1) Students who, through standards of fairness as established by 279

the RFHS Activities Department, are found to be in violation of this section of the Code shall be ineligible for one (1) interscholastic competition. If consumption or use of alcohol/controlled substances by the student athlete is determined to have occurred, the consequence will be as written under section V,A,3.

b. Second Infraction

- i. Students in violation will be ineligible from athletic competition for 50 percent of the total number of scheduled contests in which he/she is participating.

For Alcohol or Other Drug related infractions, the student athlete must undergo, at his/her expense, an AODA assessment performed by a community-based health organization/AODA treatment agency, along with any recommendations for a treatment or education program, which is prescribed by the assessors in an effort to confront the behaviors of use and abuse. The student athlete will provide the activities director written certification of compliance with recommendations prior to any reinstatement of participation. Students must make arrangements for assessment within 10 days of written notice of infraction.

Any unserved portion of a consequence and/or violation, which occurs during the offseason, will be carried over to the next sport in which the athlete participates

For non-alcohol or drug related offenses, completion of 20 hours of community service as determined by the AD and advisor will be required before participation in activity can resume. Students must make arrangements for community service within 10 days of written notice of infraction.

Those students that do not complete required AODA assessment or community service by a pre-arranged designated date, will be ineligible for competition for a 12 month period.

c. Third Infraction

- i. Students in violation will be ineligible from athletic competition for a 12 month period from the start date of the suspension.

For Alcohol or Other Drug related infractions, the student athlete must undergo, at his/her expense, an AODA assessment performed by a community-based health organization/AODA treatment agency, along with any recommendations for a treatment or education program, which is prescribed by the assessors in an effort to confront the behaviors of use and abuse. The student athlete will provide the activities director written certification of compliance with recommendations prior to any reinstatement of participation. Students must make arrangements for assessment within 10 days of written notice of infraction.

For non-alcohol or drug related offenses, completion of 40 hours of community service, as determined by the AD and advisor will be required before participation in activity can resume. Students must make arrangements for community service within 10 days of written notice of infraction.

Those students who do not complete required AODA assessment or community service by a pre-arranged designated date, will be ineligible for competition for the duration of their high school career.

- d. Students who participate in a school approved student assistance program and have no violations for at least one calendar year may have their levels of violation or record reduced by one after the period of ineligibility. This may be used only once in a student's high school career.
- e. Students may not go out for a sport for the first time to exhaust any consequences of ineligibility without prior approval of the head coach of the sport and the AD. Students allowed to go out for a sport for the first time under these circumstances will be required to successfully complete the season or the consequence extends to the next season.
- f. A student who knowingly falsified information regarding eligibility status or violations of the Activities Code shall be subject to a period of ineligibility from all sports and/or co-curricular participation for a 12 month period from the date of investigation.

4. Consequences – Co-Curriculars

a. First violation

- i. Group 1 – Many of these groups are covered by local and state associations. Their rules stand as a minimum base for enforcement. River Falls' rules may be stricter than those rules.
 - 1) Suspension for the next performance of the groups with the absence treated as unexcused *
 - 2) Completion of 20 hours of community service as determined by the AD and advisor.
- ii. Group 2
 - 1) A suspension of nine calendar weeks including suspension from one (1) group performance. This penalty may be reduced to suspension from one (1) performance if the student successfully participates in a school approved drug/alcohol awareness program.

*Special note – some activities have a limited number of contests or performances, or the role of the student in the activity may be unique, and a suspension from that activity may be impractical for the students involved in the activity. In those situations, the advisor and AD will design sanctions appropriate. These may include 20 hours of community service, suspension from the next activity of a similar category involved, etc...

b. Second violation

- i. Group 1
 - 1) Students will meet with the advisor, AD and principal to determine continuation in the activity. The student will be suspended from the activity for at least two (2) performances.
 - 2) A maximum of 40 hours of community service is to be completed as directed by the advisor and AD.
 - 3) The student may be declared ineligible for the next season or term of the activity.
- ii. Group 2
 - 1) Students will be declared ineligible for a minimum of nine weeks and a maximum of eighteen weeks.
 - 2) The student may be declared ineligible for the next season or term of the activity.

c. Third Violation

- i. Group 1 and Group 2
 - 1) The maximum penalty will be a suspension from all club meetings, activities, and performances for up to one (1) calendar year from the date

of the latest violation. Group 1 students may be allowed to continue the classroom portion of the activity only with the recommendation of the building principal, AD, advisor and counselor; however the suspension from performances will not be reduced. An alternative activity for grading purposes may be assigned by the activity advisor.

5. Students who are adjudged to have admitted to having a chemical dependency problem will be required to show cause why they should be allowed to continue participation in the activities program. They will be required to:
 - a. Meet with the AD and/or AODA staff person of the high school or, if unavailable, and at the expense the student, a counselor of a community based AODA program to establish a plan to evaluate the extent of the chemical problem and the type of program necessary. During this time the student athlete will be ineligible and therefore, not participate in athletics. (Parents or guardians will be required to attend this meeting). Should the student athlete be assigned evaluation or treatment by court or legal order, this step will be bypassed and they obviously will proceed to step B below.
 - b. Follow through with an evaluation plan and any treatment program which is recommended by a chemical dependency counselor.
 - c. Upon completion of evaluation and/or treatment, request a meeting with the Activities Committee (AD, two members of the high school teaching staff, two head coaches or advisors) to determine final disposition regarding athletic eligibility. A report from the evaluation or treatment agency will be made available to the committee. The minimum consequence will not be less than a first infraction consequence. Time missed while in treatment or evaluation may count toward consequence.
6. Other Situations Not Covered Above.

VII. ACADEMICS

- A. Scholastic achievement should be the prime concern of the student; therefore, students participating in activities must maintain a passing grade in all of their subjects. Subjects are all classes for credit in which the student is enrolled during a marking period. Each term's grades will be the basis for the following terms eligibility. Eligibility for fall activities shall depend upon grades earned in the previous spring marking period.
 1. Athletics - If the student fails to meet this academic standard, they will be subject to the following consequences. Ineligibility due to failure will start as soon as the AD or coach is made aware of the failure.
 - a. Failure in one (1) subject during a marking period
 - i. Ineligible for 10% of the interscholastic contests (minimum 1). After the consequence is served a student must be passing all classes, or demonstrating progress to passing the failed classes, or ineligibility continues. Checks will be made weekly. If at any time in the following term, the student is found to be failing a class, they will be again declared ineligible until they are passing all classes.
 - ii. Failure in two (2) subjects during a marking period – ineligible to practice or participate for a minimum of 15 school days and nights plus no less than 20% of the interscholastic contests for that sport. A student must be passing all classes, or demonstrating progress to passing the failed classes, or ineligibility continues. Checks will be made weekly.
 - iii. When a student has accumulated three semester failures or is one full credit short of what is required for his class determination, they will be ineligible immediately and meet with the AD to show cause why they should be allowed to continue

participation in athletics and to develop a plan to make up credit deficiencies. The AD, in consultation with the principal and guidance counselor, will make recommendations which are felt to be in the best interest of the student's academic progress.

- iv. Because of the September 1st starting date for schools, all ineligible periods will commence with the first game played. The one change would be if there are two failures in the spring: instead of 15 school days, it will be 21 consecutive calendar days. If the time is consumed before school begins, the student will become eligible if they have served the required number of contests. Checks will continue to be made weekly.
2. Incompletes will be treated the same as failures until they are completed. Students have two weeks to change an incomplete to a grade.
3. Group 2 - Co-Curriculars
 - a. Students may not have more than one failure per term. A student not meeting this requirement shall be ineligible for a period of not less than 7 consecutively scheduled school days and the next performance.
4. Students with one failure are still expected to be at practices. If additional time is needed for their studies, arrangements should be made with the coach/advisor.
5. Consequences for this portion of the code are independent of other consequences – any suspension would be added to existing suspension.
6. Students may make up interscholastic ineligibility for the fall term by successfully completing district-approved summer school (providing credit is given toward graduation).

VIII. REPORTING PROCEDURE AND ACTIVITIES COMMITTEE

- A. Information contained in police/court statements, citations, or reports may be used in the investigation of Activity Code violations only per state statutes.
- B. Activities Committee should consist of the AD, two coaches/advisors, and two staff members.
 1. Each member will have one vote
 2. AD will appoint each member. As much as possible, the members of the committee will remain consistently intact for a given case.
 3. If the coach/advisor of the student in question is on the committee, they will be replaced.
 4. AD or principal may substitute appropriate non-coach members if teaching staff are unable to serve.

IX. PROCEDURES FOR ADMINISTERING THE ACTIVITIES CODE

- A. Violation of the Code is made known to the AD.
- B. AD meets with the student to present charges.
 1. If the accused admits to the violation or infraction, the AD states to them the prescribed action according to the code Violation. The Student serves their consequence and returns to competition.

X. ACTIVITIES DEPARTMENT STANDARDS OF FAIRNESS

- A. Students accused of violating the rules and regulations of the Activities Code will be subject to standards of fairness as established by the Activities Department in the administration of the Code:
 1. Students will be informed of the charges being brought against him/her.
 2. Students may contest the charge.
 3. AD (or designee) will investigate/collect evidence and determine whether a violation has occurred. If a violation is determined to have occurred, the prescribed consequence will be imposed.
- B. A determination of a violation may not be appealed. However, any student wishing **for a review of to be heard regarding** a prescribed consequence must adhere to the following standards:
 1. After a ruling of ineligibility resulting in suspension has been made, a student and/or their

- parents may formally submit a request ~~for a review to be heard~~ regarding the decision. A written request to the AD must be received during normal business hours within five (5) school days from the first day such ineligibility shall take effect. ~~The request may only apply to the technical requirement of the Code or the consequence associated with the violation.~~ A student who requests ~~a review to be heard~~ regarding a consequence shall be ineligible during the ~~“request to review be heard”~~ process for up to the extent of the consequence.
2. The AD, within three school days of receipt of such written request ~~for review to be heard~~, shall formalize the ineligibility decision in writing and send a letter by registered mail to the parents outlining the specific details relating to: (a) violation or infraction: (b) date of violation of infraction: (c) period of suspension: and (d) any other pertinent information.
 3. After a request ~~for review to be heard~~ has been received and the school's formal reply mailed to the parents, a date for a meeting will be established by the AD or principal, such date to be no later than seven (7) school days after receipt of the written request of the student and their parents. The opportunity ~~for a review to be heard~~ will be scheduled during normal school business hours. Present at the meeting, in addition to the Activities Committee of the school, shall be the student, and, if a rule relating to a specific sport is involved, the head coach/advisor of that activity. The parents/guardians may also be present.
 - a. The student will be provided with an opportunity to ~~speak, testify~~ and present other evidence on his/her behalf at the ~~meeting hearing~~.
 - b. Proceedings of the ~~review~~ meeting, including the decision, will be put in writing, and a copy of these proceedings will be mailed to the student and their parents.

*Note; Provisions as outlined in number 3 above, including items (a) and (b), will be applicable relating to any subsequent request ~~for review to be heard~~. However, the Activities Committee will only participate in the first level of the ~~“request for review to be heard”~~ process.
 4. If at this point the student and their parents are not satisfied with the findings of their opportunity ~~for a review to be heard regarding the decision~~, a second opportunity ~~for review to be heard~~ may be requested. This meeting will be with the principal.
 - a. The request for the second opportunity ~~for review to be heard~~ must be in writing to the AD or principal within five (5) school days of the mailing of the outcome of the meeting. A student who is found, under standards of fairness established by the Activities Department, to be ineligible shall remain ineligible up to the extent of the consequences during any ~~review period request to be heard~~. (Excluding Title IX investigations)
 5. The student and/or their parents, if they are not satisfied with the ruling of a particular ~~review hearing~~ at one level, may request ~~a review to be heard~~ at the next highest level. The next level of opportunity ~~for review to be heard~~ after the principal will be with the superintendent or his/her designee. The final level of opportunity ~~for review to be heard~~, after the superintendent, will be the Board of Education. Requests ~~for review to be heard~~ must always be in writing to the AD or principal within five (5) school days of mailing of the outcome of the last such meeting.
 - a. The procedures for requesting opportunities ~~for review to be heard~~, timelines, and sequence of levels specified above must be followed or the request will be automatically denied. In all cases and at all levels, the student who requests ~~a review to be heard~~ regarding a consequence shall be ineligible during the ~~“request to be heard”~~ ~~review~~ process for up to the extent of the consequence.
 6. The provisions as outlined above shall be the sole and exclusive remedy for opportunities ~~for a review to be heard~~ regarding the rulings.

XI. MISCELLANEOUS

A. LOCKER ROOM PRIVACY

Board Policy 731.1

The District shall take the following reasonable measures to protect the privacy of individuals using school locker rooms:

- Under no circumstances can a person use a camera, video recorder, cell phone or other recording device to capture, record or transfer a representation of a No person shall be recorded in locker rooms (whether clothed, in uniform, partially clothed, or unclothed). No student has authority to have themselves recorded.
- No media is allowed access to locker rooms before, during or after any school athletic event or practice. Coaches and student athletes may be available for interviews directly outside the locker rooms, consistent with District policy and school rules.
- Other persons can enter into the locker room to interview or seek information from an individual in the locker room at other times only as authorized by the building principal or designated locker room supervisor. If authorization is given, the person shall leave the locker room after the interview is done or the information is received.

Anyone who violates this policy shall be subject to school disciplinary action and/or penalties under state law. Additionally, all violations will be reported to law enforcement.

The building principal or designated locker room supervisor, as applicable, shall be responsible for enforcing this policy.

B. Travel

1. The school district furnishes transportation to and from all away events and contests in a school vehicle accompanied by a coach/advisor. Any other mode of transportation to contests is forbidden. However, there are occasions when return trips with parents/guardians may be acceptable. If this is desired, parents/guardians must make the request in writing to the activities office a minimum of one day prior to the start of the contest. The school principal, AD, or coach/advisor must grant this permission. In all cases, parents/guardians will have to be the party with whom the student is riding home. The parent/guardian giving the ride will present themselves to the coach/advisor in order to sign out their student following the contest. Failure to comply will result in travel restriction and future contest disqualification.

C. EQUIPMENT CARE AND RETURN

1. Students shall be responsible for the care, maintenance and return of all equipment they are issued. The student to whom it was issued must pay for any equipment lost or willfully abused.
2. If at any time a person has on or in their possession school-owned equipment, it may be confiscated regardless of how it was obtained. Use of this equipment is restricted to practice and school competition.
3. School-issued equipment is not to be used for physical education or personal wear. Continued misuse of equipment in this manner will be cause for turning it in and the student furnishing his or her own.
4. Students are responsible for reasonably securing equipment issued to them to prevent loss. A student who believes or knows equipment issued to them may have been stolen must report the theft to either the coach/advisor or AD within 48 hours or they shall continue to be responsible for the cost of the equipment. Reporting items as stolen does not exempt a

student from the responsibility of paying for the item

D. AWARDS

1. River Falls High School's award system is designed to recognize meritorious service and performance in the activities program. Recipients of awards must understand that this recognition is given in trust and may be reclaimed by the school any time before graduation for failure to abide by the rules established in the Activities Code.
2. Awards are given on the basis of: (1) performance; (2) participation/attendance; and (3) cooperation. At the close of each season, the coach/advisor makes their recommendation for awards they feel should be granted. The AD must approve these recommendations.

E. ATHLETIC INJURIES AND CARE

1. All athletes will be required to take a physical examination yearly, or have on file a valid WIAA alternate year physical card. They must be enrolled in some form of insurance program offered by the school, or have a waiver of insurance signed by parent or guardian indicating their desire not to participate in the school offered program. If the waiver is chosen, proof of health insurance must be supplied.
2. In the event a student is injured, the coach may fill out an injury report form and file it with the AD the next day. This form may provide a source of information necessary for insurance purposes. If an athletic trainer is on site at the time of injury, documentation/communication may be completed by the trainer instead of the coach.
3. To assure that sufficient recovery or healing has occurred and the athlete is physically able to return to athletic competition, they must have a certificate signed by the doctor stating and indicating the date of return. This is a WIAA rule and obviously designed to provide some assurance to the parent, coach, and school that the athlete has recovered from the injury. The certificate is to be given to the coach and the coach is required to pass it to the AD and/or trainer who will keep it on file.
4. All student athletes who have been diagnosed with a concussion must follow the District's return to action protocol that has been put into place.
5. Parents, if not present at the athletic contest, will be notified by the coach or AD, as soon as ~~feasibly~~ possible, in the event their son/daughter is injured or hospitalized.

F. SEPARATION OF SEASON.

1. Students may not be involved in more than one interscholastic sport during any one sports season. The philosophy of this district is that students commit themselves to one sport covered by this code per season in order to eliminate conflicts regarding practice time and interscholastic competition. This is done in order to eliminate the possibility of becoming over-scheduled to the point that it would adversely affect them academically, as well as physically.
2. Students are allowed to only serve as an officer on a maximum of two co-curricular activities at a time. Again, this is to ensure that the student is not spread too thin. They may be in more than two activities, but may not be an officer in more than two.

G. AGE OF MAJORITY DISCLAIMER

1. River Falls High School is aware that a percentage of the students will have reached the age of majority. There is no attempt to deny these students their constitutional rights. However, in order to maintain consistency in our activity programs, we shall enforce the rules and regulations of the Code for all students regardless of age.

H. CONTACT INFORMATION

| | | | |
|----------------------|-----------------|--|------------------------|
| Activities Director | David Crail | david.crail@rfsd.k12.wi.us | 715-425-1830 ext. 3709 |
| Activities Secretary | Sue Halling | susan.halling@rfsd.k12.wi.us | 715-425-1830 ext. 3710 |
| Activities Assistant | Joanne Lindaman | joanne.lindaman@rfsd.k12.wi.us | 715-425-1830 ext. 3711 |



I. PAPERWORK NEEDED BEFORE ONE MAY PARTICIPATE

*All of these forms are on the online registration page that must be filled out to participate.

1. **Activities Code** – Students and parents must read and then sign that they have read this document. Doing so once will cover the students for all Activities during their four year high school career. If there are changes during their career, documentation will be given to the students and parents to read and sign that they received it.
2. **Activity Fees** – Fees are as follows. They must be paid before a student is allowed to participate. A waiver is available to those students who qualify for free and reduced lunch or have unusual circumstances. This waiver is granted by the Activities Office.
 - \$85 High School Athletics
 - \$85 High School Marching Band
 - \$60 Jazz Band, Drama, Costume Carolers, Forensics, Mock Trial

 - \$170 Maximum Individual Fee
 - \$300 Maximum Family Fee (Includes any fees for Middle School students)
3. **WIAA Information (Athletics only)** – Read and sign the WIAA informational page that they require all athletes and parents to read.
4. **Impact Concussion Test Completed (Athletics only)** – All Freshmen and Juniors, and anyone going out for a sport for the first time, must have a concussion test taken at the school. They are free of charge. Students sign up in the spring or summer.
5. **Wisconsin State Law on Concussion Education (Athletics only)** - In the spring of 2012, the Wisconsin legislature passed a law that required all athletic teams to provide education on concussions to students and parents. They must then sign off that they have received this information.
6. **Physical card/Alternate year card (Athletics only)** – Students must take a physical every two years. On the other years, an alternate year card is available

J. PUBLIC NOTIFICATION OF STUDENT NONDISCRIMINATION POLICY

SCHOOL DISTRICT OF RIVER FALLS
PUBLIC NOTIFICATION OF EQUAL EDUCATIONAL OPPORTUNITIES/STUDENT
NONDISCRIMINATION POLICY

The School District of River Falls is committed and dedicated to the task of providing the best education possible for every child in the District for as long as the student can benefit from attendance and the student’s conduct is compatible with the welfare of the entire student body.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational and other programs or activities shall not be

abridged or impaired because 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.

All district career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the high school's website or by contacting any school's counseling office.

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

The District shall provide appropriate educational services and/or programs for students who have been identified as having a disability and shall make school facilities reasonably accessible to such students as required by law. The District shall ensure that students with disabilities are not excluded from academic, career and technical education programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available. Reasonable accommodations shall be made for students with disabilities in accordance with legal requirements.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements.

Requests for accommodations shall be made in writing and reviewed for approval by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Students, parents/guardians, and teachers shall receive written notification of this policy and the procedures for requesting an accommodation. Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures.



The Superintendent or designee (located at 852 E. Division St., River Falls, WI, 54022, telephone 715-425-1800) is designated to receive grievances regarding discrimination according to the established procedures.

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

LEGAL REFERENCE: Wisconsin Statutes Sections 118.13; Wisconsin Administrative Code PI 9, 41; Title IX; Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act; McKinney-Vento Homeless Education Assistance Act

SCHOOL DISTRICT OF RIVER FALLS
TITLE IX NOTICE.

As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations (“the federal Title IX regulations”), the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX’s requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to a District Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

Any questions regarding Title IX compliance may be directed to the District’s Title IX Coordinators.

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

Secondary Title IX Coordinator-Staff (i.e. when the complainant is an employee)
Nate Schurman, Director of Human Resources
852 E. Division Street
River Falls, WI 54022
715-425-1800
nate.schurman@rfsd.k12.wi.us

Title IX Coordinators are authorized by the Board to coordinate the District's efforts to comply with Title IX and this policy. The District's nondiscrimination policy and grievance procedures relate to sex discrimination are set forth under Policy 411.11. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination, please refer to Policy 411.11

Equal Education Opportunities and Pupil Nondiscrimination

~~The River Falls School District is committed to providing equal education opportunities for all students in the district. The right of the student to be admitted to school and to participate fully in curricular, extracurricular, student services, recreational, and other programs or activities, shall not be abridged or impaired because of a student's sex (including gender identity, gender expression and nonconformity to gender role stereotypes), color, race, age, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap.~~

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

~~The district shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Any child's parent or guardian, or the child if the parent or guardian is notified, may request the school board, in writing, to provide the child with program or curriculum modifications. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and release time from school to participate in religious activities. Opportunities to make up work missed due to religious holidays will be provided. Any accommodations granted under this policy shall be provided to students without prejudicial effect.~~

~~Complaints regarding the interpretation or application of this policy shall be referred to the Superintendent or designee and processed in accordance with established procedures.~~

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

~~Legal References: Sections 118.13 & 118.15 Wisconsin Statutes, PI 9 and PI 42 of the Wisconsin Administrative Code, Title IX Education Amendments of 1972, Title VI Civil Rights Act of 1964, Section 504~~

~~of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Individuals with Disabilities Education Act, Civil Rights Act of 1991.~~

~~In addition, this prohibits student discrimination under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability).~~

Parent/Student Participant/Coach Expectations

Parenting and coaching are extremely difficult **and different** vocations. By establishing an understanding of each other's expectations, we are better able to accept the actions of both parties and provide greater benefits to the student/athlete. When a child becomes involved in a co curricular activity, parents and coaches have a right to understand what EXPECTATIONS are going to be placed on the athlete and on each other. This begins with clear communication from the athlete, parent, coach, and athletic department.

Communications/Expectations Parents/Athletes Should Expect From The Coaches:

1. The expectations the coaches have for their children and all team members.
2. Location and times of all practices.
3. Team requirements, fees, special equipment, game dress, offseason opportunities.
4. The policy dealing with excused and unexcused absences. (What will the consequence be for missing a game/practice because of vacation?)
5. The River Falls and WIAA requirements for eligibility.
6. Team rules beyond the River Falls Activities Code.
7. The lettering requirements.
8. The Coaches act as a role model for good sportsmanship, use of appropriate language, promoting a healthy environment and safe teaching techniques.
9. Well-planned practices.

Communications/Expectations Coaches Should Expect From the Athlete and Parents:

1. Notify of any schedule conflicts that may occur, well in advance of the season. (including vacations, etc.)
2. Explain special concerns regarding coaching expectations. (Practice requirements)
3. Support for the Activities Code and all team rules.
4. Expect an athlete with a concern, to be encouraged by the parents to speak with the coach or coaching staff.
5. Support for all team members and the coaching staff.
6. Demonstrate positive support at games for their son/daughter, their teammates and the coaching staff.
7. Exhibit good sportsmanship and appropriate language by the athlete and parents at games and/or practices.

8. Encourage great work ethic at practices and in games.

Appropriate Concerns Athlete/Parent May Address with Coaching Staff:

1. The treatment of the athlete mentally and physically.
2. Ways to help the athlete improve his/her performance and skill level.
3. Concerns about the athletes' behavior in school/practices/games.

Areas That Are Not Appropriate For Parents to Discuss With Coaches:

1. An individual's playing time.
2. Team strategy.
3. Play selections.
4. The makeup of the team and the decision as to who plays on a particular team.
5. Other members of the team, other parents, and other coaches.

The Proper Method To Address a Concern:

Step One:

- a. The athlete speaks with the coach. (The coaching staff may be involved/present when this conference takes place.)

Step Two:

- a. The parent asks for a conference with the coach and the athlete. If the coach cannot be reached, the parent should contact the athletic director and he will arrange for the coach to contact the parent.

Step Three:

- a. If the conference between the parent/athlete and coach does not resolve the concern, there will be a meeting set up by the athletic director. The AD will moderate the conference.
- b. The conference will deal with the specific issues that the parent/athlete has. Both parties will be allowed to speak in an uninterrupted manner. This will be in a nonthreatening environment.

ACCEPTANCE OF THE CODE OF CONDUCT

Signing the Activities Code agreement is required of all students who want to participate in any activity offered by the River Falls. Signing the Activities Code Agreement is an acknowledgement that the student and their parent(s)/guardian(s) has read and understands the requirements specified in the document. Failure to sign the Agreement will immediately disqualify a student from participating in any co-curricular activity.

Revised July 2024

School District of River Falls
Finance and Facilities Committee Meeting Report

Monday, July 15, 2024 - at 7:00 PM or immediately following the 6:00 PM Educational Program meeting
District Office
852 E Division Street
River Falls, Wisconsin 54022

The School Board's Finance and Facilities Committee meeting was held on Monday, July 15, 2024 at District Office 852 E Division Street, River Falls, Wisconsin 54022. Chair Miller called the meeting to order at 6:41 pm. It was ascertained that notice of the meeting had been properly posted in the appointed locations, and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

Committee members Mike Miller (Chair) and Alison Page were present. Also present were Board members Lindsey Curtis, Stacy Johnson Myers, Monica LaVold and Alan Tuchtenhagen. Superintendent David Bell, Director of Finance and Facilities Lynette Coy, Director of Human Resources & Leadership Development Nate Schurman, and Co-Directors of Academic Services Amy Wise & MaryBeth Elliott were also present.

1. **CALL TO ORDER - 6:41 PM**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS - None**

4. **Internal Controls in the Finance Office**

The Director of Finance Lynette Coy provided information on internal controls in the Finance Office.

Action: None, informational only.

5. **2023-24 Budget Update**

The Director of Finance Lynette Coy provided an update on the 2023-24 Budget.

Action: None, informational only.

6. **2023-24 Fund Balance Designations**

The Director of Finance Lynette Coy presented the 2023-24 year end Fund Balance designations.

Action: Page motioned, seconded by Miller to approve the 2023-24 fiscal year-end fund balance designations with assigned funds in the amount of \$320,487.77 for a school bus and classroom furniture that was ordered before fiscal year end.

7. **Capital Improvement Fund 46 Transfer**

The Director of Finance Lynette Coy provided information on the Capital Improvement Fund 46 year-end transfer.

Action: Page motioned, seconded by Miller to approve the 2023-24 year-end Fund 46 transfer of \$600,000.

8. **July 1 Equalization Aid Estimate Update**

The Director of Finance Lynette Coy provided the July 1 Equalization Aid estimate for 2024-25.

Action: None, informational only.

9. **Referendum Projects Design & Planning Team Update**

The Administration provided an update on the design and planning of the referendum projects.

Action: None, informational only.

10. **PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE FINANCE & FACILITIES MEETING AGENDA(S)**

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

Action: None.

11. **SCHEDULE NEXT FINANCE & FACILITIES COMMITTEE MEETING**

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

Action: Set the meeting schedule as follows:

Finance and Facilities Committee meeting, Monday, August 12, 2024, 6:00 p.m.

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

12. ADJOURN

Mike Miller, Finance and Facilities Committee Chair



Memorandum

Date: July 15, 2024
To: Board of Education
From: Lynette Coy, Director of Finance & Facilities
Re: 2023-24 Fund Balance Designations

Fund balance is the difference between assets & liabilities and is reported as a snapshot of one day, June 30. A common misconception is that fund balance is a cash account and therefore corresponds to the district's bank balance. However, fund balance also includes accounts receivables and payables. Additionally, districts do not receive significant revenue until September, three months into the new fiscal year, therefore maintaining an appropriate balance is crucial for meeting financial obligations.

The Governmental Accounting Standards Board defines 5 fund balance classifications - Nonspendable, Restricted, Committed, Assigned & Unassigned..

Per the District's Fund Balance policy #662.3, fund balance resources will be reviewed annually to determine the allocation between the classifications, requires a majority vote to commit or assign fund balance, and states that the District will maintain an unassigned fund balance between 25-30%.

It is my recommendation that the District:

1. Set Committed Fund Balance to \$0
2. Set Assigned Fund Balance to \$320,487.77 for a school bus and classroom furniture that were budgeted for and ordered in the 2023-24 and were not received before fiscal year end..



| School District of River Falls | | | | | |
|--|-----------------|----------|--|--------------------------------|----------|
| Fund Balance Designations & Percentages | | | | | |
| | 2022-23 | | | 2023-24* | |
| Classification | Amount | % | | Amount | % |
| Nonspendable | \$0.00 | 0.00% | | \$0.00 | 0.00% |
| Restricted | \$499,959.70 | 1.16% | | \$496,633.40 | 1.13% |
| Committed | \$0.00 | 0.00% | | \$0.00 | 0.00% |
| Assigned | \$0.00 | 0.00% | | \$320,487.77 | 0.73% |
| Unassigned | \$13,742,485.46 | 31.78% | | \$13,454,552.00 | 30.67% |
| | | | | | |
| Total Fund Balance | \$14,242,445.16 | 32.94% | | \$14,271,673.17 | 32.53% |
| | | | | | |
| Expenditures | \$43,238,917.00 | | | \$43,869,858.00 | |
| | | | | | |
| | | | | *estimated as of 7.9.24 | |

These recommendations will ensure that the District maintains an adequate balance to meet cash flow requirements and remain within policy guidelines.

As indicated above, these are estimates until the end of July 2024.

School District of River Falls
Personnel Committee Meeting Report

Monday, July 15, 2024 - at 8:00 PM or immediately following the 7:00 PM Finance & Facilities meeting
District Office
852 E Division Street
River Falls, Wisconsin 54022

The School Board's Personnel Committee meeting was held on Monday, July 15, 2024, at the District Office, 852 E Division Street, River Falls, Wisconsin 54022. Chair Johnson Myers called the meeting to order at 7:43 PM. It was ascertained that notice of the meeting had been properly posted in the appointed locations, and sent to the Star-Observer, Pierce County Journal, WEVR Radio Station, and the Eau Claire Leader-Telegram.

PRESENT

Committee Members Stacy Johnson Myers (Chair), Alison Page, and Alan Tuchtenhagen were present. Board members Lindsey Curtis, Monica LaVold, and Mike Miller were present. Superintendent David Bell, Director of Human Resources and Leadership Development Nate Schurman, and Director of Finance and Facilities Lynette Coy were also present.

1. CALL TO ORDER - 7:43 PM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

A community member asked for clarification regarding the hiring of Co-Directors of Academic Services.

4. CERTIFIED STAFFING UPDATE

The committee discussed the recruitment, selection, and hiring timeline updates. The committee highlighted the hiring of Westside Principal, Rachel Mader. The committee discussed the hiring of Amy Wise and Mary Beth Elliott as Co-Directors of Academic Services. It was clarified that Amy and Mary Beth are sharing the position. The combined FTE remains at 1.0 FTE.

Action: None, informational only.

5. SAFETY AND CRISIS RESPONSE PROGRAM ASSISTANT JOB DESCRIPTION

The committee discussed revising the High School Safety Paraprofessional Job Description and renaming it the Safety and Crisis Response Program Assistant.

Action: Motion by Page, second by Tuchtenhagen to approve the Safety and Crisis Response Program Assistant Job Description. Approved unanimously.

6. ACADEMIC SERVICES, STUDENT SERVICES, AND FINANCE & FACILITIES PROGRAM ASSISTANT JOB DESCRIPTIONS

The committee discussed Academic Services, Student Services, and Finance & Facilities job description updates reflecting the new program assistant employment group.

Action: Motion by Page, second by Tuchtenhagen to approve the Director of Academic Services, Student Services, and Finance & Facilities Program Assistant job descriptions. Approved unanimously.

7. SPEED AND STRENGTH PROGRAM ASSISTANT JOB DESCRIPTION

In response to no longer contracting with ETS for speed and strength coordinator services, David Crail presented a job description for the Speed and Strength Program Assistant.

Action: Motion by Tuchtenhagen, second by Page to approve the Speed and Strength Program Assistant job description. Approved unanimously.

8. 2024-25 EMPLOYEE HANDBOOK UPDATES

The administrative team reviewed proposed updates to the Employee Handbook.

Action: Motion by Tuchtenhagen, second by Page to approve the 2024-25 Employee Handbook Revisions as presented. Approved unanimously.

9. PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE PERSONNEL MEETING AGENDA(S)

Committee members were given the opportunity to suggest items for future committee and/or School Board meeting agendas.

Action: No requests were made.

10. **SCHEDULE NEXT PERSONNEL COMMITTEE MEETING**

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

Action: The meeting was tentatively scheduled as follows:

Personnel Committee meeting Monday, August 12, 2024, 7:00 p.m. (or immediately following Finance & Facilities)

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

11. **ADJOURNED AT 8:22 PM**

Stacy Johnson Myers, Personnel Committee Chair

2024-25 RFSB EMPLOYEE HANDBOOK REVISION SUMMARY

7-15-24

I.10.6 SICK LEAVE

Sick Leave Accumulation

Sick leave will accumulate for full-time and part-time employees to a maximum of 144 days (prorated based on FTE). After the maximum accumulation of days, employees will be paid \$150 for each day (i.e. 8 hours) of accumulated, unused sick leave in excess of 144 days.

SUBSTITUTE EMPLOYEE HANDBOOK

School and Department Contact Information Update (p.2)

School Calendar Update (p.4)

Length of Day

TEACHER/PRINCIPAL (p.6)

Compensation

Other Support Staff Employee Rates

- Updates all rates to 2024-25
- Add Principal \$250 per day

A.1 SALARY AND STIPEND GUIDE

Add \$500 Teacher Mentor

A.2 SUPPORT STAFF SALARIES

Add School Board Meeting Administrative Assistant (\$100 per meeting)

Add Paraprofessional Mentor (\$250 per mentee)

School District of River Falls
Job Description
SAFETY AND CRISIS RESPONSE PROGRAM ASSISTANT

MINIMUM QUALIFICATIONS

1. **Have a** background in organizational safety and/or security.
2. **Be** proficient in the use of technology.
3. **Have** strong organizational, interpersonal, collaboration, and communication skills
4. **Be able** to work independently, take initiative, solve problems, and manage diverse personalities.
5. **Be able** to adhere to confidentiality in the workplace.

POSITION SUMMARY

The Safety and Response Program Assistant collaborates with RFHS Administration in monitoring and supervision of the school campus, as well as, supports district wide safety and security efforts through collaboration with the District Safety Coordinator. The position works 7.5 hours each day that school is in session, as well as 12 additional in-service or summer session days.

REPORTS TO

High School Principal and District Safety Coordinator

PERFORMANCE RESPONSIBILITIES

1. Model respectful and safe behavior for students and staff.
2. Collaborate with the River Falls High School Administration and School Resource Officer (SRO) in the supervision of River Falls High School (RFHS) while school is in session.
3. Patrol RFHS exits, hallways, and locker bays to control student activity.
4. Monitor student behavior before, during and after each RFHS lunch period.
5. Coordinate the dismissal of students during the RFHS lunch period.
6. Report disciplinary, safety, and other concerns to RFHS Administration.
7. Assist the District Safety Coordinator in the following areas:
 - a. Organizing and facilitating safety meetings.
 - b. Developing reports for the School Board and the Department of Justice.
 - c. Reviewing and updating the School District of River Falls Safety Plan.
 - d. Creating the annual safety management plan and emergency drill calendar.
 - e. Proposing updates for the School District of River Falls safety plan annually.
8. Attend regional and state-wide safety training and share relevant information with appropriate stakeholders.
9. Monitor building adherence to the safety management plan and compliance with the emergency drill calendar.
10. Conduct an annual safety audit with the Director of Building and Grounds and SROs.
11. **Collaborate** with building principals and SRO to organize annual intruder drills at the secondary level.
12. Seek school/district safety grant funding.
13. Update and disseminate annual ALICE and threat reporting presentation.
14. Validate building-level safety measures are in place during the school year.
15. Communicate observed safety concerns with building principals.
16. Act in a professional and ethical manner at all times and comply with school policies, procedures, and expectations.
17. Perform all other duties as assigned.

Approved: 7/22/24

School District of River Falls
Job Description
ACADEMIC SERVICES PROGRAM ASSISTANT

MINIMUM QUALIFICATIONS:

1. Be proficient in the use of technology.
2. Have strong organizational, interpersonal, and communication skills.
3. Demonstrate the ability to work independently, take initiative, and solve problems.
4. Hold a high school diploma, but a 2-year associate degree and/or post-secondary credits preferred.
5. Have experience working in an educational setting.

POSITION SUMMARY:

Provide administrative support to the Director of Academic Services, academic services staff, and other administrators as requested.

REPORTS TO:

Director of Academic Services

PERFORMANCE RESPONSIBILITIES:

1. Provide organizational assistance and administrative support to the Director of Academic Services.
2. Maintain a professional office environment.
3. Communicate confidential information in an appropriate manner.
4. Prepare, proofread and/or edit materials as directed.
5. Use various software applications to prepare, format, and share data/reports to teachers and administrators.
6. Make arrangements for conferences and meetings for the Director of Academic Services and related staff.
7. Suggest means for improving office systems and procedures.
8. Provide backup telephone and reception support for the Central Office Secretary.
9. Provide backup support for other central office personnel as needed.
10. Assist in the development of new teacher in-service, districtwide in-service, and staff development workshops.
Tasks include, but are not limited to:
 - a. Organize materials and resources.
 - b. Arrange for facilities, accommodations, and rentals as needed.
 - c. Communicate schedules to administrators, teachers, support staff, and other stakeholders.
11. Update and maintain curriculum information on the Academic Services website.
12. Solicit sample materials from vendors in support of the curriculum review cycle.
13. Act as budget officer for the Academic Services Department. Tasks include, but are not limited to:
 - a. Manage the budget, claims, and reporting for the following grant programs.
 - i. Title I: Improving the Academic Achievement of the Disadvantaged
 - ii. Title II: Preparing, Training, and Recruiting Licensed Teachers, Principals, and Other School Leaders
 - iii. Title III: Language Instruction for English Learners and Immigrant Students
 - iv. Title IV: 21st Century Schools
 - v. Every Student Succeeds Act (ESSA)
 - vi. Carl Perkins (in conjunction with CESA 11)
 - b. Monitor the curriculum budget and communicate balance of accounts to the Director.
 - c. Coordinate payment for services provided by Cooperative Educational Service Agency 11 (CESA 11).
 - d. Process purchase orders for English Language Learning, Gifted-Talented, and River Falls eSchool.
 - e. Distribute and track the Extended Year Contracts (EYC) in collaboration with Human Resources.
14. Assist the Director in the completion of District Assessment Coordinator duties.
15. Complete and submit the WISEstaff Fall Staff Report Data Collection to the Department of Instruction (DPI).
16. Support the Director in the organization of summer school programming and staffing.
17. Maintain EL, GT, and eSchool records as directed by the Director.
18. Provide organizational assistance and administrative support to the IT Supervisor.
19. Act as budget officer for the IT Department. Tasks include, but are not limited to:
 - a. Process purchase orders.
 - b. Monitor the technology budget and communicate balance of accounts to the IT Supervisor.

School District of River Falls
Job Description
ACADEMIC SERVICES PROGRAM ASSISTANT

20. Assign teachers, students, and administrators to online learning resources such as textbooks and academic interventions.
21. Complete Technology inventory as directed by the IT Supervisor.
22. Perform all other duties as assigned by the Director of Academic Services.

Revised 7/22/24

School District of River Falls
Job Description
STUDENT SERVICES PROGRAM ASSISTANT

MINIMUM QUALIFICATIONS:

1. Hold a high school diploma.
2. Have office administrative and data analysis experience.
3. Be able to maintain confidentiality.
4. Be able to take initiative, work independently, and manage diverse personalities.
5. Be proficient in Microsoft Office and Google Suite.
6. Have strong communication and organizational skills to handle a wide variety of situations.
7. Be able to interpret procedures and policies.

POSITION SUMMARY:

Provide confidential administrative support to the Director of Student Services, special education staff, and other administrators as requested.

REPORTS TO:

Director of Student Services

PERFORMANCE RESPONSIBILITIES:

1. Provide administrative support for evaluations and individual education reports.
2. Organize, prepare, and distribute required special education paperwork and forms.
3. Coordinate student referral process.
4. Ensure students and families are communicated to in their home language.
5. Develop and maintain accurate files as needed to comply with state and federal reporting requirements.
6. Establish and maintain files to meet record keeping needs for the Student Services Department.
7. Maintain and monitor data regarding annual reviews and reevaluations of students with an IEP or 504 Plan.
8. Process special education/504 student transfers into and out of the district.
9. Maintain and monitor special education student eligibility for School Based Services (SBS).
10. Coordinate Medicaid Administrative Claiming (MAC).
11. Provide administrative support to the Birth to Three (B-3) program, Early Childhood (EC) program, and Health Office.
12. Train special education staff in use of Infinite Campus, state special education forms, policies, and procedures
13. Compile staff yearly schedules to distribute to the Director.
14. Coordinate Extended School Year (ESY) documentation.
15. License students in the Special Ed curriculum programs.
16. Compile and send progress reports each quarter/trimester for all special education students.
17. Dictate and/or record Title IX and IEP/Evaluation meetings as determined by the Director of Student Services.
18. Update the Annual Notices in both English and Spanish.
19. Coordinate with bus garage staff to meet transportation needs of special education and homeless students.
20. Manage student services/health office budget and inventory.
21. Assist in the coordination of preschool screenings.
22. Coordinate state testing for special education students.
23. Establish strong working relationships, coordinate, and correspond with outside government and private agencies, private schools, staff, and parents/guardians.
24. Fill in for central office personnel as needed.
25. Perform all other duties as assigned

Revised on 7/22/24

School District of River Falls
Job Description
FINANCE & FACILITIES PROGRAM ASSISTANT

MINIMUM QUALIFICATIONS:

1. Hold a high school diploma.
2. Have knowledge and experience working with computer software, including Microsoft Excel, Word, Sheets, and finance software.
3. Demonstrate high attention to detail.
4. Be flexible and able to prioritize functions on a need basis.
5. Maintain confidentiality.
6. Able to establish and maintain effective working relationships with all school district employees and the general public.
7. Have excellent telephone skills.
8. Be pleasant and cordial demeanor and ability to work independently.
9. Demonstrate clear, effective written and verbal communication skills.
10. Have experience in office procedures, money handling, and other secretarial duties.

POSITION SUMMARY:

The nature of the work requires someone who can provide superior clerical and organizational skills, maintain a good working relationship with all school district employees, and promote good relations with department members.

Support administrative operation by performing various duties in support of the Director of Finance & Facilities relevant to the operation of the Business Office. Perform routine duties independently, setting priorities and scheduling work. Complete and maintain financial reports, submit State & Federal reports, provide budget assistance and cross training within the finance and transportation departments.

REPORTS TO:

Director of Finance & Facilities

PERFORMANCE RESPONSIBILITIES:

1. Assist Director in preparing budget and compensation budget costing.
2. Prepare and process weekly cash receipts, make necessary corrections and verify protocols.
3. Train building staff in proper cash handling procedures and account coding in accordance with WUFAR.
4. Complete Quarterly and Annual Medicaid financial reports.
5. Ensure capital asset and inventory lists are updated annually.
6. Document and track tax levy payments.
7. Maintain and monitor Student Activity account balances.
8. Lead pupil count process with building secretaries.
9. Submit and update September and January Pupil counts to DPI.
10. Assist Director with grant processing, maintaining budgets and submitting claims.
11. Cross train as backup in Accounts Payable and perform duties as needed during absences.
12. Assist Transportation Center with budget, expense tracking, entering PO's and entering invoices.
13. Process monthly bus/suburban trip billing and invoices for contracted transportation.
14. Assist with driver timesheets, ensuring reconciliation with schedules, time off and rates of pay.
15. Support Transportation center's clerical duties as needed.
16. Conduct verification processes for food service programs, including breakfast, lunch, snack and Free/Reduced applications.
17. Assist with preparing for the annual financial audit as needed.
18. Process unclaimed funds to the State.
19. Perform other duties as assigned by the Director of Finance & Facilities.

Approved: 7/22/24

School District of River Falls
Job Description
SPEED AND STRENGTH PROGRAM ASSISTANT

MINIMUM QUALIFICATIONS:

1. Hold a high school diploma, or equivalent
2. Have Coach Authorization, NFHS, or other certification
3. Possess a working knowledge of all aspects of the activity or sport
4. Demonstrate an ability to work collaboratively with outside district partners, sport coaches, and athletes.
5. Have effective communication, both verbally and in writing.

POSITION SUMMARY:

The Speed and Strength Program Assistant is responsible for leading and overseeing all aspects of the District's speed and strength program. This role involves working with District partners in program design and implementation and collaborating with Activities Director and athletic program head coaches to ensure athletes achieve optimal performance and reduce injury risk. Contracted Hours: 1222 Hours include training when school is in session as well as summer training.

REPORTS TO:

Activities Director

PERFORMANCE RESPONSIBILITIES:

1. Collaborate with District partners to develop and implement comprehensive speed and strength programs tailored to the specific needs of the athletes and district's athletic programs.
2. Collaborate with District partners to design training that improves upon the athletic performance of the District's athletes in the areas of speed, strength, power, agility and endurance.
3. Collect and analyze data to track athlete progress and program effectiveness.
4. Continuously evaluate and adjust programming based on athlete progress and data.
5. Assist in the monitoring of the weight room.
6. Work closely with head coaches and athletic trainers to develop an approach to athlete development and injury prevention, and assist in the rehabilitation of athletes as needed.
7. Communicate effectively with athletes to answer questions related to training programs.
8. Collaborate with District partners to promote proper nutrition for district athletes.
9. Oversee the maintenance and safety of the speed and strength facilities and equipment.
10. Know how to operate all speed and strength training equipment as well as the automated external defibrillator (AED) and other basic first aid equipment.
11. Maintain a clean and organized environment.
12. Ensure the proper use of equipment by athletes and staff.
13. Prepare reports for Activities Director, coaches, and other stakeholders.
14. Stay informed of regulations and safety protocols.

Approved 7/22/24

2024 Title IX Amendments Update



July 22, 2024

Discrimination is prohibited



- Policy 411/511 Equal Opportunities-Prohibits all forms of discrimination, including sex discrimination
 - *No recommended changes to this policy at this time.* ([LINK](#)).
- What happens if there is a report, complaint, or other notice of discrimination in the district?
 - If the complaint **is not** related to sex discrimination→
 - Policy 411-Rule 1 Student Discrimination Complaint Procedures ([LINK](#)) guides the district method to resolving the complaint. *No recommended changes to this policy at this time.*
 - If the complaint **is** related to sex discrimination, including sexual harassment →
 - The Title IX Coordinator is responsible for determining if the complaint should be investigated through Title IX Complaint Procedures or, other applicable District procedures.
 - Policy 411.11 Title IX Sex Nondiscrimination guides the Title IX Coordinator in making this determination. **This policy requires updates due to newly approved amendments to Title IX.**
 - If yes, Policy 411.11-Rule Title IX Sex Nondiscrimination Complaint Procedures guide the district's methods to resolving the complaint. **This policy requires updates due to newly approved amendments to Title IX.**
 - If no, other procedures guide the the district in resolving the complaint.

Title IX : Background



- Title IX prohibits sex discrimination in education programs/activities that receive Federal funding.
- Final 2024 amendments were published in late April of 2024. Guidance and model policies are still being created.
- 2024 amendments require recipients to adopt and publish grievance procedures for the prompt and equitable resolution of complaints of sex-based harassment.
- Recipients must satisfy all Title IX regulatory requirements, including 2024 amendments, by August of 2024.
- In 2020, the district responded to new Title IX Regulations by creating new Title IX Sexual Harassment Policies and Complaint Procedures; ensuring proper notice of Title IX Policies; and training for all employees, as well as, specialized trainings for employees serving in specialized roles.

Title IX: Related Items



- As of July 2, 2024, the Department of Education is currently enjoined by federal court orders from enforcing the 2024 Title IX regulations in the states of Alaska, Idaho, Indiana, Kansas, Kentucky, Louisiana, Mississippi, Montana, Ohio, Tennessee, Utah, Virginia, West Virginia, and Wyoming. The regulations and these resources therefore do not currently apply in those states.
- District legal counsel has recommended moving forward with the adoption of policies that align to the 2024 regulations because this injunction currently doesn't enjoin River Falls School District.

Title IX: Related Items



- The reason this injunction was sought was primarily based on the expanded definition of sex in Title IX as a result of the new regulations. The new 34 CFR §106.10 clarifies that sex discrimination includes discrimination based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.
- This definition and these obligations already exist in Wisconsin because of the [Whitaker v. Kenosha Unified School District case](#) and in our district because of Policy 411 Equal Educational Opportunities.

Title IX: Related Items



- The 2024 regulations do not include new rules governing eligibility criteria for athletic teams.
- The Department intends to issue a separate final rule.
- The District's policy is that all students will be able to participate in school-sponsored athletics in accordance with [WIAA policy, procedures, and guidelines](#).

Title IX: Notable Changes



- Scope of sex discrimination
 - Clarifies that sex discrimination includes discrimination based on “*Sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity*” (p.1 of Policy 411.11)
 - Update in alignment to current Policy 411.1 Equal Opportunities.

Title IX: Notable Changes



- Expands what is considered Title IX Sexual Harassment to include:
 - Quid pro quo harassment
 - Hostile environment
 - Specific offenses definitions were updated for sexual assault, dating violence, domestic violence, and stalking (p. 1-2 of Policy 411.11)
- Hostile environment
 - 2024: Unwelcome sex-based conduct that is **subjectively and** objectively offensive, and is so severe **or** pervasive that it **limits or** denies a person's ability to participate in, **or benefit from**, our educational programs or activities.
VS
 - 2020: Sex based conduct... that is severe, pervasive, and objectively offensive that **effectively** denies a persons equal access to our educational program activity

Title IX: Notable Changes



- Additional definitions added/clarified include:
 - Complainant/Complaint
 - Disciplinary Sanctions
 - Educational Program
 - Party
 - Relevant
 - Remedies
 - Retaliation
 - Supportive Measures (p. 2-5 of Policy 411.11)

Title IX: Notable Changes



- Pregnancy or related conditions
 - The District prohibits discrimination in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions. Pregnancy or related conditions means (1) pregnancy, childbirth, termination of pregnancy, or lactation; (2) medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or (3) recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.(p. 6 of Policy 411.11)

Title IX: Notable Changes



- Notice of Nondiscrimination added (p.1 411.11-Rule)
- Employee expectations clarified (p.1 411.11-Rule)
- Assignment of Title IX Coordinator
 - The district must assign a primary and secondary Title IX Coordinator (411.11 p.6 and 411.11-Rule p.2).
- Duties of the Title IX Coordinator Clarified (p.3-4 411.11-Rule)
- Expectations for handling a complaint (p.4-5)
- Simplification of language related to District Standards and Emergency Removal (p.5-6)

Title IX: Notable Changes



- Greater detail provided for Investigation, Decisionmaker, Dismissal, and Appeal (p.9-14)
 - No actual change in practices.
- Informal Resolution
 - Now permitted to be offered whenever a complaint is received. Before, only allowable if a “formal complaint” was made
 - Informal resolution must be voluntary
 - NOT permitted in cases in which sex-based harassment is alleged between an employee and a student.
- Greater detail provided for Consolidation, Confidentiality, and Supportive Measures (p.15-20)
 - No actual change in practices.

Title IX: Notable Changes



- Grievance Procedures
 - Flexibility related to playing more than one role during grievance procedures (Investigator, Decision Maker, Appeal Decision Maker)(411.11-Rule p. 1-2).

Title IX: Notice Requirements



- Section 106.8(c) of the 2024 amendments also requires each recipient to provide a notice of nondiscrimination to students; parents, guardians, or other authorized legal representatives of elementary school and secondary school students; employees; applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements.
- The 2024 amendments require each recipient to prominently include all elements of its notice of nondiscrimination on its website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to people entitled to notice, or which are otherwise used in connection with the recruitment of students or employees.

Title IX: Training Requirements



- Title IX training for employees is on-going and aligned to the employee's responsibilities.
- With support from the Wisconsin School Board Association the following trainings **will be** updated to reflect 2024 Title IX Regulations.
 - A Comprehensive Overview of the 2024 Title IX Regulations for School District Title IX Coordinators
 - Specialized Training for Investigators and Decision-Makers
 - Facilitating an Informal Resolution to a Formal Complaint of Sexual Harassment
 - What All School Employees Need to Know about Sexual Harassment under the 2024 Title IX Regulations
 - What All Supervisors, Principals, and other Administrators Need to Know about Sexual Harassment Under the 2024 Title IX Regulations
 - Harassment and Discrimination FAQs

Title IX: Additional Policy Updates



- Updates recommended align to our current understanding of Title IX regulations.
- The district relies on legal counsel to monitor compliance and will make further updates to Policy 411.11, 411.11-Rule, or any other policy as needed.



POLICY 411.11 TITLE IX SEX NONDISCRIMINATION HARASSMENT

GENERAL PROVISIONS

The School District of River Falls is committed to providing an environment that:

- treats all students and staff with dignity and respect
- provides students with a learning experience that is physically and emotionally safe
- promotes respect, tolerance, and acceptance of others

To accomplish this mission, all students and employees must be allowed to learn and work in an environment free from **sex discrimination Title IX sexual harassment**. **Sex discrimination Title IX sexual harassment** is prohibited on school property and at all school-sponsored programs and activities off school property. **In addition, this** policy prohibits students sexually harassing students, students sexually harassing staff, staff sexually harassing students and staff sexually harassing staff. Individuals who experience **sex discrimination, including sexual harassment Title IX sexual harassment** may process a complaint **as permitted by law and** pursuant to 411.11-Rule Sexual **Nondiscrimination** Complaint Procedures.

Sex-based Harassment.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. **Quid pro quo harassment.** An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
2. **Hostile environment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within the recipient's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in the recipient's education program or activity; or
3. **Specific offenses.**

- **Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;**
- **Dating violence meaning violence committed by a person:**
 - i. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and**
 - ii. Where the existence of such a relationship shall be determined based on a consideration of the following factors:**
 - 1. The length of the relationship;**
 - 2. The type of relationship; and**
 - 3. The frequency of interaction between the persons involved in the relationship;**
 - iii. Domestic violence meaning felony or misdemeanor crimes committed by a person who:**
 - 1. Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim;**
 - 2. Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;**
 - 3. Shares a child in common with the victim; or**
 - 4. Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or**
 - iv. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:**
 - 1. Fear for the person's safety or the safety of others; or**
 - 2. Suffer substantial emotional distress.**

~~Title IX sexual harassment means conduct on the basis of sex in any District education program or activity and in the United States that satisfies one or more of the following:~~

- ~~1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;~~
- ~~2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or~~
- ~~3. Any of the following, as defined under the Title IX regulations by reference to other federal statutes:~~
 - ~~a. Dating violence;~~
 - ~~b. Domestic violence;~~
 - ~~c. Sexual assault; or~~
 - ~~d. Stalking.~~

Board Policy 411.1: Harassment addresses the definition, reporting, notifications, and training requirements related to general forms of harassment. Students, parents/guardians, and employees are encouraged to review this policy. Individuals who experience harassment that

doesn't fit the definition of Title IX **sex based** harassment may process a complaint pursuant to Board Policy 411.1-Rule Harassment Complaint Procedures.

TITLE IX

Discrimination on the basis of sex is prohibited in the School District of River Falls. The District is required by Title IX of the Education Amendments of 1972 and 34 C.F.R. ch. 106 not to discriminate in this manner. Title IX's requirement not to discriminate in any education program extends to District students, certain admissions processes, and District employment. Inquiries regarding the application of federal Title IX regulations may be directed to the District's Title IX Coordinators (designated below), to the **Office for Civil Rights** at the U.S. Department of Education, or both.

DEFINITIONS

~~Actual Knowledge Actual knowledge means notice of Title IX sexual harassment or allegations of Title IX sexual harassment to the District's Title IX Coordinator or any District official who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary and secondary school other than the respondent (in circumstances where the respondent is a District employee).~~

Complainant

A complainant includes:

- **A student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or**
- **A person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in district's education program or activity**

~~Complainant means an individual who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.~~

Complaint An oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX or its regulations.

~~Consent Engaging in sexual activity knowingly, voluntarily, and with clear permission by word or action. Reasonable reciprocation can be considered implied consent. Consent will be interpreted in accordance with Wisconsin law.~~

Disciplinary Sanctions Consequences imposed on a respondent following a determination under Title IX that the respondent violated the recipient's prohibition on sex discrimination.

~~Dating Violence Dating violence, as defined in 34 U.S.C. §12291(a)(10), means violence on the basis of sex committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Complainant.~~

- ~~1. The existence of such a relationship shall be determined based on the reporting party's —statement and with consideration of the length of the relationship, the type of —relationship, and the frequency of interaction between the persons involved in the~~

—relationship:

2. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse:

3. Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence Domestic violence, as defined in 34 U.S.C. §12291(a)(8), includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Education Program or Activity Education program or activity means **all District operations, including activity that occurs on school grounds or other property owned or occupied by the District. It also includes events and circumstances that take place off school property / grounds but over which the District asserts disciplinary authority.**

locations, events or circumstances where the District exercises substantial control over both the respondent and the context in which the Title IX sexual harassment occurs. For purposes of Title IX, the sexual harassment must occur within the United States.

Formal Complaint Formal complaint means a document filed by an eligible complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment under Title IX.

Notice Notice as used in this policy includes, but is not limited to, a report of **Title IX sex discrimination Title IX sexual harassment** to the District's Title IX Coordinator.

Party a complainant or respondent.

Preponderance of the Evidence Standard The preponderance of the evidence standard means the evidence must show that the act of Title IX sexual harassment more likely than not did occur and more likely than not the respondent(s) committed the act.

Relevant Related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Remedies Measures provided, as appropriate, to a complainant or any other person the recipient identifies as having had their equal access to the recipient's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the recipient's education program or activity after a recipient determines that sex discrimination occurred.

Respondent A person who is alleged to have violated the recipient's prohibition on sex discrimination. Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.

Retaliation Intimidation, threats, coercion, or discrimination against any person by the

recipient, a student, or an employee or other person authorized by the recipient to provide aid, benefit, or service under the recipient's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations. Acts of retaliation include, but are not limited to, harassment escalation, unsatisfactory academic evaluation, threats, and differences in academic treatment, sarcasm or unwanted comments to or by peers.

~~Sexual Assault~~ Sexual assault, as defined in 20 U.S.C. §1092(f)(6)(A)(v), means an offense classified as a forcible or non forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation, including but not limited to rape, incest, sexual assault with an object, and fondling.

~~Stalking~~ Stalking, as defined in 34 U.S.C. §12291(a)(30), means engaging in a course of conduct on the basis of sex directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress. For the purposes of this definition:

1. Course of conduct means two or more acts including, but not limited to, acts in which the —stalker directly, indirectly, or through third parties by any action, method, device or —means, follows, monitors, observes, surveils, threatens, or communicates to or about a —person, or interferes with a person's property.
2. Reasonable person means a reasonable person under similar circumstances and with —similar identities to the victim.
3. Substantial emotional distress means significant mental suffering or anguish that may, —but does not necessarily, require medical or other professional treatment or counseling.

Supportive Measures Individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

1. Restore or preserve that party's access to the recipient's education program or activity, including measures that are designed to protect the safety of the parties or the recipient's educational environment; or
2. Provide support during the recipient's grievance procedures or during an informal resolution process.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment under Title IX or where no such formal complaint has been filed.

REPORTING A COMPLAINT

Individuals with the right to make sex discrimination complaint may process a complaint pursuant to 411.11-Rule Sex **Nondiscrimination** Complaint Procedures.

RETALIATION IS PROHIBITED

No district official, employee, or agent may retaliate against any individual for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, or because the individual has made a report or complaint, or participated in an investigation.

Complaints of alleged retaliation in violation of this provision may be filed according to the reporting and complaint procedures outlined in District Policy 411-Rule Student Discrimination Complaint Procedures.

PREGNANCY OR RELATED CONDITIONS

The District prohibits discrimination in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions.

Pregnancy or related conditions means (1) pregnancy, childbirth, termination of pregnancy, or lactation; (2) medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or (3) recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Students and Pregnancy

When a District employee is informed of a student's pregnancy or related conditions by the student or a person who has a legal right to act on behalf of the student, the employee shall promptly provide the student or the person who has the right to act on the student's behalf with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator may provide specific accommodations to prevent sex discrimination and ensure the student's equal access to the District's education program or activity, unless the employee reasonably believes the Title IX Coordinator has already been notified.

Once a student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions, the Title IX Coordinator shall inform the student and, if applicable, the person who notified the Title IX Coordinator of the District's obligations to:

- prohibit sex discrimination under this policy, including sex-based harassment;**
- provide the student with the option of reasonable modifications because of pregnancy or related conditions;**
- allow access, on a voluntary basis, to any separate and comparable portion of the District's education program or activity;**
- allow a voluntary leave of absence;**
- provide lactation space, which is a space other than a bathroom that is clean, shielded from view, and free from the intrusion of others, and may be used by a student for expressing breast milk or breastfeeding as needed; and**
- maintain grievance procedures that provide for the prompt and equitable resolution of complaints of sex discrimination, including sex-based harassment.**

Employees and Pregnancy

The District is also prohibited from discriminating against any employee on the basis of current, potential, or past pregnancy.

The District will provide reasonable break time for an employee to express breast milk or breast feed as needed. The District must ensure that an employee can access a lactation space, which must be a space other than a bathroom that is clear, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed.

JURISDICTION

This policy will apply to alleged conduct that takes place on property owned or controlled by the District, or at District-sponsored events, **and at other locations within the educational program or activity as set forth under Title IX.**

CONFLICT OF INTEREST

If the formal complaint identifies the District Title IX coordinator as a respondent, then a formal complaint may be filed directly with the Director of Academic Services, either in person, by mail, or using the following contact information.

Mary Beth Elliott

Co-Director of Academic Services
River Falls School District
852 E. Division Street
River Falls, WI
715-425-1800

TITLE IX COORDINATOR

Any questions regarding this policy or the District's Title IX requirement may be directed to the District's Title IX Coordinators.

Primary Title IX Coordinator-Student (i.e. when the complainant is a student)

Mark Inouye, Director of Student Services
852 E. Division Street
River Falls, WI 54022
715-425-1800

Secondary Title IX Coordinator-Staff (i.e. when the complainant is an employee)

Nate Schurman, Director of Human Resources
852 E. Division Street
River Falls, WI 54022
715-425-1800

NOTICE

Notice of this policy will be circulated to all schools and departments in the District on an annual basis and incorporated in employee and student handbooks.

Nothing in this policy shall preclude or restrict rights guaranteed by the U.S. Constitution or the Civil Rights Act of 1964.

Nothing in this policy shall preclude an individual from filing a criminal complaint with outside law enforcement agencies. Such agencies independently determine the extent to which any given complaint falls within their realm of authority.

LEGAL REFERENCE: Wisconsin Statutes Sections 111.32(13); 111.36; 118.13; 118.195; 118.20; Wisconsin Administrative Code PI 9;; Title IX; Education Amendments of 1972 as amended; Title VI; Civil

Rights Act of 1964 as amended; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act; Civil Rights Act of 1991; EEOC Guidelines (29 CFR-Part 1604.11)

CROSS REFERENCE: 411.1 Harassment; 411.1-Rule Harassment Complaint Procedures; 411.11-Rule Title IX Sexual Harassment Complaint Procedures; 447 Student Discipline; Current Employee Handbook

DATE OF ADOPTION: September 21, 2020

REVISED: 7/22/24 (First Reading)

DRAFT



POLICY 411.11-RULE TITLE IX SEX ~~NONDISCRIMINATION~~ HARASSMENT COMPLAINT PROCEDURES

The purpose of these procedures is to provide an orderly means of resolving disputes within the School District of River Falls or against the District for alleged **sex discrimination Title IX sexual harassment** and to facilitate the District's compliance with the requirements of the federal regulations issued under Title IX of the Education Amendments of 1972 ("Title IX").

Specifically, this rule establishes expectations and procedures for the prompt and equitable resolution of reports and complaints that allege **sex discrimination-unlawful sexual harassment**, as defined by the Title IX regulations, within the District's education program and activities or workplace.

Nothing in this rule diminishes the District's obligations to respond to Title IX sexual harassment or allegations of Title IX sexual harassment in a prompt manner that is not deliberately indifferent under all circumstances in which the federal regulations deem the District to have actual knowledge of such harassment. Retaliation against parties who file informal or formal complaints is prohibited.

A student, parent/guardian, an employee, or **other applicable individual** can report an allegation of **sex discrimination under Title IX, including** sex-based harassment to the District Title IX Coordinator.

NOTICE OF NONDISCRIMINATION / NONDISCRIMINATION POLICY

The School District of River Falls ("District") does not discriminate on the basis of sex and prohibits sex discrimination in any education programs or activity that it operates, as required by Title IX, including in admission (as applicable) and employment. Inquiries about Title IX may be referred to the District's Title IX Coordinator, the United States Department of Education's Office for Civil Rights, or both. The individuals below are designated as the "Title IX Coordinator" and authorized by the District to coordinate its efforts to comply with Title IX and this Policy. The District's nondiscrimination policy and grievance procedures related to sex discrimination is included in this policy. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination, please refer to this policy.

DISTRICT ROLES AND RESPONSIBILITIES

All employees are responsible for reading applicable **sex discrimination policies** and complaint procedures. **Employees must notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX, including sex-based harassment as defined by policy 411.11 Title IX Sex Nondiscrimination. In the event that the sex discrimination involves conduct by the Title IX Coordinator, such employee must also notify the District Administrator.**

Employees are expected to provide notice to the appropriate Title IX Coordinator if they observe sex-based discrimination, including sexual harassment as defined by policy 411.11 Title IX Sexual Nondiscrimination.

Title IX Coordinators: For the purpose of this policy, the Title IX coordinator is responsible for monitoring the implementation of a complaint (grievance) procedure that is in compliance with Title IX regulations. Specific duties are outlined below.

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

Secondary Title IX Coordinator-Staff (i.e. when the complainant is an employee)
Nate Schurman David Bell, Director of Human Resources
852 E. Division Street
River Falls, WI 54022
715-425-1800
nate.schurman@rfsd.k12.wi.us
david.bell@rfsd.k12.wi.us

Investigator: An investigator assigned by the District will conduct an investigation into the allegations of which the parties have been notified. The purpose of the investigation is to gather evidence. The District has the burden of gathering evidence sufficient to reach a determination regarding responsibility. The Title IX Coordinators, District Social Worker, Director of Academic Services, Director of Finance and Facilities, or a qualified third party will be assigned to investigate formal complaints of Title IX sexual harassment. **A qualified District employee or third party may be assigned by the Title IX Coordinator as an investigator for complaints of Title IX sex discrimination, including sex-based harassment.**

Decision Maker: A decision-maker assigned by the District will make a determination of responsibility with the respect to the allegations of which the parties have been notified and that have been subject to investigation based on an analysis of the relevant evidence. The decision maker **may can not** serve as both the investigator and decision maker during the course of a formal investigation. ~~The Superintendent, District Social Worker, Director of Academic Services, Director of Finance and Facilities, or a~~ **A qualified District employee or third party may be assigned by the Title IX Coordinator as a decision maker for complaints of Title IX sex discrimination, including sex-based harassment.**

Appeal Decision Maker: If an appeal of a decision is deemed necessary, then an appeal decision maker assigned by the District will make a determination on an appeal of responsibility with the respect to the allegations of which the parties have been notified and that have been subject to investigation based on an analysis of the relevant evidence. The appeal decision maker cannot serve as either the investigator and/or the decision maker during the course of a formal investigation. ~~The Superintendent, District Social Worker, Director of Academic Services, Director~~

of Finance and Facilities, or a qualified third party will be assigned as an appeal decision maker for appeals of formal complaints of Title IX sexual harassment. **A qualified District employee or third party may be assigned by the Title IX Coordinator as an appeal decision maker for complaints of Title IX sex discrimination, including sex-based harassment.**

SCREENING OF REPORTS OR COMPLAINTS OF **SEX DISCRIMINATION HARASSMENT**

The Title IX Coordinator is responsible for promptly reviewing all notices of **sex discrimination sexual harassment** or allegations of **sex discrimination sexual harassment** that would be prohibited by any law or District policy, rule, or code of conduct. The Title IX Coordinator will determine if the report or allegations could constitute:

1. **Sex discrimination sexual harassment** under Title IX;
2. A form of unlawful discrimination other than **sex discrimination sexual harassment** under Title IX;
3. A violation of District policies or rules applicable to District students or employees.

The Title IX coordinator will **review and address-investigate** all reports or allegations of **sex discrimination sexual harassment** according to appropriate District procedures, or inform the person who reported the incident that the report or allegations do not meet the standard on which the District could proceed under this policy or procedure.

The Title IX Coordinator is not required to comply with this policy on upon being notified of conduct that may constitute sex discrimination if the Title IX Coordinator reasonably determines that the conduct as alleged could not constitute sex discrimination under Title IX.

RESPONSE TO TITLE IX **SEX DISCRIMINATION HARASSMENT WHEN NO FORMAL COMPLAINT HAS BEEN FILED**

The Title IX Coordinator, when notified of conduct that reasonably may constitute sex discrimination under Title IX, must take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects. The Title IX Coordinator must treat the complainant and the respondent equitably.

If the District Title IX Coordinator determines that the District has notice of Title IX **sex discrimination sexual harassment** or allegations of Title IX **sex discrimination sexual harassment**, but no formal complaint of Title IX **sex discrimination sexual harassment** has been filed **by a complainant or signed by a Title IX Coordinator** the procedures will be as follows:

1. The Title IX Coordinator will take the following steps:

- a. Contact the complainant and offer and coordinate supportive measures, as appropriate, for the complainant;**
- b. Notify the complainant, or if the complainant is unknown, the individual who reported the conduct, of the grievance procedures under this policy and the informal resolution process, if available and appropriate; and**
- c. Regardless of whether a complaint is initiated, take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.**

1. The Title IX Coordinator will take the following the complainant to:
 - a. Discuss the availability of supportive measures;
 - b. Consider the complainant's wishes with respect to supportive measures;
 - c. Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
 - d. Explain to the complainant the process for filing a formal complaint.
2. In consultation with other District administrators as needed, the Title IX Coordinator will coordinate the identification, offering, and implementation of appropriate supportive measures for the complainant.
3. If an eligible complainant elects to file a complaint of Title IX **sex discrimination sexual harassment** at any point, the formal complaint shall be processed as provided within this Rule.

The District may not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the District's grievance procedures that the respondent engaged in prohibited sex discrimination.

COMPLAINT (GRIEVANCE) PROCEDURES FOR FORMAL COMPLAINTS OF **SEX DISCRIMINATION HARASSMENT** UNDER TITLE IX

These complaint procedures apply to formal complaints of Title IX **sex discrimination sexual harassment**. Except to the extent a formal complaint is dismissed (in whole or in part), the District is obligated to **address investigate a formal complaint** of Title IX **sex discrimination sexual harassment** pursuant to this process. No Title IX complainant is obligated to file a formal complaint, but a qualifying formal complaint is necessary for the District to start an investigation of Title IX **sex discrimination sexual harassment** allegations using this formal grievance procedure.

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the District investigate and make a determination about alleged discrimination under Title IX:

A "complainant," which includes:

- **a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX;**
- **a person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District's education program or activity;**
- **A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or**
- **The District's Title IX Coordinator.**

Note that a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of Title IX.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

- Any student or employee of the District; or
- Any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

When a Title IX Coordinator is notified of conduct that reasonably may constitute sex discrimination under Title IX (and in the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process), the Title IX Coordinator must determine whether to initiate a complaint of sex discrimination as required under Title IX. The requirements for such a fact-specific determination are set forth in Title IX regulations. If initiating a complaint, the Title IX Coordinator must notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures.

If a complainant or respondent is an elementary or secondary student with a disability, the District must require the Title IX Coordinator to consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, 34 CFR 300.321, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision under 34 CFR 104.35(c), if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, throughout the District's implementation of grievance procedures.

The requirements in the grievance procedures related to a respondent apply only to sex discrimination complaints alleging that a person violated the District's prohibition on sex discrimination. When a sex discrimination complaint alleges that a District's policy or practice discriminates on the basis of sex, the District is not considered a respondent.

District Standards

1. The District shall apply any provisions, rules, or practices other than those required by this section equally to all parties.
2. Unless required by law, the District shall follow this grievance **procedure** before imposing disciplinary sanctions or other punitive actions against a respondent for any alleged Title IX **sex discrimination sexual harassment**, subject to the allowances made in the federal Title IX regulations for implementing supportive measures, implementing an emergency removal, and placing an employee, while a formal complaint is pending, on administrative leave in accordance with the Employee Handbook.
3. The District shall presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance **procedure** by the preponderance of the evidence standard.

4. The District shall treat complainants and respondents equitably. ~~by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent.~~

5. All persons who are authorized to act as agents in connection with the grievance **procedure** shall:

- a. Objectively evaluate all relevant evidence, and **not otherwise impermissible**, including both inculpatory and exculpatory evidence, and determine credibility without respect to a person's status as a complainant, respondent or witness.
- b. Ensure that they are free from any conflict of interest or bias for or against complainants or respondents generally, or for or against an individual complainant or respondent.

~~c. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client privilege), unless the person holding such privilege has waived the privilege.~~

~~d. Refrain from accessing, considering, disclosing, or otherwise using a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's voluntary, written consent to do so for purposes of the grievance process (if a party is under 18 years old, then the District must obtain the voluntary, written consent of a parent or guardian).~~

~~e. Avoid restricting the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence, except as expressly permitted or required by applicable law. This provision does not restrict the District or its agents from requiring the parties to a formal complaint (including their advisors) to refrain from disseminating certain evidence or other records to others, provided that any such requirements must be lawful and must not unreasonably interfere with the purposes of this grievance process. In some situations, established law may independently prohibit any such dissemination of particular evidence/records.~~

6. Emergency Removal/**Administrative Leave**

- a. The District may act to **remove remove a respondent from the education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis and determines that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal.**

~~a student respondent entirely or partially from its education programs or activities on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal.~~

- b. In all cases in which an emergency removal is imposed, the student will be given notice of the action and the option to request to meet with the Title IX Coordinator prior to such action/removal being imposed, or as soon thereafter as reasonably possible, to **challenge show cause** why the action/removal should not be implemented or should be modified.
- c. Any emergency removal shall be in accordance with all rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act, as appropriate.
- d. The District may place a non-student employee respondent on administrative leave during the pendency of a grievance process under existing procedures, without modifying any rights provided under Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Written Notice

1. Normally within 15 business days of receiving a formal complaint, and always at least 5 calendar days before a party will be required to appear for an initial investigative interview, a Title IX Coordinator or his/her designee shall provide all known parties (i.e., complainants and respondent(s)) with written notice of the following:
 - a. The District's Title IX **grievance procedures** and any informal resolution process;
 - b. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s).**

~~Inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, who may accompany the party when the party attends any District meeting or proceeding that is part of the grievance process (including investigative interviews).~~

~~Notice of the allegations potentially constituting sexual harassment as defined under the Title IX regulations, including sufficient details known at the time. Sufficient details include:~~

- ~~i. The identities of the parties involved in the incident(s), if known;~~
- ~~ii. The conduct allegedly constituting sexual harassment under Title IX, and~~
- ~~iii. The date and location of the alleged incident, if known.~~

c. The written notice must also:

i. State that retaliation is prohibited. ~~Include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.~~

ii. Inform the parties that they are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the District provides a description of the evidence, the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

~~will have the right to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal~~

complaint. Inform the parties that, by policy, the District prohibits a person from knowingly making false statements or knowingly submitting false information during the grievance process.

2. If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that were not included in the initial notice of allegations, the Title IX Coordinator must provide written notice of the additional allegations to all parties whose identities are known. **If the District has initiated grievance procedures or offered an informal resolution process to the respondent, the Title IX Coordinator must offer and coordinate supportive measures, as appropriate, for the respondent.**

Investigation

1. An investigator assigned by the District will conduct an investigation of the allegations of which the parties have been notified. The purpose of the investigation is to gather **relevant and not otherwise impermissible** evidence.
2. The District has the burden of gathering evidence, both inculpatory and exculpatory, sufficient to reach a determination regarding responsibility. In addition, the District shall conduct a balanced and thorough investigation.
3. When conducting the investigation, an investigator will:
 - a. Conduct one or more investigative interviews of the complainant(s), the respondent(s), and such witnesses as the investigator determines may provide relevant evidence that is able to be considered and that is not unduly duplicative.
 - b. Offer each party an opportunity to identify fact and expert witnesses who the party believes should be interviewed as part of the investigation, along with the nature of the evidence that the party believes the witness may be able to provide. If the investigator declines to interview a witness identified by a party or is unable to interview a witness (e.g., because the witness is not willing to participate or is not reasonably available), the investigator shall document the reason for such decision or unavailability and, unless prohibited by law from doing so, provide the parties with such explanation upon request.
 - c. Consider such documentary and other **inculpatory and exculpatory** evidence as a party may wish to provide.
4. **The District will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance. The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:**
 - a. **Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;**
 - b. **A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and**

- c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.
5. The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:
 - a. The District will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. If the District provides a description of the evidence: the District will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
 - b. The District will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
 - c. The District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.
6. A decisionmaker (which may be the investigator) will question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. If the investigator is the decisionmaker, then the investigator will incorporate, within the investigation process, questions to address a party's or witness's credibility. If the decisionmaker is not the investigator, then the decisionmaker will review the evidence to determine whether credibility is in dispute and relevant. If so, then the decisionmaker will facilitate a process to questions the parties and witnesses on this issue, which may include interviews of the parties on issues determined by the decisionmaker.

~~except that no party or his/her advisor will be permitted to conduct direct, in-person questioning of another party or of any third-party witness. If the investigator rules that any evidence provided will not be accepted into the record of the investigation, the investigator shall document the reason for such ruling; return the evidence to the party that offered it (in the case of physical evidence); and, unless prohibited by law from doing so, provide the parties with the reason the evidence was rejected upon request.~~

~~Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of any investigative interview or other meeting held as part of the investigation, with sufficient time for the party to prepare to participate.~~

Allow any party to be accompanied to any investigative interview or other meeting held as part of the investigation by one advisor of their choice. Under any circumstances where a parent or guardian has a legal right to act on behalf of a party (e.g., because the party is a minor), the party's parent or guardian may also accompany the party to any such hearing.

Accept such other evidence into the record as the investigator deems relevant and directly related to the allegations, recognizing that nothing prohibits an investigator from initially accepting evidence that may not be relevant.

4. After the investigator completes the process of gathering evidence:
 - a. An investigator, or a designee acting on his/her behalf, must send to each party and the party's advisor, if any, the relevant evidence obtained from the investigation that is subject to inspection and review. Such evidence may be provided in an electronic format or as a hard copy, and consists of the evidence obtained as part of the investigation that is directly related to the pending allegations, including:
 - i. Evidence upon which the District does not intend to rely in reaching a determination regarding responsibility; and
 - ii. Both inculpatory or exculpatory evidence, whether obtained from a party or other source.
5. Beginning from the date that the evidence is delivered to the parties, the investigator must give the parties at least 10 calendar days to submit a written response to the evidence. It is optional for parties to provide a response.
6. After receiving and giving due consideration to any timely written responses received from the parties, the investigator shall complete an investigative report that fairly summarizes the relevant evidence.
 - a. In the report the investigator may convey facts, observations, or impressions that address the credibility of particular persons or other evidence, but any such credibility determinations conveyed in the investigative report are not binding on the decision maker.
 - b. The report shall not advocate for a specific determination or outcome.
7. An investigator or his/her designee shall send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy.
8. Beginning from the date that the investigative report is delivered to the parties, there must be at least 10 calendar days between the sending of the report and the time of the written determination regarding responsibility from the decision maker.
9. The investigator will forward the final investigative report and complete investigative record to the District-designated decision maker for a determination of responsibility.

Determination of Responsibility.

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the decisionmaker (who may be the investigator) will:

- 1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker (who may be the investigator) is not persuaded under the applicable**

- standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.
2. Notify the parties in writing of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.
 3. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
 4. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
 - a. Coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;
 - b. Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
 - c. Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.
 5. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
 6. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.
 7. Disciplinary sanctions and any remedies that could not be offered as supportive measure shall not be enforced until the determination of the complaint becomes final. The determination regarding responsibility becomes final either:
 - a. If no appeal is filed, on the date on which an appeal would no longer be considered timely; or
 - b. If an appeal is filed, on the date that the recipient provides the parties with the written determination of the result of the appeal (see below).

~~A decision maker assigned by the District will make a determination of responsibility with the respect to the allegations of which the parties have been notified and that have been subject to investigation based on an analysis of the relevant evidence. During this stage of the proceedings:~~

- ~~a. When the District sends the final investigative report to the parties, or shortly thereafter, the decision maker, or his/her designee, shall inform each party that they have the opportunity to submit written, relevant questions that a party wants asked of any party or witness prior to the determination of responsibility, subject to the following:
 - i. The notice of the opportunity to submit such questions shall identify a submission deadline and the allowable method(s) of submission. The District shall allow the parties at least 5 calendar days to submit the questions.
 - ii. If any questions are submitted by the parties, the decision maker shall either:
 1. Pose the submitted questions to the relevant person(s) and provide each party with the answers; or
 2. Explain to the party proposing the questions any decision to exclude a question as not relevant or as otherwise impermissible in the context of this~~

—grievance process:

iii. If any questions were submitted, posed, and answered as provided immediately above, then the decision maker shall permit a limited opportunity for the parties to submit follow up questions. Any such follow up questions must be directly related to the initial question and answers, and must not be duplicative of other evidence that is already in the record.

1. The decision maker shall identify a submission deadline for such follow up questions, which shall be a minimum of 3 calendar days from the date that the parties are provided with the answers to the initial questions.

2. The decision maker shall either pose the follow up questions and provide each party with the answers or explain any decision to exclude a question, in the same manner provided above with respect to the initial questions.

2. In making determinations of responsibility with respect to the allegations addressed in the relevant investigative report, the decision maker shall (in all cases) evaluate the available evidence and apply the preponderance of the evidence standard to determine whether any allegation has been substantiated and whether a party has committed any misconduct with respect to such allegation(s).

3. A decision maker or any person acting as the decision maker's designee may not hold a live, adversarial hearing involving the parties as part of this Title IX complaint (grievance) process.

4. The decision maker must issue a written determination regarding responsibility that includes all of the following:

a. Identification of the allegations potentially constituting sexual harassment under Title IX.

b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence;

c. Findings of fact supporting the determination;

d. Conclusions regarding the application of the relevant legal standards and the District's code of conduct (i.e., District policies and rules that apply to the party in question);

e. A statement of, and rationale for, the result as to each allegation, including all of the following:

i. A determination regarding responsibility;

ii. Any disciplinary sanctions the District imposes on the respondent or, in cases where a particular disciplinary sanction is beyond the direct authority of the decision maker, a statement of the disciplinary sanction(s) that the decision maker is recommending as an appropriate consequence;

iii. Whether the District will provide the complainant with any remedies designed to restore or preserve the complainant's equal access to the District's education program or activity; and

iv. The District's procedures and permissible bases for the complainant and respondent to appeal. If a formal complaint of Title IX sexual harassment also constitutes a complaint of pupil discrimination under Wis. Adm. Code PI Ch. 9, the District may also use this notice to inform the complainant of their right to appeal any adverse final determination of their complaint under state law to the State Superintendent of Public Instruction (DPI), as well as the procedures for making such an appeal to DPI.

5. The decision maker or a designee acting on his/her behalf must provide the written

—determination to the parties simultaneously.

DISMISSAL OF FORMAL COMPLAINTS

Upon receipt of a formal complaint that alleges or purports to allege Title IX **sex discrimination sexual harassment and at other points in the grievance process while a formal complaint is pending**, the District is responsible for evaluating whether, pursuant to the federal Title IX regulations, the complaint **must be dismissed (whether in whole or in part); or** may be dismissed (whether in whole or in part) as an exercise of District discretion.

The District may dismiss a complaint of sex discrimination if:

- 1. The District is unable to identify the respondent after taking reasonable steps to do so;**
- 2. The respondent is not participating in the District's education program or activity and is not employed by the District;**
- 3. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or**
- 4. The District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the District will make reasonable efforts to clarify the allegations with the complainant.**

Upon dismissal, the District will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The District will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent that the dismissal may be appealed. An appeal must be filed within ten days of issuance of the dismissal.

When a complaint is dismissed, the District will, at a minimum:

- 1. Offer supportive measures to the complainant as appropriate;**
- 2. If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and**
- 3. Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the District's education program or activity.**

~~Mandatory Dismissal. The District must dismiss a formal complaint, for purposes of Title IX and the District's Title IX grievance process, to the extent the conduct alleged in the complaint: Even if proved, would not constitute sexual harassment as defined in the federal Title IX regulations; or~~

- ~~1. Did not occur within the scope of the District's education program or activity; or~~

- ~~2. If at the time of filing a formal complaint, a complainant is not participating in or attempting to participate in the education program or activity of the District.~~

~~Discretionary Dismissal.~~ The District may dismiss the formal complaint, or any allegations therein, if at any time during the investigation and prior to the determination of responsibility:

- ~~1. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; or~~
- ~~2. The respondent is no longer enrolled in the District or employed by the District; or~~
- ~~3. Specific circumstances prevent the District from gathering evidence that is sufficient to reach a determination as to the formal complaint or any allegations therein.~~

~~The Title IX Coordinator or his/her designee shall promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to all parties (to the extent known). A dismissal is an appealable decision to the extent identified elsewhere in this complaint (grievance) process.~~

~~If a formal complaint or any allegation within a complaint is dismissed for purposes of Title IX, the District retains discretion to take action with the respect to the dismissed allegations under other District policies and procedures (e.g., if such alleged conduct could constitute discrimination other than Title IX sexual harassment or if such conduct could constitute a violation of any District policy, rule or code of conduct).~~

VOLUNTARY INFORMAL RESOLUTION OF FORMAL COMPLAINTS

To the extent permitted by the Title IX regulations, the District may offer and facilitate a strictly voluntary informal resolution process which may resolve the allegations of a **formal** complaint of **potential Title IX sex discrimination sexual harassment**, in whole or in part, without a full investigation and adjudication at any time prior to reaching a determination of responsibility. An informal resolution process may not be used in connection with allegations that a District employee sexually harassed a student.

In order to offer and attempt an informal resolution process, a formal complaint must have been filed and the District must:

1. Provide both parties with a written disclosure notice, as further outlined in the federal Title IX regulations, which includes written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process, including information regarding any records that will be maintained or shared by the District; and
2. Obtain each party's voluntary, written consent to participate in the informal resolution process.

As examples of informal processes that may be appropriate in some circumstances, the District's agents may offer to:

1. Mediate a resolution between the parties identified in a formal complaint; or
2. Explore the parties' willingness to voluntarily proceed without a full investigation and/or adjudication when the facts may be undisputed or where there appears that there may be an opportunity to reach stipulated facts.

If a voluntary informal resolution has not reached a conclusion within 15 business days of the date that the District received the consent of the parties, the District and the parties may mutually and voluntarily agree to extend the timeframe for attempting an informal resolution. In the absence of a mutual agreement to extend the timeframe, the District will provide reasonably prompt written

notice to the parties that the informal process is being abandoned and that the District will resume the formal **procedure.**

CONSOLIDATION OF FORMAL COMPLAINTS

The District may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

The District is not permitted to consolidate complaints if consolidation would violate the Family Educational Rights and Privacy Act (FERPA). Consolidation would not violate FERPA when a District obtains prior written consent from the parents or eligible students to the disclosure of their education records.

The District may consolidate formal complaints of Title IX sexual harassment where the allegations of sexual harassment in the different complaints arise out of the same facts or circumstances.

CONFIDENTIALITY

A District must not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when an exception applies.

An institution must not disclose personally identifiable information obtained in the course of complying with this part, except in the following circumstances:

- **When the District has obtained prior written consent from a person with the legal right to consent to the disclosure;**
- **When the information is disclosed to a parent, guardian, or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue;**
- **To carry out the purposes of this part, including action taken to address conduct that reasonably may constitute sex discrimination under Title IX in the District's education program or activity;**
- **As required by Federal law, Federal regulations, or the terms and conditions of a Federal award, including a grant award or other funding agreement; or**
- **To the extent such disclosures are not otherwise in conflict with Title IX, when required by State or local law or when permitted under FERPA, 20 U.S.C. 1232g, or its implementing regulations, 34 CFR part 99.**

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family

members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

All persons acting as agents of the District **must take reasonable steps to** keep confidential the identity of any individual who has made a report or filed a formal complaint alleging Title IX sexual harassment; any complainant; any individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX; any respondent; and any witness, except as may be permitted by the Family Educational Rights and Privacy Act and its implementing regulations, or as required by law, or to carry out the purposes of the federal Title IX regulations, including the conduct of any investigation, hearing, or judicial proceeding arising under the federal Title IX regulations.

SUPPORTIVE MEASURES, SANCTIONS AND REMEDIES

Supportive Measures.

1. Supportive measures **must not unreasonably burden either party and must be designed to protect the safety of the parties or the District's educational environment, or to provide support during the District's grievance procedures or during the informal resolution process. The District must not impose such measures for punitive or disciplinary reasons** are designed to restore or preserve equal access to the District's education program, activity, or workplace without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment or workplace, or deter sexual harassment.
2. Supportive measures may include **but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.** counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, additional supervision or planned accompaniment, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security, supervision, or monitoring of certain areas of school grounds, and other similar measures.
3. The District will provide supportive measures to complainants to the extent required by the Title IX regulations. The District may provide supportive measures to a respondent, but it is not required to do so in all cases.
4. The District **must not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when an exception applies.** must maintain as confidential any supportive measures provided to the complainant or respondent to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.
5. The range of supportive measures available to complainants and respondents during and in connection with this grievance **procedure** does not materially change based on the fact

that a formal complaint **of sexual harassment** under Title IX is pending. At the same time, supportive measures are intended to be individualized and context-sensitive. If the proceedings related to this complaint (grievance) process create any changed circumstances or special needs for a party, the party may contact the District Title IX Coordinator for the purpose of discussing potential modifications to supportive measures.

6. The Title IX Coordinator shall coordinate the identification, offering, and implementation of supportive measures that the District provides to a complainant or respondent, including appropriate monitoring of the implementation process, coordinating potential modifications to the measures, and, as applicable, determining the appropriate time to end specific supportive measures.
7. **The District must provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the District's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision, if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition above.**
8. **The District must also provide a party with the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.**
9. **If the complainant or respondent is an elementary or secondary student with a disability, the District must require the Title IX Coordinator to consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, 34 CFR 300.321, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision under 34 CFR 104.35(c), if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, in the implementation of supportive measures.**
10. **For allegations of sex discrimination other than sex-based harassment or retaliation, the District's provision of supportive measures does not require the District, its employee, or any other person authorized to provide aid, benefit, or service on the District's behalf to alter the alleged discriminatory conduct for the purpose of providing a supportive measure.**

Disciplinary Sanctions.

After a determination that a party is responsible for **Title IX sex discrimination sexual harassment** as a result of this grievance process, the disciplinary sanctions that the District may impose will depend on the nature of the misconduct and the individual's then-current status as student, employee, or other person connected to the District's education program or activity. Disciplinary sanctions that are issued or recommended as a result of a determination of responsibility for **Title IX sex discrimination sexual harassment** are intended as consequences for past misconduct and may also serve to deter future **sex discrimination sexual harassment**. To the extent that the District reaches a determination using this grievance process that a party engaged in conduct that was or was not **Title IX sex discrimination sexual harassment** but did

violate some other law, regulation, or District policy or rule, this Rule does not directly address the disciplinary consequences for such conduct, even though the District may impose disciplinary consequences for such conduct.

1. Students: Possible disciplinary sanctions or recommended sanctions include but are not limited to suspension from school, expulsion from school, suspension of eligibility to participate in co-curricular activities, or suspension of eligibility to participate in other District-sponsored events. The District may also restrict or deny permission to be present on District property or at certain District-sponsored events or activities. This provision does not modify any student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.
2. Employees: In accordance with the Employee Handbook, possible disciplinary sanctions or recommended sanctions include but are not limited to a formal reprimand, a demotion or other disciplinary reassignment, suspension from work, contract nonrenewal, termination of employment, or restrictions on permission to be present on District property or at certain District sponsored events or activities.
3. Other persons: Possible disciplinary sanctions or recommended sanctions include but are not limited to suspension from or termination of a District authorized role (e.g., volunteer); termination or nonrenewal of third-party contracts; and restrictions on permission to be present on District property or at District-sponsored events or activities.

Remedies to Benefit Complainants.

After a determination that a party to the complaint (grievance) process was responsible for **Title IX sex discrimination sexual harassment**, the District may provide the complainant with remedies designed to restore or preserve equal access to the District's education program or activity, including providing for a safe educational or working environment. Such remedies may include the continuation or addition of individualized accommodations, services, and interventions that could have been provided as "supportive measures" prior to the determination of responsibility. However, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent. For example, as a means of limiting or preventing future contact between the complainant and respondent, the respondent may be burdened by an involuntary and long-term, perhaps even permanent, change in his/her educational program or in his/her work schedule, work location, or work assignment.

APPEAL

1. A complainant or respondent may file an appeal following:
 - a. Receipt of the written determination regarding responsibility; or
 - b. Receipt of notice of dismissal of a formal complaint or of any allegations within a complaint.
2. Any appeal filed by a party is strictly limited to the following bases:
 - a. A procedural irregularity that **would change** the outcome of the matter;
 - b. New evidence that **would change the outcome** that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter; and
 - c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest in the case or a bias for or against complainants or respondents generally or the

individual complainant or respondent that **would change** the outcome of the matter.

3. An appeal must be filed in writing and submitted either in person, via U.S. Mail, or via email to the Title IX Coordinator with a copy provided to the initial decision-maker. An appeal must be delivered to the District within 5 calendar days from the date the written determination or notice of dismissal is delivered to the party. The notice of appeal submitted by a party must do all of the following:
 - a. Clearly identify the specific bases, from those listed above, on which the party is appealing; and
 - b. With reasonable specificity, state the factual basis for the appeal and the reasoning as to why the decision or dismissal being appealed should be reversed or modified.
 - c. In connection with an appeal, a party may not introduce new evidence that is outside of the existing record of the complaint proceedings except as an offer of proof to support a conflict of interest or bias claim or in the case of an appeal that is premised on a claim that the new evidence was not reasonably available at an earlier time.
4. Upon receiving a notice of appeal from a party, the Title IX Coordinator, appeal decision maker, or a designee acting on their behalf, shall promptly notify the other party (or parties), if known, that an appeal has been filed and provide a copy of the appeal to the other party. **The District must ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint. The District must also ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;**
5. The appeal decision maker will establish and inform all parties of a deadline for submitting any additional written statement the party may wish to submit in support of, or challenging, the original outcome on the grounds raised by any pending appeal. The deadline for such submissions shall be at least five calendar days following the date such notice is delivered to the parties.
6. An appeal decision maker shall deny an appeal that merely asserts that the District's decision is wrong or that fails to present a reasonably developed argument in support of the appeal.
7. If the appeal decision maker determines that there is a need to open the record to obtain and consider any additional evidence in order to resolve an appeal, the appeal decision maker may offer additional equal opportunities for the parties to address and respond to any such new evidence if doing so is necessary to preserve the fairness of the proceedings.
8. The District may continue an ongoing investigation into a formal complaint during an appeal with respect to dismissal of a complaint in part (i.e., dismissal of specific allegations). However, the investigation shall not be concluded until the appeal over the dismissed allegation(s) is decided.
9. The appeal decision maker shall:
 - a. issue a written decision describing the result of the appeal and the rationale for the result; and
 - b. Provide the written decision simultaneously to both parties.
10. The appeal decision maker shall render the written decision within 15 business days of the receipt of the notice of appeal unless he/she communicates an extension of such time frame further described below.

MISCELLANEOUS CONSIDERATIONS

Time Frames, Extensions and Voluntary Waivers of Time Frames.

1. The District normally intends to conclude the complaint (grievance) process within 90 calendar days of the date that a formal complaint is filed or signed by a Title IX Coordinator, recognizing that in certain circumstances it may be practical to complete the process in less time, and in other circumstances the process may reasonably require more time.
2. Any party or witness may, for good cause, request a temporary delay in the complaint (grievance) process, the rescheduling of an investigative interview or other meeting, or a limited extension of a deadline that applies to the party. The party shall direct the request in writing to the investigator, decision maker, or appeal decision maker, given the applicable stage of the proceedings.
3. The investigator, decision maker, or appeal decision-maker (as applicable) may grant such a request, and may also self-initiate such a delay, rescheduling, or extension upon determining that there is good cause and that approving the request would not be unduly prejudicial to any of the parties or unreasonably extend the conclusion of the grievance process. Though the agents of the District are expected to make reasonable efforts to accommodate the schedules of parties and witnesses, the District also may not, without good cause, deviate from its own designated timeframe for the process.
 - a. In some cases, the District may make the decision to deny a scheduling request and proceed with the grievance process in the absence of a party, witness, or a party's advisor.
 - b. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; the complexity of the allegations; or the need for language assistance or accommodation of disabilities
4. In the absence of extraordinary circumstances, a party's or witness's request for an extended deadline or rescheduled meeting shall normally be limited to no more than 5 calendar days. The District may grant a shorter delay or extension than was requested.
5. If a formal complaint of **Title IX sex discrimination sexual harassment**, also constitutes a complaint of pupil discrimination under Chapter PI 9 of the Wisconsin Administrative Code, and if a requested or contemplated delay/extension would prevent the District from reaching a determination of the complaint within 90 calendar days, the District's agents shall evaluate whether it is necessary or appropriate to request the parties' consent to the delay/extension.
6. The appropriate agent of the District or a designee shall provide the complainant and respondent with prompt written notice of any decision to delay the grievance process or grant an extension of a deadline. Such notice shall include the reason(s) for the action. To the extent a given deadline applies to multiple parties, any extension of the deadline automatically applies to all such parties.
7. In instances where this grievance process gives the parties a minimum period of time to prepare and submit a response or prepare for an interview or meeting, a party may voluntarily waive all or part of such period of time if they communicate their voluntary waiver to the applicable investigator or decision maker in writing.

Restrictions on Participation of Advisors.

1. An advisor of the party's choosing shall be permitted to accompany the party to any investigative interview or other meeting held in connection with this grievance process. However, no person who accompanies a party to a meeting or otherwise serves as an advisor to the party may unreasonably interfere with or unreasonably delay the District's investigation. Unreasonable interference by an advisor includes, for example:
 - a. Answering the District's questions on behalf of the party during an investigative interview, such that the District is denied the party's own, direct response.
 - b. Interrupting District questioning with the goal of signaling, prompting, or suggesting responses for the party
 - c. Interrupting District questioning in an attempt to conduct his/her own questioning of the party.
2. The District may place further reasonable restrictions on the extent to which an advisor may participate in the proceedings, provided that such restrictions apply equally to both parties.

Concurrent Investigation and Consideration of Multiple Potential Grounds for a Determination of Responsibility/Misconduct.

1. If the allegations set forth in a formal complaint of **Title IX sex discrimination sexual harassment** also constitute or fairly encompass allegations of conduct that could constitute discrimination under a different law; a violation of a District policy or rule (including any District code of conduct that may be applicable to the respondent); or any other established grounds for the imposition of possible disciplinary sanctions, then the District may investigate the facts and circumstances related to such other allegations using this grievance process and apply the facts, as found through the investigation, to all potential grounds for a finding of responsibility/misconduct and possible discipline. Unless otherwise required by law, the investigation and determinations reached through this grievance process shall constitute sufficient processing of any such overlapping/intertwined complaint(s), allegations, or charges that may arise out of the same facts or circumstances as the allegations of **Title IX sex discrimination sexual harassment**
2. In all cases involving the concurrent investigation and concurrent consideration of any such overlapping/intertwined complaint(s), allegations, or charges, the District's agents in the grievance process are responsible for giving the parties adequate notice of the scope of the allegations to be investigated and of the different grounds for a potential finding of liability/responsibility (e.g., federal law, state law, or a local policy or rule). The District's agents are also responsible for adequately identifying the specific basis for any determinations of responsibility or substantiated misconduct. For example, a decision-maker might conclude in a given case that the facts as found do not rise to the level of Title IX sexual harassment, but that the complaint is substantiated with respect to prohibited harassment as defined under Chapter PI 9 of the Wisconsin Administrative Code and under District policy.

MAINTENANCE OF RECORDS.

**The District shall maintain for a period of at least seven years:
For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including notifications and**

records documenting the actions the District took to meet its obligations under 34 C.F.R. s. 106.44.

For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.

The District's Title IX Coordinator shall be responsible for maintaining adequate records of each report or formal complaint of sexual harassment filed with the District as required by law, including but not limited to the District's investigation, any determination of responsibility, any disciplinary sanctions imposed, and remedies provided to the complainant to restore or preserve equal access to the District's education program or activity or workplace, any appeal and the result therefrom, any informal resolution and the result therefrom, any actions (including supportive measures) taken in response to a report or formal complaint of sexual harassment, and all materials used to train District staff responsible for carrying out these procedures.

TRAINING. The District will provide training for all appropriate individuals regarding sexual discrimination, **sexual harassment**, and Title IX. The District will also provide additional training to all staff responsible for implementing the complaint procedures.

DATE OF ADOPTION: October 5, 2020

REVISED: 7/22/24 (First Reading)



POLICY 342 PROGRAMS FOR CHILDREN WITH DISABILITIES

The **School** Board recognizes its responsibility to provide a free, appropriate public education to all eligible students with disabilities, ages three (3) through twenty-one (21).

The District provides a continuum of special education services, including a variety of programs, services, and accommodations. These programs may be provided in cooperation with other schools, school districts, or outside agencies. The determination of the need and extent of services provided will be determined by the student's Individual Education Program (IEP) team, and will be based on an assessment of the student's individual needs. Children with disabilities shall participate in state-required testing, with or without modifications, or alternative assessments as outlined in the child's IEP.

Parents/guardians of children with disabilities shall be included in all activities relative to the referral process, evaluation, placement decisions, and the development of the individualized education program (IEP). They shall be informed of their rights to due process throughout these procedures, as outlined in DPI's ~~Policies and Procedures Manual~~ **Model Local Educational Agency Special Education Policies and Procedures.**

The designated authority for all aspects of identification, placement, and programming for children with disabilities shall be the Director of Student Services. Instructional supervision and evaluation of special education programs and personnel shall be the joint responsibility of the Director of Student Services and building principal. The **School** Board assigns the Student Services Director the authority to designate and maintain a current list of District employees who are authorized to serve as the local education agency (LEA) representative on District IEP teams and in other special education processes. Such designees shall receive periodic training specific to serving that role.

The District recognizes its responsibility to identify, locate, and evaluate all children with disabilities who may be in need of special education and related services. This includes students attending private schools in the district, those not yet three (3) years of age, highly mobile children, and homeless children.

The District adopts the Wisconsin Department of Public Instruction Special Education Model Forms and Policies and Procedures Manual, as the **School** Board's official policy in all practices relating to the education of children with disabilities, in compliance with State and Federal laws and regulations.

The **School** Board supports the requirement of State and Federal law that students with disabilities be educated, to the maximum extent appropriate, with students without disabilities.

Within a continuum of services, inclusion is the preferred method of providing educational services to students, although IEP teams have flexibility to design individualized plans of instruction appropriate to individual student needs.

LEGAL REFERENCE: Chapter 115, Subchapter V, **VI, VII** Wisconsin Statutes Sections 118.13, 118.30(2)(b)1; PI 11, Wisconsin Administrative Code; Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973; No Child Left Behind Act of 2001

CROSS REFERENCE: 342 Special and Alternative Education Programs (Inclusion Services); 346 Student Assessment; 347 Student Records; 411 Equal Educational Opportunities; 423 Public School Open Enrollment; 751 Student Transportation Services; ~~Special Education Policy Handbook,~~ **Model Local Educational Agency Special Education Policies and Procedures**

DATE OF ADOPTION: **July 22, 2024**