

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

Monday, June 2, 2025 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

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

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

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

**1. CALL TO ORDER - 6:00 PM**

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

**3. HEARING OF VISITORS OR DELEGATIONS**

**4. SOCIAL STUDIES FIELD TRIP OVERVIEW**

**3**

**Description:** Luke Chaffee, High School Social Studies Teacher, will give an update on the Italy and Switzerland high school field trip in March 2025.

**Recommended Action:** None, informational only.

**5. REVIEW 2025-26 CO-CURRICULAR SALARY SCHEDULE**

**7**

**Description:** David Crail, High School Activities Director, will present the 2025-26 Co-Curricular Salary Schedule for advisors/coaches.

**Recommended Action:** Approve the Co-Curricular Salary Schedule as presented.

**6. PROPOSED COACHING HANDBOOK REVISIONS**

**11**

**Description:** David Crail, High School Activities Director, will present updates to the Coaching Handbook.

**Recommended Action:** Approve changes to the Coaching Handbook.

**7. NAME, IMAGE, AND LIKENESS (NIL) UPDATE**

**Description:** David Crail, High School Activities Director, will give an update on the WIAA Name, Image, and Likeness (NIL) vote.

**Recommended Action:** None, informational only.

**8. INITIAL READING OF POLICY 342.11 INDEPENDENT EDUCATIONAL EVALUATION**

**34**

**Description:** Mark Inouye, Director of Student Services, will present the new School Board Policy 342.11 Independent Educational Evaluation. This policy outlines procedures for parents to request and receive an Independent Educational Evaluation, in the event they disagree with a special education evaluation conducted by the District.

**Recommended Action:** Approve the initial reading of the new School Board Policy 342.11 Independent Educational Evaluation.

**9. ANNUAL TITLE III REVIEW**

**36**

**Description:** Amy Wise, Co-Director of Academic Services, will present the Title III Plan and Annual Report. Elementary and High School EL teachers will also present.

**Recommended Action:** None, informational only.

**10. SUMMER SCHOOL UPDATE**

**52**

**Description:** Amy Wise and MaryBeth Elliott, Co-Directors of Academic Services, will present an update on 2025 Summer School.

**Recommended Action:** None, informational only.

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

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

**1**

**Recommended Action:** As needed.

**12. SCHEDULE NEXT EDUCATIONAL PROGRAM COMMITTEE MEETING**

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

**Recommended Action:** Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, July 14, 2025, 6:00 p.m.

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

**13. ADJOURN**

# Italy and Switzerland

High school Trip Spring 2025



## The Group...



Well that escalated quickly...



What I thought we'd be... small groups.

## The People Who Made It Possible

Heather Boleman

Luke Chaffee

Mandy Eggert

Laura Gunnell

Derrick Hackel

Taylor Stevens

Gabe VanPelt



What they did...

- Fourteen enrollment, preparation and parent meetings.
- Gave up Spring Break.
- 24 hour care for our students for **TEN** days.

## Why Do It?



They are worth it.

The students, not me, this slide is not about me.



## Getting there...



We had long travel days on the way there and the way home...they loved it.



## Switzerland



Boats and a train ride up a mountain



Special shout-out to Mandy Eggert.



# Italy (The main attraction)



Rome



Pisa



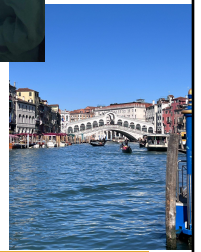
Florence



Venice



No idea



Middle School Activities		New Advisor Pay at 4.28%
1. Art Club, Advisor	\$700	\$730
2. Drama, Head	\$1,632	\$1,702
3. Drama, Assistant	\$1,166	\$1,216
4. Drama, 2nd Play Head	\$1,632	\$1,702
5. Drama, 2nd Play Assistant	\$1,166	\$1,216
6. FFA	\$1,200	\$1,251
7. Forensics, Advisor	\$700	\$730
8. G.S.A. (Gender and Sexuality Alliance)	\$466	\$486
9. Girls Who Give Back, Advisor	\$700	\$730
10. Girls Who Give Back, Assistant	\$466	\$486
11. Math Counts Advisor	\$700	\$730
12. Music, Instrumental	\$1,866	\$1,946
13. Music, Instrumental	\$1,866	\$1,946
14. Music, Vocal	\$2,798	\$2,918
15. Music, Vocal Assistant	\$1,866	\$1,946
16. Musical, Director	\$3,400	\$3,546
17. Musical Assistant, Music	\$1,399	\$1,459
18. Musical Assistant, Technology	\$1,399	\$1,459
19. Student Council	\$1,833	\$1,911
20. Wildcat Crew, Advisor	\$700	\$730
21. Wildcat Crew, Assistant	\$466	\$486
22. Yearbook, Head	\$3,265	\$3,405
23. Yearbook, Assistant	\$1,166	\$1,216

High School Activities		New Advisor Pay at 4.28%
Accompanist	\$20.00	\$21
Art Club	<del>\$1,399.00</del>	\$1,459
Band, Marching & Pep	<del>\$3,498.00</del>	\$3,648
Band, Marching & Pep	<del>\$3,498.00</del>	\$3,648
Band, Jazz	<del>\$2,332.00</del>	\$2,432
Band, Jazz	<del>\$2,332.00</del>	\$2,432
Band, Major Trip	<del>\$1,866.00</del>	\$1,946
Biology Club	\$530.00	\$553
Book Club	\$500.00	\$521
C.A.T.S. (Connecting All Together Socially)	<del>\$1,696.00</del>	\$1,769
C.A.T.S. Assistant	<del>\$530.00</del>	\$553
Chess Club	<del>\$500.00</del>	\$521
Creative Writing Club	<del>\$500.00</del>	\$521
FFA	<del>\$3,000.00</del>	\$3,128
FBLA	<del>\$2,425.00</del>	\$2,529
Foreign Exchange Student Advisor	<del>\$233.00</del>	\$243
Foreign Language Trip Advisor (min # students = 15) (1 per year max)	<del>\$1,632.00</del>	\$1,702
Forensics, Head Coach	<del>\$3,180.00</del>	\$3,316
Forensics, Assistant Coach	<del>\$1,696.00</del>	\$1,769
Forensics, Assistant Coach	<del>\$1,696.00</del>	\$1,769
Games Club	<del>\$500.00</del>	\$521
G.S.A. (Gender and Sexuality Alliance)	<del>\$500.00</del>	\$521
G.S.A. - Renaissance Academy	<del>\$500.00</del>	\$521
HOSA		\$521
Intramurals, Coordinator	<del>\$2,000.00</del>	\$2,086
Mock Trial Advisor	<del>\$1,696.00</del>	\$1,769
Mock Trial, Assistant	<del>\$742.00</del>	\$774
Music, Vocal	<del>\$3,032.00</del>	\$3,162
*Note: Includes Costume Carolers and Acapella		
Music, Vocal	<del>\$3,032.00</del>	\$3,162
*Note: Includes Costume Carolers and Acapella		
Musical Director	<del>\$3,604.00</del>	\$3,758
Musical, Assistants / 3	<del>\$4,198.00</del>	\$4,378
National Honor Society	<del>\$954.00</del>	\$995
Pathfinders		\$521
Plays, #1 Director	<del>\$1,760.00</del>	\$1,835
Plays, #1 Assistant	<del>\$1,320.00</del>	\$1,376
Prom Advisor	<del>\$583.00</del>	\$608
Prom Advisor	<del>\$583.00</del>	\$608
Robotics Advisor	<del>\$1,800.00</del>	\$1,877
Science Trip Advisor (every other year)	<del>\$1,100.00</del>	\$1,147
Senior Leadership Advisor	<del>\$583.00</del>	\$608
Senior Leadership Advisor	<del>\$583.00</del>	\$608
SOS Advisor	<del>\$1,100.00</del>	\$1,147
Social Studies Trip Advisor (every other year)	<del>\$1,540.00</del>	\$1,606
SOS Assistant Advisor	<del>\$1,166.00</del>	\$1,216
SOS Assistant Advisor Assistant	<del>\$700.00</del>	\$730
Student Council, Advisor	<del>\$3,000.00</del>	\$3,128
Student Council, Asst. Advisor	<del>\$1,900.00</del>	\$1,981
Student Council - Renaissance Academy	<del>\$1,632.00</del>	\$1,702
Wileys Closet Advisor		\$608
Yearbook, Advisor	<del>\$4,664.00</del>	\$4,864
Yearbook, Assistant	<del>\$2,332.00</del>	\$2,432
Additional Activity, AD Discretion	<del>\$1,000.00</del>	\$1,000

Middle School Athletics		New Head Coach Salary
<b>Boys Basketball Basketball</b>		
Head 8th Grade	<del>\$2,120.00</del>	\$2,211
Assistant 8th Grade	<del>\$1,696.00</del>	\$1,769
Head 7th Grade	<del>\$2,120.00</del>	\$2,211
Assistant 7th Grade	<del>\$1,696.00</del>	\$1,769
<b>Girls Basketball Basketball</b>		
Head 8th Grade	<del>\$1,220.00</del>	\$1,272
Assistant 8th Grade	<del>\$1,696.00</del>	\$1,769
Head 7th Grade	<del>\$2,120.00</del>	\$2,211
Assistant 7th Grade	<del>\$1,696.00</del>	\$1,769
<b>Cross Country</b>		
Head	<del>\$2,120.00</del>	\$2,211
Assistant	<del>\$1,696.00</del>	\$1,769
<b>Football</b>		
Head 8th Grade	<del>\$2,332.00</del>	\$2,432
Assistant 8th Grade	<del>\$2,099.00</del>	\$2,189
Assistant 8th Grade	<del>\$2,099.00</del>	\$2,189
Head 7th Grade	<del>\$2,332.00</del>	\$2,432
Assistant 7th Grade	<del>\$2,099.00</del>	\$2,189
Assistant 7th Grade	<del>\$2,099.00</del>	\$2,189
<b>Track</b>		
Head	<del>\$1,908.00</del>	\$1,990
Assistant	<del>\$1,484.00</del>	\$1,548
Assistant	<del>\$1,484.00</del>	\$1,548
Assistant	<del>\$1,484.00</del>	\$1,548
Assistant	<del>\$1,484.00</del>	\$1,548
<b>Volleyball</b>		
Head 8th Grade	<del>\$2,120.00</del>	\$2,211
Assistant 8th Grade	<del>\$1,696.00</del>	\$1,769
Head 7th Grade	<del>\$2,120.00</del>	\$2,211
Assistant 7th Grade	<del>\$1,696.00</del>	\$1,769
<b>Wrestling</b>		
Head	<del>\$2,332.00</del>	\$2,432
Assistant	<del>\$1,696.00</del>	\$1,769
Total Compendation	\$50,744.00	\$52,916

High School Athletics					
	Head Coach Salary	New Head Coach Salary		Total Assistants Pool	New Assistant Pool w/ Increase for sports that were below BRC Average
<b>Baseball</b>	\$4,608.00	\$4,805		\$8,252.00	\$8,555
<b>Basketball - Boys</b>	\$6,130.00	\$6,392		\$17,423.00	\$17,978
<b>Basketball - Girls</b>	\$6,130.00	\$6,392		\$17,423.00	\$17,978
Cheer - Fall	\$1,836.00	\$1,915		\$1,200.00	\$1,200
Cheer - Winter	\$2,346.00	\$2,446		\$1,400.00	\$1,400
<b>Cross Country</b>	\$4,041.00	\$4,214		\$4,756.00	\$5,256
Dance	\$2,346.00	\$2,446		\$1,000.00	\$1,000
<b>Football</b>	\$6,130.00	\$6,392		\$25,953.00	\$26,758
Golf - Boys	\$3,366.00	\$3,510		\$2,089.00	\$2,171
Golf - Girls	\$3,366.00	\$3,510		\$2,089.00	\$2,171
<b>Gymnastics</b>	\$4,707.00	\$4,908		\$6,015.00	\$6,299
<b>Hockey - Boys</b>	\$5,490.00	\$5,725		\$7,133.00	\$7,469
<b>Hockey - Girls</b>	\$5,490.00	\$5,725		\$7,133.00	\$7,469
<b>Soccer - Boys</b>	\$4,866.00	\$5,074		\$5,778.00	\$6,050
<b>Soccer - Girls</b>	\$4,866.00	\$5,074		\$5,778.00	\$6,050
<b>Softball</b>	\$4,608.00	\$4,805		\$8,252.00	\$8,555
<b>Swimming - Boys</b>	\$4,483.00	\$4,675		\$5,212.00	\$5,456
<b>Swimming - Girls</b>	\$4,483.00	\$4,675		\$5,212.00	\$5,456
<b>Tennis - Boys</b>	\$3,585.00	\$3,738		\$2,410.00	\$2,492
<b>Tennis - Girls</b>	\$3,585.00	\$3,738		\$2,410.00	\$2,492
<b>Track - Boys</b>	\$4,548.00	\$4,743		\$10,885.00	\$11,357
<b>Track - Girls</b>	\$4,548.00	\$4,743		\$10,885.00	\$11,357
<b>Volleyball</b>	\$5,069.00	\$5,286		\$11,655.00	\$12,187
<b>Boys Wrestling</b>	\$5,543.00	\$5,780		\$7,063.00	\$7,847
<b>Girls Wrestling</b>		\$5,780			\$7,847



## **River Falls Wildcats Coaches Handbook**

Wildcat Coaches:

Thank you so much for choosing to coach our young athletes. Coaches are some of the most influential people that these young people will work with and many times are remembered fondly far past the time spent together on the field of play.

Athletics are an important extension of the educational experience at River Falls High School. It provides opportunities for great goal setting, loyalty, team building, and leadership. Fair play and sportsmanship are at the forefront of the athletic experience.

We offer twenty-two (22) WIAA recognized sports for our athletes, both boys and girls. River Falls High School encourages that all sports be guided by the principles that interscholastic competition is to be conducted for the welfare of the student, and that each sport and activity has definite contributions to make to the overall development of the student, the school and the community.

While no document can ever cover all of the situations that can happen in the course of a season, the following pages should serve as a basis of what is expected of our coaches. Included are general guidelines. By agreeing to coach, you have accepted the responsibility to familiarize yourself with the contents of this handbook and to comply with all rules and regulations of the River Falls School District, the Big Rivers Conference, and the Wisconsin Interscholastic Athletic Association. All coaches are directly responsible to the Activities Director for the application of these rules and regulations.

We have a tremendous opportunity to positively impact the student-athletes that we coach and to create an environment that will allow for their growth and development both on and off the field of competition.

Again, thank you for being willing to step into this influential role. Should you need anything, I am here to assist you in any way that I can.

Sincerely,

David Crail  
Activities Director

## Table of Contents

### General Practices

Forward, Mission and Objectives	3
Code of Ethics – Sports Program	4
Wisconsin DPI Standards for Coaching	5

### Guidelines

General Expectations	6
Coaching Duties (Preseason, In season, End of season)	7
Administrative Policies	9
Sportsmanship	14
Job Description – Head Coach	16
Job Description – Assistant Coach	18
Employment Procedures	20
Hazing	21
Parent/Athlete/Coach Expectations	22
Head Coach Evaluation	23

## **FORWARD**

The Athletic Coach’s handbook has been prepared as a reference to highlight coaching responsibilities, basic policies and procedures. It serves as a basis for periodic re-evaluation of the interscholastic athletic program. It also provides, in writing, a statement of basic policies and procedures for reference when desirable. For a more comprehensive study of your responsibilities as a coach, please become familiar with the rules and regulations of the following publications.

- The River Falls School District’s Employee handbook
- River Falls School District Board policies
- WIAA publications ([wiaawi.org](http://wiaawi.org))
- National Federation of High Schools rule book governing specific to your sport

## **MISSION**

High school athletics are an extension of the classroom and an integral part of the school’s program of education. Coaches and students are encouraged to set goals and work hard in an effort to achieve those goals, while ensuring the principles of good sportsmanship prevail at all times to enhance the educational values that participation in extracurricular activities provide.

Participation in school athletics by a student is not a “Right,” but a “Privilege” that must be earned in order to be a member of an athletic team.

## **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.

## **Code of Ethics – Sports Programs National Federation of State High Schools Association (NFHS)**

The function of the coach is to properly educate students through participation in interscholastic competition. The interscholastic athletic program is designed to enhance academic achievement and should never interfere with opportunities for academic success. Athletes should be treated as though they are members of the coach's families and their welfare should be of primary concern at all times. In recognition of this, the following guidelines for coaches have been adopted by the National Federation of Interscholastic Coaches Association Board of Directors.

**The coach** must be aware that he or she has a tremendous influence, either good or bad, in the education of the student athlete and, thus, shall never place the value of winning above the value of instilling the highest desirable ideals of character.

**The coach** must constantly uphold the honor and dignity of the profession. In all personal contact with the student athlete, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall set an example of the highest ethical and moral conduct.

**The coach** shall take an active role in the prevention of drug, alcohol and tobacco abuse and under no circumstances should condone their use.

**The coach** shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.

**The coach** shall be thoroughly acquainted with the contest rules and is responsible for their interpretation to team members. The spirit and letter of rules should be regarded as absolute values. The coach shall not try to seek advantage by circumventing the spirit or letter of the rules.

**Coaches** shall enhance sportsmanship among spectators and by working closely with cheerleaders, the pep club sponsor, booster clubs and administrators.

**Contest officials** shall have the respect and support of the coach. The coach shall not indulge in conduct which will incite players or spectators against opponents or officials. Public criticism of officials or players is unethical.

**Before and after contests**, rival coaches should meet and exchange friendly greetings to set the correct tone for the event.

**A coach** shall not exert pressure on faculty members to give student athletes special consideration.

**It is unethical** for coaches to scout opponents by any means other than those adopted by the leagues and/or state high school athletic association.

## WISCONSIN STANDARDS FOR COACHES

**Coaches should demonstrate proficient performance under all of the following standards:**

**1. Coaches know the sport they are coaching.**

The coach understands the central concepts, tools of inquiry and structures of the disciplines she or he coaches and can create learning experiences that make these aspects of subject matter meaningful for student athletes.

**2. Coaches know how children grow.**

The coach understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

**3. Coaches understand that children learn differently.**

The coach understands how student athletes differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of student athletes, including those with disabilities and exceptionalities.

**4. Coaches know how to teach.**

The coach understands and uses a variety of instructional strategies, including the use of technology, to encourage student athlete's development of critical thinking, problem solving and performance skills.

**5. Coaches know how to manage a team.**

The coach uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**6. Coaches communicate well.**

The coach uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction with the team.

**7. Coaches are able to plan different kinds of lessons.**

The coach organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

**8. Coaches know how to assess student athlete progress.**

The coach understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the student athlete.

**9. Coaches are able to evaluate themselves.**

The coach is a reflective practitioner who continually evaluates the effects of his or her choices and actions on student athletes, parents, professionals in the learning community and to others and who actively seeks out opportunities to grow professionally.

**10. Coaches are connected with other coaches and the community.**

The coach fosters relationships with school colleagues, parents and agencies in the larger community to support student athlete learning and well-being and acts with integrity, fairness and in an ethical manner.

## GENERAL EXPECTATIONS

All coaches are hired to supervise, teach, and organize interscholastic teams of student athletes. The primary responsibility of a coach in interscholastic athletics is the squad of players and managers on their respective team. Proper supervision is required at all times and must be exercised before, during and after all practices and games. Regulations involving control and conduct are necessary to ensure safety and welfare of the participants. Open communication between the head coach and all assistant coaches within a given sport must be positively maintained throughout the season.

1. The coach must maintain positive public relations in all pertinent areas (i.e. parents, school, faculty, coaching staff, media)
2. Coaches will conduct themselves in a positive and professional manner at all times. All coaches are expected to be positive role models while supervising student athletes.
3. Coaches must show respect for one another. Grievances or disagreements between coaches should never be aired where students, parents, fans or other coaches can hear them.
4. Coaches are responsible for the team selection process, style of play, and criteria for awards in consultation with the Activities Director.
5. Coaches will be responsible for the conduct, appearance and the welfare of the team and him/herself at all times. Use of alcohol, drugs, tobacco and illicit substances are not allowed while supervising students. Use of illegal substances is not allowed at any time. If the team has any type of meal together, it should be communicated with all in attendance that this is a school function, and alcohol and tobacco use by anyone is inappropriate (This includes parents and fans in attendance). Banquet settings are included.
6. Head coaches will cooperate with and assist the Activities Director with scheduling of contests, transportation, supervising tournaments, special events and budgeting.
7. All coaches will coordinate practice sites and times with the Activities Office. At no time should a coach cancel practice without consulting with the Activities Director or Head Coach. This is needed so we can communicate in the office when asked.
8. Coaches shall not transport students or athletes in their personal vehicles unless there is an immediate emergency or the student/athlete's safety is at risk.
9. Coaches should understand the proper administrative chain of command and refer any and all requests of grievances through proper channels. These channels are also shared with parents/students. This process can be seen on pages 21 **22** and 22 **23**.

## COACHING DUTIES AND RESPONSIBILITIES

### Preseason

1. The coach is ultimately responsible to make sure that each participant has completed all the necessary pre-registration forms and has paid the fees before an athlete is allowed to participate. No student should be allowed to practice if registration has not been completed.
2. The coach will fill out the proper forms of both the WIAA and the School District before the season starts. This includes employment recommendations (contracts) and signed receipt of the coaches handbook.
3. All volunteer coaches must be approved by the Activities Director and necessary background checks must be completed prior to any contact being made by volunteers with participating students.
4. The coach must make contact with the Activities Office before the season starts to reserve facilities for practice.
5. Coaches must develop or review lettering policy of their particular sport and turn it into the Activities Office before the season starts.
6. Written team rules and policies governing the particular sport will be developed and made available to the Activities Director before the start of the season.
7. Review and approve bus requests sent by the Activities Secretary. Changes to transportation requests should be made no later than two weeks prior to a trip.
8. Arrange for a team photo photographer. Coaches may choose the photographer they wish to use. The Activities Office is not responsible for any charges incurred.  
*Banners can be purchased and displayed but cannot be paid for by the program or through fundraising dollars*
9. Coaches will coordinate with the physical education department the process of issuing lockers and cleaning them out at the end of the respective season.
10. Head coaches will arrange a time to meet with their complete staff with the Activities Director.
11. Head coaches will hold a Parent's Meeting for the purpose of covering the Coach/Parent Communication Guide. All schedules including practices and contests will be handed out. Goals, objectives, philosophy, and team policies should also be covered. The meeting should be scheduled through the Athletic Office and will be held prior to the first game. It will be placed on the season schedule.
12. Coaches must inform parents and players at the beginning of the season of the consequences for losing or damaging uniforms/equipment. An itemized list of equipment and uniforms must be turned in at the end of the season along with a list of lost or damaged items. The coach must establish an organized system of checking equipment in and out. Inventory should be turned into the Activities Office at the end of the season.

## In Season

1. The coach must complete an injury report form and submit it to the athletic office after all injuries. If a trainer is present, the trainer may complete this form. However, it is the responsibility of the Head Coach to make certain that it is completed.
2. The coach will supervise all areas used by your team members. Coaches must supervise the locker rooms and all other areas used by team members. Students are not to be left unsupervised at any time. A coach must be present until the last team member is gone. Coaches are not to drop students off at school after away contests and leave them unsupervised either outside or inside the building.
3. The coach will keep all athletes and parents informed of schedule and transportation changes. These should also be presented to the AD when changes are made.
4. Paid coaches must be present at all practices and contests.
5. The cleaning, maintenance and repair of equipment shall be the responsibility of all coaches. Equipment needing repair shall be reported to the Activities Director. All facilities, indoor and out, should be checked periodically for maintenance, and issues should be reported to the Athletic Office as soon as possible. Report any lost equipment to the athletic office.
6. Coaches will assist contest preparation for each respective sport. This includes getting the field, gym, etc. ready and helping take down the equipment after the contest. Coaches will assist in receiving the visiting teams and showing them to their accommodations.
7. All coaches should turn in a team roster to the Activities Secretary no later than three working days before the first contest. Rosters should include player's name, position, number, height grade in school, names of coaches, managers, statisticians and any other appropriate information deemed necessary for a sport. Changes should be updated to the Activities Secretary on a regular basis also. The Activities Office will send rosters to opposing schools.
8. Coaches should monitor each participant's academic progress and behavior. Grade reports may be obtained from the Activities Office. Coaches are reminded that these reports are confidential and may not be shared with anyone but the student and their parents.
9. The coach or designee will notify the proper person/media of game results. Additionally, Head Coaches or designee will maintain their programs district website. (Results, Photos, Schedules etc.)
10. Whenever an athlete misses practice or a game as a result of an injury, an injury report must be submitted to the Activities Office by the following day. This should also be shared with the athletic trainer. The Activities Office must also be notified if an athlete misses school time or is being treated by a medical professional.
11. All paid coaches must be present at all practices and contests. Coaches must accompany their team to and from all contests unless permission is obtained from the Activities Director or an administrator. All coaches will be responsible for their player's conduct at games and on trips.
12. All coaches will notify the Activities Office if a participant quits or drops out of the sport after the season is in progress.

13. All coaches will follow school procedures for attendance requirements. This policy includes the provision that students must be in school for the entire day in order to participate in any after school activity. This includes practices and events. Excused absences will be approved with administrative approval on a case by case basis.
14. Coaches must **ALWAYS** carry every player's emergency medical information with the team to all practices and contests.
15. **Sunday Practices** are not allowed without prior approval of the Activities Director. A point to remember **with** when requesting a Sunday practice is the WIAA's six-day practice rule. This rule states that athletic teams may not practice or play more than six consecutive days without taking a day off. **Any Sunday practice cannot be a mandatory practice.**
16. Coaches need to report scores to the following media sources
  - Activities Office - Email [david.crail@rfsd.k12.wi.us](mailto:david.crail@rfsd.k12.wi.us)
  - ~~Activities Website: [www.rfwildcats.org](http://www.rfwildcats.org) (Via VNN App)~~
  - BRC Statistician (conference games, home or away) - ~~Rollie Hall~~  
[rollie.hall59@gmail.com](mailto:rollie.hall59@gmail.com)
  - ~~Input score to WSN (Wisconsin Sports Network)~~

### End of Season

1. All head coaches will submit an electronic copy of the end of the year summary to the Activities Director. The AD will provide the necessary forms to all the coaches.
2. Head coaches will meet before and after the respective season with the Activities Director to reflect on the season. The district's current evaluation form can be found on page **23**. Revisions/additions to the current evaluation form may be added as updates to the current model are made.
3. ~~All head coaches whose sports are sponsored by the WIAA will submit to the WIAA the appropriate official's ranking form as well as the beginning/ending athlete participation form. This will be done in a timely fashion.~~
4. Head coaches, working with their booster/parent group will set a date for an end of the season banquet as soon as possible after the season started. These dates will be turned into the Activities Office and will be put on the schedule.

## **ADMINISTRATIVE POLICY**

**Regional, Sectional and State Competition.** Postseason competition may require a team to stay overnight. The following guidelines have been created for that purpose. Once a team has been eliminated from competition, the team will not be allowed to stay at the tournament site without prior approval by the Athletics Director.

### **Transportation**

1. Regular school buses will be used for all games. Vans will be available for teams with a smaller number of participants. One of the paid coaches will be required to drive.
2. Leave times will be determined by the following criteria: (The administration has discretion in situations not listed.)
  - The amount of time it takes to travel to the site. Consideration is given to arriving at the site in a reasonable amount of time before the start of the contest.
  - If practice time is allowed at the facility, an appropriate departure time will be set by the AD and the coach with approval of the Principal.
  - Contests that begin prior to 10:00 a.m. and are more than two hours in travel time away, may require the team to leave the night before the contest. If this occurs, the AD and Principal may allow the team to leave early at a designated time. If a bus is used, the leave time should be set for after school. If a van is driven by a paid coach, appropriate leave time will be set to prevent as little night driving as possible.

### **Team Travel**

- 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.
- *For trips over 150 miles one way, a program may use a coach bus service for their travel. The activities office will be notified of these travel arrangements. It is the responsibility of the coach to arrange for the transportation. The school district will pay for the amount equal to the cost of travel if school district transportation had been used. The difference is the responsibility of the program.*

## Meals

The Activities Office will issue money for meals to the players, managers, and paid coaches during the tournaments. This will be at the discretion of the Activities Director. All coaches will sign off on the appropriate form for each meal they received money for. The head coach will turn the signed forms back into the Activities Office upon returning from the tournament. *Meals will be distributed at the price of \$8.5 for breakfast, \$10.7 for lunch, and \$12.9 for supper. Breakfast money will not be distributed when staying at a hotel with breakfast accommodations.*

## Lodging

Overnight Lodging for conference and WIAA tournament events will be provided only to members of the team, managers and paid coaches of the team involved in the tournament. All rooms will be reserved by the W.I.A.A. or the AD. Upon return, the head coach will turn in all room receipts for the rooms. Only appropriate room charges will be paid. All other incidental charges will be paid by the participants or coaches. Overnight lodging will be provided for the teams when:

- a. Travel distance is over 150 miles.
- b. Starting time for the contest prohibits a reasonable “day of” travel.
- c. Ending time for the contest prohibits a reasonable “night of” travel.
- d. Safety is a concern. The AD and Principal will then make a decision based on the conditions and the situation.

## 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 person. 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.

### School Dismissal Policy Concerning Practices and Games

1. **Inservice Days/Early Dismissal** – Teams with non-staff coaches will be allowed to practice early upon approval by the AD or Principal. Teachers must fulfill their contract day teaching obligations before they are to go to practice
2. **Inclement Weather** – No teams will be allowed to practice when school is closed due to inclement weather. All home athletics will be postponed if school has been canceled.  
~~If unless~~ circumstances change allowing for contests/**practice** to proceed. The AD and Principal may make changes to the schedule in those circumstances.
3. **Bomb Threats, etc.** – If school has been canceled because of a bomb threat, or because of other emergency situations, no practices or games will be conducted at the facility until it has been identified as safe by the police or school officials.
4. Indoor practices will be controlled the same during emergencies as it is controlled during the regular school hours. The buildings will be evacuated according to policy for bomb threats, fire, or other related emergencies, and re-admittance will not be allowed until the building has been cleared by the police or school officials. For a weather emergency, teams will move to the proper area of the school. For outdoor events, if there is lightning involved, W.I.A.A. and NFHS rules will be followed. That calls for all fields to be cleared for 30 minutes from the last visible lightning. For all other weather related emergencies, the teams should move indoors to a pre-designated location in the school or nearby building.
5. During home outdoor contests, the game officials will have the authority to stop the contest for weather emergencies. Teams should have a pre-designated place of safety to go to in case of severe weather.
6. Indoor contests will follow the same procedure as practices. The game management will make an announcement to stop the game and will inform the teams and spectators where to go in case of an emergency.
7. When a team is out-of-town for a contest, and the coach and bus driver determine that the weather makes it impossible to travel back to River Falls, the coach should contact the AD or Principal immediately. The AD and/or Principal will help to make arrangements for the team to stay overnight in a safe location. In this situation all athletes will be required to call their parents or guardians.

**Keys and Building Access** – Outdoor access cards, Building keys, or field keys that are issued to a coach are only for access related directly to the responsibilities of the coaching duties. If a building or field is opened by a coach, that coach is directly responsible for the security of the building or field during and **AFTER** use. Coaches are expected to check all doors and restrict access only to those athletes they are supervising. Never block doors open. Keys should never be given to a student or non-employees. You are responsible for your card and keys, and if you lose any of them, report the loss **IMMEDIATELY** to the Athletic Director or in his absence, the building Principal. If the card or key is lost or stolen, you may be responsible for re-keying the affected area. Non-teacher (CNLT) assistant coaches will be required to return any keys at the end of their season.

**Clinics and State Tournament Attendance** - Coaches are encouraged to attend professional clinics and state tournaments. Each high school paid coach will receive up to \$100 to pay for registrations to clinics/tickets for state tournaments, when the budget allows. Other expenses will be the responsibility of the coach.

1. The District has allowed the head coach the opportunity to attend that state level competition in his/her activity even if their team is not competing. School vehicles can be scheduled for coaches by the AD.
2. Clinics that are accepted are those located in either Wisconsin or Minnesota. Other clinics would need approval of the Activities Director.
3. Coaches who are teachers may use a total of two professional days for clinics/state tournaments: per school policy. After this they may use personal days.

**Coaches Associations** – All coaches, especially the head coach, are strongly encouraged to join the state coaches association of their sport. The membership dues will be paid by the District as long as funds are available. It is the coach's responsibility to provide the membership information to the Activities Office.

**WIAA and Conference Meetings** – Head coaches are required to attend certain meetings for their sports as scheduled by either the WIAA, BRC or other affiliated conference. A school vehicle will be made available and scheduled through the Activities Office for transportation.

#### **WIAA Coaching Qualifications –**

1. Persons certified or eligible for certification to teach in Wisconsin or have completed a WIAA approved education course are eligible to coach based on WIAA rules. This qualification rule applies to all levels of competition and all assignments including assistants, helpers, volunteers, aides, etc. Coaches Not Licensed to Teach (CNLT) may coach for one year. The WIAA has approved either ASEP or NFHS Coaches Education Program as courses that meet education requirements for CNLT's. Verification of satisfactory completion of this certification will be kept on file in the Activity Office. If budget permits, CNLT paid coaches will be reimbursed for the registration expense upon verification of satisfactory completion.
2. ~~Beginning in 2017-18,~~ Coaches must be certified in First Aid, CPR, and AED. The District will provide training *in the summer months* that will be paid for, if the budget allows. If the coach chooses to do this on their own, they will be responsible for any costs *that exceed what the district would have paid through their training.*
3. Coaches will understand and follow all rules set forth by the School District of River Falls, the WIAA and the Big Rivers Conference. Direct violation of any of these rules could result in disciplinary action including termination as a coach for the School District of River Falls. Rules and regulations may be found on the following sites.
  - a. [www.wiaawi.org](http://www.wiaawi.org)
  - b. [www.bigriversconference.org](http://www.bigriversconference.org)
  - c. <http://tinyurl.com/zu37wbu> (School district handbook)

**Wednesday evenings:** are designated by the School District of River Falls as family night. Practices will finish by 6:00 p.m. The athletes should be told to leave the building as soon as possible. Any variance to this rule must be approved by the Superintendent of Schools.

**Vector Trainings:** Vector trainings are issued each year by the district. Coaches are expected to complete all training that is assigned to them. Coaches should complete all training prior to their first day of coaching. Due to the start dates for Fall coaches, training should be completed within two weeks of the start of your seasons. Coaches that do not complete the training within the two weeks (Fall coaches) or prior to their seasons, will be subject to suspension until training is completed.

**TRYOUTS:** For sports where roster cuts are necessary, each coach must have an outlined criteria detailing how an athlete will be assessed during the tryout period. This criteria should be discussed with the AD prior to the tryout. Following the tryout, the AD should be communicated with prior to individual cuts being made. The AD and the Coach will discuss the communication process with the athlete.

**Coaches will take attendance prior to leaving for away contests:** If a team member is not on the bus, check with the attendance office or the Athletic Office to see if the athlete was in school. If the bus departure time is after school or on a weekend, wait a few minutes and then give the team member a call. All departure times should be included with the season schedule.

**Fundraising:** All fundraising must be requested through the Activities Office. Explanation of what the fundraising venture will be and what the funds will be used for will be discussed. Coaches are encouraged to participate with the River Falls High School Athletic Booster Club throughout the year.

**Funds:** All money collected by a program (apparel, fundraising etc.) will be deposited into the school account specific to their program. Funds should not be stored in separate non-school district accounts.

**Booster Club:** Once per calendar year coaches will have the opportunity to request items from the River Falls High School Athletic Booster Club for their program. The Booster Club will ask coaches for their requests collectively (typically submitted online) and will disperse funds according to the clubs established parameters.

**Team Communication:** Coaching staff may communicate directly with students' via media devices after the parents have been generally advised of the coaches intent to do so and have had the opportunity to opt-out. Examples of that communication include but are not limited to: mass text or the use of notification applications such as Remind, TeamSnap or SportsYou. It is recommended that these notification applications be used.

**Team Apparel:** Coaches are able to coordinate the sale of team apparel for their program, parents and fans. The Athletic Department has a current contract with BSN, as such, BSN must be one of the vendors used for your gear. Other vendors can also be used.

**All gear offered via a team store or purchased for team use must adhere to the district's branding guidelines.**

**Gear that is purchased using fundraising dollars is property of the district and must be returned and inventoried at the conclusion of the season.**

**Use of facilities.** The following explains the district policy for use of facilities. In all cases, the Activities Office should be notified of when these facilities need to be used. The following

relates to high school participants only. Youth and outside organizations should contact the Activities Office for a fee schedule.

1. Practices and games that are part of the regular season of that sport will receive priority in scheduling.
2. Off season open gyms will be provided when available. There is no cost for using these as long as it is only River Falls students and no fees are charged. *Open gyms must be advertised to the entire student body when communicated. Work with the Activities Office regarding that communication.*
3. Camps that charge a fee will be charged the equivalent of one person's fee, for custodial services, provided that all monies are put into that team's fundraising accounts.
4. Camps or skill work where a fee is charged will be charged the fees as dictated by the RFSD policy on rentals.

**The River Falls School District provides one year coaching contracts.** All employees who accept a coaching position and later wish to resign during the season must remain in the position until a qualified candidate can be found or until the season is over. Employment situations may be nullified by mutual consent between the coach and District.

### **Sportsmanship**

Good sportsmanship is viewed by the WIAA in conjunction with the National Federation as a commitment to fair play, ethical behavior and integrity. In perception and practice, sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others. The ideals of sportsmanship apply equally to all activity disciplines. Individuals, regardless of their role in activities, are expected to be aware of their influence on the behavior of others and model good sportsmanship.

#### **Fundamentals of Sportsmanship**

**Show respect for self and others at all times.**

**Exercise representative behavior at all times:** The true value of interscholastic competition relies upon everyone exhibiting behavior which is representative of a sound value base. Your behavior influences others whether you are aware of it or not.

**Gain an understanding and appreciation for the rules of the contest:** Being well informed is essential. Know the rules. If you are uninformed, refrain from expressing opinions on decisions made by officials, coaches and administrators.

**Exhibit respect for the officials:** The officials of any contest are trained, impartial arbitrators who perform to the best of their ability. Mistakes by all those involved are a part of every contest. We should not rationalize our own poor or unsuccessful behavior by placing responsibility on an official. A rule of good sportsmanship is to accept and abide by the decision made.

**Openly display respect for the opponent at all times:** Opponents are guests and should be treated cordially, provided with the best accommodations and accorded tolerance at all times. Be a positive representative of your school, team and family.

**Display pride in your actions at every opportunity:** Never allow your ego to interfere with good judgment and your responsibility as a school representative. Regardless of whether you

are an adult, student, player or coach or official this value is paramount since it suggests that you care about yourself and how others perceive you.

**Sportsmanship Reveals Character – regardless of the final outcome.**

**JOB DESCRIPTION  
ATHLETIC DEPARTMENT**

**Title: HEAD COACH**

**Qualification:**

1. Has a valid Wisconsin teacher certificate or is WIAA recognized.
2. Has the ability to organize and supervise a total sports program.
3. Has previous successful coaching experience in the assigned sport.
4. Must have substantial knowledge of the technical aspects of the sport and at the same time must continue to examine new theories and procedures pertinent to the sport.
5. Knowledge of basic rules of the activity and specific safety concerns.
6. Ability to work effectively with other coaches and staff.

**Reports To:** The Activities Director who provides overall objectives and final evaluations in conjunction with the high school principal or designee of the principal.

**Supervises:** A staff of high school assistant coaches in conjunction with the Activities Director.

**Job Goal:** To instruct athletes in the fundamental skills, strategy and physical training necessary for them to realize a degree of individual and team success. At the same time, the student shall receive instruction that will lead to the formation of moral values, pride of accomplishment, acceptable social behavior and self-confidence.

**General:**

- a. The success of the athletic programs has a strong influence on the community image of the entire district. This public exposure is a considerable responsibility and community/parent pressure on winning performance is taxing, but must not override the objective of good sportsmanship, good mental health, and the safety of the athletes.
- b. The head coaching position includes unusual aspects of extended time commitments and risk injury factors.
- c. It is the expressed intent of this job description to give sufficient guidance to function. In cases not specifically covered, it shall be assumed that the coach will exercise common sense and good judgment in making decisions.

**Duties and Responsibilities:**

- a. Prepare plans and strategies for practices and games.
- b. Prepare a team physically, mentally, and emotionally to effectively compete.
- c. Provide a safe, healthy and challenging competitive activity.
- d. Teach good sportsmanship, self-control, self-discipline and pride.
- e. Has knowledge of existing school conferences, and W.I.A.A. regulations.
- f. Evaluates all assistants at the end of the season.
- g. Assist Activities Director with payment schedules for assistant coaches.
- h. Assist with scheduling, transportation, and budgeting.
- i. Assist in preparation and cleanup necessary to hold a scheduled event.
- j. Coordinates scheduling and facilities with the Activities Office.
- k. Establish team rules and criteria for awards and have them made available.
- l. Supervise the issuing, collection, inventory and storage of equipment.

- m.** Coordinate the cleaning, maintenance and repair of equipment.
- n.** Turn-in team roster to the Activities Office.
- o.** Report all scores to the conference statistician, media and the Activities Office.
- p.** Complete and submit necessary injury reports when required.
- q.** Monitor athlete attendance, grades and behavior.
- r.** Prepare and submit reports and information required by the school, conference and W.I.A.A.
- s.** Attend required meetings set up by the conference or W.I.A.A.
- t.** Carry out the concepts of the activities code and rules established by the W.I.A.A.
- u.** Conduct a preseason parent/athlete information meeting. Keep parents and athletes informed of changes in schedules and other information deemed necessary.
- v.** Visibly supervise athletes at all times when athletes are present.
- w.** Ensure athletes are cleared to practice or play after an injury.
- x.** Ensure athletes have completed and turned in all registration materials before practicing to start the season.
- y.** Always have in possession at all practices and games a player's emergency medical information.

## **JOB DESCRIPTION ATHLETIC DEPARTMENT**

**Title: ASSISTANT COACH**

**Qualification:**

- 1.** Has a valid Wisconsin teacher certificate or has taken a WIAA recognized coaches course.
- 2.** Has a previous successful coaching or playing experience in the assigned sport.
- 3.** Must have knowledge of the background in the assigned sport.
- 4.** Knowledge of basic rules of the activity and specific safety concerns.
- 5.** Ability to work effectively with other coaches and staff.

**Reports To:** Head Coach, Activities Director, Principal

**Supervises:** Athletes and team assigned. Assumes supervisory control over all athletes in the program when such control is needed.

**Job Goal:** To carry out the aims and objectives of the sports program as outlined by the head coach and school administration. To instruct athletes in the fundamental skills, strategy and physical training necessary for them to realize a degree of individual and team success. At the same time, the student shall receive instruction that will lead to the formation of moral values, pride of accomplishment, acceptable social behavior and self-confidence.

**Duties and Responsibilities:**

- a.** The success of the athletic programs has a strong influence on the community image of the entire system. The public exposure is a considerable responsibility and community/parent pressure on the winning performance is taxing, but must not override the objective of good sportsmanship, good mental health, and the safety of the athletes.
- b.** Has knowledge of existing school district, state, and conference regulations and carries them out.
- c.** Maintains discipline and works to increase morale and cooperation within the school sports program and school community.
- d.** Understands the proper administrative line of command and refers all requests or grievances through proper channels.
- e.** Monitors student athlete's academic progress through Infinite Campus (school staff assistant) and behavior by working with the Activities Director.
- f.** Complete and submit necessary injury reports to the Activities Office.
- g.** Is accountable for all equipment. Arranges with the head coach for the inventorying, issuing, storing and reconditioning of equipment.
- h.** Examines locker rooms before and after practices and games, checking on general cleanliness and damage of the facility.
- i.** Supervise the locker room and the other areas used by the respective team. Must be present until the last student athlete leaves.
- j.** Be prepared to hold scheduled sports events or practices and adhere to scheduled facility times. Help coordinate practice sites and times with the Activities Office.
- k.** Assist in the preparation and cleanup of playing areas for practice and/or contests.
- l.** Supervises practices, games, and team trips. Take all necessary measures to safeguard each participant.
- m.** Assists the head coach in carrying out his/her responsibilities.
- n.** Strives to improve skills by attending clinics and using resources made available.
- o.** Turn-in team roster to the Activities Office a week before the first game.

- p.** Prepare and submit reports and information required by the Activities Office.
- q.** Always have in possession at all practices and games a player's emergency medical information.

## Employment Procedures

All extracurricular coaches/advisors must provide the following information when applying and renewing a position with the River Falls School District. The Activities Secretary will help with these forms.

### New Hires

- Apply for job on WECAN
- Background check
- Health Screening
- I9 form - Employment Verification - Either a Passport or a SS# and Drivers License required
- W-4 Tax Withholding form
- Alternative Vehicle Driver Information Request Form - Good for 4 years
- Employment Recommendation
- Signing receipt of Coaches Handbook

### Second Year

- CNTL certification if not a licensed teacher
- 1st Aid, CPR, and AED certification
- Employment Recommendation

### Ongoing

- Employment Recommendation
- 1st Aid, CPR, and AED recertification, as needed
- Alternative Vehicle Driver Information Request Form - every four years

## EQUAL OPPORTUNITY EMPLOYMENT

No person may be denied admission to any public school or be denied participation in, be denied, 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).

Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship on the District. It is the intent of the District to comply with both the letter and spirit of the law in making certain does not exist in its policies, regulations and operations. Discrimination complaints shall be processed in accordance with established procedures.

## Hazing

Hazing or “forced activity” means any activity which is a condition of initiation or admission into or affiliation with an organization, regardless of a student’s willingness to participate in the activity. Hazing also includes any action taken or situation created, intentionally, whether on or off-campus, that produces mental or physical discomfort, embarrassment, harassment or ridicule. This includes any action that endangers the health or well-being of an individual, is personally degrading, has an adverse effect on the academic performance of the student or which violates any federal, state, or local statute or University policy. Individual or group consent to hazing activity in no way validates the activity or excludes those perpetuating it from being charged with a crime. Hazing is a process that involves harassment, with or without consent. Hazing can occur within any group. Hazing results include, but are not limited to, excessive physical fatigue, embarrassment, humiliation, and mental or physical injury. It is the responsibility of victims, participants or witnesses of a potential hazing incident to report the activity.

### **Wisconsin Statute 948.51:**

Wisconsin Statute 948.51 prohibits any form of hazing. The statute says:

(1) In this section “forced activity” means any activity which is a condition of initiation or admission into or affiliation with an organization, regardless of a student’s willingness to participate in the activity. (2) No person may intentionally or recklessly engage in acts which endanger the physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating in connection with a school, college or university. Under those circumstances, prohibited acts may include any brutality of a physical nature, such as whipping, beating, branding, forced consumption of any food, liquor, drug or other substance, forced confinement or any other forced activity which endangers the physical health or safety of the student. (3) Whoever violates sub (2) is guilty of: (a) A Class A misdemeanor if the act results in or is likely to result in bodily harm to another; (b) A Class E felony if the act results in great bodily harm or death to another.

### **Is it Hazing?**

“Hazing” refers to any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person’s willingness to participate (taken from StopHazing.org).

Additionally, hazing may be reflected in any act that is required of new members in order for them to gain admittance to an organization that is not required of the current membership.

## **Parent/Participating Student/Coach Expectations**

Parenting and coaching are extremely difficult 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, off-season 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. Notification of any schedule conflicts that may occur, well in advance of the season.  
(Vacations, etc.)
2. Special concerns regarding coaching expectations. (Practice requirements)
3. Support for the Activities Code and all team rules.
4. If the athlete has a concern, the parents should encourage their son/daughter to speak with the coach or coaching staff.
5. Support for all team members and the coaching staff.
6. 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. A 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 athlete's 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 make-up 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. (I would suggest the coaching staff 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. The conference will be in a non-threatening environment.



## POLICY 342.11 INDEPENDENT EDUCATIONAL EVALUATION

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of the District. A parent has the right to an IEE at public expense if the parent disagrees with an evaluation that the District conducted. For purposes of this policy, “evaluation” means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. In the event the District receives a parent request for an IEE, the District must either provide the IEE at District expense pursuant to this policy, or request a due process hearing to show that its evaluation is appropriate. The IEE must meet District criteria for IEEs, which is the same criteria that the District uses when it conducts its own evaluations. If the District requests a due process hearing and the hearing officer determines that the District’s evaluation is appropriate, the parent still has the right to an IEE, but not at public expense. Parents may only request one (1) publicly funded IEE for each evaluation completed by the District.

### Procedures to Obtain an IEE at Public Expense

- A. The parent should submit to the District a written request for an IEE and should include in such a request an explanation of their reasons for objecting to the evaluation obtained by the District. However, the District will not deny parents a publicly funded IEE because they fail to provide the District with such a written request or fail to provide reasons for requesting an IEE.
- B. If a parent requests an IEE, the District will provide the following information:
  - a. A list of the names and addresses of IEE examiners located in the area. The list will consist of IEE examiners who, in the District’s judgement, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the District will identify a qualified examiner elsewhere in the State of Wisconsin.
  - b. A description of the District’s criteria for selection of IEE examiners.
- C. Minimum qualifications for IEE examiners. The District will not pay for an IEE unless the IEE companies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
  - a. The prospective IEE examiner (the “examiner”) must hold a valid license from the State of Wisconsin in the field related to the known or suspected disability. The examiner must have extensive training in the evaluation of the area(s) of concern and be able to interpret the instructional implications of the evaluation results. In instances where no “applicable license” exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability.
  - b. The examiner must be located within **100 miles of the District** and must conduct the evaluation within District boundaries.
  - c. The examiner may only charge fees for educational evaluation services that, in the sole judgement of the District are reasonable.

- d. The examiner must be permitted to directly communicate and share information with members of the IEP Team. The examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to the receipt of payment for services.
  - e. If the District evaluation included an observation of the child in one (1) or more educational settings, the IEE will include at least one (1) observation in that setting. Evaluators will make at least one (1) contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the child is a required evaluation component.
  - f. The same criteria apply to both public and independent examiners.
- D. The maximum allowable cost for an examiner will be the average cost per day or per hour for a similarly qualified staff member employed by the District during the current school year, as determined by the Director of Student Services, **not to exceed a total of \$1,250**. In the unusual event the examiner is one not typically employed by the District, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the District and its insurance carrier. The District will not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE unless the parent can demonstrate that necessary services are not available in the community.
- E. If unique circumstances justify an IEE that exceeds the maximum allowable cost; the District must ensure the IEE is publicly funded. The District will review these circumstances on a case-by-case basis. If the total cost for an IEE exceeds the District's cost criteria and it is determined through appropriate procedures that there is no justification for excess cost, the cost of the IEE will be publicly funded up to the District's maximum allowable cost. If the District determines the cost exceeds the cost criteria, then the District must without unnecessary delay, initiate a due process hearing to demonstrate the cost did not meet appropriate agency criteria.

For more information, parents may request a copy of Bulletin 99.02 "Independent Educational Evaluations (IEEs)" from the District or from the Department of Public Instruction, Division of Learning Support: Equity and Advocacy.

LEGAL REFERENCE: 34 C. FR Sec. 300.502

CROSS REFERENCE:

DATE OF ADOPTION: XXXXX XX, 2025

# End of The Year Title III Presentation

June 2 , 2025



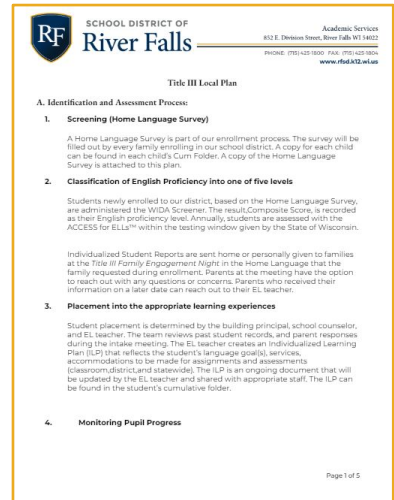
## Title III

### *Mission*

To support all students' access to school, the School District of River Falls has dedicated EL teachers who work with families and students who are learning English. In addition to supporting students, the EL teachers work with families to access resources to communicate with their student's school and so families can participate in their students' educational experience.

# Local Plan – Sections

- Identification and Assessment Process
- Implementation of Plans for Regular School Year
- Parents and Parental Involvement
- Staffing and related professional development
- Explain the core curriculum program in the school district and how the services for identified ELL's are supplemental to the core program



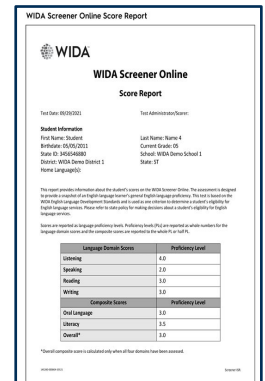
# Identification and Assessment Process:

## Home Language Survey

- Included in enrollment procedures
- 2 initial questions
- First step to identifying potential EL students

Home Language Survey Results

Screen  
Do not Screen



# Identification and Assessment Process Cont.:

## Assessed Annually

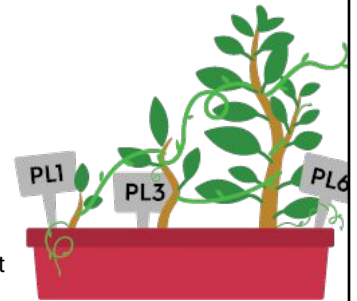
ACCESS for ELLs

Educators use ACCESS results, along with other WIDA resources, to make decisions about students' English academic language and to facilitate their language development.

Students' scores reflect proficiency levels ranging from Level 1 (Entering) to Level 6 (Reaching).

Test scores can be used:

- For accountability purposes
- As benchmarks against which educators can measure future performance
- As a measure to make reclassification decisions about whether a student can exit English language support services
- To support decisions about placing students into appropriate classes or groups for instruction, instructional planning
- To show the progress students have made



# Implementation of Plans for Regular School Year

## Goals

Short Term:

- Reviewing data from previous years.
- The EL team focused on the awareness and understanding of ELD standards and how those standards connect to general education academic standards.

Long Term:

- Coordination of RFSD student services/programs (SPED, Title I, Reading/Math Interventions, General Education)

## Instruction

- Integrated ESL
- Standalone ESL
- ESL Integrated SPED
- Caregiver Refusal

# Parents and Parental Involvement

## Notices

- Notification and written approval of placement
- Notification of academic progress
- Possible Parent education training

## Survey

- 80% of parents in attendance at the Spring Title III Family Night have attended multiple Title III events
- 53% of parents have a clear understanding of the instruction and activities your child experiences in the EL program
- Additional Comments from Parents:

*[The program] helps build the community.*  
 - Parent of an Elementary/Middle/High School ML student

*I am happy that my daughter gets a chance to participate in events like these*  
 - Parent of an Elementary EL student

# Staffing and related professional development

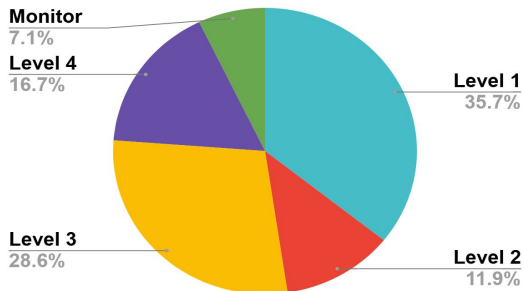
**RF ELL TEAM**

 Amy Wise amy.wise@rfsd.k12.wi.us	 McKenna Cook mckenna.cook@rfsd.k12.wi.us	 Monica DuMond monica.dumond@rfsd.k12.wi.us	 Kaylin Lallemond kaylin.lallemond@rfsd.k12.wi.us	 Cassie Meyer cassandra.meyer@rfsd.k12.wi.us
 Michelle Carrillo Mendez michelle.carrillo@rfsd.k12.wi.us	 Silvia Fredrick silvia.fredrick@rfsd.k12.wi.us	 Nataly Gomez nataly.gomez@rfsd.k12.wi.us		

- 4 FTE EL Teachers
- 2 Bilingual Paraprofessionals
- Program Assistant
- Director of Academic Services

# Elementary

42 ML Students



Did you know?



## A Day in the Life of Ms. Cook & Mrs. Meyer (Ms. Cassie) & Ms. Michelle

Ms. Cook Westside Greenwood	Mrs. Meyer Rocky Branch RFPME	Ms. Michelle Westside Greenwood Rocky Branch
<ul style="list-style-type: none"> <li>Co-planning K-5</li> <li>Co-teach (varies)</li> <li>Push in (varies)</li> <li>Pull out (varies)</li> </ul>		<ul style="list-style-type: none"> <li>Push in (K-5)</li> <li>Occasional small groups</li> </ul>

Kindergarten (8)      3rd Grade (5)  
 1st Grade (8)      4th Grade (5)  
 2nd Grade (8)      5th Grade (8)  
 13 languages & 10 countries!

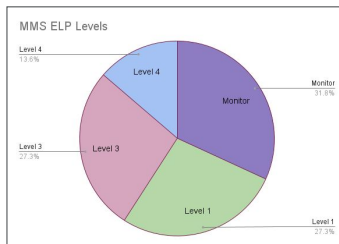
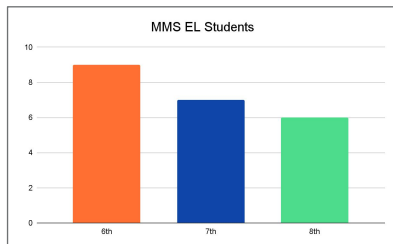
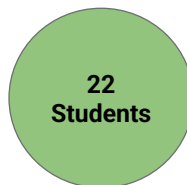
# Meyer Middle School

### Fun Fact

Multilingual Learners at MMS come from 6 different countries!

- Ecuador
- Guatemala
- Mexico
- Puerto Rico
- Philippines
- USA

EL Staff: Monica Dumond, Kaylin Lallemont, Sylvia Fredrick



### Services Provided at MMS

- ❑ **Push - In**
  - 6th & 7th Science
  - 6th & 7th Math
  - 6th & 7th Social Studies
  - 6th & 7th ELA
  - 6th & 7th Literature
  - 6th & 7th Math Enrichment/Health
  - 8th Monitor
- ❑ **Homework Support**
  - English Language Development
  - Study Hall
- ❑ **Additional Student Support**
  - Prep
  - Before/After School

- ❑ **Teacher Support**
  - modified assessments
  - check-ins/collaborations

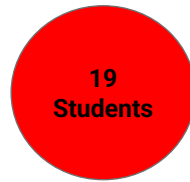
# High School

## Fun Fact

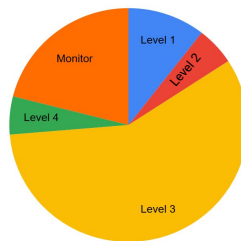
Multilingual Learners at RFHS come from 7 different countries!

- Ecuador
- Guatemala
- Bolivia
- El Salvador
- Puerto Rico
- Philippines
- USA

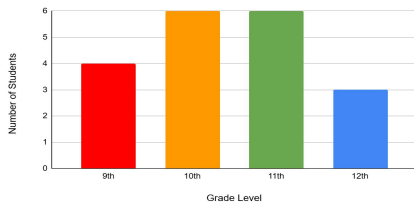
## EL Staff: Kaylin Lallemont



Number of Students at each ELP Level



RFHS EL Students

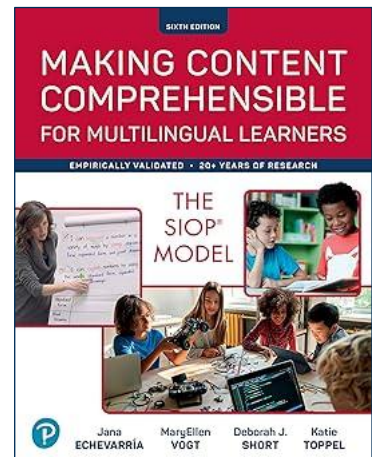


## Services Provided at RFHS

- ❑ **Push - In**
  - Biology, Broadfield Science, Geography, Pre-Algebra
- ❑ **Co- Teach**
  - English 9
- ❑ **ELD**
  - English Language Development
- ❑ **Additional Student Support**
  - WIN, Prep
- ❑ **Teacher Support**
  - Co-planning, modified assessments, check-ins

# Staffing and related professional development

- The WIDA Annual Conference (Virtual) is the largest conference dedicated to educators of Pre-K through grade 12 multilingual learners.
- The ELL Team participates in monthly team meetings to collaborate in house.
  - ◆ Book Club to continue to learn new models to share with all staff.
- Attend CESA trainings.



# Core Curriculum + ELL Supports

- Core Content
  - ◆ ELA
  - ◆ Math
  - ◆ Science
  - ◆ Social Studies
- English language instruction is supplement when provided outside of the core content instruction
- Imagine Learning for grades K - 5

## Title III Annual Review



# Annual Review

1. Recommendations for the 2025-26 Title III/ESL Program
2. Prioritization of Recommendations for Program Implementation, 2025-26 School Year
3. Open Forum



SCHOOL DISTRICT OF  
**River Falls**

Academic Services  
832 E. Division Street, River Falls WI 54022  
PHONE: (715) 425-1800 FAX: (715) 425-1804  
[www.rfsd.k12.wi.us](http://www.rfsd.k12.wi.us)

## Title III, Part A - Language Instruction for Limited English Proficient and Immigrant Students

### Annual Review Agenda

1. Welcome and Introductions
2. Purpose of Meeting
  - a. To provide the ESL Coordinator and classroom teachers, administrators, parents, and private school representatives the opportunity to review the 2023-24 Title III program and plan/design the Title III program for the 2024-25 school year.
3. Title III/ESL Program Goals
  - a. To help students succeed in the regular education programs.
  - b. To assist students in attaining grade-level proficiency.
  - c. To improve student achievement in basic and advanced skills.
  - d. To assist students in acquiring the English language.
  - e. To involve parents in their children's education.
  - f. To provide professional development and growth opportunities.
  - g. To coordinate ESL and other education programs.
4. Review of 2023-24 Title III/ESL Program
  - a. Program Design
    - i. Goals/Desired Outcomes
    - ii. Student Population and Proficiency Levels
    - iii. Planned activities that were proposed to be developed, implemented and administered
    - iv. Instructional Services (curriculum materials, instructional strategies, special approaches/schedules, alternate assessments)
  - b. Coordination
  - c. Parent Involvement
  - d. Private School
  - e. Professional Development
5. Discussion of Evaluation and Assessment Results
  - a. Evaluations
    - i. Program and Students
    - ii. Standardization and Non-Standardization Measures
  - b. Assessments

# Moving Forward

Local Plan will be shared in the Fall.

Annual review will be shared in the Spring.



SCHOOL DISTRICT OF  
**River Falls**

Academic Services  
832 E. Division Street, River Falls WI 54022  
PHONE: (715) 425-1800 FAX: (715) 425-1804  
[www.rfsd.k12.wi.us](http://www.rfsd.k12.wi.us)

## Title III Local Plan

### A. Identification and Assessment Process:

#### 1. Screening (Home Language Survey)

A Home Language Survey is part of our enrollment process. The survey will be filled out by every family enrolling in our school district. A copy for each child can be found in each child's Cum Folder. A copy of the Home Language Survey is attached to this plan.

#### 2. Classification of English Proficiency into one of five levels

Students newly enrolled to our district, based on the Home Language Survey, are administered the WIDA Screener. The result, Composite Score, is recorded as their English proficiency level. Annually, students are assessed with the ACCESS for ELLs™ within the testing window given by the State of Wisconsin.

Individualized Student Reports are sent home or personally given to families at the Title III Family Engagement Night in the Home Language that the family requested during enrollment. Parents at the meeting have the option to reach out with any questions or concerns. Parents who received their information on a later date can reach out to their EL teacher.

#### 3. Placement into the appropriate learning experiences

Student placement is determined by the building principal, school counselor, and EL teacher. The team reviews past student records, and parent responses during the intake meeting. The EL teacher creates an Individualized Learning Plan (ILP) that reflects the student's language goals, services, accommodations to be made for assignments and assessments (classroom/district and statewide). The ILP is an ongoing document that will be updated by the EL teacher and shared with appropriate staff. The ILP can be found in the student's cumulative folder.

#### 4. Monitoring Pupil Progress

*Thank you!*

Questions?





**Title III, Part A - Language Instruction for Limited English Proficient and Immigrant Students**

***Annual Review Agenda***

**1. Welcome and Introductions**

**2. Purpose of Meeting**

- a. To provide the ESL Coordinator and classroom teachers, administrators, parents, and private school representatives the opportunity to review the 2024-25 Title III program and plan/design the Title III program for the 2025-26 school year.

**3. Title III/ESL Program Goals**

- a. To assist students in acquiring English language proficiency.
- b. To help students succeed in the regular education programs.
- c. To assist students in attaining grade-level standards.
- d. To improve student achievement in basic and advanced skills.
- e. To engage parents in their children's education.
- f. To provide professional development and growth opportunities.
- g. To coordinate ESL and other education programs.

**4. Review of 2024-25 Title III/ESL Program**

- a. Program Design
  - i. Goals/Desired Outcomes
  - ii. Student Population and Proficiency Levels
  - iii. Planned activities that were proposed to be developed, implemented and administered
  - iv. Instructional Services (curriculum materials, instructional strategies, special approaches/schedules, alternate assessments)
- b. Coordination
- c. Parent Involvement
- d. Private School
- e. Professional Development

**5. Discussion of Evaluation and Assessment Results**

- a. Evaluations
  - i. Program and Students
  - ii. Standardization and Non-Standardization Measures
- b. Assessments

- i. Assessment of ELLs for English Proficiency. Provide information on the number of eligible students, number of students served (2024-25), the number of students to be served in 2025-26, and the test(s) used.
- ii. Assessment of core academic subjects
- iii. Assessment of Parent Involvement. (Include copy of parental notification) *Explain the procedures which were used for assessing parent involvement.*
- iv. Surveys: Parents, Staff, Student
- v. Other

**6. Program Planning and Design (*reflect planning in minutes*)**

- a. Discuss program planning and design for implementing language instruction educational programs, based on scientifically based research on teaching limited English proficient children.
- b. Identify program strengths.
- c. Determine areas in need of improvement.
- d. Brainstorm ideas, solicit suggestions.
- e. Develop recommendations for improvement.

**7. Recommendations for the 2025-26 Title III/ESL Program**

*List any and all recommendations including instructional components, coordination, parent involvement, professional development, etc. Explain how recommendations were made and who is involved.*

- A. Instruction guided by data found in EduCLIMBER (ACCESS, ACT, ACT 20, Common Formatives)
- B. Fall Family Engagement Night - earlier in September
- C. Family Support; Infinite Campus, Schoology, Food Service
- D. WIDA Model
- E. ELD Standards in Curriculum Review Cycle
- F. Program guidebook for all staff
- G. Seal of Biliteracy

**8. Prioritization of Recommendations for Program Implementation, 2025-26 School Year**

*The group, through consensus, should rank the recommendations listed above, to provide guidance for future planning and program design.*

**9. Open Forum**



## **Title III Local Plan**

### **A. Identification and Assessment Process:**

#### **1. Screening (Home Language Survey)**

A Home Language Survey is part of our enrollment process. The survey will be filled out by every family enrolling in our school district. A copy for each child can be found in each child's Cumulative Folder. A copy of the Home Language Survey is attached to this plan.

#### **2. Classification of English Proficiency into one of five levels**

Students newly enrolled to our district, based on the Home Language Survey, are administered the WIDA Screener. The result, Composite Score, is recorded as their English proficiency level. Annually, students are assessed with the ACCESS for ELLs™ within the testing window given by the State of Wisconsin.

Individualized Student Reports are sent home or personally given to families at the *Title III Family Engagement Night* in the Home Language that the family requested during enrollment. Parents at the meeting have the option to reach out with any questions or concerns. Parents who received their information on a later date can reach out to their EL teacher.

#### **3. Placement into the appropriate learning experiences**

Student placement is determined by the building principal, school counselor, and EL teacher. The team reviews past student records, and parent responses during the intake meeting. The EL teacher creates an Individualized Learning Plan (ILP) that reflects the student's language goal(s), services, accommodations to be made for assignments and assessments (classroom, district, and statewide). The ILP is an ongoing document that will be updated by the EL teacher and shared with appropriate staff. The ILP can be found in the student's cumulative folder.

#### **4. Monitoring Pupil Progress**

Multiple measures are used to monitor student progress throughout the school year. The School District of River Falls monitors student progress with ACCESS for ELLs™, Fastbridge, aimsweb+, STAR assessments, grade-level assessments, teacher observations, and report cards.

Weekly communication takes place between ELL teachers and classroom teachers, and other staff members if necessary, regarding student progress. Progress reports are shared with parents during Parent-Teacher conferences.

ELL student progress at the elementary level is analyzed every nine weeks with the Data Digs Team. The team analyzes student progress and decisions are made to accommodate the students' needs. At the secondary level, once a month, classroom teachers and ELL teachers have the opportunity to analyze student needs and create a plan moving forward

ELL student progress is also analyzed at ELL team meetings, which include ELL teachers, bilingual paraprofessionals and Director of Academic Services.

## **B. Implementation of Plans for Regular School Year:**

### **1. Goals: List both short-term and long-term**

Short-term goals:

All goals this year included reviewing data from previous years. The EL team focused on the awareness and understanding of ELD standards and how those standards connect to general education academic standards.

Long-term goals:

See Annual Review

Coordination of RFSD student services/programs (SPED, Title I, Reading/Math Interventions, General Education)

### **2. Describe the instructional approach(es) for LEP students at the various English Proficiency levels.**

Our district houses Integrated ESL, Newcomer ESL, Standalone ESL, ESL IntegratedSPED, and Caregiver Refusal.

Integrated ESL is facilitated through an EL educator's or EL educator supported paraprofessional pushes into the general education setting. The EL teacher or paraprofessional may be supporting ELs during a mini-lesson or wait for instruction to be complete before working in a small group with ELs. Teachers may be supported in language proficiency development.

Newcomer ESL are generally stand-alone learning environments designed to meet the socio-cultural, language, and academic needs of newly arrived immigrants. These programs prepare newcomers with readiness to transition to regular LIEPs.

Standalone ESL is a special Instruction in English in which English Learners are served outside of the general classroom or enrolled in specialized ESL classes.

ESL IntegratedSPED is where we have ELs with IEPs served within all LIEP environments. This category is ELs with significant cognitive disabilities.

Caregiver Refusal opts out of LIEP services offered by the district for the current year. Students retain their EL status and the district remains obligated to take affirmative steps and appropriate actions, required by federal law, to provide access to its educational programs.

ELL teachers share students' instructional approaches with staff and parents and can be found on their ILPs.

### **3. Program Activities**

The School District of River Falls offers Summer school courses in two different sessions. Courses offered include an ELL course taught by an ELL teacher along with grade level readiness.

Newcomer curriculum is available for all grade levels.

### **4. Program Evaluation**

On an annual basis the ESL program will conduct an annual program review (using the CESA #11 Annual Review Agenda) that will include sharing of the *ACCESS for ELLs™* results and the measurement of AMAOs ( as calculated by DPI). This annual review will take place each summer and will include ESL staff, and building administration and staff. Program design and planning will be discussed for the following school year.

### **5. Other program components (gifted and talented, materials, special education, coordination with other programs)**

[Computer programs – Imagine Learning]

Students are identified for gifted and talented and special education same as all other students or in a comparable manner.

An effort is made to include ELL students in extracurricular activities in order to promote social relationships.

The guidance counselor makes an effort to place ELL students in rigorous academic coursework.

## **C. Parents and Parental Involvement**

### **1. Describe parent notification and written approval of placement procedures.**

Parent notification takes place on an annual basis, in the fall of each school year. The notice is sent home in the language of the family (whenever feasible) and is signed by the child's parents. A copy of the signed approval of placement is kept in the child's Cumulative folder.

## **2. Describe the program's Parent Involvement strategies**

- Ask parents to volunteer for special events or as classroom volunteers
- Involve parents in disciplinary procedures and educational opportunities as they arise
- Provide food and include all children within the family
- Host events in areas that families can later visit with little to no cost
- Schedule meetings with all teachers involved with a family so they don't have to take off work more than once
- All documents sent home are provided in the language of the home whenever possible
- Phone calls are made to clarify any questions parents may have or encourage attendance at events

## **3. Describe how parents are notified of the academic progress of their children**

Classroom teachers are encouraged to reach out via email, TalkingPoints or phone calls to parents to share progress. They are also available for any questions or concerns.

Secondary parents have access to *Infinite Campus* where they can monitor student progress.

Elementary parents receive report cards for their children on a trimester basis and in their native language if requested.

Parents are encouraged to attend parent/teacher conferences which are held twice a school year at the elementary level, and every mid-term for secondary. Interpreters are available for every conference night.

Parents are informed about standardized tests and screeners and receive follow up communication with the results and explanation in their native language.

## **4. Describe any ongoing, systematic training program for parents**

Possible parent education training:

- ESL classes for adults by Chippewa Valley Technical College
- Community Education Courses - Scholarships offered
- What parents can do to help their children in school such as reading at home, making sure their children do their homework, what's in the backpack, signing papers, etc.

- Parent rights/responsibilities in the educational process (understand handbook, what is truancy, how many credits are needed to graduate, school policies, calling when your child is sick, etc.)
- Discuss ACCESS for ELLs™ results and what the different English proficiency levels mean, how students can exit from the program.

On an annual basis, a survey is conducted with parents of ELL students to determine what went well, what they thought could be improved and what they would like to see included/excluded from the program.

#### **D. Staffing and related professional development**

##### **1. Describe qualifications of staff providing services to LEP students.**

Staffing includes teachers, Title I staff, bilingual paraprofessionals, English Language Program Assistant, interpreter, and translator. All staff hold the appropriate license for their placement.

The School District of River Falls certifies that all teachers in any language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction, including having written and oral communications skills.

Our district does not meet the state trigger numbers for employment of bilingual teaching staff.

##### **2. Describe the professional development plans/activities on instruction and assessment of LEP children.**

ELL teachers meet with classroom teachers weekly to provide instructional coaching and co-plan for future units mainly for ELL students but also providing support for all learners. ELL staff provide professional development during staff meetings, and monthly newsletters for elementary and secondary levels.

Our staff regularly takes part in the professional development opportunities provided through the CESA #11 Title III Consortium.

#### **E. Explain the core curriculum program in the school district and how the services for identified ELL's are supplemental to the core program.**

The district provides instruction in the core content of reading/language arts, math, science and social studies for all students, including identified ELLs. Our district has identified benchmarks for students to achieve at each grade level and all classroom teachers design instruction for students using the benchmarks. Title III efforts for English language instruction is supplemental when provided outside of the core content instruction.

# Summer School Update



June 2, 2025

## Summer School Course Offerings

	Session I	Session II
2025	281	246
2024	330	288
2023	356	330

	Session I		Session II	
	Grades 1-2	Grades 3-5	Grades 1-2	Grades 3-5
2025	21	18	22	13
2024	18	18	15	18

# Summer School Course Offerings

- **Middle School**

- **ELA, Literature, Math, Social Studies (enrichment):** 49 ('25), 44 ('24)
- **Speed and Strength:** 143 ('25), 167 ('24)
- **Band (6th grade and 8th grade marching band)**

- **High School**

- **Speed and Strength** - 194 ('25), 263 ('24)
- **Health:** 59 ('25), 42 ('24)
- **Personal Finance:** 33 ('25),
- **CTE:** 34 ('25), 35 ('24)
- **Band, Musical Theatre, Credit Recovery (English & Social Studies)**