

**School District of River Falls
Ad-Hoc Policy Committee**

November 3, 2025 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

Personnel Committee members: Stacy Johnson Myers (Chair), Alison Page, & Alan Tuchtenhagen

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. NEOLA POLICY UPDATES - INITIAL READINGS

4

Description: The Policy Committee is conducting the initial readings of the following NEOLA policies as part of the review process. Approval by the Policy Committee will advance these policies to the full School Board for the first reading.

Policies Recommended for Initial Approval:

- Policy 2105 - Mission, Vision, and Values of the District
- Policy 2131.01 - Early Literacy Program
- Policy 2221 - Special Observance Days
- Policy 2240 - Controversial Issues in the Classroom
- Policy 2260.02 - Services for Bilingual Students/English Learners
- Policy 2261 - Title I Services
- Policy 2261.01 - Parent and Family Engagement in Title I Programs
- Policy 2261.02 - Title I - Parents' Right to Know
- Policy 2330 - Homework
- Policy 2340 - District-Sponsored Trips
- Policy 2460.03 - Independent Educational Evaluation (IEE)
- Policy 2521 - Selection of Instructional Materials and Equipment
- Policy 2522 - Library Media Centers
- Policy 2531 - Copyrighted Works

Recommended Action: Approve the above-listed NEOLA policies for the initial reading by the Policy Committee and recommend them for the first reading.

5. NEOLA POLICY 2210 - CURRICULUM DEVELOPMENT

52

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 2210 - Curriculum Development for the initial reading by the Policy Committee and recommend it for the first reading.

6. NEOLA POLICY 2220 - ADOPTION OF COURSES OF STUDY

54

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 2220 - Adoption of Courses of Study for the initial reading by the Policy Committee and recommend it for the first reading.

7. NEOLA POLICY 2230 - CURRICULUM UNIT PLANS

56

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 2230 - Curriculum Unit Plans for the initial reading by the Policy Committee and recommend it for the first reading.

8. NEOLA POLICY 2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY 58

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity for the initial reading by the Policy Committee and recommend it for the first reading.

9. NEOLA POLICY 2260.01 - SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY 67

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability for the initial reading by the Policy Committee and recommend it for the first reading.

10. NEOLA POLICY 2266 - NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES 78

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities for the initial reading by the Policy Committee and recommend it for the first reading.

11. NEOLA POLICY 2270 - RELIGION IN THE CURRICULUM 99

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 2270 - Religion in the Curriculum for the initial reading by the Policy Committee and recommend it for the first reading.

12. NEOLA POLICY 2430 - DISTRICT-SPONSORED CLUBS AND ACTIVITIES 101

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 2430 - District-Sponsored Clubs and Activities for the initial reading by the Policy Committee and recommend it for the first reading.

13. NEOLA POLICY 2431 - INTERSCHOLASTIC ATHLETICS 103

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 2431 - Interscholastic Athletics for the initial reading by the Policy Committee and recommend it for the first reading.

14. NEOLA POLICY 2451 - PROGRAM OR CURRICULUM MODIFICATIONS 105

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 2451 - Program or Curriculum Modifications for the initial reading by the Policy Committee and recommend it for the first reading.

15. NEOLA POLICY 2623 - STUDENT ASSESSMENT 107

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 2623 - Student Assessment for the initial reading by the Policy Committee and recommend it for the first reading.

16. NEOLA POLICY 2700.01 - SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS 2 109

Description: This review constitutes the initial reading by the Policy Committee. Approval will forward the policy to the full School Board for the first reading.

Recommended Action: Approve Neola Policy 2700.01 - School Performance and State Accountability Report Cards for the initial reading by the Policy Committee and recommend it for the first reading.

17. SCHEDULE NEXT POLICY AD-HOC COMMITTEE MEETING

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

Recommended Action: Set the meeting schedule as follows:

Ad-Hoc Policy Committee meeting: Monday, December 1, 2025, 6:00 p.m.

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

18. ADJOURN



Book Neola Policy Templates for Processing
Section 2000 Program Templates
Title MISSION, VISION, AND VALUES OF THE DISTRICT
Code po2105 - 9/2/25
Status

2105 - **MISSION, VISION, AND VALUES OF THE DISTRICT**

MISSION

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

VISION

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

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

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

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

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

CHARACTER - We ground our actions in honesty, integrity, responsibility, service, and compassion towards others.

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

INNOVATION - We inspire and empower innovative thought and practice.

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

Adopted from retired Policy 110 and 111

@ RFSO 2025

The mission of the _____ is to provide an appropriate educational program and learning environment which will effectively:

A. ~~(-) MEET THE EDUCATIONAL NEEDS OF ITS STUDENTS;~~

~~(-) AND CITIZENS;~~

B. () HELP ITS STUDENTS ACCOMPLISH EDUCATIONAL GOALS WHICH ARE:

1. () SIGNIFICANT;
2. () DURABLE;
3. () TRANSFERABLE.

Explanation of Key Words and Phrases

The following explanations are provided in order to facilitate a common understanding of the Mission Statement:

....appropriate educational program

The program will encompass those classroom, co-curricular, and extra-curricular activities specially designed for students whose needs are met through:

- A. () special education;
- B. () vocational education;
- C. () academic education;
- D. () community education.
- E. () _____.

....appropriate learning environment

Facilities and grounds which are conducive to acquiring knowledge, attitudes, and skills because students and staff are physically and psychologically safe and focused on accomplishing clearly defined objectives and goals.

....meet the educational needs

Such needs consist of those learnings that each person must have to function as a responsible, productive member of society and to make it possible for the person to realize personal goals.

....students and citizens

Students are those who are enrolled in a regular program offered by the District or through the _____. Citizens are residents of the District who may wish to participate in a program offered either by this District or through the _____.

....goals which are significant, durable, and transferable

A **significant** educational goal is one in which the knowledge, skills, and/or attitudes that are acquired will affect how a person will live his/her life.

A **durable** educational goal is one in which the knowledge, skills, and/or attitudes that are acquired will be useful for much, if not all, of a person's lifetime.

A **transferable** educational goal is one in which the knowledge, skills, and/or attitudes that are acquired can be applied directly to another educational program, to the world of work, and/or to one's personal life.

© Neola 2012



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	EARLY LITERACY PROGRAM
Code	po2131.01 9/30/25 DB
Status	
Legal	115.77, 118.015, 118.016, 121.02 (1) (c), 121.02 (1) (d), Wis. Stats.

2131.01 - **EARLY LITERACY PROGRAM**

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

State-Mandated Early Literacy Reading Readiness Assessments

The Director of Academic Services will:

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

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

Early Literacy Remediation Plan

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

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

Parent/Guardian Notification

- A. *Assessment results.* The District will provide the results of a reading readiness assessment, in writing, to a student's parent no later than 15 days after the reading readiness assessment is scored. For purposes of providing results of a reading readiness assessment under this paragraph, the district will provide at least all of the following to a student's parent in the native language of the student's parent:
 1. The student's score on the reading readiness assessment.
 2. The student's score in each early literacy skill category assessed by the reading readiness assessment.
 3. The student's percentile rank score on the reading readiness assessment, if available.
 4. The definition of "at-risk" and the score on the reading readiness assessment that would indicate that a student is at-risk.
 5. A plain language description of the literacy skills the reading readiness assessment is designed to measure.
- B. *Special education information.* If a diagnostic assessment indicates that a student is at-risk, the district will include information about how to make a special education referral under s. [115.777](#) with the diagnostic assessment results

provided to the parent under par. (a).

- C. *Dyslexia information; certain students.* When the ~~d~~District is required to assess a student's early literacy skills using a diagnostic assessment, the ~~d~~District will provide all of the following, in writing, to the student's parent:
1. —A description of the common indicators and characteristics of dyslexia.
 2. Information about appropriate interventions and accommodations for students with characteristics of dyslexia.

D. Interventions for At-Risk Students

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

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

Adopted from retired Policy 341.1

@River Falls School District 2025

~~READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT (NOTE: Why kindergarten assessment ifn title is the assessment spans through 3rd grade?)~~

The School Board shall approve a program of reading goals for students for grades ~~()~~ four (4) year old kindergarten and ~~[END OF OPTION]~~ five (5) year old kindergarten to 12.

To promote student's reading skills, the School Board requires the District Administrator to employ a certified reading specialist and a Director of Academic Services who will jointly be responsible to develop and coordinate a comprehensive reading curriculum for students in grades ~~()~~ four (4) year old kindergarten ~~[END OF OPTION]~~ five (5) year old kindergarten to 12. ~~()~~ The District Administrator may fulfill this obligation by contracting with another District or with the Cooperative Educational Service Agency for the services of a certified reading specialist.

The goals shall be based on an assessment of existing reading needs of students. Subsequently, the students shall be assessed based on the reading goals.

The Reading Specialist and Director of Academic Services shall annually prepare a report evaluating the reading curriculum of the School District and forward the report to the District Administrator who shall present the report to the School Board.

~~Assessments of Reading Readiness~~

An appropriate, valid, and reliable assessment of literacy fundamentals selected by the Board ~~()~~ or the operator of each charter school established under 118.40(2r) or 118.40(2x), Wis. Stats. ~~[END OF OPTION]~~ shall be administered annually to each student enrolled in four (4) year old kindergarten through second third grade. The Board ~~()~~ or operator of each charter school established under 118.40(2r) or 118.40(2x), Wis. Stats. ~~[END OF OPTION]~~ shall require that the assessment selected evaluates whether a student possesses phonemic awareness and letter sound knowledge.

The results of a student's assessment shall be reported to the student's parent.

A student whose assessment indicates that s/hethe student is at risk of reading difficulty shall be provided with interventions or remedial reading services.

~~Interventions or remedial reading services shall be provided for a student in () four (4) year old kindergarten [END OF CHOICE] five (5) year old kindergarten to grade 4 if any of the following occurs:~~

- ~~A. The student fails to meet the reading objectives specified in the reading curriculum plan maintained by the School Board.~~
- ~~B. The student fails to score above the State minimum performance standard on the reading test and (NOTE: -:~~
 - ~~1. a teacher in the School District and the student's parent agree the student's test performance accurately reflects the student's ability; or~~
 - ~~2. a teacher in the School District determines, based on other objective evidence of the student's test performance, that it accurately reflects the student's reading ability;~~
 - ~~3. the student's reading assessment under 118.016, Wis. Stats. indicates that the student is at risk of reading difficulty. If this subdivision applies, the interventions or services provided the student shall be scientifically based and shall address all areas in which the student is deficient in a manner consistent with the State standards in reading and language arts.~~

~~© Neola 2020~~



Book Neola Policy Templates for Processing
 Section 2000 Program Templates
 Title SPECIAL OBSERVANCE DAYS
 Code po2221 9/4/25
 Status
 Legal 14.16, 118.02, 118.025, Wis. Stats.

2221 - SPECIAL OBSERVANCE DAYS

In compliance with 118.02, Wis. Stats., the **School** Board directs that the following days are appropriately observed in all schools:

January 15th	Martin Luther King Jr. Day
February 12th	-Abraham Lincoln's Birthday
February 15th	Susan B. Anthony's Birthday
February 22nd	George Washington's Birthday
March 4th	Casimir Pulaski Day
March 17th	The Great Hunger
April 9th	Prisoners of War Remembrance Day
April 13th	American Creed Day
April 19th	Patriot's Day
April 22nd	Environmental Awareness Day
Last Friday in April	Arbor Day *except that if the Governor by proclamation sets apart one (1) day to be designated as Arbor and Bird Day under State law, that day shall be appropriately observed.
June 14th	Robert La Follette Sr. Day
September 11th	A day to remember the attacks that occurred on September 11, 2001, and to honor law enforcement officers and firefighters.

September 16th	Mildred Fish Harnack Day
September 17th	U.S. Constitution Day
September 28th	Frances Willard Day
Wednesday of the third week in September as part of Wonderful Wisconsin Week	
Friday of the 3rd week in September	POW-MIA Recognition Day
Wednesday of the 4th week in September	Bullying Awareness Day
October 9th	Leif Erikson Day
October 12th	Christopher Columbus's Birthday
November 11th	Armistice Day

© Neola 2024



Book Neola Policy Templates for Processing
Section 2000 Program Templates
Title CONTROVERSIAL ISSUES IN THE CLASSROOM
Code po2240 9/30/25
Status

2240 - **CONTROVERSIAL ISSUES IN THE CLASSROOM**

INTRODUCTION

The purpose of this policy is to provide guidance to educators engaged in the study of controversial topics, promote civil discourse, and a pathway for families to judge if they want their children to participate in the study of certain topics. The District's goal is to create an educational environment to support teachers and students when they enter into discussions of controversial topics in a manner that helps them evaluate multiple perspectives and to encourage civil and constructive critical thinking skills. It is vital to provide students with the skills needed to participate in community and political life, cope with social change, appreciate other cultures, and gain an understanding of individual responsibility and ethics.

IDENTIFYING CONTROVERSIAL TOPICS

On both a planned and unplanned basis, a topic can be considered controversial when it:

1. Can be reasonably expected to make individuals in a class or other group feel uncomfortable, distressed, or threatened;
2. Tends to elicit strong emotional reactions;
3. Challenges a person's assumptions or personal beliefs;
4. Creates or reveals real or perceived division based on differing beliefs, values, life experiences, or points of view;
5. Presents a problem over which there is significant, and often even emotional disagreement regarding the appropriate solution; and/or
6. Causes some parents/guardians to question the school's role in addressing the topic with their child, and the potential for eliciting such a reaction is reasonably foreseeable.
7. Provides an opportunity for various cultures, beliefs, traditions, and historical matters to be discussed.

GUIDELINES FOR DISCUSSION OF CONTROVERSIAL TOPICS

Teachers and students will engage in civil discourse when handling controversial topics in the classroom. The following guidelines are designed to protect teachers as well as students from unfair or inconsiderate criticism during the study of controversial topics.

STUDY AND DISCUSSION OF CONTROVERSIAL TOPICS

1. Discussion should include the open expression of ideas, as long as those views are not derogatory, malicious, abusive, or discriminatory towards others' views.
2. Educators are expected to facilitate the exploration of the topic by presenting related issues objectively, impartially, and professionally.
3. The study of controversial issues should develop students' abilities to evaluate sources of information, undertake critical inquiry, and consider differing experiences and viewpoints.
4. Schools are to be neutral grounds for rational discourse and objective study. Schools are places for students to prepare for informed and reasoned involvement in community life, including its politics, by calm and cooperative study of social issues.
5. Discussion of controversial issues is acceptable when it clearly serves an educational purpose, is age-appropriate, consistent with curricular objectives, arises during the educational process, and is consistent with the district's mission

statement and non-discrimination policy. Such discussion is not intended to advance the interest of any group, political or otherwise.

6. All students have a right to competent instruction in an atmosphere free from bias, prejudice, and harassment.

7. Educators and presenters should have the appropriate background and preparation to academically address such issues and should do so in accordance with the best practices and accepted norms of the discipline. Generally, controversial topics should have a substantial connection to the curriculum. An exception to these guidelines may apply when, for example, a school administrator or leadership team directs or approves the examination of an issue of immediate concern that students are having to process. A school-to-family communication is normally appropriate when such exceptional situations arise unexpectedly.

8. Although it will often be appropriate for educators to avoid revealing their personal opinions, positions, or beliefs to students on a controversial topic, if an educator determines that circumstances exist that justify making such a disclosure, the educator is expected to do so in a manner that does not denigrate the legitimacy of other **STUDY AND DISCUSSION OF CONTROVERSIAL TOPICS** responses/positions. Specifically, educators will not attempt to persuade students into adoption of such personal opinions and/or beliefs.

9. Educators who are unsure whether, or how, to approach a controversial topic in class or other school activity are expected to communicate such concerns to a supervising administrator or the Director of Academic Services.

10. It is not practical for educators to provide advance notice on every topic or issue that will be covered or discussed in a class or other school activity. However, when the controversial topic is foreseeable, parents/guardians will be provided with advanced notice by the teacher and have the right to judge whether certain materials are acceptable for their child(ren). No parent, guardian, or organization may abridge the rights of other parents or children to have access to materials that are a part of the school's educational program.

11. Students, parents and/or guardians are encouraged to contact the educator and/or administrator regarding the discussion of controversial topics in the classroom to identify concerns and provide feedback. It is the responsibility of the Principal to ensure that staff are familiar with the substance of this policy and, where appropriate, parents are consulted with regard to the participation of their children in programs dealing with controversial issues.

RFSD Adopted from retired Policy 381

@River Falls School District 2025

The Board believes that the consideration of controversial issues has a legitimate place in the instructional program of the District.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions. In addition, the opportunity can lead students to learn about how to use critical thinking and problem solving skills, to study and analyze relevant issues, evaluate different sources of information, make intelligent decisions regarding issues, and how to appreciate the value of differing viewpoints.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or likely to arouse both support and opposition in the community. These issues may range across a wide spectrum of political, social, economic, and religious topics.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

- A. is related to the instructional goals of the course of study and level of maturity of the students;
- B. does not tend to indoctrinate or persuade students to a particular point of view;
- C. encourages open mindedness and is conducted in a spirit of scholarly inquiry;
- D. does not cause a substantial disruption in the school environment.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction, relate to the topic of instruction, and do not cause substantial disruption to the school environment.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal. Issues pertaining to human growth and development, as defined by statute, are subject to 118.019, Wis. Stats.

When controversial issues have not been specified in the course of study, the Board will permit the instructional use of only those issues which

~~() have been approved by the District Administrator.~~

~~() who shall report periodically such approval to the Board for their review.~~

~~() have been approved by the~~

~~() principal.~~

~~() department head.~~

~~In the discussion of any controversial issue in the classroom or in the course of professional duties, a teacher~~

~~() may not express a personal opinion.~~

~~() may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to their point of view () and may only express a personal opinion after student discussion has concluded [END OF OPTION]. Teachers should be mindful that this does not permit them to offer opinions on topics which would not be the subject of discussion in the classroom due to their appropriateness for the age(s) of the students involved. As always, teachers are expected to serve as exemplars for their students by demonstrating good judgment as professionals when discussing controversial issues and expressing personal opinions in the classroom.~~

~~() The classroom shall not be used as a forum for the discussion of District employment issues.~~

~~The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflicts with their religious beliefs or value system, the school will honor a written request for their child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during times of parent requested absences.~~

~~() The District Administrator shall develop administrative guidelines for dealing with controversial issues. (See also Policy 3310—Employee Expression in Noninstructional Settings)~~

© Neola 2023



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	SERVICES FOR BILINGUAL STUDENTS/ENGLISH LEARNERS
Code	po2260.02 9/30/25
Status	
Legal	P.I. 13, Wis. Admin Code 115, Wis. Stats. 115.96, Wis. Stats. 118.13, Wis. Stats. 118.30(2), Wis. Stats. 20 U.S.C. 1703(f)

2260.02 - SERVICES FOR BILINGUAL STUDENTS/ENGLISH LEARNERS

The School Board recognizes that within the River Falls School District of River Falls there are students from diverse language backgrounds who are learning academic content while developing their English language skills and whose primary language is not English. The School Board will provide appropriate identification and transition services for students and parents/families who possess limited English language proficiency. The purpose of these services is to develop English language skills that will enable the students to function successfully in all classrooms and complete the district's required curriculum.

These services will include the identification of students who are English Learners (EL), the implementation of curricular and instructional modifications, and the assessment of the EL student's academic progress, identification of EL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services will be determined individually and will be based on the needs of each student.

If a sufficient number of students identified with limited English proficiency are of the same language group to meet statutory requirements; the School Board will establish and implement a bilingual-bicultural education program as required by the law.

The School District will assess the academic progress of EL students in accordance with legal requirements and established District procedures. Decisions regarding the administration of state-required tests to EL students will be based on DPI recommendations. Accommodations for all assessments may be made based on student needs, provided the validity of the test is maintained. The School District will administer state-required assessments to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempt from taking a state-required assessment will be administered an alternative assessment approved by the Department of Public Instruction.

The results of both state-required assessments and local assessments will be used consistent with School District policies in making instructional, promotion and graduation decisions. Assessment results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in post-secondary education opportunities. Exemption of an EL student from taking a state-required assessment may also not be used as the sole criterion for making such determinations.

The parent(s)/guardian(s) of EL students will be notified of student assessment arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications will be consistent with legal requirements and presented in such a manner as to ensure that the student's parent(s) understands them. Information provided to parents will include, but is not limited to: reason(s) for identifying the student for the English-language (EL) program; their student's level of English proficiency and how it was assessed; information regarding instructional methods used in the program in which the student is participating; how the program will meet the student's educational strengths and needs; how the program will help the student learn the English language; and exit requirements for the program. Parents have the right to request more information about the programming, choose another program or method of instruction, if available; or refuse all services.

Identification of English Learners

1. All new students enrolling in the district will be asked to complete a Department of Public Instruction (DPI)-approved home language survey. The survey will be used to identify the following students for further evaluation and possible eligibility for the District's services or programs for English Learners (ELs):
 - a. Students who communicate in a language other than English; or
 - b. Students whose families use a primary language other than English in the home; or
 - c. Students who are exposed to a language other than English in daily non-school surroundings.
 - d. Students whose initial language is different from language spoken at home.
2. After any initial identification as provided above, a previous English language proficiency screener report, or English language proficiency annual assessment report, the District will review the student's available academic history, consider any input provided by the parent or guardian, and any input based on the student's performance in school.
3. Students will receive a formal screening for potential placement via testing if it is indicated by the DPI approved home language survey. Parents and guardians will be notified of identification, assessed proficiency, placement and other information as required by law. Parent or guardian consent for placement in a formal bilingual-bicultural program will be obtained as required by law. Parents and guardians may also withdraw their child from offered supports and services at any time.

Assessing English Proficiency

1. Before the DPI - approved English proficiency assessment test window closes for the state of Wisconsin, district staff will conduct a count of all English Learners (ELs) enrolled in district schools, assess the language proficiency of such students and classify such students by language group, grade level, age and English language proficiency.
2. EL students will be assessed to determine their English language proficiency using the DPI-approved English proficiency assessment instrument – ACCESS for ELLs® (or Alternative ACCESS for ELLs for qualifying students with significant cognitive disabilities). The assessment will be administered by the EL teacher or bilingual paraprofessional. The district may also use information such as the following when assessing a student's English proficiency: prior academic records from within or outside the United States, information on everyday classroom performance, and course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language skills.
3. EL students assessed will be classified and reclassified as appropriate, according to their English proficiency level as outlined in state rules (Level 1 – Beginning Pre Production through Level 6 – Formerly Limited-English Proficient Now Fully-English Proficient).
4. Student English proficiency assessment records will be maintained by the district in accordance with state and federal laws and District student records policies and procedures. Academic reports regarding EL students will be made to the DPI as legally required.

Assessing Academic Performance

Decisions regarding academic performance and assessment will be made on an individual basis for each EL student, and information on both academic and English proficiency data will be documented and considered. EL students will receive grades based on accommodations or alternative assignments appropriate to the student's language proficiency level, and will receive the same report card that is used for students in general education. Grading for EL students will reflect daily instructional and testing accommodations, and will not penalize the student for not being English proficient. Any student rostered in an English Language Development (ELD) course will receive a Pass/Fail grade. Such decisions will be communicated to the student's parent(s) or guardian. The District's approach to the administration of state-wide academic tests is further identified in the next section of this rule.

Newly arrived students at the lowest ELP level may receive a grade of N/A for one grading period if the student is unable to demonstrate knowledge in the language of instruction or assessment and if their language instruction plan (LIEP) is focused on language development.

EL Students and State-wide Academic Tests

1. As used in this section, state-wide academic tests are all state-mandated tests that are expressly covered by Chapter PI 13 of the Wisconsin Administrative Code and all of the annual state-wide tests required under the federal Elementary and Secondary Education Act to which the district may lawfully apply the Chapter PI 13 standards regarding testing accommodations and testing exemptions.
2. Decisions relating to the administration of state-wide academic tests to an EL student will be made on an individualized basis. Information and data on the student's academic progress and English proficiency will be documented and considered.
3. The district shall will administer a state-wide academic test to an EL student unless an individualized determination has been made that the results of the test, with allowable accommodations made for the student as needed, or as otherwise provided by statute, will not be a valid and reliable indicator of the student's academic knowledge and skills. For example, any student with a qualifying significant cognitive disability and who, as a result is unable to meaningfully participate in state-wide academic tests will be administered a DPI-approved alternative test (Dynamic Learning Maps – DLM). In no case may the district exempt an EL student from any state-wide academic test based solely on the student's EL status
 - a. Before making decisions regarding state-wide academic tests for any EL student, the district will first determine if the student has recently arrived in the United States. "Newcomer" refers to a student that has attended a U.S school for fewer than 12 months.
 - i. A newcomer EL student with limited English language proficiency (classified as ACCESS level 1 or 2) may be exempted from one required administration of the state's English/Language Arts test. EL students for whom this exemption is claimed must take the ACCESS for ELLs during the school year of the exemption, which counts for participation on the English/Language Arts section(s) exempted. EL students arriving in the narrow window between the end of ACCESS testing and the end of academic content testing are exempted from this requirement.
 - ii. Unless lawfully exempted for reasons other than solely their EL or newcomer status, newcomer students must participate in all other content areas of the applicable state-wide tests (with or without accommodations).
 - b. The district will provide testing accommodations for an EL student if they are needed. As required by DPI regulations, any approved accommodation must maintain the validity of the test. Testing accommodations may include, but are not limited to, one or more of the following:
 - i. Providing translations in a student's native language or the assistance of a qualified translator to translate instruction or read test items for tests that do not assess English language competency.
 - ii. Providing small group or individual testing opportunities;
 - iii. Providing more practice tests or examples before the actual test is administered;
 - iv. Allowing EL students to use dictionaries or other educational aids while taking the test unless this use would invalidate the test;
 - v. Allowing EL students time and a half to complete the test; and
 - vi. Any other accommodation approved by the DPI.
 - c. The district will document the accommodations that are approved for any EL student in connection with the administration of state-wide academic tests. To the extent applicable for EL students with disabilities, such supports and accommodations will be coordinated with decisions that are made by the student's individualized education program (IEP) or Section 504 team.
4. Separate from any lawful testing exemptions that are based on a student's newcomer status or the validity and reliability of the test results, if the parent or guardian of an EL student decides to opt their student out of taking a state-wide test, the District will accept such decisions to the same extent that state law or School Board policy 333 allows parent-initiated opt-out decisions for students who are not English Learners.
5. School personnel will make reasonable efforts to consult with a student's parent or guardian regarding the planned approach to the student's state-wide academic tests.
6. The results of state-wide academic tests that are given to an EL student will be used in a manner that is consistent with district policies in making instructional, promotion and graduation decisions. In addition, the results of such tests may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in post-secondary education opportunities. Similarly, if a student has been exempted from taking any state-wide academic test, the exemption may not be used as the sole criterion for making such determinations.
7. Student test results will be communicated to the student's parent or guardian and to the DPI as required by law.

Educational Program Assistance

1. An EL student will be provided educational program assistance and/or services as appropriate and necessary to help the student improve his/her English language skills and academic performance. The degree of curricular and instructional modification, type of support or other program services and their duration will be determined individually, based on student need.

2. Bilingual-Bicultural Programs
 - a. Parent or guardian consent for placement in a formal bilingual-bicultural program will be obtained as required by law.
 - b. The district will provide each EL student who is participating in a district bilingual-bicultural program with an effective instructional program and supportive services appropriate to meet the needs of the student.
 - c. The district will provide each EL student with full access to supportive services, such as language development and speech therapy, as are available to other students in the district and as are appropriate to the individual needs of the student.
 - d. The district will provide programs and services that reflect the cultural background of the EL students. In appropriate instances, some instruction may be provided that is intended to improve the skills of an EL student in the use of his/her primary language for the purpose of enabling the student to become proficient or advanced in all subject areas.

Students Exiting the EL Program Based on Proficiency

1. Whenever an EL student is considered or evaluated for exiting the EL program (i.e., possible reclassification as a former EL student), the relevant data and other information used in the process, along with resulting determination, will be maintained as part of the student's academic record.
2. An EL student must be exited from the EL program or services when the student achieves an overall composite score of 5.0 or greater on the ACCESS for ELLs®.
3. An EL student may also be eligible for exiting from the EL program or services if all of the following conditions are met:
 - a. The student has attained an overall composite score of 4.5 or above on the ACCESS for ELLs®.
 - b. Additional pieces of evidence, as gathered using a Multiple Indicator Protocol (MIP), demonstrate that the student has become fully English language proficient. Evidence should include demonstrations of the student's reading, writing, speaking and listening skills in English through observation of student language use in classroom activities or through a portfolio of student work (examples of language use over time – e.g., writing assignments, book reports, audio or video projects, etc.). District staff may also utilize the Classroom Observation MIP or Language Artifact Portfolio MIP, and related forms, found in DPI's English Learner Policy Handbook when gathering this evidence and demonstrating a student's English language proficiency.

The district will notify the student's parent(s) or guardian(s) of the MIP process used to make discretionary decisions regarding exiting the program and of the resulting determination. In addition, the district may provide parents and guardians with an opportunity to provide input into the discretionary reclassification process. ~~(NOTE – NOT a bullet – just a statement under #3)~~

4. Once a decision is made to exit an EL student from the EL program based on current-year ACCESS test results and any current-year MIP results:
 - a. The district will notify the student's parent or guardian of the reclassification decision and communicate information about any changes in programming or supports in their preferred language. ~~(Please note – a.)~~
 - b. The student will maintain EL status through the remainder of the current school year and begin the next school year as a former EL student. ~~(Please note – b.)~~
5. Once students have been exited from the EL program: They will no longer be tested on their English proficiency or receive accommodations for EL students when taking state-wide academic tests.
 - a. They will no longer be tested on their English proficiency or receive accommodations for EL students when taking state-wide academic tests.
 - b. The district will continue to monitor the exiting student for two additional years. Data collected in this period will include district and state academic content assessment scores (minimum of two standardized measures demonstrating access to grade - level content without the use of adapted or modified EL - related accommodations). If it is determined that the student was exited from the EL program prematurely, the district must administer the MIP, and assess the results of that tool. The WIDA screener will be used to make an EL classification determination. Based on screening results he/she will be placed back in the EL program and provided appropriate services.
 - c. The district will continue to report the academic progress of students that have exited EL status to the DPI for four years after the reclassification occurs, as required by the DPI.

Notices and Other Communications with Parents and Guardians

District personnel are expected to make reasonable efforts to present formal notices and other information to parents and guardians in an understandable format and in a language parents and guardians can understand. Notices and communications may be provided in the parent's or guardian's primary language (preferred when practical, and required by law in some instances), in English with additional explanation, or via other means that sufficiently convey the required information (e.g., using direct translation assistance if available and if necessary).

Adopted from retired Policy 342.7 and 342.72

@River Falls School District 2025

The Board shall provide appropriate identification and transition services for District students who are identified as English learners. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all-English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English Learners (ELs), the implementation of curricular and instructional modifications, the assessment of the EL student's academic progress, identification of EL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration, and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual bicultural education program as required by the law.

The _____ shall be responsible for taking a count of limited English proficient students in the District that shall be completed on or before March 1st of each school year. The District will also assess the language proficiency of such students and classify them by language group, grade level, age, and English language proficiency. The annual assessment will measure a student's oral language, reading, and writing skills in English.

The District shall submit the report of EL students to the Department of Public Instruction as required by law.

Assessing English Proficiency

Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child.

Identification of students requiring additional services as ELs will be identified by the District using the following process:

- A. Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child by completing a Home Language Survey () (see Form 2260.02-F1).
- B. The student's prior academic records in or outside the United States will be reviewed to identify areas of concern where poor performance may be attributable to language barriers.
- C. () If deemed appropriate, the student may undergo an academic assessment to confirm identification.

Students not initially identified as in need of EL services who are observed through classroom performance as exhibiting language barriers to educational achievement should be re-evaluated.

Students identified above must be given the formal evaluation screening test. Students that score less than ELP-5 on the test must be identified as EL and entered into the Wisconsin Information System for Educators (WISEdata) system.

The District will provide programs for ELs/Limited English Proficient (LEP) students so they may become proficient in English while achieving academically.

Parental Notification and Consent

If a student is identified and assessed as EL and determined to be eligible for services, the District will send written notice to the student's parent within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year). Every effort will be made to obtain permission from the student's parent(s) to place the student in language instructional programming prior to the start of the school year or as soon as practicable after identification. The notice will include the information required by law.

No student will be placed in the EL Program without having received written permission from the student's parent(s). The notice to the parent(s) shall be in English and in the non-English language of the EL student. Additionally, the student's parent(s) will be given the opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. Finally, the student's parent(s) shall be given the opportunity to participate in the determination that their student has the language skills necessary to be socially and academically successful, as identified below, and the student may exit the program.

The EL student's English proficiency assessment records shall be maintained by the District in accordance with State and Federal laws and District student records policies and procedures.

Assessing Academic Achievement and English Language Proficiency

An EL student may not be exempted from academic assessments based on their EL status. However, an EL student, who has been enrolled in a U.S. school for less than twelve (12) cumulative months, may be exempted during the first test administration. The District shall administer State required tests to EL students unless a determination has been made that an individual student's results on the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills.

All EL students' assessment results, as well as a student's alternative assessment results, shall be communicated to the student's parent(s) and to the DPI as required by law.

EL students must annually be administered assessment testing for English proficiency determination. The District will update WISEdata if appropriate.

Exit Procedures

Once a student has been placed in the EL Program, the student will be provided with programs and services and will be evaluated on an annual basis until it is determined that the student has the language skills necessary to be socially and academically successful in age and grade appropriate settings in all areas of language development without the use of adapted or modified English materials.

EL students with the language skills necessary to compete will:

- A. understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
- B. read, comprehend and write English as evidenced by successful classroom performance and average District score on standardized achievement tests; and
- C. meet or exceed District guidelines in their academic subjects.

Students may be identified as reaching these English proficiency standards by either:

- A. receiving an ELP 5 or higher on an annual assessment, in which case the student is automatically classified as English Language Proficient in WISEdata; or
- B. receiving an overall composite of 4.5-4.9 and re-evaluate with the Multiple Indicator Protocol ("MIP") to determine whether the student demonstrates full English proficiency. If choosing to use the MIP the District must implement it as described in the Department of Public Instruction's English Language Policy Handbook. **[DRAFTING NOTE: The Multiple Indicator Protocol is a standardized tool for collecting evidence of a student's English language use within the classroom setting as supporting evidence of English proficiency.]**

Parents must be notified and consulted prior to the formal reclassification of a student. Parents who disagree with an ELP assessment shall be

[NOTE: CHOOSE ONE OF THE FOLLOWING OPTIONS.]

[OPTION #1]

given the opportunity to review the ELP assessment with the

building principal.

District Administrator.

_____.

The _____ **[insert title of person selected above]** shall may

recommend additional assessment.

() permit the student to remain in the EL program () for up to _____ additional weeks () for an appropriate amount of time to be determined **[END OF OPTIONS]**:

() provide the student with tutorial support for _____ weeks.

() confirm the formal reclassification of the student.

[] [OPTION #2]

[District shall designate options for what to do if a parent disagrees with an assessment:]

[NOTE: END OF OPTIONS]

Upon exit from the EL Program, the reclassification/exit decisions will be monitored and reviewed, and documentation maintained, for two (2) years. The MIP may be used as one (1) of the multiple monitoring indicators during those two (2) years. The documentation will include, at a minimum, grade level and two (2) or more pieces of evidence.

Re-entry

During the two (2) year monitoring period, if the student is unable to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development, the student will be allowed to re-enter a bilingual or EL program.

[] The _____ **[Director of Pupil Services]** will be responsible for assuring that parents are involved in each entry, exit, and re-entry decision, that these guidelines are followed, and that EL reclassification/exit and the re-entry decisions abide by Department of Public Instruction standards.

Counseling Services for Students Who Are Limited English Proficient Students

The District believes that all students should have an opportunity to have the guidance of a counselor in course selection and career planning. A student who has limited English proficiency should be able to communicate their ambitions with a counselor so that there is no discrimination or bias in class placement or career planning. A counselor should not make any predictions of success or failure based on a student's classification as limited English proficient.

If any materials, interpreters, or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations can be made accessible to a student, as well as a parent, who is limited English proficient.

If a counselor knows that a parent has limited English proficiency, and communication with a parent is necessary based upon concerns about their child, the counselor should attempt to utilize an interpreter to assist in a discussion regarding the matters being discussed.

[] To contact someone regarding limited English proficient please contact:

{Name}

{School District Title}

{Telephone Number}

{Fax Number}

{Office Address}

(Name)

(School District Title)

(Telephone Number)

(Fax Number)

(Office Address)

Testing

The parent(s) of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State required tests to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for post-secondary education opportunities.

© Neola 2022



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	TITLE I SERVICES
Code	po2261 9/30/25
Status	
Legal	20 U.S.C. 2701 et seq., Elementary and Secondary Education Act of 1965 34 C.F.R. Part 200, et seq.

2261 - TITLE I SERVICES

The **School** Board elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Elementary and Secondary Education Act of 1965, as amended.

The ~~District Administrator~~ **Superintendent** shall prepare and present to the Department of Public Instruction (DPI) a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan. The District will periodically review and revise the plan, as necessary.

A. Assessment

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Public Instruction as well as those determined by the District professional staff, that will assist in the diagnosis, teaching, and learning of the participating students.

B. Scope

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school, in Title I schools that qualify as schoolwide schools, and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The schoolwide program, for an entire school and/or a Targeted Assistance School, shall include the components required by law as well as those agreed upon by participating staff and parents.

C. Participation

The Title I program shall be developed and evaluated in consultation with parents and professional staff members, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, ~~(~~ **charter school leaders** ~~)~~ **[NOTE select if the District has charter schools]**, administrators, and other appropriate school personnel involved in its implementation.

Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with **School** Board Policy 2261.01 - **Parent and Family Engagement in Title I Programs** and shall meet the requirements of Section 1116 of the Act.

D. Supplement Not Supplant and Comparability of Services

Title I funds will be used only to supplement, not supplant, State and local funds. The District will document its

compliance with the supplement not supplant provisions by using methodology provided by the Wisconsin DPI that ensures State and local funds are allocated to each school on the same basis, regardless of whether a school receives Title I funding.

The ~~District Administrator~~ Superintendent shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance. The determination of the comparability of services may exclude State and local funds expended for language instruction educational programs and the excess costs of providing services to children with disabilities as determined by the District. The determination of comparability of services will not take into account unpredictable changes in student enrollments or personnel assignments that occur after the beginning of a school year.

In order to achieve comparability of services, the ~~District Administrator~~ Superintendent shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

E. Professional Development

Members of the professional staff participate in the design and implementation of staff development activities that:

1. involve parents in the training, when appropriate;
2. combine and consolidate other available Federal and District funds;
3. foster cooperative training with institutions of higher learning and other educational organizations including other school districts;
4. allocate part of the staff development to the following types of strategies:
 - a. fostering gender-equitable education;
 - b. meeting children's special needs;
 - c. early childhood education;
 - d. working effectively with parents;
 - e. use of technology;
 - f. performance-based student assessment;
5. provide opportunities for paraprofessionals to work toward certification as professional educators.



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS
Code	po2261.01 9/30/25
Status	
Legal	20 U.S.C. 6318 34 C.F.R. Part 200 et seq.

2261.01- PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served.

Each year the ~~District Administrator~~ Superintendent shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement policy to establish expectations for the involvement of such parents and family members in the education of their children. The proposed policy shall be reviewed and approved annually by the School Board and distributed to parents and family members of children receiving Title I services. The proposed policy must establish the District's expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

- A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
- B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family member involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family member engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
- D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family member engagement policy in improving the academic quality of schools, including:
 1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 3. strategies to support successful school and family interactions;
- E. use the findings of the above-referenced evaluation to:

1. design evidence-based strategies for more effective parental involvement; and,
 2. revise the parent and family member engagement policy, if necessary;
- F. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family member engagement policy;
- G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children) including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
- H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;
- M. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like;
- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The **School** Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent and family member involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the School Board's parent and family member engagement policy (Policy 2261.01), including at least one (1) of the following:

- A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family member engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family member engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family member engagement.
- E. Engaging in any other activities and strategies that the **School** Board determines are appropriate and consistent with its parent and family member engagement policy.

The **District Administrator Superintendent** must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family member engagement policy.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities, including the planning, review, and improvement of the school parent and family member engagement policy, and the joint development of the schoolwide program plan, if appropriate.
- D. Parents of participating students must be provided with:
 - 1. timely information about the Title I program and the school's parent and family member engagement policy;
 - 2. description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
 - 3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
- E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the Superintendent.
- F. As a component of the school-level parent and family member engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:
 - 1. describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;
 - 2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;
 - 3. address the importance of parent/teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- G. Parents of children receiving Title I services must be notified about their school's parent and family member engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
- H. School-level parent and family member engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the ~~District Administrator~~ Superintendent and building principals must include provisions in the School District and school-level parent and family member engagement policies regarding:

- A. assisting parents of children served under Title I in understanding such topics as the State's academic standards, State and local academic assessments Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);

- C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);
- E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;
- F. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the ~~District Administrator~~ **Superintendent**, and building principals may also:

- A. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;
- B. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;
- C. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
- D. train parents to enhance the involvement of other parents;
- E. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- F. adopt and implement model approaches to improving parental involvement in Title I programs;
- G. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;
- H. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

© Neola 2020 **(Replaces 342.5-Rule)**



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	TITLE I - PARENTS' RIGHT TO KNOW
Code	po2261.02 9/30/25
Status	
Legal	20 U.S.C. 6311, Elementary and Secondary Education Act of 1965 34 C.F.R. Part 200 et seq.

2261.02- **TITLE I - PARENTS' RIGHT TO KNOW**

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the ~~District Administrator~~ **Superintendent** shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching.
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their child(ren).
- E. In addition, the parents shall be provided:
 - 1. information on the level of achievement of their child(ren) on the required State academic assessments;
 - 2. timely notice if the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not "highly qualified".

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

© Neola 2002



Book Neola Policy Templates for Processing
Section 2000 Program Templates
Title HOMEWORK
Code po2330 9/30/25
Status

2330 - HOMEWORK

The **School** Board acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools.

"Homework" shall refer to those assignments to be prepared outside of the school by the student ~~(↔)~~ or independently while in attendance at school ~~[END OF OPTION]~~.

The District establishes the following standards for the assignment of homework:

- A. ~~[]~~ Homework should be a properly planned part of the curriculum to extend and reinforce the learning experience of the school.
- B. ~~[]~~ Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
- C. ~~[]~~ Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
- D. ~~[]~~ The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- E. ~~[]~~ As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
- F. ~~[]~~ The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.
- G. ~~[]~~ Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

© Neola 2022 **(Replaces Policy 345.3)**



Book Neola Policy Templates for Processing
Section 2000 Program Templates
Title DISTRICT-SPONSORED TRIPS
Code po2340 9/30/25
Status
Legal 121.54(7), Wis. Stats.

2340 - DISTRICT-SPONSORED TRIPS

The educational benefits of field trips and outdoor activities are recognized and encouraged by the School Board. These trips must be of an educational nature, pertain to a specific element of the curriculum, and be integrated into the curriculum.

TRIP CATEGORIES

Student trips will be categorized within three general areas:

1. **Instructional Trips:** Trips that take place during the school day, related directly to a course of study, class unity/enjoyment project, and generally require student participation. These trips will be subject to review and approval of the building principal and generally are financed by school district funds within budget constraints.
2. **Supplementary Trips:** Trips in which students voluntarily participate, such as classroom, grade level, and building trips, as well as trips for student activities, athletics, clubs, and other special interest groups. These trips are subject to review and approval of the building principal or activities director, and may include financial contributions by students to participate.
3. **Extended Trips:** Trips that require departure and/or return times that fall outside of the normal hours of the school day, involve overnight trips, or field trips that involve student fund-raising.
4. **Abroad Trips:** Trips that involve travel to a foreign country.

TRIP PREPARATION and ORGANIZATION

It is the general expectation of the School Board and District Administration that all trips will be well-planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class, organization, club, or activity for which the trip is requested.

Equity and Safety -- Every effort will be made to ensure that trips are accessible to all students and to remove barriers related to equity.

Considerations include:

1. Trip cost to students and families;
2. Student safety; prevention and response protocols for illness and/or injury management;
3. Overnight accommodations;
4. Physical access /student ability to participate; and
5. All trips are subject to Title IX requirements

TRIP APPROVAL PROCESS

Prior Approval -- All requests for student field trips are to be submitted by the teacher(s) to the building principal for prior approval. The principal must ensure that all trips have proper chaperoning and will not create extreme problems in the total educational program of his/her building.

Instructional and supplementary trips require the approval of the school principal.

Extended trips require both principal and superintendent approval. All required paperwork must be submitted at least 90 days prior to the extended trip for approval when practical/reasonable.

Abroad trips first require initial support of the principal and superintendent before being presented for final approval by the School Board. Abroad trips should be presented to the School Board no less than 180-days prior to the date of the trip.

TRIP FINANCIAL SUPPORT

The School Board acknowledges and supports the efforts of booster clubs, Parent-Teacher Organizations, and similar organizations in helping to provide field trip opportunities for students. Financial support, including fund-raising, must be in compliance with Title IX when applicable.

If transportation is necessary, it will be provided by the district whenever possible.

The School Board directs the superintendent to create and disseminate procedures for instructional, supplementary, extended, and abroad field trips.

GUIDELINES FOR EXTENDED, OVERNIGHT, AND ABROAD TRIPS

1. Teachers are responsible for determining appropriate field trips for students which have educational value. Teachers must submit a plan for the trip to the principal for review and approval well in advance of the trip.
2. **TRIP CATEGORIES:** The building principal is responsible for reviewing and approving all instructional and supplementary field trips and for providing detailed procedures for all student trips, including parental involvement, supervision, costs, accommodations, equity, safety and other factors deemed important and in the best interest of students.

Equity and Safety -- Every effort will be made to ensure that trips are accessible to all students and to remove barriers related to equity.
Considerations include:
 - a. Trip cost to students and families;
 - b. Student safety; prevention and response protocols for illness and/or injury management;
 - c. Overnight accommodations;
 - d. Physical access / student ability to participate; and
 - e. All trips are subject to Title IX requirements
3. In approving field trips, the principal will consider frequency of field trips by students, impact of the trip on the overall education of students, district budgetary constraints and financial impact on students and families.
4. Upon approval of the trip, teachers are responsible for notifying parents of the plans for the trip, receiving parent permission for participation on the trip, obtaining chaperones for the trip, submitting to the principal and Supervisor of Transportation an accurate listing of students transported on the trip, and properly handling of funds necessary for the trip. All district financial procedures will be followed. All field trip artifacts should be on file with the building principal's office (e.g. parent letters, transportation requests, etc.
5. Rules of conduct and discipline for students and employees will apply to all student field trip activities. All school district policies will apply during field trips, and teachers are responsible for student behavior and discipline for the duration of the trip. Additional rules may be established by trip chaperones and contracted carriers to ensure student safety. Students will be expected to comply with these rules at all times.
6. Students going on field trips will be counted as present and permitted to make up any regular school work that has been missed. They will not be placed at a disadvantage because of participation in a school-sponsored trip.
7. The teacher will notify the principal or district administration by telephone, immediately, in the event of an accident or other unforeseen circumstances.

8. Transportation will generally be furnished through a school-owned vehicle whenever possible. The Supervisor of Transportation shall be notified at least one week in advance of the proposed field trip. In the unusual event that a private vehicle is approved for use, a certificate of insurance must be on file in the principal's office prior to the trip.
9. Proposals for Extended Overnight Trips will be made to the building principal and superintendent for prior approval. Extended trips include any one of the following characteristics: overnight trips and those trips involving student fund-raising.
10. Abroad trips first require initial support of the principal and superintendent before being presented for final approval by the School Board. Abroad trips should be presented to the School Board no less than 180-days prior to the date of the trip. All required and final paperwork must be submitted at least 90 days prior to the extended trip for approval when practical/reasonable.
11. Abroad trips should generally be scheduled during vacation times to minimize the loss of teacher/student school time. Extended and Abroad trips should not exceed ten (10) calendar days in total length during the school year or fourteen (14) calendar days in total length during the summer break.
12. All proposals for school-sponsored extended trips will be presented to the building principal and the superintendent prior to any preliminary discussion with students, fund-raising activities, or any public announcements.
13. Requests for school-sponsored extended trips should be submitted a minimum of 90 days prior to the trip and requests for school-sponsored abroad trips to foreign countries will be submitted at least 180 days prior to the trip. All requests will include the following information as appropriate to the activity:
 - a. An explanation of the instructional purposes of the trip and how it complements district curriculum objectives.
 - b. Housing and travel plans, including the length of time for travel including departure and return times and dates.
 - c. Approximate number of students.
 - d. An explanation of all financial arrangements.
 - e. The cost of the trip per participant and what is and is not included in the price.
 - f. A count of the number of free transports if any are furnished, and to whom they will be granted.
 - g. A list of the names of chaperones who will accompany the students. The trip organizer is to be an employee of the School District of River Falls. Additional supervisors are to be adults approved by the building principal.
 - h. Deadlines for forfeiture of deposit if a student signs up for a trip and then decides not to participate.
 - i. A list of fund-raising activities and/or organizations that will be solicited for support.
 - j. For overnight travel, particularly to destinations out of state or in foreign countries, a detailed proposal from the contractor planning and booking the trip, including a list of references of the contractor organizing the trip, evidence of insurance coverage, and transportation by a bonded carrier.
 - k. Any requests for modifications of this procedure
14. Participation in supplementary, abroad trips should be voluntary, with no sanctions resulting from student non-participation.
15. Generally speaking, trips routinely scheduled for regional or state athletic or extracurricular events, seasonal practices, or tournaments are not considered extended trips.
16. TRIP FINANCIAL SUPPORT: The School Board acknowledges and supports the efforts of booster clubs, Parent-Teacher Organizations, and similar organizations in helping to provide field trip opportunities for students. Financial support, including fund-raising, must be in compliance with Title IX when applicable.

All costs for abroad trips will be borne by participants. The school district will consider covering the cost of all chaperones if/when it would reduce student costs. In planning abroad trips, staff members need to be aware of the financial and academic impact on students and families. Consideration of such impact should strongly affect the choice of destination, frequency, and planned activities of the extended trip.

17. Supervision will be provided in the ratio of no more than 15 students per adult. The minimum will be 7 students to 1 adult.
18. All students participating in abroad trips are expected to abide by trip conduct rules and regulations and the rules of the school. Any student violating such rules will be subject to disciplinary action up to and including being sent home at the parent's/guardians' expense. A parent meeting will be held or a letter will be sent home, along with the parent permission form, explaining the rules.

A detailed itinerary and an alphabetized list of students and other individuals participating in the extended trip will be on file in the principal's office one week before departure. The list will include emergency contacts and all medical information for individual students with specific medical needs and/or conditions. The list of students with the dates of the trip will be distributed to the faculty and/or attendance office at this time.

OVERNIGHT ACCOMMODATIONS FOR STUDENT TRIPS

In the planning of sleeping arrangements during overnight trips, the needs of all students will be assessed on a case-by-case basis with the goal of maximizing all students' social integration, equal rights of participation, safety, and comfort.

The following procedures will be followed in determining overnight sleeping arrangements:

STEP #1: All students will be asked who they want to room with through a process determined by the coordinating staff of each trip.

STEP #2: The coordinating staff members of said trip will review all requests for roommate arrangements. When necessary, they will also work with the student and counseling team to determine hotel and room-sharing arrangements in a manner that allows all students to feel affirmed, welcomed, included, and safe. The trip coordinators will finalize and publish all room assignments for all attending students to view.

STEP #3: The district will honor student requests to switch rooms after an assignment has been made, if deemed as valid and legitimate reasons. Requests to switch room assignments should be treated equally with consideration given to district and community values.

STEP #4: At the discretion of the building principal, any student who has a justifiable personal need for privacy will be provided with reasonable accommodation, which may include a private room.

STEP #5: Parents will be notified of final room assignments.

Any alternative room arrangement(s) should be provided in a way that protects student confidential information while also respecting all students' rights to privacy particularly due to situations involving undressing, using the restroom, and showering.

All accommodations will be made clear to all students no less than five (5) school days prior to their departure.

Students may appeal to the building principal for any final revisions/considerations of their room assignment if done so no less than four (4) days prior to departure.

Adopted from retired Policy 352, 352-Rule 1, and 352-Rule 2

@ River Falls School District 2025

The Board recognizes the value of organized trips or other excursions away from the classroom as a valuable part of the District's educational programming and a valuable opportunity to obtain additional educational experiences not offered directly in the curriculum offerings. These opportunities occur in four (4) primary forms addressed in this policy: (a) field trips; (b) extra-curricular/co-curricular program related trips; (c) overnight trips; and (d) other District sponsored trips.

Field Trips

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. For purposes of this policy, a field trip shall be defined as any planned journey by one (1) or more students away from District premises, which is under the supervision of a professional staff member, approved by () Administration () the Board [END OF OPTIONS] and furthers or supplements an integral part of a course of study as planned for and incorporated into that course of study by the teacher. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. cultivate new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community—natural, artistic, industrial, commercial, governmental, educational—within the student's learning experience;
- E. afford students the opportunity to study real things and real processes in their actual environment.

Out of state field trips that do not include an overnight stay must be approved by the Administration the Board **[END OF OPTIONS]**. **[END OF OPTIONAL PARAGRAPH]**

Field trips to destinations more than _____ miles from the District must be approved by the District Administrator Board **[END OF OPTIONS]**. **[END OF OPTIONAL PARAGRAPH]**

Extra-Curricular/Co-Curricular Trips

The Board recognizes that student trips will occur for reasons that are not directly incorporated into the curriculum as part of a class, but rather are part of the extra-curricular/co-curricular activities offered by the District. For example, a District athletic team may travel to away games, or take a trip to an out of town tournament. Any such trips must be identified at the beginning of the activity for the school year, or for the particular season. Extra-curricular or co-curricular trips shall be approved by the Administration athletic director Board **[END OF OPTIONS]** in accordance with the same procedures used for approving field trips. In cases where such advance notice is not possible (such as travel to State tournament competition), the staff member responsible for such activity shall notify the athletic director building administrator District Administrator Board **[END OF OPTIONS]** of the activity and pertinent information.

Extra-curricular trips that extend to an overnight stay are considered overnight travel, other than WIAA athletic teams participating in State tournaments/meets.

Overnight Travel

Overnight travel is defined as a field trip that involves one or more overnight stays. The District views overnight travel outside of the District related to the curriculum/program as an adjunct to that curriculum/program. As such it is an important feature of the overall educational program. The District recognizes the importance of overnight travel outside of the District to amplify and enhance studies that occur in the schools' classrooms through unique enrichment opportunities that are not available locally. Overnight travel shall first be approved by the Principal District Administrator **[END OF OPTIONS]** in accordance with the District's overnight travel guidelines, and then must be submitted to the Board for final approval **[END OF OPTION]**.

International field trips present special considerations that need to be taken into account when planning these activities. The Board must approve these trips to be considered District sponsored trips. The Board will only approve international field trips that are affiliated with a sponsoring or commercial organization that specializes in international travel and that are responsible for establishing the cost of such programs and for collecting payment directly from participating students or their parents. **[END OF OPTION]**

Approval of international travel shall also take into account travel warnings for Americans to avoid travel to specified countries. These warnings are issued by the United States Department of State based on current conditions around the world and are updated as deemed necessary. **[END OF OPTION]**

Other District-Sponsored Trips

Other District sponsored trips shall be defined as any planned, student travel activity which is approved as part of the District's total educational program, but not a part of a particular course and not expressly connected to an established extra-curricular/co-curricular activity. These trips may include such trips as summer trip programs, youth service trips, and other types of day trips that are organized by or through school staff or facilitated in some fashion through the District.

Trip Approval Process

No staff member may offer or lead any trip as a District sponsored trip unless the trip has been approved in the manner prescribed in this policy.

~~[] Any staff member may propose a trip by presenting details of the proposed trip to the principal. [END OF OPTION]~~

~~[] Proposals shall include the details of the trip, the cost of the trip, identify any third party entities that will be involved in the trip, identify the curriculum based purpose of the trip, identify what students will be eligible to participate, and any other pertinent information. If overnight, the proposal must describe how accommodations will be provided and how such arrangements will be properly supervised. [END OF OPTION]~~

~~[] Any trip included in curriculum guides shall be considered to have been approved in advance. All field trips not listed in the curriculum guide must each be approved.~~

~~[] A list of field trips may be approved annually. Each proposed field trip not so listed must be separately approved.~~

~~[END OF TRIP APPROVAL PROCESS SECTION]~~

~~General Trip Provisions~~

~~[] The Board shall assume the costs of field trips; no regularly enrolled student shall be charged a fee for participation in field trips () except that the school may require reimbursement for the cost of transportation [END OF OPTION]. Students may be charged fees, however, for other District sponsored trips which are not part of a course of study. [END OF OPTIONAL PARAGRAPH]~~

~~[] Students may be charged fees for District sponsored trips. [END OF OPTIONAL PARAGRAPH]~~

~~[] Students on all District sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines. [END OF OPTIONAL PARAGRAPH]~~

~~The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or District Administrator. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the District Administrator. Permission to solicit neither grants nor implies approval of the trip. () Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips. [END OF OPTION]~~

~~[] The District Administrator shall prepare administrative guidelines for the operation of both field and other District sponsored trips, including athletic trips, which shall ensure:~~

- ~~A. () the safety and well being of students;~~
- ~~B. () parental permission is sought and obtained before any student leaves the District on a trip;~~
- ~~C. () each trip is properly planned and, if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;~~
- ~~D. () the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;~~
- ~~E. () each trip is properly monitored;~~
- ~~F. () student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;~~
- ~~G. () a copy of each student's Emergency Medical Authorization Form is in the possession of the staff member in charge;~~
- ~~H. () all necessary arrangements for transportation are made and any cost of transportation which will be charged to participants is approved.~~

~~[] A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in the staff member's charge is imperiled () or where changes or substitutions beyond their control have frustrated the purpose of the trip [END OF OPTION].~~

~~In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.~~

~~Trips Not Sponsored by the District~~

No staff member, volunteer, coach, or other individual acting in some capacity for the District may solicit students of this District to participate in any trip not sponsored by the District unless that staff individual has received approval of the () principal () District Administrator **[END OF OPTIONS]** to promote such trips within the facilities or on the school grounds. This includes summer trips abroad or other trips offered through a third party organizer in which a staff member, volunteer, coach, or other individual acting in some capacity for the District is participating, as well as athletic activities outside the District's athletic program.

If approval is granted to solicit students to participate, that individual must clearly communicate to parents that the trip is not District sponsored and that that individual is not participating within the staff individual's role representing the District. Coordination and/or participation in such a program shall be consistent with Policy 3210— Staff Ethics/Policy 4210— Support Staff Ethics.

Transportation for Field and other District-Sponsored Trips

~~[] Transportation shall be provided by regular (Commercial Driver's License (CDL) not required) or special purpose (CDL required) school vehicles for field and other District sponsored trips. **[END OF OPTIONAL PARAGRAPH]**~~

~~[] The transportation for all field and other District sponsored trips is to be by vehicles owned or approved by the District and driven by approved drivers. **[END OF OPTIONAL PARAGRAPH]**~~

~~[] The District shall assume transportation costs for~~

~~() all field trips.~~

~~() a certain number of approved field trips () as approved by the District Administrator () as specified in the District Administrator's administrative guidelines. **[END OF OPTION]**.~~

[END OF OPTIONAL PARAGRAPH]

~~[] The District will provide transportation for all other trips including co-curricular, athletic, and other extra-curricular trips () as approved by the District Administrator **[END OF OPTION]**. **[END OF OPTIONAL PARAGRAPH]**~~

~~[] The District will assume the vehicle cost for all other trips including co-curricular, athletic, and other extra-curricular trips, but the cost of the driver shall be paid~~

~~() by the sponsoring organization.~~

~~() from the designated fund.~~

[END OF OPTIONAL PARAGRAPH]

~~[] The District will provide for the vehicles for all other trips including co-curricular, athletic, and other extra-curricular trips, but a mileage charge will be assessed to cover the cost of the driver and fuel. This charge is to be paid~~

~~() by the sponsoring organization.~~

~~() from a designated fund.~~

[END OF OPTIONAL PARAGRAPH]

~~[] Transportation may be limited by the availability of vehicles, drivers, and scheduling and will not be available when needed for general school purposes. **[END OF OPTIONAL PARAGRAPH]**~~

~~[] All field trips shall be supervised by members of the staff. All other District sponsored trips shall be supervised by either staff members or adults from the sponsoring organization. Any time students are on the vehicle, at least one (1) sponsor, chaperone, or staff member is expected to ride in the vehicle as well as to supervise students upon return to the District and while they are waiting for rides home. **[END OF OPTIONAL PARAGRAPH]**~~

~~[] All students are expected to ride the approved vehicle to and from each activity. A special request must be made to the staff member or sponsor by the parent, in writing or in person, to allow an exception. **[END OF OPTIONAL PARAGRAPH]**~~

~~[] District students not affiliated with the trip activity, nondistrict students, and/or children of preschool age shall not be permitted to ride on the trip vehicle.~~

~~() without the approval of Administration.~~

~~**[END OF OPTIONAL PARAGRAPH]**~~

~~[] No student is allowed to drive on any trip. An exception may be made by the principal on an individual basis provided the student has written parental permission.~~

~~() and does not transport any other student.~~

~~**[END OF OPTIONAL PARAGRAPH]**~~

~~Transportation by private vehicle shall be in accordance with Policy 8660—Transportation by Private Vehicle for District Sponsored Activities or Trips.~~

~~[] The District Administrator shall prepare administrative guidelines to ensure that all transportation is in compliance with Board policy on use of District vehicles and/or use of private vehicles. **[END OF OPTIONAL PARAGRAPH]**~~

~~© Neola 2024~~



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	INDEPENDENT EDUCATIONAL EVALUATION (IEE)
Code	po2460.03 9/30/25
Status	
Legal	34 C.F.R. Sec. 300.502

2460.03 - **INDEPENDENT EDUCATIONAL EVALUATION (IEE)**

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of this 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 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:
 1. 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 judgment, 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.
 2. 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 complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
 1. 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.

2. The examiner must be located within ~~()~~ 100 miles of the District ~~()~~ _____ miles of the District ~~()~~ the CESA _____ region **[END OF OPTIONS]** and must conduct the evaluation within District boundaries. **[Drafting note: Districts must determine what is an appropriate distance for their region.]**
 3. The examiner may only charge fees for educational evaluation services that, in the sole judgment of the District, are reasonable.
 4. 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 receipt of payment for services.
 5. If the District evaluation included an observation of the child in one (1) or more educational settings, the IEE shall include at least one (1) observation in that setting. Evaluators shall 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.
 6. 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 _____ **[e.g., the Director of Student Services]** (not to exceed ~~()~~ \$400.00 ~~()~~ \$ 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 shall 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.
- [Drafting note: Districts should determine whether the \$400.00 amount fits their circumstances. The cost of the IEE must be stated in the policy, otherwise, the cost is not limited.]**
- 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.

© Neola 2023



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT
Code	po2521 9/30/25
Status	
Legal	118.13, 120.13(5), 121.02(1)(h), Wis. Stats. P.I. 9, 41, Wis. Adm. Code Fourteenth Amendment, U.S. Constitution 20 U.S.C. Section 1681, Title IX of Education Amendments Act 20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974 29 U.S.C. Section 794, Rehabilitation Act of 1973 42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964 42 U.S.C. Section 12101 et seq., The Americans with Disabilities Act of 1990 Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

2521 - SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

Instructional materials selected should be consistent with educational curricular instructional needs and support the District's mission and values adopted by the School Board. Such materials will be of the best quality of content available to meet the objectives of the curriculum and academic standards. The materials should be authentic, appropriate, and motivational representing a diversity of individuals in a variety of positive roles. Positive representations of racial, religious, ethnic, sexual orientation, and gender diversity and the avoidance of stereotyping are important considerations.

Definitions

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

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

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

"Age/grade level appropriateness" refers to a specific age group that is standard developmental, cognitive, emotional, and social level. Instructional materials are designed to match the developmental stage, cognitive abilities, learning needs of 40

students at a specific age or grade level, and tailored to engage students effectively while promoting their academic growth. The content, complexity, and delivery methods are aligned with the students' intellectual, emotional, and social maturity, ensuring that the materials are accessible, relevant, and supportive of their learning progress.

The District recognizes that while we are eager to match resources to students we need to take into account the wide varying age range of children's development. Although the School Board annually approves curriculum standards, the review and selection of all instructional material is delegated to administration and instructional staff.

Selection Procedures for the Core Instructional Materials

The selection and adoption of instructional materials is part of the formal cycle of curriculum adoption, evaluation, and improvement in the District. This formal cycle of curriculum review includes teachers and administrators.

STEP 1: Instructional Materials Selection Committee

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

On rare occasions, curriculum/instructional materials need to be reviewed outside of the normal curriculum review cycle and will follow a timeline and process determined by Academic Services. The instructional materials selection committee should keep in mind the general criteria outlined below:

- A. Age/grade level appropriateness.
- B. Content alignment to curriculum objectives including standards; assessments; curriculum-based learner expectations; higher-level/critical thinking; and real life experiences.
- C. Culturally responsive to eliminate bias; misinformation; stereotyping; and reflect the cultural diversity of our global society.
- D. Format to include readability; utility of use; layout and sequential alignment; writing style; date of publication; reputable, high quality resource.
- E. Professional development opportunities for staff.
- F. Technological support materials.
- G. Research-based strategies for scaffolding, curriculum alignment, and interventions.
- H. Appropriate rigor that allows for challenge and appropriate learner struggle.

STEP 2: Recommendation to the Superintendent and School Board based on the involvement of the instructional materials selection committee, the Director of Academic Services will make a recommendation to the Superintendent who will then transmit acceptable recommendations to the School Board.

STEP 3: Purchase and Training

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

Selection for Supplementary Instructional Material

The selection of supplementary instructional material and resources used in the classroom is generally the responsibility of the classroom teacher, in consultation with other instructional staff as appropriate. Recommendations for the purchase of supplementary material will be submitted and discussed with the building principal prior to use. When selecting supplementary material, the teacher must consider the following criteria:

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

The School District of River Falls will not discriminate in the selection of instructional materials on the basis of student's sex, (including gender identity, gender expression and nonconformity to gender role stereotypes,) race, national origin, color, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional or learning disability. Discrimination complaints will be processed in accordance with established district procedures.

Adopted from retired Policy 361.1

@River Falls School District 2025

Ins

The Board shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

For purposes of this policy, the term "instructional materials" is defined as supplemental books, readings, activities, online resources, and media distributed by a classroom teacher to students for the purpose of teaching the course content in accordance with the Board approved course of study (see Policy 2220—Adoption of Courses of Study). Textbooks, as defined in Policy 2510—Adoption of Textbooks, are not included in this definition or policy. Learning assessment materials designed or selected by the teacher, such as quizzes, tests, exams, worksheets, lesson plans, homework assignments, and the like, are not selected by the Board and therefore not considered instructional materials for purposes of this policy.

The term "instructional equipment" is defined as tools and apparatus used by a classroom teacher for the purpose of conveying the course content or by a student for the purpose of learning the course content. Examples of instructional equipment include, but are not limited to, computing devices, projectors, screens, smartboards, chalkboards/whiteboards, televisions, DVD/video players, overhead projectors, calculators, maps, microscopes, scientific laboratory items, balls, physical activity equipment, musical equipment, career and technical education tools and appliances, art apparatus such as kilns and easels, and the like. Expendable supplies with an expected lifespan of a school year or less, and purchased with a corresponding WUFAR accounting code in accordance with DPI regulations, are not considered instructional equipment.

Any concerns by the public regarding instructional materials and equipment shall be reviewed in accordance with Policy 9130—Public Requests, Suggestions, or Complaints.

The Board does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in its selection of instructional materials and equipment.

(-) The District Administrator shall develop administrative guidelines for the selection and maintenance of all instructional materials and equipment.

The District Administrator shall periodically, provide for a systematic review, by the Board, of the District's instructional materials and equipment in order to ensure that they are appropriate for the current educational program. Any revisions that occur should be a result of the school improvement process.

[] Students shall be held responsible for the cost of replacing any materials or properties which are lost or damaged through their negligence.

[] The cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in shop and art activities where the product becomes the property of the student.

© Neola 2023



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	LIBRARY MEDIA CENTERS
Code	po2522 9/30/25
Status	
Legal	43.70, 43.72, 121.02(1)(h), Wis. Stats. PI 8.01(2)(h) and PI 9.03(1)(e)

2522 - () LIBRARY MEDIA CENTERS () ~~INSTRUCTIONAL MATERIAL CENTERS~~ () LIBRARIES

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

The primary purpose of the District’s library media program is to enrich and support the District’s educational programs and student learning. The School Board delegates the review, selection and purchase of library media center materials and resources to the District’s Library Media Specialists. In order to provide the Library Media Specialists and staff with guidance for the acquisition of library resource materials, the procedures for selection of Library Media Center materials outlined in this policy will be followed. The District will provide library facilities within school buildings and make available to all students a current and balanced collection of resources in a variety of formats which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American and global society. The District will provide library media services to all students in grade JK-12, which are implemented by Library Media Specialist or a designated supervisor/certified staff member. In order to respond to any complaints about, or challenges to, the library materials, see Policy 9130 - Public Complaints

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

PROCEDURES FOR SELECTION OF LIBRARY MEDIA CENTER MATERIALS

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

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

Definitions

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

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

learning, growth, and encouraging curiosity.

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

A. Selection Criteria:

Library will:

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

B. Selection Procedures

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

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

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

- Association for Library Service to Children (ALSC) Notable Children's Books
- Young Adult Library Services Association (YALSA) Best Books for Young Adults
- Booklist
- School Library Journal
- Cooperative Children's Book Center Choices
- Common Sense Media
- Kirkus Review
- Horn Book

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

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

C. Parent/Guardian Involvement and Access

The District values each family's involvement in the development of their child's reading interests and fluency. Parents or guardians have the rights to guide the reading, viewing, and listening of their children, but must respect the same right to other parents or guardians. In addition to supporting their child's reading, parents or guardians will receive an email notification for any circulation activity on their child's account. Destiny Follett will also be enabled, allowing parents to review their child's checkout history and set restrictions on specific titles. Instructions for using these features are available on the District website. Students will only have access to check out library materials at their respective building levels.

D. Procedures for Withdrawal of Library Materials

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

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

Adopted from retired Policy 361.2 and Policy 361.2-Rule

@ River Falls School District 2025

The Board believes that school ~~()~~ library media centers ~~()~~ instructional material centers ~~()~~ libraries ~~[END OF OPTION]~~ are a fundamental part of the educational process by providing a place to foster independent and collaborative learning and information seeking skills in students and staff. This is accomplished through timely access to services and resources that both reflect the student body, the cultural diversity and pluralistic nature of American society, and represent perspectives held in the world more broadly. Therefore, the Board shall provide sufficient materials and staff for a ~~()~~ library media center ~~()~~ instructional material centers ~~()~~ libraries ~~[END OF OPTION]~~ in each school in the District.

The District Administrator shall designate a licensed library media professional to direct or coordinate the District's library media program. The Board shall adopt a long range plan for library media services developed by teachers and library and audiovisual personnel and administrators. The plan shall be reviewed periodically. The plan and any materials selection or review process shall be in accordance with Policy 2260—Nondiscrimination and Access to Equal Educational Opportunity.

The major goals of the District's school ~~()~~ library media centers ~~()~~ instructional material centers ~~()~~ libraries ~~[END OF OPTION]~~ are:

- ~~()~~ To support and enrich the District's standards and benchmarks;
- ~~()~~ To provide for personal interests, professional, educational, and recreational reading while promoting an appreciation of literature;
- ~~()~~ To provide a comprehensive and coordinated collection of current and accurate resources so that students and staff will conveniently and effectively use a wide variety of materials, including print and non print media;
- ~~()~~ To provide the appropriate technology and equipment for information retrieval, resource sharing, classroom instruction, and student and teacher use;
- ~~()~~ To promote and support the appropriate use of technology for accessing, interpreting and communicating intellectual content;
- ~~()~~ To provide instruction that advances student and staff literacy of print, digital, and other emerging information resources;
- ~~()~~ To provide equitable and timely access to resources that support students' personal, academic, and life long learning;
- ~~()~~ To foster a love of reading, curiosity, and investigation by providing a space that is well maintained, up to date, welcoming, and safe for all users.

The District Administrator ~~()~~, in collaboration with the District's library media specialist, ~~[END OF OPTION]~~ shall establish procedures ~~()~~ consistent with the District's long range plan for library services development ~~[END OF OPTION]~~ related to the selection of materials, removal (weeding) of materials, inventory, and repair and/or replacement of materials. The use of the District's allocation from the Common School Fund for acquisitions, in accordance with DPI regulations, shall be a component of the foregoing procedures.

Gifts and Donations

Gifts and donations shall be handled in accordance with Policy 7230—Gifts, Grants, and Bequests.

Reconsideration of School Library Materials

Parents of children attending school in the District and District residents may request formal reconsideration of the inclusion of specific material in a school library. Requests made under this policy relate to library materials only and not to curriculum related materials. Complaints concerning curriculum related materials, such as textbooks, are governed by Policy 9130—Public Requests, Suggestions, or Complaints.

[NOTE: Districts May Select One of the Following Options:]

[] [OPTION 1]

The District Administrator shall establish procedures for receiving and resolving requests received by the District concerning library materials.

The material being reviewed based on a request under this policy shall remain available in the library during the review process unless the District Administrator determines that the subject material poses a threat of harm to students considering the grade level involved and provided the determination is not made solely because the material presents ideas that may be unpopular or offensive to some. Any temporarily removed materials will be promptly returned if the final determination is to retain the material. Any action to remove material following a request reviewed under this policy will be explained in the review process records.

Decisions on reconsidered materials will stand for () _____ years before new requests for reconsideration of those items will be entertained.

[END OF OPTION 1]

[] [OPTION 2]

All requests for reconsideration of library materials under this policy shall be addressed as follows:

- A. Concerns about specific library materials should be raised first with the library media specialist, then with the building principal, if necessary, in an effort to resolve the matter informally. If a satisfactory resolution is not reached, requests for consideration of removal of any library materials shall be submitted in writing to the District Administrator.
- B. The request to the District Administrator shall be made in writing and shall include the following information:
 - 1. author;
 - 2. title;
 - 3. publisher;
 - 4. the individual's familiarity with the material, including how much of the entire book/resource being challenged has been read by the complainant;
 - 5. for requests to reconsider materials, provide specific concerns upon which the request to reconsider is based. This should include a specific description of the offending material (e.g. contains content that is harmful to minors or prohibited under State law, violates the District's policy on nondiscrimination, is not () age appropriate () developmentally appropriate () age appropriate or developmentally appropriate **[END OF OPTION]** for the grade level for which the material is used, or some other specified reason). This should include specific references to the text of the material by page number and excerpted text if known.
[DRAFTING NOTE: Different terms are offered here to reflect differing terminology amongst current library professionals and that are still in use in State law.]
- C. A Reconsideration Committee will be appointed by the District Administrator, upon receipt of the formal complaint, which shall consist of the following members:
 - 1. a building level administrator;
 - 2. () a teacher;
 - 3. () a school librarian;

4. ~~() a reading specialist or language arts teacher; and~~
5. ~~() a member of the community.~~
6. ~~() _____.~~
7. ~~() _____.~~

D. ~~The procedures for the Reconsideration Committee will be as follows:~~

1. ~~The chairperson will be the building level principal or designee. The secretary of the committee will be elected at the first meeting.~~
2. ~~The chairperson will call the meeting within ten (10) business days of the formation of the committee, which shall comply with the open meetings law.~~
3. ~~The committee shall read and/or examine the challenged resource, read the written reconsideration form, and read copies of the professionally prepared reviews and list of awards provided by the school librarian on the committee. The chairperson should forward these materials to the committee members prior to the committee's initial meeting or as soon thereafter as pertinent materials become available.~~
4. ~~The requestor may make an initial verbal presentation concerning the request or may choose to rely on the written request already submitted. The complainant is asked to provide sources for quotes used during this presentation.~~
5. ~~During the initial or subsequent meetings, the committee will issue a majority approved recommendation to the District Administrator whether to retain the materials, move the resources to a different level, or remove the resource.~~
6. ~~The committee's recommendation shall be reported to the District Administrator in writing within **[OPTION 1]** () five (5) **[OPTION 2]** () _____ () **[END OF OPTIONS]** business days following the committee's decision.~~

~~The District Administrator will advise the requestor, in writing, of the committee's recommendation and the District Administrator's decision. The District Administrator shall also advise the Board of the committee's recommendation and the decision.~~

- E. ~~The requestor may submit an appeal of the District Administrator's decision in writing to the Board President within **[OPTION 1]** () ten (10) **[OPTION 2]** () _____ () **[END OF OPTIONS]** business days of the date the decision is transmitted to the requestor. The written appeal and all written material relating to it shall be referred to the Board for consideration. The Board will review the appeal and may choose to receive additional information or to proceed on the record provided to it.~~

F. ~~The decision of the Board is final.~~

~~Material being reviewed based on a request under this policy shall remain available in the library during the review process unless the District Administrator determines that subject material does pose a threat of harm to students considering the grade level involved and provided the determination is not made solely because it presents ideas that may be unpopular or offensive to some. Any temporarily removed materials will be promptly returned if the final determination is to retain the material. Any action to remove material following a request reviewed under this policy will be explained in the review process records.~~

~~Decisions on reconsidered materials will stand for () _____ years before new requests for reconsideration of those items will be entertained.~~

~~**[END OF OPTION 2]**~~

~~**[] OPTION 3**~~

~~All requests under this policy for reconsideration of library materials shall be addressed as follows:~~

- A. ~~Concerns about specific library materials should be raised first with the library media specialist, then with the building principal, if necessary, in an effort to resolve the matter informally. If a satisfactory resolution is not~~

reached, requests for consideration of removal of any library materials shall be submitted in writing as listed below.

- B. The request is to be addressed to the school library media specialist building principal District Administrator _____, **[END OF OPTIONS]** in writing and shall include the following information:
1. author;
 2. title;
 3. publisher;
 4. the individual's familiarity with the material, including how much of the entire book/resource being challenged has been read by the complainant;
 5. for requests to reconsider materials, provide specific concerns upon which the request to reconsider is based. This should include a specific description of the offending material (e.g. contains content that is harmful to minors or prohibited under State law, violates the District's policy on non-discrimination, is not age appropriate developmentally appropriate age appropriate or developmentally appropriate **[END OF OPTIONS]** for the grade level for which the material is used, or some other specified reason). This should include specific references to the text of the material by page number and excerpted text if known. **[DRAFTING NOTE: Different terms are offered here to reflect differing terminology amongst current library professionals and that still in use in State law.]**
- C. The request shall be reviewed and evaluated in consultation with the District's library media specialist(s) and appropriate administrative personnel. The District official first presented with the request shall provide a response to the requestor advising that individual of the decision on the request to reconsider library materials, including an explanation of the reason for the decision. The matter may be referred to the Board upon the determination of the District Administrator prior to any decision being communicated.
- D. The requestor may appeal a decision, within thirty (30) business days, to the Board through a written request to the District Administrator, who shall forward the request and all written material relating to the matter to the Board. The Board will determine how to evaluate the matter and reach a determination on the request. The Board may receive additional evidence or reach a determination based on the record.

The decision of the Board shall be final.

Material being reviewed based on a request under this policy shall remain available in the library during the review process unless the District Administrator determines that subject material does pose a threat of harm to students considering the grade level involved and provided the determination is not made solely because the material presents ideas that may be unpopular or offensive to some. Any temporarily removed materials will be promptly returned if the final determination is to retain the material. Any action to remove material following a request reviewed under this policy will be explained in the review process records.

Decisions on reconsidered materials will stand for _____ years before new requests for reconsideration of those items will be entertained.

[END OF OPTION #3]

Criteria for the Selection of Materials

Initial purchase suggestions for library materials may come from all personnel—teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The recommended purchase of library materials will be made by the library media specialist. The District Administrator will approve funds to be spent on materials.

The following criteria will be considered in reviewing suggestions for library materials or in evaluating whether to accept donations of materials. Some criteria may not apply in each situation and not all criteria need to be met in order to acquire and incorporate library materials. Materials should:

- A. support and enrich the curriculum and/or students' personal interests and learning;
- B. meet high standards in literacy, artistic, and aesthetic quality; technical aspects; and physical format;

- C. be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected;
- D. incorporate accurate and authentic factual content from authoritative sources;
- E. earn favorable reviews in reviewing sources viewed as authoritative by library professionals;
- F. exhibit a high degree of potential user appeal and interest;
- G. represent differing viewpoints on issues of interest;
- H. provide a global perspective and promote cultural diversity and reflect the pluralistic nature of American society by including materials by authors and illustrators of all cultures;
- I. include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (i.e. online databases, e-books, educational games, and other forms of emerging technologies) in accordance with technology software selection as per Policy 7540.03—Student Technology Acceptable Use and Safety Policy;
- J. demonstrate physical format, appearance, and durability suitable for their intended use;
- K. balance cost with need.

Selection is an ongoing process that should include removing materials that are no longer used or needed (weeding), adding materials, and replacing lost and worn materials that still have educational value.

Parental/Police Access to () Library Media Center Information () Instructional Material Center Information () Library Information [END OF OPTION]

The Board respects the privacy rights of parents and their children. The Board is also committed to ensuring that parents are permitted to obtain information about the instructional material, resources, and services students choose to use at the District's () library media centers () instruction material centers () libraries [END OF OPTION].

Parents of a student under the age of sixteen (16) have the right to review, upon request (see Form 2416.01 F1), () library media center () instruction material center () library [END OF OPTION] records relating to the use of the () library's () center's [END OF OPTION] documents or other materials, resources, or services by the student.

Upon request from a law enforcement officer investigating criminal conduct alleged to have occurred at a school library, the () library media center () instructional materials center () library [END OF OPTION] shall disclose to the officer records produced by a surveillance device under the control of the () library () center [END OF OPTION] that are pertinent to the alleged criminal conduct.

Other than the exceptions noted above, records indicating the identity of any individual who borrows or uses the library's documents or other materials, resources, or services may not be disclosed except by court order or to persons acting within the scope of their duties in the administration of the library or to persons authorized by the individual to inspect such records.

Inter-Library Loans

The Board authorizes District participation in interlibrary loan programs. The District will loan school library books and other instructional materials that are not in immediate or constant demand by staff or students to another participating school district for use in the libraries of that district.

Fines

Students may be assessed fines for the late return of borrowed materials or damage or loss of materials in accordance with Policy 6152—Student Fees, Fines, and Charges () and the Student Handbook [END OF OPTION].



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	COPYRIGHTED WORKS
Code	po2531 9/30/25
Status	
Legal	17 U.S.C. 101 et seq.

2531 - COPYRIGHTED WORKS

It is the policy and practice of the School District of River Falls to comply with the requirements of the U.S. Copyright Law identified by the provisions of Title 17, United States Code, and other federal legislation and guidelines related to the duplication and use of copyrighted materials.

The School District of River Falls requires that all staff members and students must be knowledgeable of their responsibility to adhere to the copyright laws and guidelines. At no time should a District staff member violate copyright laws while performing his or her duties. Students and staff are prohibited from duplicating copyrighted materials not specifically allowed by: 1) the copyright law; 2) fair use guidelines; 3) licenses or contractual agreements; or 4) other permission. Those who violate the copyright law do so at their own risk and assume all liability for their actions. Additionally, they may also be subject to disciplinary action for willful infringement of the law or for using district equipment for duplication that is prohibited.

A staff member should contact building administration whenever the staff member is uncertain about whether using or copying material complies with the District's procedures or is permissible under the law, or wants assistance on when and how to obtain proper authorization. For more specific interpretations and rulings regarding copyright laws and the use of copyrighted materials by the public schools, refer to the United States Copyright Office website <http://lcweb.loc.gov/copyright/>.

The Superintendent (or his/her designee) shall be responsible for establishing and implementing appropriate procedures which will enforce this policy. The Superintendent (or his/her designee) will also disseminate information to staff on current fair use practices as that information becomes available. This policy shall be enforced at the building level by Building Principals.

Adopted from retired Policy 360.2

@ River Falls School District 2025

The Board of Education directs its staff and students to use copyrighted works only to the extent that the law permits. The Board recognizes that Federal law applies to public school districts and the staff and students must, therefore, avoid acts of copyright infringement under penalty of law.

In order to help the staff and students abide by the laws set forth in Title 17 of the United States Code, the Board directs the District Administrator to provide administrative guidelines regarding the copying and distribution of copyrighted materials for instructional purposes and for the appropriate use of copyrighted materials on the Board's website.

Because the Board hosts a website and stores information on it at the direction of users, it is classified as an on-line service provider for copyright purposes. In order to limit the Board's liability risk relating to material/information residing, at the direction of a user, on its system or network, the Board directs the District Administrator to annually appoint an individual

~~as the agent to receive notification of claimed infringement. A link to the agent's name, mailing address, telephone number, fax number, and e-mail address shall appear on the home page of the Board's website. Such contact information, along with the appropriate filing fee, shall also be provided to the Copyright Office of the Library of Congress.~~

~~[] Additionally, the agent's name, mailing address, telephone number, fax number, and e-mail address shall be included in the Student Handbook for each school.~~

~~The agent shall be responsible for investigating and responding to any complaints.~~

© Neola 2002



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	CURRICULUM DEVELOPMENT
Code	po2210-9/22/25
Status	
Legal	118.01, 118.24, 118.30, 121.02(1)(k) and (L), Wis. Stats. PI 8.001(6g) PI 8.01(2)(L), PI 8.01(2)(K), PI 8.01(2)(k)(4)

2210 - CURRICULUM DEVELOPMENT

The **School** Board recognizes its responsibility for the quality of the educational program of the schools. To this end, a District curriculum plan shall be developed, evaluated, and adopted. The plan shall include overall program evaluation processes that provide for evaluation on a continuing basis and shall provide for the review of the evaluation process at least every ~~five (5)~~ **six (6)** years. The District curriculum plan shall include sequential curriculum plans, which provides an organized set of learning experiences that build upon previously acquired knowledge and skills.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined to include:

- A. ~~()~~ the courses of study, subjects, **and** classes, ~~and organized activities~~ provided by the school;
- B. ~~()~~ all the planned activities of the schools, including formal classroom instruction and out of class activity, both individual and group;
- C. ~~()~~ learning activities approved by the **School** Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;
- D. ~~()~~ the plan for learning necessary to accomplish the educational goals of the District;
- E. ~~()~~ all the planned activities of the schools, including formal classroom instruction and out of class activity, both individual and group, necessary to accomplish the educational goals of the District.

The **School** Board directs that the curriculum shall be developed and evaluated by the **Director of Academic Services** ~~District Administrator~~, and that curriculum plans and courses of study incorporated into the curriculum of this District:

- A. provide instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;
- B. ensure, consistent with 115, Wis. Stats., and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. ~~()~~ be consistent with and designed to achieve the District's philosophy and goals;

- D. incorporate State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
- E. ~~() allow for the development of individual talents and interests as well as recognizes that learning styles of students may differ;~~
- F. ~~() provide a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life role skills;~~
- G. ~~() utilize a variety of learning resources to accomplish the educational goals;~~
- H. encourage students to utilize school counseling services in their academic and career planning;
- I. in the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music;
- J. in grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music;
- K. in grades 9 to 12, provide access to an educational program that enables students each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music;
- L. provide regular instruction in foreign language in grades 7 and 8;
- M. in one of grades 5 to 8 and in one of grades 10 to 12, provide students with the instruction on shaken baby syndrome and impacted babies described in 253.15 (5), Wis. Stats.;
- N. incorporate instruction in financial literacy into the curriculum in grades kindergarten to 12;
- O. at least once in grades 5 to 8 and at least once in grades 9 to 12, include instruction on the Holocaust and other genocides;
- P. provide that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally-recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades.

The ~~District Administrator~~ **Superintendent and Director of Academic Services** shall make progress reports to the **School Board** ~~() annually ()~~ periodically.

The ~~District Administrator~~ **Superintendent** may propose programming using innovative instructional design as deemed to be beneficial or necessary to the continuing growth of the instructional program and to better promote the District's educational goals. Each such innovative program intended to be part of the required hours of instruction must be consistent with State law and implemented consistent with the District's curriculum as approved by the **School Board**.

~~[] The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.~~

© Neola 2024 **(Replaces 330)**



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	ADOPTION OF COURSES OF STUDY
Code	po2220 10/1/25
Status	
Legal	118.01, 118.24(2)(c), 121.02(1)(k), Wis. Stats. PI 8.01(2)(k)2 PI 8.01(2)(k)3

2220 - ADOPTION OF COURSES OF STUDY

The **School** Board shall provide a comprehensive instructional program to serve the educational needs of the students of this District. In furtherance of this goal and pursuant to law, the **School** Board shall periodically adopt courses of study through inclusion in the sequential curriculum plan described in Policy 2210 - Curriculum Development. A course of study is part of the sequential curriculum plan that describes course objectives, sequence, content, and a method of evaluating student attainment of objectives. Each course of study shall specify the hours of instruction committed to it each week, semester, and school year.

The **School** Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the **School** Board. No course of study shall be taught in the schools of this District unless it has been adopted by the **School** Board.

The **District Administrator Superintendent** shall recommend to the **School** Board such courses of study as are deemed to be in the best interests of the students and are needed to comply with State law. The **District Administrator's Superintendent's** recommendation shall include the following information about each course of study:

- A. ~~(→) its applicability to students and an enumeration of those groups of students to be affected by it~~
- B. ~~(→) the intended learning **course** objective(s), defined in terms of how the learning is applied~~
- C. ~~(→) its scope and sequence and a statement of the rationale used to determine the amount and type of instructional time needed to accomplish the objectives at each level~~
- D. ~~(→) its justification in terms **integration with and compliment to current programming.** of the goals of this District, especially when it is proposed to take the place of an existing course of study~~
- E. **its alignment to the district strategic plan.**
- F. ~~(→) its instructional methods and learning strategies including the manner in which the learning of democratic principles and ethics is provided for, if appropriate to the content of the course~~
- G. ~~(→) the resources that its implementation will require, including instructional materials, equipment, specially trained personnel, etc.~~
- H. ~~(→) the plan for its continuous assessment which includes criteria and standards~~

I. ~~()~~ its developmental and operational history as well as data on results, where available

~~[]~~ The learning that results from each course of study should be durable, significant, and transferable and require a high level of student achievement of clearly defined, cumulative performance objectives.

~~[]~~ The plan for student assessment for each course of study should include the criteria and standards that will be used to determine when students may need to participate in remedial, supplemental, or accelerated activities in order to ensure that each student has been provided the opportunity to achieve at their optimum level.

~~[]~~ Each course of study is intended to provide a basic framework for instruction and learning. Within this framework, each teacher shall use the course of study in a manner best designed to meet the needs of the students for whom they are responsible. Deviation from its content must be approved in accordance with the District Administrator's administrative guidelines.

~~[]~~ Since one of the District's goals is to prepare students to enter the world of work, the Board directs that each course of study include as part of its learning accomplishments that students can demonstrate their willingness and ability to be punctual, to be present at the learning site each day unless absent for a legitimate reason, and to complete assignments on time and as directed. The District Administrator's guidelines should include recommendations to staff on how to instruct students in these important work ethics and how to include these learnings in the grades that students receive.

~~[]~~ The District Administrator shall develop administrative guidelines which provide for the development of individual learning plans that contain pre and post assessment activities as well as instructional activities for implementing each course of study. Such plans should also provide for proper record keeping and periodic reporting of student performance. The District Administrator shall ensure that the appropriate amount of instruction time is allocated to each course of study that comprises the program of each school. The allocation of time is to be determined by the District Administrator and appropriate members of the staff and shall be justified in terms of the amount of time needed for students to accomplish the objectives of the curriculum as well as the District's educational goals.

~~[]~~ In keeping with the Board's commitment to the school improvement process, such guidelines shall also provide for the appropriate participation of staff, parents, students, and relevant community organizations in the review of the District's courses of study.

~~[]~~ The District Administrator **Superintendent** shall maintain a current list of all courses of study offered by this District.

~~()~~ and shall provide each member of the Board with a current list of all courses of study.

© Neola 2023



Book Neola Policy Templates for Processing
 Section 2000 Program Templates
 Title CURRICULUM UNIT PLANS
 Code po2230 9/30/25
 Status

2230 - CURRICULUM COURSE GUIDES UNIT PLANS

The School Board recognizes that the District must develop and maintain curriculum unit plans course guides in order to better accomplish learning results with students.

As appropriate to the course of study, each guide shall contain:

- A. Enduring understandings;
- B. Essential question;
- C. State Standards covered;
- D. Learning topics;
- E. Evaluation criteria;
- F. Assessments;
- G. Resources;
- H. Supplemental Materials.
- I. ~~(PLEASE DELETE LINE)~~

~~the intended learning outcome(s), defined in terms of how the learning is applied;~~

- J. ~~knowledge and skills needed to achieve those outcomes;~~
- K. ~~learning activities needed to achieve the outcome;~~
- L. ~~appropriate materials and resources;~~
- M. ~~suggested methods of instruction;~~
- N. ~~evaluation criteria, standards, and methods which will confirm the extent to which learning outcomes have been achieved;~~
- O. ~~a list of supplemental materials for the guidance of teachers.~~

The Director of Academic Services and District Administrator Superintendent shall be responsible for the preparation of unit plans. curriculum course guides () and shall establish administrative guidelines related to their preparation **[END OF OPTION]**.

~~[] All new curriculum course guides and revisions of existing curriculum course guides shall be submitted to the Board for approval. () before they are implemented. [END OF OPTION]~~

~~[] Copies of aAll unit plans current curriculum course guides shall be kept on file in the office of the Director of Academic Services. () in the office of the District Administrator () in the District's online software () on the District's website **[END OF OPTION]**.~~



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
Code	po2260 - DL DONE 10/7/25
Status	
Legal	118.13 Wis. Stats. P.I. 9, Wis. Adm. Code P.I. 41, Wis. Adm. Code Fourteenth Amendment, U.S. Constitution 20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974 20 U.S.C. 7905, Boy Scouts of America Equal Access Act 29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973, as amended 42 U.S.C. 6101 et seq., Age Discrimination Act of 1975 42 U.S.C. 2000 et seq., Civil Rights Act of 1964 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended 29 C.F.R. Part 1635, The GINA Regulations 34 C.F.R. Part 110, The Age Discrimination Act Regulations Guidelines for Vocational Education Programs, Department of Education, Office for Civil Rights, March 21, 1979

2260 - **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

The **School** Board is committed to providing an equal educational opportunity for all students in the District.

The **School** Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability (Protected Classes) in any of its student program and activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;

- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The **School** Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The **School** Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

The District will identify, evaluate, and provide a free appropriate public education to students with disabilities who are determined eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504).

The District's educational programs include the academic and nonacademic setting. Each qualified student with a disability shall be educated with students without disabilities to the maximum extent appropriate. In the nonacademic setting, a student with a disability shall participate with students without disabilities to the maximum extent appropriate.

Notice of the **School** Board's policy on nondiscrimination and the identity of the District's Compliance Officer(s) (see below) will be published on the District's website, posted throughout the District, and included in the District's recruitment statements or general information publications.

Principal's Responsibilities

Each Principal shall verify that the procedures used with students and parents for selection of and participation in any part of the District's academic, co-curricular, or extra-curricular programs do not discriminate on the basis of the Protected Classes.

District Administrator Superintendent's Responsibilities

In furtherance of the aforesaid goal, the **District Administrator Superintendent** shall:

A. Curriculum Content

- 1. review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict those Protected Classes toward the development of human society;
- 2. provide that necessary programs are available for students with limited use of the English language;

B. Staff Training

develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program;

C. Student Access

- 1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
- 2. verify that facilities are made available in a non-discriminatory fashion, in accordance with **School** Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

3. verify that the educational programs of this District are accessible to all students;

All programs need to be designed and scheduled so the location or nature of the facility or area will not deny an otherwise qualified student with a disability the opportunity to participate in the academic or other school programs on the same basis as students without disabilities.

4. require that service animals for students who require this type of assistance shall be permitted access to all facilities, programs, and events of the District.

D. District Support

require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation

verify that tests, procedures, and guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District Office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Military status refers to a person's status in the uniformed services, which includes the performance of duty on a voluntary or involuntary basis in a uniformed service, including active duty, active duty for training, initial active duty for training, inactive duty for training, and full-time National Guard duty. It also includes the period of time for which a person is absent from school for the purpose of an examination to determine the fitness of the person to perform any duty listed above.

Respondent is the individual who has been alleged to have engaged in discrimination/retaliation, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.

School District community means students and School Board employees (i.e., administrators, and professional and support staff), as well as School Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the School Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the School Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

The District Administrator **Superintendent** shall publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

~~[] The Board is committed to educating (or providing for the education of) each qualified person with a disability with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment, even with the use of supplementary aids and services cannot be achieved satisfactorily. If the Board operates a separate class or facility under Section 504 that is identifiable as being for persons with disabilities, the facility, program, and activities and services must be comparable to the facilities, programs, and activities and services offered to students without a disability.~~

The ~~District Administrator~~ Superintendent shall attempt annually to identify children with disabilities, ages 3 - 22, who reside in the District but do not receive a public education.

In addition, the ~~District Administrator~~ Superintendent shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis. ~~(-) The District Administrator is responsible for verifying that a concentration of students who are Limited English Proficient English Learner (EL) in one or more programs is not the result of discrimination.~~

Reporting Procedures

Students and District employees are required, and all other members of the District community and Third Parties are encouraged to promptly report suspected violations of this policy to an administrator, supervisor, or other District official so that the School Board may address the conduct. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Compliance Officer within two (2) days. **~~[NOTE: While students are advised to report discrimination/retaliation to administrators, supervisors, or other District officials, the Board recognizes that some students may report discrimination/retaliation to a teacher. When a teacher receives such a report, the teacher must file it with the CO as indicated above.]~~**

Members of the District community, which includes students or Third Parties, who believe they have been discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may constitute discrimination based on a Protected Class, the Principal shall report the act to one of the COs, who shall investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal shall suspend the Policy 5517.01 investigation to await the CO's written report. The CO shall keep the principal informed of the status of the Policy 2260 investigation and provide the Principal with a copy of the resulting written report.

The COs will be available during regular school/work hours to discuss concerns related to discrimination/retaliation. COs shall accept reports of discrimination/retaliation directly from any member of the District community or a Third Party and reports that initially are made to another District employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation) or designate a specific individual to conduct such a process.

The CO will provide a copy of this policy to the Complainant and the Respondent. In the case of a formal complaint, the CO will prepare recommendations for the ~~District Administrator~~ Superintendent or oversee the preparation of such recommendations by a designee. All members of the District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) days of learning of the incident/conduct.

Any District employee who directly observes discrimination/retaliation of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) days. Additionally, any District employee who observes an act of discrimination/retaliation is expected to intervene to stop the misconduct unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other District employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO/designee must contact the Complainant if age eighteen (18) or older or the Complainant's parents/guardians if the student is under the age of eighteen (18) within two (2) days to advise of the School Board's intent to investigate the alleged wrongdoing.

District Compliance Officers (hereinafter referred to as the COs)

The School Board designates the following individuals to serve as the District's CO's:

~~[DRAFTING NOTE: Neola suggests the Board appoint both a male and a female CO in order to provide Complainants with the option to report their concerns to an individual of the gender with which they feel most comfortable. Additionally, by appointing two (2) COs, there should always be a CO available to investigate a~~

~~claim that pertains to the other CO.]~~

Mark Inouye
Director of Student Services/Title IX Coordinator - Students
715-425-1800
852 E. Division Street
River Falls, WI 54022
mark.inouye@rfsd.k12.wi.us

Nate Schurman
Director of Human Resources/Title IX Coordinator - Staff
715-425-1800
852 E. Division Street
River Falls, WI 54022
nate.schurman@rfsd.k12.wi.us

{Name}

{School-District Title}

{Telephone Number}

{Office Address}

{E-mail Address}

{Name}

{School-District Title}

{Telephone Number}

{Office Address}

{E-mail Address}

The names, titles, and contact information of these individuals will be published annually:

- A. on the School District's website.
- B. (→) in the staff employee and student handbooks.
- C. (→) in the School District Annual Report to the public.
- D. (→) on each individual school's website.
- E. (→) in the School District's calendar.
- F. (→) _____.

A CO will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

Investigation and Complaint Procedure (see Form 2260-F2)

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known: a description of the alleged violation, the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter, the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of work assignment or class schedule for the Complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO still may take whatever actions are deemed appropriate in consultation with the Superintendent.

As soon as appropriate in the investigation process, the CO will inform the Respondent, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The complaining party shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt unless additional time is agreed to by the complaining party.

The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO or designee shall prepare and deliver a written report to the ~~District Administrator~~ Superintendent which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

↔ The CO may consult with the School Board's attorney during the course of the investigatory process and/or before finalizing the report to the ~~District Administrator~~ Superintendent.

In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO's ability to conduct an investigation, the CO may ↔ in consultation with the ~~District Administrator~~ Superintendent or School Board President, if the matter involves the ~~District Administrator~~ Superintendent **[END OF OPTION]** engage outside legal counsel to conduct the investigation consistent with this policy.

Absent extenuating circumstances, within five (5) days of receiving the report of the CO or designee, the ~~District Administrator~~ Superintendent either must issue a written decision regarding whether the charges have been substantiated or request further investigation. A copy of the ~~District Administrator's~~ Superintendent's final decision will be delivered

to both the Complainant and Respondent. The ~~District Administrator~~ **Superintendent** may redact information from the decision in the event the release of information raises concerns regarding the integrity of the complaint or investigation process. The **School** Board authorizes the ~~District Administrator~~ **Superintendent** to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the ~~District Administrator~~ **Superintendent** requests additional investigation, the ~~District Administrator~~ **Superintendent** must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the ~~District Administrator~~ **Superintendent** must issue a final written decision as described above. The decision of the ~~District Administrator~~ **Superintendent** ~~() shall be final ()~~ will be reviewed by the **School** Board upon request **[END OF OPTION]**.

If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction, Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157. Any person, including the Respondent in a complaint, who is subject to disciplinary action up to and including termination as a result of a complaint may choose to file a grievance utilizing the District's grievance procedure as outlined in Policy 3340- **Grievance Procedure** or Policy 4340 - **Grievance Procedure**.

The **School** Board reserves the right to investigate and resolve a complaint or report regardless of whether the member of the School District community or third party chooses to pursue the complaint. The **School** Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the **School** Board.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Additional School District Action

If the evidence suggests that any conduct at issue violates any other policies of the **School** Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.) (Policy 8462), or threats of violence (Policy 8462.01 - **Threats of Violence**), the CO or ~~District Administrator~~ **Superintendent** shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

Privacy/Confidentiality

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed, however. Additionally, the Respondent must be provided the Complainant's identity.

During the course of an investigation, the CO or designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

Remedial Action and Monitoring

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken because of the discrimination, the opportunity to complete assignments missed due to absences related to the discrimination, or other appropriate action.

The **School** Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

Sanctions and Disciplinary Action

The **School** Board shall vigorously enforce its prohibitions against discrimination/retaliation by taking appropriate action reasonably calculated to stop and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of any relevant codes of conduct.

When imposing discipline, the ~~District Administrator~~ Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity level of any student involved. In those cases where discrimination/retaliation is not substantiated, the School Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other School Board policies.

Where the School Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the School Board and/or ~~District Administrator~~ Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the School Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Education and Training

In support of this policy, the School Board promotes preventative educational measures to create greater awareness of discriminatory practices. The ~~District Administrator~~ Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information, provided regarding the School Board's policy and discrimination in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including but not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the School Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts related to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;

- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
 - J. dated written determinations to the parties;
 - K. dated written descriptions of verbal notifications to the parties;
 - L. written documentation of any supportive measures offered and/or provided to Complainant and/or the Respondent, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
 - M. documentation of all actions, both individual and systemic, taken to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
 - N. copies of the **School** Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the **School** Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
 - O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
 - P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; ~~[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]~~
- [DRAFTING NOTE: The following options should be selected if the District concludes that the following items are not adequately encompassed in the preceding paragraphs.]**
- Q. ~~() documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;~~
 - R. ~~() copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;~~
 - S. ~~() copies of any notices sent to the Complainant and the Respondent in advance of any interview, meeting, or hearing;~~
 - T. ~~() copies of any notices sent to the complainant and alleged perpetrator in advance of any interview or hearing;~~
 - U. ~~() copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.~~

The information, documents, ESI, and electronic media (as defined in Policy 8315 - **Information Management**) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315 - **Information Management**) created or received as part of an investigation shall be retained in accordance with Policy 8310 - **Public Records**, Policy 8315 - **Information Management**, Policy 8320 - **Personnel Records**, and Policy 8330 - **Student Records** for not less than three (3) years, but longer if required by the District's records retention schedule.

© Neola 2021 **(Replaces 411, 411-Rule(1))**



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY
Code	po2260.01 - DL DONE 10/7/25
Status	
Legal	29 C.F.R. Part 1630 34 C.F.R. Part 300 34 C.F.R. Part 104 42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

2260.01 - SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance solely by reason of disability. The **School** Board does not discriminate in admission or access to, participation in, treatment in its programs or activities. As such, the **School** Board's policies and practices will not discriminate against students with disabilities and the **School** Board will make its facilities, programs, and activities accessible to qualified individuals with disabilities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

Notice of the **School** Board's policy on nondiscrimination in employment practices and the identity of the School District's Compliance Officer(s) (see below) will be published on the District's website, posted throughout the District, and included in the District's recruitment statements or general information publications.

Free Appropriate Public Education

The **School** Board is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students with disabilities within its jurisdiction who are determined eligible for special education and related services under the Individuals with Disabilities Education Act ("IDEA") or Section 504, regardless of the nature or severity of their disabilities.

If a student has a physical or mental impairment that significantly limits one or more major life activities (see Definitions below), the **School** Board shall provide the student a FAPE. An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For students with disabilities who are not eligible for specially designed instruction under the IDEA, the related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of students without disabilities are met shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13). Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan. The quality of education services provided to students with disabilities shall be equal to the quality of services provided to students without disabilities.

The **School** Board is committed to educating (or providing for the education of) each qualified student with a disability within its jurisdiction with students without disabilities to the maximum extent appropriate. Generally, the District will place a student with a disability in the general education environment unless it is demonstrated that the education of the student

in the general education environment, even with the use of supplementary aids and services, cannot be achieved satisfactorily. If the District places a student in a setting other than the general education environment, it shall take into account the proximity of the alternate setting to the student's home. If the **School** Board operates a separate class or facility that is identified as being provided for students with disabilities, the facility, program, and activities and services must be comparable to the facilities, programs, and activities and services offered to students without disabilities.

The District will provide non-academic extra-curricular services and activities in such a manner as is necessary to afford qualified students with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extra-curricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods and nonacademic and extracurricular services and activities, including those listed above, the District will verify that students with disabilities participate with students without disabilities in such services and activities to the maximum extent appropriate.

In accordance with Section 504, parents and students shall be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation, or misapplication of Section 504. In addition, students and their parents shall be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). Finally, students and parents shall be advised of their right to request a due process hearing before an Impartial Hearing Officer ("IHO") regarding the identification, evaluation, or educational placement of persons with disabilities, and their right to examine relevant education records. ~~() (See also AG 2260.01B – Section 504/ADA – Complaint and Due Process Procedures)~~

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges or is alleged to have been subjected to discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

Respondent is the individual who is alleged to have engaged in discrimination/retaliation, regardless of whether the Complainant files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.

District community means students, District employees (i.e., administrators and professional and support staff), and **School** Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the **School** Board.

Third Parties include but are not limited to guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with or seeking to do business with the **School** Board, and other individuals who come in contact with members of the District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District **e**Office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Individual with a disability means a person who has, has a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities.

Major Life Activities

Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

Impairment That Substantially Limits a Major Life Activity

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

Qualified Individual with a Disability

With respect to public preschool, elementary, and secondary educational services, a qualified individual with a disability means a student with a disability:

- A. who is of an age during which persons without disabilities are provided educational services;
- B. who is of any age during which it is mandatory under Wisconsin law to provide educational services to persons with disabilities; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the IDEA.

With respect to vocational education services, a qualified individual with a disability means a student with a disability who meets the academic and technical standards requisite to admission or participation in the vocational program or activity. The **School** Board will not deny a student with disability access to its vocational education programs or courses due to architectural and/or equipment barriers, or because the student needs related aids or services to receive an appropriate education.

With respect to employment, a qualified individual with a disability means the individual satisfies the requisite skill, experience, education and other job-related requirements of the employment position the individual holds or desires and can perform the essential functions of the job in question, with or without reasonable accommodation.

Reasonable Accommodation

With respect to employment, the **School** Board will provide a reasonable accommodation to a qualified individual who has an actual disability or who has a record of a disability, unless the accommodation would impose an undue hardship on the operation of the **School** Board's program and/or activities. A reasonable accommodation is not required for an individual who is merely regarded as having a disability.

Facilities

No qualified person with a disability will be denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under any program or activity to which Section 504/ADA applies because the District's facilities are inaccessible to or unusable by persons with disabilities.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities.

District Compliance Officers (hereinafter referred to as the "COs")

The following person(s) is/are designated as the District Section 504 Compliance Officer(s)/ADA Coordinator(s):

~~**[DRAFTING NOTE: Neola suggests the Board appoint both a male and a female CO in order to provide Complainants with the option to report their concerns to an individual of the gender with which they feel most comfortable. Additionally, by appointing two (2) COs, there should always be a CO available to investigate a claim that pertains to the other CO.]**~~

Mark Inouye
Director of Student Services/Title IX Coordinator - Students
715-425-1800
852 E. Division Street
River Falls, WI 54022

mark.inouye@rfsd.k12.wi.us

Nate Schurman

Director of Human Resources/Title IX Coordinator - Staff

715-425-1800

852 E. Division Street

River Falls, WI 54022

nate.schurman@rfsd.k12.wi.us

~~NEED TO NAME TWO COMPLIANCE OFFICERS~~

~~(Name)~~

~~(School District Title)~~

~~(Telephone Number)~~

~~(Office Address)~~

~~(E-mail)~~

~~(Name)~~

~~(School District Title)~~

~~(Telephone Number)~~

~~(Office Address)~~

~~(E-mail)~~

The name(s), title(s), and contact information of this/these individual(s) will be published annually:

- A. on the School District's website.
- B. ~~()~~ in the ~~staff~~ **employee** and student handbooks.
- C. ~~()~~ in the ~~School District Annual Report to the public.~~
- D. ~~()~~ on each individual school's website.
- E. ~~()~~ in the ~~School District's calendar.~~
- F. ~~()~~ _____.

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination/retaliation or denial of equal access. The COs also shall verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination in Employment Act of 1975 is provided to staff members and the general public. A copy of each of the Acts and regulations on which this notice is based will be made available upon request from the CO.

The **School** Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. (See below.) The **School** Board further will establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing, for parents of students with disabilities. Finally, students and parents will be advised of their right to request a due process hearing before an Impartial Hearing Officer (IHO) regarding the identification, evaluation or educational placement of persons with disabilities, including the right to participation by the student's parents and representation of counsel, and their right to examine relevant education records.

Reports and Complaints of Discrimination and Retaliation

Students and District employees are required, and all other members of the District community and Third Parties are encouraged, to promptly report incidents of discrimination and/or retaliation to an administrator, supervisor, or other District official so that the **School** Board may address the conduct. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the CO within two (2) days. ~~**[NOTE: While students are advised to report discrimination/retaliation to administrators, supervisors, or other District officials, the Board recognizes that some students may report discrimination/retaliation to a teacher. When a teacher receives such a report, the teacher must file it with the CO as indicated above.]**~~

Members of the District community, which includes students or Third Parties, who believe they have been discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

A student and/or parent may initiate the internal complaint procedure when they believe that a violation, misapplication or misinterpretation of Section 504 has occurred. Additionally, the following procedure may be used for any disagreement with respect to actions regarding the identification, evaluation, or educational program or placement of students who are identified as having a disability or believed to have a disability pursuant to Section 504 and are not eligible under the IDEA, except in the case of disciplinary actions where the provisions of the Student Code of Conduct apply. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the OCR or requesting an impartial due process hearing.

If during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may constitute discrimination based on a Protected Class, the Principal shall report the act to one of the COs, who shall investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal shall suspend the Policy 5517.01 investigation to await the CO's written report. The CO shall keep the Principal informed of the status of the Policy 2260 investigation and provide the Principal with a copy of the resulting written report.

The COs will be available during regular school/work hours to discuss concerns related to discrimination/retaliation. COs shall accept reports of discrimination/retaliation directly from any member of the District community or a Third Party and reports that initially are made to another District employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation) or designate a specific individual to conduct such a process.

The CO will provide a copy of this policy to the Complainant and the Respondent. In the case of a formal complaint, the CO will prepare recommendations for the ~~District Administrator~~ **Superintendent** or oversee the preparation of such recommendations by a designee. All members of the District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) days of learning of the incident/conduct.

Any District employee who directly observes discrimination/retaliation of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) days. Additionally, any District employee who observes an act of discrimination/retaliation is expected to intervene to stop the misconduct unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other District employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO/designee must contact the Complainant if age eighteen (18) or older or the Complainant's parents/guardians if the student is under the age eighteen (18) within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Investigation and Complaint Procedure (see Form 2260.01B-F2)

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known: a description of the alleged violation, the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the report by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further discrimination or retaliation, including but not limited to a change of work assignment or class schedule for the Complainant and/or the Respondent. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO still may take whatever actions are deemed appropriate in consultation with the ~~District Administrator~~ Superintendent.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

Within two (2) days of receiving the complaint, the CO or designee will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.

~~[] [OPTION 1] Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) days of receiving the formal complaint. [] [OPTION 2]~~ Investigations shall be completed promptly. What constitutes promptness will depend on the complexity of the issues, the number of incidents or factual elements, the number of witnesses and documents to be consulted, and the availability of witnesses and other evidence. The CO shall keep the Complainant reasonably informed of the investigation's progress. ~~[END OF OPTIONS]~~ The investigation will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO or the designee shall prepare and deliver a written report to the ~~District Administrator~~ Superintendent which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of discrimination/retaliation as provided in ~~School~~ Board policy and State and Federal law as to whether the Respondent has engaged in harassment/retaliation of the Complainant. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used.

~~[]~~ The CO may consult with the ~~School~~ Board's attorney during the course of the investigatory process and/or before finalizing the report to the ~~District Administrator~~ Superintendent.

In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO's ability to conduct an investigation, the CO may ~~()~~ in consultation with the ~~District Administrator~~ Superintendent or ~~School~~ Board President, if the matter involves the ~~District Administrator~~ Superintendent ~~[END OF OPTION]~~ engage outside legal counsel to conduct the investigation consistent with this policy.

Absent extenuating circumstances, within five (5) days of receiving the report of the CO or designee, the ~~District Administrator~~ Superintendent must either issue a final decision regarding whether the charges have been substantiated or request further investigation. A copy of the ~~District Administrator~~ Superintendent's final decision will be delivered to the Complainant and to the Respondent. The ~~District Administrator~~ Superintendent may redact information from the decision in the event the release of information raises concerns regarding the integrity of the complaint or investigation process. The ~~School~~ Board authorizes the ~~District Administrator~~ Superintendent to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the ~~District Administrator~~ Superintendent requests additional investigation, the ~~District Administrator~~ Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the ~~District Administrator~~ Superintendent must issue a final written decision as described above. The decision of the District Administrator (~~) shall be final ()~~ will be reviewed ~~[END OF OPTION]~~ by the Board upon request.

If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

The School Board reserves the right to investigate and resolve a complaint or report of discrimination/retaliation regardless of whether the Complainant pursues the complaint. The School Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy, or in such other manner as deemed appropriate by the School Board or its designee.

The parties may be represented, at their own cost, at any of the above-described interviews/meetings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the OCR or ICRC, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Additional School District Action

If the evidence suggests that any conduct at issue violates any other policies of the School Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or ~~District Administrator~~ Superintendent shall take additional such actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations. Confidentiality cannot be guaranteed, however. All Complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of an investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

Remedial Action and Monitoring

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken due to the discrimination, the opportunity to complete assignments missed due to absences related to the discrimination, or other appropriate action.

The School Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

Sanctions and Disciplinary Action

The School Board shall vigorously enforce its prohibitions against discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of any relevant code of conduct.

When imposing discipline, the ~~District Administrator~~ Superintendent shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where discrimination/retaliation is not substantiated, the School Board may consider whether the alleged conduct nevertheless warrants discipline in

accordance with other **School** Board policies.

Where the **School** Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the **School** Board and/or **District Administrator Superintendent** shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

Impartial Due Process Hearing

A student and/or parent may request an impartial due process hearing regarding the identification, evaluation, or placement of a student with a disability. The student and/or parent may but are not required to first exhaust the above complaint procedure before requesting an impartial due process hearing. The parent of a student with a disability and a student over eighteen (18) years old (if not under guardianship) or an emancipated student has the right to: (1) examine records or documents that the school relied on in making its decision about the student; (2) request an impartial due process hearing that provides the parent and/or student with an opportunity to participate and permits representation by an attorney; and (3) have an opportunity for review of the decision made at the hearing.

A request for an impartial due process hearing should be made as soon as possible following a dispute in order to ensure that witnesses are available but no more than two years following the date of the matter in dispute. A request for an impartial due process hearing must be put in writing, identify the specific circumstances or areas of dispute that have given rise to the request for a hearing, and offer possible solutions to the dispute. The request for due process hearing must be filed with a District CO within the time limits specified above. The CO is available to assist individuals in filing a request for an impartial due process hearing.

When a request for an impartial due process hearing is received, the aggrieved party will have the opportunity to receive a hearing conducted by an IHO (i.e., by a person not employed by the District, not involved in the education or care of the child, and not having a personal or professional interest that would conflict with the IHO's objectivity in the hearing). The District will maintain a list of trained IHOs that may include IDEA/Article 7 hearing officers, attorneys, and ~~Directors of~~ **Special Education of Student Services** outside the District. The District CO will appoint an IHO from that list, and the District will bear the costs of the hearing. The appointment of an IHO will be made within fifteen (15) days after the request for an impartial due process hearing is received.

A party to an impartial due process hearing has the right to:

- A. be accompanied and advised by legal counsel and individuals with special knowledge or training with respect to the problems of students with disabilities at the party's own cost;
- B. present evidence and confront, cross-examine and compel the attendance of witnesses;
- C. a written or electronic verbatim record of the hearing; and
- D. written findings of fact and conclusions of law setting forth the reasons for the decision.

The IHO shall conduct the impartial due process hearing within a reasonable period of time (i.e., not to exceed ninety (90) days from the request for a hearing, unless this time-frame is mutually waived by the parties or is determined by the IHO to be impossible to comply with due to extenuating circumstances). The IHO will give the parent and/or student written notice of the date, time and place of the hearing. Notice will be given no less than twenty-one (21) days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice shall include:

- A. a statement of the time, place and nature of the hearing;
- B. a statement of the legal authority and jurisdiction under which the hearing is being held;
- C. a reference to the particular section(s) of the statutes and rules involved;
- D. a statement of the availability of relevant records for examination;
- E. a short and plain statement of the matters asserted; and
- F. a statement of the right to be represented by counsel.

The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and otherwise to be heard. The parent and/or student may be represented by another person of the parent or student's choice, including an attorney. The IHO shall make a full and complete record of the proceedings.

The IHO shall render a decision in writing to the parties within thirty (30) days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision (conclusions of law). The IHO's decision shall include a statement that either party may appeal the decision.

Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

OCR Complaint

At any time, if a student or parent believes that the student has been subjected to discrimination based upon disability in violation of Section 504 or the ADA, the student or parent may file a complaint with the OCR. The OCR can be reached at:

U.S. Department of Education
Office for Civil Rights
Chicago Office
John C. Kluczynski Federal Building
230 S. Dearborn Street, 37th Floor
Chicago, IL 60604
Telephone: 312-730-1560
FAX: 312-730-1576
TDD: 800-877-8339
E-mail: OCR.Chicago@ed.gov
Web: <http://www.ed.gov/ocr>

Except in extraordinary circumstances, the OCR does not review the result of individual placement and other educational decisions, so long as the District complies with the "process" requirements of Subpart D of Section 504.

Notice

Notice of the **School** Board's policy on nondiscrimination in education practices and the identity of the COs will be published on the District's website and posted throughout the District, and included in the District's recruitment statements or general information publications.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging discrimination/retaliation or participates as a witness in an investigation is prohibited. Neither the **School** Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, made a report/formal complaint, testified, assisted or participated, or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Education and Training

In support of this policy, the **School** Board promotes preventative educational measures to create greater awareness of discriminatory practices. The ~~District Administrator~~ **Superintendent** shall provide appropriate information to all members of the District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training and information provided regarding the Board's policy and discrimination in general will be age and content appropriate.

Retention of Investigatory Records and Materials

The CO is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including but not limited to:

- A. all written reports/allegations/complaints/statements;
 - B. narratives of all verbal reports, allegations, complaints, and statements collected;
 - C. a narrative of all actions taken by District personnel;
 - D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the **School** Board to fulfill its responsibilities;
 - E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
 - F. all documentary evidence;
 - G. e-mails, texts, or social media posts related to the investigation;
 - H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
 - I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
 - J. dated written determinations to the parties;
 - K. dated written descriptions of verbal notifications to the parties;
 - L. written documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
 - M. documentation of all actions, both individual and systemic, taken to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
 - N. copies of the **School** Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the **School** Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
 - O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
 - P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**
- [DRAFTING NOTE: The following options should be selected if the District concludes that the following items are not adequately encompassed in the preceding paragraphs.]**
- Q. ~~()~~ documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
 - R. ~~()~~ copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;

- S. ~~(-) copies of any notices sent to the Complainant and the Respondent in advance of any interview, meeting, or hearing;~~
- T. ~~(-) copies of any notices sent to the Complainant and alleged perpetrator in advance of any interview or hearing;~~
- U. ~~(-) copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.~~

Additionally, the CO shall retain copies of any written request for an impartial due process hearing, the IHO's notices to the parties, the evidence entered in the hearing, any transcript of the hearing, and the IHO's decision.

The information, documents, ESI, and electronic media (as defined in Policy 8315 - Information Management) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315 - Information Management) created or received as part of an investigation shall be retained in accordance with Policy 8310 - Public Records, Policy 8315 - Information Management, Policy 8320 - Personnel Records, Policy 8330 - Student Records for not less than three (3) years, but longer if required by the District's records retention schedule.

© Neola 2021 (Replaces Policy 342.8)



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2266 - DL DONE 10/7/25
Status	
Legal	<p>19.21(6), Wis. Stats.</p> <p>120.13, Wis. Stats.</p> <p>948.01 et. seq., Wis. Stats.</p> <p>20 U.S.C. 1092(F)(6)(A)(v)</p> <p>20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)</p> <p>20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)</p> <p>34 C.F.R. Part 106</p> <p>34 U.S.C. 12291(a)(8)</p> <p>34 U.S.C. 12291(a)(10)</p> <p>34 U.S.C. 12291(a)(30)</p> <p>42 U.S.C. 1983</p> <p>42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964</p> <p>42 U.S.C. 2000d et seq.</p> <p>42 U.S.C. 2000e et seq.</p> <p>OCR's Revised Sexual Harassment Guidance (2001)</p>

2266 – **NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES**

Introduction

The School Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. ~~**[DRAFTING NOTE: In the Title IX regulations, the term “admission” refers to admission to postsecondary institutions (i.e., institutions of graduate higher education, institutions of undergraduate higher education, institutions of professional education, and institutions of vocational education); thus, if a K-12 school does not operate a vocational program (e.g., a school or institution that has as its primary purpose preparation of students to pursue a technical, skilled, or semiskilled occupation or trade, or to pursue study in a technical field, whether or not the school or institution offers certificates, diplomas, or degrees and whether or not it offers fulltime study), the K-12 school does not officially need to include “admission and” in the preceding sentence (and where that phrase is used throughout this policy); Neola, however, has elected to include it because all K-12 schools “enroll” students and often the term “enroll”**~~ 78

~~is viewed as synonymous with the term "admit." Since K-12 schools cannot discriminate when enrolling students into the education programs or activities that they operate, it seems appropriate to include the term "admission."~~ The School Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

The School Board prohibits sexual harassment that occurs within its education programs and activities. When the District has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

Pursuant to its Title IX obligations, the School Board is committed to eliminating sexual harassment and will take appropriate action when an individual is determined responsible for violating this policy. Members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. Third Parties who engage in sexual harassment are also subject to the disciplinary sanctions listed in this policy. The School Board will provide persons who have experienced Sexual Harassment ongoing supportive measures as reasonably necessary to restore or preserve access to the District's education programs and activities.

Coverage

This policy applies to sexual harassment that occurs within the District's education programs and activities and that is committed by a School Board employee, student, Third Party vendor or contractor, guest, or other members of the school community.

This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the School Board's education programs and activities; such sexual misconduct/sexual activity may be prohibited by the Student Code of Conduct if committed by a student, or by School Board policies and administrative guidelines, applicable State and/or Federal laws (↔) and/or Employee/Administrator Handbook(s) ~~[END OF OPTION]~~ if committed by a School Board employee.

Consistent with the U.S. Department of Education's implementing regulations for Title IX, this policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the District's education programs or activities. Sexual harassment that occurs outside the geographic boundaries of the United States is governed by the Student Code of Conduct if committed by a student, or by other applicable School Board policies and administrative guidelines, applicable State and/or Federal laws (↔) and/or Employee/Administrator Handbook(s) ~~[END OF OPTION]~~ if committed by a School Board employee.

Complaints alleging sexual harassment and/or discrimination on the basis of sex are also covered by and subject to the investigation procedures in School Board Policy 5517 - Student Anti-Harassment. Complaints not covered by this policy may still be governed by and subject to the procedures in Policy 5517 - Student Anti-Harassment.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Sexual Harassment: "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:

- A. A School Board employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (often called "*quid pro quo*" harassment);
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, **and** objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)A(v), or "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).
 1. "Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent, and the "nonforcible" sex offenses of incest and statutory rape. Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest, and statutory rape.
 - a. *Rape* is the carnal knowledge of a person (i.e., penetration, no matter how slight, of the genital or anal opening of a person), without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical

incapacity.

- b. *Sodomy* is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - c. *Sexual Assault with an Object* is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything used by the offender other than the offender's genitalia.
 - d. *Fondling* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - e. *Incest* is nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by State law.
 - f. *Statutory Rape* is nonforcible sexual intercourse with a person who is under the statutory age of consent as defined by 948.02 or 948.09, Wis. Stats. or whose status as a student prohibits such sexual contact per 948.095, Wis. Stats.
 - g. ~~(-) Other Sexual Contact includes the intentional emission of bodily fluids on the complainant, or at the direction of the Respondent, for the purposes of sexual gratification as defined in 940.225(5)(b), Wis. Stats.~~
 - h. *Consent* refers to words or actions that a reasonable person would understand as agreement to engage in the sexual conduct at issue. A person may be incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. A person who is incapacitated is not capable of giving consent. **~~[DRAFTING NOTE: The Title IX regulations do not require the School Board to adopt a particular definition of "consent," but it is advisable to adopt a definition because "consent" is an element of each of the first four terms listed above. Since there are a number of different definitions of consent from which to choose, the School Board should consult its local legal counsel concerning selecting a specific definition of consent that represents its position on the topic; the investigator(s) and decision-maker(s) will then uniformly apply the adopted definition.]~~**
 - i. *Incapacitated* refers to the state where a person does not understand and/or appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition, disability, or due to a state of unconsciousness or sleep. **~~[DRAFTING NOTE: Depending on the definition of "consent" that the School Board adopts, it may be necessary to define "incapacitated" in the policy. If it is not defined in the policy, it should certainly be defined in the Administrative Guideline; even if defined in the policy, the Administrative Guideline provides an opportunity to expand on the concept of "consent" and what the School Board means by the term "incapacitated."]~~**
2. "Domestic violence" includes felony or misdemeanor crimes of violence committed by:
 - a. A current or former spouse or intimate partner of the victim;
 - b. A person with whom the victim shares a child in common;
 - c. A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
 - d. A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime occurred; or
 - e. Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime occurred.
 3. "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based⁸⁰ on consideration of the length of the relationship, the type of relationship, and the frequency of interaction

between the persons involved in the relationship.

4. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to – (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.

Complainant: "Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent: "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal Complaint: "Formal complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation(s) of sexual harassment. At the time of filing a formal complaint with the District, a Complainant must be participating in or attempting to participate in the District's education program or activity. A "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal that the School Board provides for this purpose) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a Complainant or a party to the formal complaint and must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Actual Knowledge: "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator, or any District official who has authority to institute corrective measures on behalf of the School Board, or any School Board employee. The mere ability or obligation to report Sexual Harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District. "Notice" includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator. This standard is not met when the only District official with actual knowledge is the Respondent. Imputation of knowledge-based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge.

Supportive Measures: "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, school/campus escort services, mutual restrictions of contact between the parties, changes in work locations), leaves of absence, increased security and monitoring of certain areas of the campus (including school buildings and facilities), ~~() referral to Employee Assistance Program~~ **[END OF OPTION]**, and other similar measures.

Education Program or Activity: "Education program or activity" refers to all operations of the District over which the School Board exercises substantial control, including in-person and online educational instruction, employment, extra-curricular activities, athletics, performances, and community engagement, and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the School Board. It also includes events and circumstances that take place off-school property/grounds if the School Board exercises substantial control over both the Respondent and the context in which the sexual harassment occurs.

School District community: "School District community" refers to students and School Board employees (i.e., administrators, and professional and support staff), as well as School Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the School Board.

Third Parties: "Third Parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with the School Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Inculpatory Evidence: "Inculpatory evidence" is evidence that tends to establish a Respondent's responsibility for alleged sexual harassment.

Exculpatory Evidence: "Exculpatory evidence" is evidence that tends to clear or excuse a Respondent from allegations of sexual harassment.

Day(s): Unless expressly stated otherwise, the term “day” or “days” as used in this policy means business day(s) (i.e., a day(s) that the School Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays),

Eligible Student: “Eligible student” means a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

Title IX Coordinator(s)

The School Board designates and authorizes the following individual(s) to oversee and coordinate its efforts to comply with Title IX and its implementing regulations: ~~[DRAFTING NOTE: Neola suggests the School Board consider appointing both a male and a female Title IX Coordinator. The School Board must list either the Name or Title of the Title IX Coordinator, while the School Board may list both the Name and Title, Neola suggests that the School Board consider only listing the Title in this policy (so it does not need to revise/amend its policy whenever there is a change in the actual person(s) holding the designated position(s)), but list both the Name and Title in the requisite postings (e.g., website) and publications (e.g., handbooks) (-) and in the Administrative Guideline.]~~

Mark Inouye
Director of Student Services/Title IX Coordinator - Students
715-425-1800
852 E. Division Street
River Falls, WI 54022
mark.inouye@rfsd.k12.wi.us

Nate Schurman
Director of Human Resources/Title IX Coordinator - Staff
715-425-1800
852 E. Division Street
River Falls, WI 54022
nate.schurman@rfsd.k12.wi.us

NEED TO NAME TWO COMPLIANCE OFFICERS

(Name)

(School District Title)

(Telephone Number)

(Office Address)

(District issued E-mail Address)

(Name)

(School District Title)

(Telephone Number)

(Office Address)

(District issued E-mail Address)

The Title IX Coordinator shall report directly to the Superintendent except when the Superintendent is a Respondent. In such matters, the Title IX Coordinator shall report directly to ~~[] the School Board Attorney [] School Board President []~~ **[END OF OPTIONS]**. Questions about this policy should be directed to the Title IX Coordinator.

The Superintendent shall notify applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, School Board employees, and all unions or professional organizations holding collective bargaining or professional agreements with the School Board of the following information:

*The School Board of the _____ **School District of River Falls** ~~School District~~ does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) is/are:*

Mark Inouye
Director of Student Services/Title IX Coordinator - Students
715-425-1800
852 E. Division Street
River Falls, WI 54022
mark.inouye@rfsd.k12.wi.us

Nate Schurman
Director of Human Resources/Title IX Coordinator - Staff
715-425-1800
852 E. Division Street
River Falls, WI 54022
nate.schurman@rfsd.k12.wi.us

~~NAME(S)~~ **NEED TO NAME TWO COMPLIANCE OFFICERS**

~~TITLE(S)~~

~~PHONE NUMBER(S)~~

~~OFFICE ADDRESS(ES)~~

~~EMAIL ADDRESS(ES)~~

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

*The School Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: _____ ~~[insert the web address at which Policy 2266 can be found; or insert a hyperlink tied to the title of the policy]~~ **<https://www.rfsd.k12.wi.us/>**. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond. **[DRAFTING NOTE: The above information could be utilized as the notice on the District's website, in each handbook, included on applications for admission, job applications, or any other place in which the Superintendent is required to prominently display a Title IX notification.]***

The Superintendent shall also prominently display the Title IX Coordinator's(s') contact information – including Name(s) and/or Title(s), Phone Number(s), Office Address(es), and Email Address(es) – and this policy on the District's website and in each handbook or catalog that the School Board makes available to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, School Board employees, and all unions or professional organizations holding collective bargaining or professional agreements.

Grievance Process

The School Board is committed to promptly and equitably resolving student and employee complaints alleging Sexual Harassment. The District's response to allegations of sexual harassment will treat Complainants and Respondents equitably, including providing supportive measures to the Complainant and Respondent, as appropriate, and following this grievance process before the imposition of any disciplinary sanctions or other actions, other than supportive measures, against the Respondent.

The Title IX Coordinator(s), along with any investigator(s), decision-maker(s), or any person(s) designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If a determination of responsibility for sexual harassment is made against the Respondent, the School Board will provide remedies to the Complainant. The remedies will be designed to restore or preserve equal access to the District's education program or activity. Potential remedies include, but are not limited to, individualized services that constitute supportive measures. Remedies may also be disciplinary or punitive in nature and may burden the Respondent.

The Process described herein relates exclusively to complaints brought under this Policy. The District will continue to handle complaints subject to the District's other nondiscrimination and anti-harassment policies including: Policy 5517 - Student Anti-Harassment; Policy 5517.01 - Bullying; Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity; and Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability.

Report of Sexual Discrimination/Harassment

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail using the Title IX Coordinator's(s') contact information listed above, or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. Reports may be made at any time (including during non-business hours), by using the telephone number(s) or electronic mail address(es), or by mail to the office address(es), listed for the Title IX Coordinator(s). ~~() Anonymous reports may be submitted using () the online reporting form posted at _____ [insert the web address for the reporting form, or insert a hyperlink tied to the phrase "online reporting form"] [OR] [] the hotline reporting number _____ [insert phone number]. [DRAFTING NOTE: Inclusion of this optional language is not recommended, however, it is recommended that the Title IX Coordinator(s) be trained on evaluation of anonymous reports to determine if sufficient information is provided so as to proceed under either this Policy or another related policy.]~~

School Board employees are required, and other members of the School District community and Third Parties are encouraged, to report allegations of sex discrimination or sexual harassment promptly to the/a Title IX Coordinator or to any School Board employee who will, in turn, notify the/a Title IX Coordinator. ~~[DRAFTING NOTE: All School Board employees are mandatory reporters pursuant to the Title IX regulations. Existing policy, however, also requires students and School Board members to report any information they have concerning allegations of sex discrimination or sexual harassment. Neola suggests that the School Board continue this additional requirement in this policy, along with the language encouraging other individuals to make such reports; this will coincide with similar requirements that are imposed on School Board members and students in other nondiscrimination and anti-harassment policies. If the School Board decides it does not want to go beyond the scope of the regulations for purposes of this policy, it should replace the first sentence of this paragraph with either of the following: "School Board employees are required to report allegations of sex discrimination or sexual harassment promptly to the Title IX Coordinator." OR "School Board employees are required, and other members of the School District community and Third Parties are encouraged, to report allegations of sex discrimination or sexual harassment promptly to the/a Title IX Coordinator or to any School Board employee, who in turn will notify the/a Title IX Coordinator."]~~ Reports can be made orally or in writing and should be as specific as possible. The person making the report should, to the extent known, identify the alleged victim(s), perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s).

If a report involves allegations of sexual harassment by or involving the Title IX Coordinator, the person making the report should submit it to the ~~() Superintendent () other Title IX Coordinator [END OF OPTIONS]~~, or another School Board employee who, in turn, will notify the ~~() Superintendent () other Title IX Coordinator [END OF OPTIONS]~~ of the report. The ~~() Superintendent () other Title IX Coordinator [END OF OPTIONS]~~ shall determine who will serve in place of the Title IX Coordinator for purposes of addressing that report of sexual harassment. ~~[DRAFTING NOTE: If the Superintendent is the Title IX Coordinator, substitute () _____ () School Board Attorney () School Board President in place of Superintendent.]~~

The School Board does business with various vendors, contractors, and other Third Parties who are not students or employees of the School Board. Notwithstanding any rights that a given vendor, contractor, or Third Party Respondent may have under this policy, the School Board retains the right to limit any vendor's, contractor's, or Third Party's access to

school grounds for any reason. The School Board further retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or Third Party irrespective of any process or outcome under this policy.

A person may file criminal charges simultaneously with filing a formal complaint. A person does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to Title IX may be filed with the U.S. Department of Education's Office for Civil Rights at any time.

Any allegations of sexual misconduct/sexual activity not involving sexual harassment will be addressed through the procedures outlined in School Board policies ~~(-) and/or administrative guidelines, [END OF OPTION]~~ the applicable Student Code of Conduct, ~~(-)~~ or Employee/Administrator Handbook(s) ~~[END OF OPTION]~~.

Because the School Board is considered to have actual knowledge of sexual harassment or allegations of sexual harassment if any School Board employee has such knowledge, and because the School Board must take specific actions when it has notice of sexual harassment or allegations of sexual harassment, a School Board employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or sexual harassment must notify the/a Title IX Coordinator within two (2) days of learning the information or receiving the report. **~~DRAFTING NOTE: The regulations do not specify within how many days the School Board employee must notify the Title IX Coordinator of receiving a report of sexual harassment; Neola suggests "two (2) days". Alternatively, the School Board could make this language more open-ended - e.g., "* * * must immediately/promptly notify the/a Title IX Coordinator of such information or report."~~** The School Board employee must also comply with mandatory reporting responsibilities pursuant to 48.981, Wis. Stats. and Policy 8462 – Student Abuse and Neglect, if applicable. If the School Board employee's knowledge is based on another individual bringing the information to the School Board employee's attention and the reporting individual submitted a written complaint to the School Board employee, the School Board employee must provide the written complaint to the Title IX Coordinator.

If a School Board employee fails to report an incident of sexual harassment of which the School Board employee is aware, the School Board employee may be subject to disciplinary action, up to and including termination.

When a report of sexual harassment is made, the Title IX Coordinator shall promptly (i.e., within two (2) days) **~~DRAFTING NOTE: The regulations do not define "promptly" or otherwise specify within how many days the contact has to be made; Neola suggests "two (2) days" of the Title IX Coordinator's receipt of the report of Sexual Harassment.~~** contact the Complainant (including the parent/guardian if the Complainant is under eighteen (18) years of age or under guardianship) to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures provided to the Complainant or Respondent shall be maintained as confidential, to the extent that maintaining such confidentiality will not impair the ability of the District to provide the supportive measures.

Emergency Removal: Subject to limitations and/or procedures imposed by State and/or Federal law, the District may remove a student Respondent from its education program or activity on an emergency basis after conducting an individualized safety and risk analysis. The purpose of the individualized safety and risk analysis is to determine whether the student Respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment that justifies removal. If the District determines the student Respondent poses such a threat, it will so notify the student Respondent and the student Respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related District policies, including Policy 5120 - Assignment within District; Policy 5605 - Suspension/Expulsion of Students with Disabilities, and Policy 5610 – Suspension and Expulsion. **~~[DRAFTING NOTE: The School Board may substitute "Superintendent" or "Title IX Coordinator" in place of "District" in the first sentence. Alternatively, the Superintendent could designate, through the administrative guideline, one or more administrators, including the Title IX Coordinator, to make emergency removal decisions after conducting the individualized safety and risk analysis. In Wisconsin, emergency removals may only be imposed in the manner delineated in 120.13, Wis. Stats. Additionally, emergency removals must be conducted in compliance with the Individuals with Disabilities Education Improvement Act and/or Section 504 of the Rehabilitation Act of 1973.]~~**

If the Respondent is a non-student employee, the District may place the Respondent on administrative leave during the pendency of the grievance process. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements.

For all other Respondents, including other members of the School District community and Third Parties, the School Board retains broad discretion to prohibit such persons from entering onto its school grounds and other properties at any time and for any reason, whether after receiving a report of sexual harassment or otherwise.

Formal Complaint of Sexual Harassment

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information set forth above () and by _____ **[DRAFTING NOTE: The School Board may set forth additional method(s) by which a formal complaint may be filed (e.g., online portal submission)].** If a formal complaint involves allegations of sexual harassment by or involving the Title IX Coordinator, the Complainant should submit the formal complaint to the () Superintendent, who will designate another person to serve in place of the Title IX Coordinator for the limited purpose of implementing the grievance process with respect to that formal complaint () the other Title IX Coordinator who will then proceed with the grievance process with respect to that formal complaint **[END OF OPTIONS]. [DRAFTING NOTE: If the Superintendent is the Title IX Coordinator, substitute () _____ () School Board Attorney () School Board President in the preceding sentence in place of Superintendent.]**

The Complainant's wishes with respect to whether a formal complaint is filed will be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

When the Title IX Coordinator receives a formal complaint or signs a formal complaint, the District will follow its grievance process, as set forth herein. Specifically, the District will undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

It is a violation of this policy for a Complainant(s), Respondent(s), and/or witness(es) to knowingly making false statements or knowingly submitting false information during the grievance process, including intentionally making a false report of sexual harassment or submitting a false formal complaint. The School Board will not tolerate such conduct, which is a violation of the Student Code of Conduct () and the Employee/Administrator Handbook. **[DRAFTING NOTE: The School Board should confirm/verify that its Student Code of Conduct and any Employee/Administrator Handbook(s) include a prohibition against intentionally making a false report, submitting a false formal complaint, or making a false statement or submitting false information during a Title IX grievance process. Such misconduct should be a sanctionable offense pursuant to the Student Code of Conduct and Employee/Administrator Handbook(s).]**

The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Timeline

The District will seek to conclude the grievance process within ninety (90) calendar days of receipt of the formal complaint, followed by the appeal process which shall be processed in a timely manner. **[DRAFTING NOTE: The Title IX regulations do not specify a deadline for completing the grievance process; Neola suggests ninety (90) calendar days based on the requirements found in PI 9 relative to investigations pursuant to 118.13, Wis. Stats. and Policy 5517 – Student Anti-Harassment.]**

If the Title IX Coordinator offers informal resolution processes, the informal resolution processes may not be used by the Complainant or Respondent to unduly delay the investigation and determination of responsibility. The timeline, however, may be subject to a temporary delay of the grievance process or a limited extension for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action, except that any complaint covered by Policy 5517 - Student Anti-Harassment as well must comply with the timelines in that Policy, however, an investigation may still proceed as required under this Policy. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; and the need for language assistance or an accommodation of disabilities. **[DRAFTING NOTE: The School Board should consult with its local legal counsel on a case-by-case basis to determine whether there may be other reasons/good cause for a delay or extension of time – e.g., the complexity and severity of the matter, or school breaks.] ()** The Title IX Coordinator will provide the parties with reasonable updates on the status of the grievance process **[END OF OPTION].**

Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice of the following to the parties who are known:

- A. Notice of the School Board's grievance process, including any informal resolution processes;
- B. Notice of the allegations of misconduct that potentially constitutes sexual harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written

notice must:

1. include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
2. inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence;
3. inform the parties of any provision in the Student Code of Conduct (~~↔~~), this policy, (~~↔~~) and/or Employee/Administrator Handbook **[DRAFTING NOTE: While the Title IX regulations only reference "code of conduct" Neola suggests that the School Board reference other applicable documents that expressly prohibit an individual from making false statements or knowingly submitting false information as part of the grievance process]** that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

[DRAFTING NOTE: The Title IX regulations do not define "upon receipt" or otherwise specify within how many days the notice must be sent; Neola suggests the Title IX Coordinator send the notice within "two (2) days" of receipt of the formal complaint; this suggestion is memorialized in the corresponding administrative guideline. Please note, however, that it could be argued that the notice should be sent sooner. Regardless, the Title IX Coordinator should have a template notice form available that can be quickly completed with the requisite information after receipt of the formal complaint.]

If during the course of the investigation, the investigator becomes aware of allegations about the Complainant or Respondent that are not included in the original notice provided to the parties, the investigator will notify the Title IX Coordinator and the Title IX Coordinator will decide whether the investigator should investigate the additional allegations; if the Title IX Coordinator decides to include the new allegations as part of the investigation, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

Dismissal of a Formal Complaint

The District shall investigate the allegations in a formal complaint *unless* the conduct alleged in the formal complaint:

- A. would not constitute sexual harassment (as defined in this policy) even if proved;
- B. did not occur in the District's education program or activity; or
- C. did not occur against a person in the United States.

If one of the preceding circumstances exist, the Title IX Coordinator *shall* dismiss the formal complaint. If the Title IX Coordinator dismisses the formal complaint due to one of the preceding reasons, the District may still investigate and take action with respect to such alleged misconduct pursuant to another provision of an applicable code of conduct, School Board policy, (~~↔~~) and/or Employee/Administrator Handbook.

The Title IX Coordinator *may* dismiss a formal complaint, or any allegations therein, if at any time during the investigation (~~↔~~) or hearing: **[DRAFTING NOTE: The School Board may, but need not, provide for a hearing before the decision-maker(s) reaches a determination of responsibility under this policy. Neola suggests that the School Board not provide for a hearing, but if the School Board will permit hearings, they should select this option. See sub-heading Determination of Responsibility for more detail regarding hearings.]**

- A. a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein;
- B. the Respondent is no longer enrolled in the District or employed by the School Board; or
- C. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

If the Title IX Coordinator dismisses a formal complaint or allegations therein, the Title IX Coordinator must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

Consolidation of Formal Complaints

The Title IX Coordinator may consolidate formal complaints as to allegations of sexual harassment against more than one (1) Respondent, or by more than one (1) Complainant against one (1) or more Respondents, or by one (1) party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one (1) Complainant or more than one (1) Respondent, references in this policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

~~**[DRAFTING NOTE: The School Board may adopt provisions, rules, or practices other than those required by the Title IX regulations as part of its grievance process for handling formal complaints of sexual harassment, provided they apply equally to both parties and do not violate the language in the regulations. The School Board should discuss this option with its local legal counsel.]**~~

Informal Resolution Process

Under no circumstances shall a Complainant be required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive any right to an investigation and adjudication of a formal complaint of sexual harassment. Similarly, no party shall be required to participate in an informal resolution process.

If a formal complaint is filed, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually agree to participate in the informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision-maker(s) reaching a determination regarding responsibility.

If the Title IX Coordinator is going to propose an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:

- A. the allegations;
- B. the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; and
- C. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint.

Before commencing the informal resolution process, the Title IX Coordinator shall obtain from the parties their voluntary, written consent to the informal resolution process.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur are stayed and all related deadlines are suspended.

The informal resolution process is not available to resolve allegations that a School Board employee (↔) or another adult member of the School District community or Third Party ~~**[END OF OPTION]**~~ sexually harassed a student. ~~**[DRAFTING NOTE: The Title IX regulations prohibit the use of an informal resolution process when the allegations involve a School Board employee sexually harassing a student; Neola suggests that it also may not be appropriate to use informal resolution processes when a Third Party is alleged to have sexually harassed a student. Since this is not a requirement, it is offered as an option. If the optional language is not selected, the School Board retains the discretion to use informal resolution processes as may be determined appropriate by the Title IX Coordinator on a case-by-case basis.]**~~

~~**(↔)**~~ The informal resolution process is not available to resolve allegations involving a sexual assault involving a student Complainant and a student Respondent. ~~**[DRAFTING NOTE: While this language is not required by the Title IX regulations, Neola suggests the School Board select this option because of the severity of this type of sexual harassment.]**~~

Investigation of a Formal Complaint of Sexual Harassment

In conducting the investigation of a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the District, not the parties. 88

In making the determination of responsibility, the decision-maker(s) is (are) directed to use the ~~(→)~~ preponderance of the evidence standard ~~(→) clear and convincing evidence standard [END OF OPTIONS]~~. The decision-maker(s) is charged with considering the totality of all available evidence, from all relevant sources.

~~[DRAFTING NOTE: Neola suggests the School Board adopts the “preponderance of the evidence standard.” The preponderance of the evidence standard is an equitable standard of proof and the legal standard by which most civil lawsuits, including civil rights claims, are adjudicated in the United States. This standard requires the decision-maker(s) to determine that there is a greater than fifty percent (50%) likelihood (i.e., it is more probable/likely than not) that the Respondent engaged in the alleged sexual harassment.~~

~~The “clear and convincing evidence standard,” on the other hand, is a higher standard of evidence, in which the District would need to show to the decision-maker(s) that the truth of the allegations is highly probable (i.e., that the contention is substantially more likely to be true than untrue). Some argue that using the clear and convincing standard may skew the playing field toward the Respondent by enhancing protection for the Respondent at the expense of the Complainant.~~

~~The same standard of evidence must be applied for formal complaints against students as is applied to formal complaints against employees, and the same standard of evidence must be used for all formal complaints of sexual harassment. The School Board should discuss this option with its local legal counsel.]~~

The District is not permitted to access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the party provides the District with voluntary, written consent to do so; if a student party is not an eligible student, the District must obtain the voluntary, written consent of a parent.

Similarly, the investigator(s) and decision-maker(s) may not require, allow, rely upon or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege in writing.

As part of the investigation, the parties have the right to:

- A. present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and
- B. have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The District may not limit the choice or presence of an advisor for either the Complainant or Respondent in any meeting or grievance proceeding.
- C. ~~(→) The District establishes the following restrictions, which apply equally to both parties, regarding the extent to which an advisor may participate in the proceedings.~~

~~Limit the advisor from:~~

- 1. ~~questioning the other party,~~
- 2. ~~answering questions on behalf of any party, and~~
- 3. ~~disrupting the investigation process.~~

~~[DRAFTING NOTE: The School Board should consult with its local legal counsel concerning any restrictions it may want to place on an advisor’s participation in the proceedings, including rules of decorum. This topic is also addressed in AG 2266.]~~

- D. ~~(→) Whether a person is allowed to audio record or video record any meeting or grievance proceeding will be consistent with the procedures established in School Board Policy 2461—Recording of IEP Team Meetings.~~

Neither party shall be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The District will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all ~~(→) hearings,~~ ~~[DRAFTING NOTE: Select this option if the School Board permits hearings.]~~ investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. ~~(→) The~~ ⁸⁹ investigator(s) and decision-maker(s) must provide a minimum of _____ days’ notice with respect to investigative

interviews and other meetings () and _____ days' notice with respect to hearings ~~[END OF OPTION]. [DRAFTING NOTE: The School Board should consult with its local legal counsel concerning whether to set a minimum amount of advance notice— i.e., define “sufficient time”; Neola suggests a minimum of three (3) days’ advance notice for hearings and one (1) day’s advanced notice for investigative interviews and other meetings.]~~

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

Prior to completion of the investigative report, the ~~() investigator ()~~ Title IX Coordinator ~~[END OF OPTIONS]~~ will send to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least ten (10) calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report. ~~[DRAFTING NOTE: The School Board should select the following option if it provides for a hearing before the decision maker] ()~~ The District will make all such evidence subject to the parties’ inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross examination. ~~[END OF OPTION]~~

At the conclusion of the investigation, the investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party’s advisor, if any, for their review and written response. The investigator will send the investigative report in an electronic format or a hard copy, at least ten (10) calendar days prior to ~~[DRAFTING NOTE: Select one (1) of the following two (2) options. The School Board should select the second option if it is providing a hearing or permitting the decision maker(s) to decide whether to conduct a hearing on a case-by-case basis.]~~

~~()~~ the decision-maker(s) issuing a determination regarding responsibility.

~~() a hearing or the decision maker(s) issuing a determination regarding responsibility.~~

Determination of Responsibility

The Title IX Coordinator shall appoint a decision-maker(s) to issue a determination of responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator(s) or the investigator(s).

~~[DRAFTING NOTE: The School Board may, but need not, provide for a hearing before the decision maker(s) reaches a determination of responsibility. Neola suggests that the School Board not provide for a hearing. If the School Board decides not to provide for a hearing, the School Board should select OPTION 1; if the School Board elects to provide a hearing or to provide the decision maker(s) with the discretion to conduct a hearing on a case-by-case basis, the School Board should select OPTION 2. Additionally, if the School Board operates a vocational program (see the Drafting Note contained in the first paragraph for the definition of “vocational program”), Neola suggests that the School Board consult its local legal counsel concerning whether it must provide for a live hearing related to formal complaints involving parties associated with the vocational program. If the School Board determines with its legal counsel, that it must provide for a live hearing is should select Option E of Option 2, at least with respect to formal complaints involving parties involved in the vocational program (i.e., it does not need to provide for a live hearing for its regular K-12 education programs and activities that it operates.)~~

~~[] [OPTION 1]~~

After the investigator sends the investigative report to the parties and the decision-maker(s), and before the decision-maker(s) reaches a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the question of any decision to exclude a question as not relevant.

Questions and evidence about the Complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant’s prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant’s prior sexual behavior with respect to the Respondent and are offered to prove consent.

~~[END OF OPTION 1 – DRAFTING NOTE: If Option 1 is selected proceed to [END OF OPTION 2] and commence with Determination Regarding Responsibility~~

~~[] [OPTION 2 – NOTE: Option 2 is inclusive of all Letter Options (A) – (E)]~~

~~After the investigator sends the investigative report to the parties and the decision maker(s), and prior to the decision maker(s) issuing a determination of responsibility, the decision maker(s) () may () will [END OF OPTIONS] conduct a hearing.~~

~~[DRAFTING NOTE: Select Option A or Option B. If the School Board selects “may,” it should select Option A; if it selects “will,” it should select Option B.]~~

~~[] [Option A]~~

~~If the decision maker(s) decides not to conduct a hearing, the decision maker(s) will state in writing the reason for not conducting a hearing and provide that explanation to the parties. Additionally, before the decision maker(s) reaches a determination regarding responsibility, the decision maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants to be asked of any party or witness, provide each party with the answers, and allow for additional, limited follow up questions from each party. The decision maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.~~

~~If the decision maker(s) elects to conduct a hearing, the hearing will proceed as follows:~~

~~[END OF OPTION A]~~

~~[] [Option B]~~

~~The hearing will proceed as follows:~~

~~[END OF OPTION B]~~

~~[DRAFTING NOTE: Select Option C or Option D or Option E; Neola suggests Option C. The School Board should discuss this option with its local legal counsel.]~~

~~[] [OPTION C]~~

~~At the hearing, the decision maker(s) will allow each party or each party’s advisor to submit relevant questions to the decision maker(s) who will ask the questions to the other party and any witnesses. Before a Complainant, Respondent, or witness answers a cross examination or other question, the decision maker(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Only relevant cross examination and other questions, including follow up questions and questions challenging credibility, will be permitted. Such cross examination and questioning at the live hearing shall be conducted orally and in real time.~~

~~() If a party does not have an advisor present at the live hearing, the District will provide, without fee or charge to that party, an advisor of the District’s choice, who may be, but is not required to be, an attorney, to submit questions on behalf of that party.~~

~~[END OF OPTION C]~~

~~[] [OPTION D]~~

~~Prior to commencing the hearing, the decision maker(s) will decide whether to allow each party’s advisor to ask questions directly of the other party and any witnesses, or instead to have the questions submitted to the decision maker(s) who will ask the other party and any witnesses the questions.~~

~~If the decision maker(s) permits each party’s advisor to ask the other party and any witnesses relevant questions and follow up questions, including questions challenging credibility, such cross examination at the live hearing will be conducted directly, orally, and in real time by the party’s advisor of choice and never by a party personally. If the decision maker(s) permit each party’s advisor to ask questions directly to the other party and any witnesses, the decision maker(s) shall not restrict the extent to which advisors may participate in the hearing.~~

~~If, on the other hand, the decision maker(s) decides to have each party’s advisor (or the party, if the party does not have an advisor) submit relevant questions to the decision maker(s), the decision maker will ask the questions to the other party and any witnesses. Such cross examination at the hearing will be conducted orally and in real time by the decision maker(s) based upon questions submitted by a party’s advisor or the party.~~

~~Only relevant cross-examination and other questions may be asked of a party or witness. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the decision maker(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.~~

~~If the decision maker(s) permits the parties' advisors to ask the questions directly, and a party does not have an advisor present at the live hearing, the District will provide, without fee or charge to that party, an advisor of the District's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.~~

~~(-) If the decision maker(s) decides not to have the parties' advisors ask the questions directly, and a party does not have an advisor present at the hearing, the District will provide, without fee or charge to that party, an advisor of the District's choice, who may be, but is not required to be, an attorney, to submit questions on behalf of that party.~~

~~**[END OF OPTION D]**~~

~~**[] [OPTION E]**~~

~~At the live hearing, the decision maker(s) shall permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally; notwithstanding anything to the contrary in this policy, the decision maker shall not restrict the extent to which advisors may participate in the hearing.~~

~~Only relevant cross-examination and other questions may be asked of a party or witness. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the decision maker(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.~~

~~(-) If a party does not have an advisor present at the live hearing, the District will provide, without fee or charge to that party, an advisor of the District's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.~~

~~**[END OF OPTION E]**~~

~~Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.~~

~~Hearings may be conducted with all parties physically present in the same geographic location or, at the discretion of the () decision maker(s) () Title IX Coordinator(s) **[END OF OPTIONS]**, any or all parties, witnesses, and other participants may appear at the hearing virtually, with technology enabling participants simultaneously to see and hear each other. At the request of either party, the decision maker shall provide for the hearing to occur with the parties located in separate rooms with technology enabling the decision maker(s) and parties to simultaneously see and hear the party or witness answering questions. The District will create an audio or audiovisual recording, or transcript, of any hearing and make it available to the parties for inspection and review.~~

~~**[END OF OPTION 2]**~~

Determination regarding responsibility: The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) must apply the (-) preponderance of the evidence standard (-) clear and convincing evidence standard **[END OF OPTIONS]**. **[DRAFTING NOTE: Be sure to select the evidence standard selected previously (i.e., above).]**

The written determination will include the following content:

- A. Identification of the allegations potentially constituting sexual harassment pursuant to this policy;
- B. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, [and] methods used to gather other evidence, (-) and hearings held; **[DRAFTING NOTE: The School Board should only select this option if it permits hearings.]**
- C. Findings of fact supporting the determination;

- D. Conclusions regarding the application of the applicable code of conduct to the facts;
- E. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the decision-maker(s) is recommending that the District impose on the Respondent(s) and whether remedies designed to restore or preserve equal access to the District's education program or activity should be provided by the District to the Complainant(s); and
- F. The procedures and permissible bases for the Complainant(s) and Respondent(s) to appeal.

~~[] [OPTION 1]~~

Informal or formal disciplinary sanctions/consequences may be imposed on a student Respondent who is determined responsible for violating this policy (i.e., engaging in sexual harassment).

~~[END OF OPTION]~~

~~[] [OPTION 2]~~

~~Disciplinary sanctions/consequences may be imposed on a student Respondent who is determined responsible for violating this policy (i.e., engaging in sexual harassment) including but not limited to:~~

~~A. Informal Discipline~~

- ~~1. () writing assignments;~~
- ~~2. () changing of seating or location;~~
- ~~3. () pre school, () lunchtime, () after school detention;~~
- ~~4. () in school discipline;~~
- ~~5. () Saturday school.~~

~~B. Formal Discipline~~

- ~~1. () suspension of bus riding/transportation privileges;~~
- ~~2. () removal from co-curricular and/or extra-curricular activity(ies), including athletics;~~
- ~~3. () emergency removal;~~
- ~~4. () suspension for up to five (5) school days;~~
- ~~5. () suspension for up to fifteen (15) consecutive school days if a notice of expulsion hearing has been sent;~~
- ~~6. () suspension for up to ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats.;~~
- ~~7. () expulsion;~~
- ~~8. () permanent exclusion from co-curricular and/or extra-curricular activity(ies), including athletics or current class enrollment; and~~
- ~~9. () any other sanction authorized by the Student Code of Conduct.~~

~~[END OF OPTION]~~

If the decision-maker(s) determines the student Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Suspension and Expulsion, ~~() Policy 5610.01~~

~~Alternative Expulsion Hearing Procedure [END OF OPTION], and Policy 5610.02 – In-School Discipline. The discipline of a student Respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.~~

Disciplinary sanctions/consequences may be imposed on an employee Respondent who is determined responsible for violating this policy ~~including, but not limited to (i.e., engaging in Sexual Harassment):~~

- A. ~~() oral or written warning;~~
- B. ~~() written reprimands;~~
- C. ~~() performance improvement plan;~~
- D. ~~() required counseling;~~
- E. ~~() required training or education;~~
- F. ~~() demotion;~~
- G. ~~() suspension with pay;~~
- H. ~~() suspension without pay;~~
- I. ~~() termination, and any other sanction authorized by any applicable Employee/Administrator Handbook.~~

If the decision-maker(s) determines the employee Respondent is responsible for violating this policy (i.e., engaging in sexual harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with applicable due process procedures, whether statutory or contractual. If the Superintendent is the Respondent, the Title IX Coordinator will notify the ~~() School Board Attorney () School Board President [END OF OPTIONS]~~ of the recommended remedies for consideration and, if necessary and appropriate, implementation in compliance with applicable due process procedures, whether statutory or contractual. **[DRAFTING NOTE: The School Board should review applicable policy(ies)/administrative guidelines/employee handbooks to determine whether changes are needed to stated timelines related to the imposition of discipline as a result of possible delays caused by the School Board's obligation to follow this grievance process.]**

The discipline of an employee will be implemented in accordance with Federal and State law, and School Board policy.

The following disciplinary sanctions/consequences may be imposed on a non-student/non-employee member of the School District community or Third Party determined responsible for violating this policy. ~~(i.e., engaging in sexual harassment):~~

- A. ~~() oral or written warning;~~
- B. ~~() suspension or termination/ cancellation of the School Board's contract with the Third Party vendor or contractor;~~
- C. ~~() mandatory monitoring of the Third Party while on school property and/or while working/interacting with students;~~
- D. ~~() restriction/prohibition on the Third Party's ability to be on school property; and~~
- E. ~~() any combination of the same.~~

If the decision-maker(s) determines the Third Party Respondent is responsible for violating this policy (i.e., engaging in sexual harassment), the decision-maker(s) will recommend appropriate remedies, including the imposition of sanctions. The Title IX Coordinator will notify the Superintendent of the recommended remedies so appropriate action can be taken.

The decision-maker(s) will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.

In ultimately imposing a disciplinary sanction/consequence, the Superintendent (or the School Board when the Superintendent is the Respondent) will consider the severity of the incident, previous disciplinary violations (if any), and any mitigating circumstances. If the Respondent is a member of the School Board, that member of the School Board shall 94

be excluded from any determination regarding the imposition of a disciplinary sanction/consequence by the remaining School Board members.

The District's resolution of a formal complaint ordinarily will not be impacted by the fact that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

At any point in the grievance process, the Superintendent may involve local law enforcement and/or file criminal charges related to allegations of sexual harassment that involve a sexual assault.

The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appeal

Both parties have the right to file an appeal from a determination regarding responsibility or from the Title IX Coordinator's dismissal of a formal complaint or any allegations therein, on the following bases:

- A. Procedural irregularity that affected the outcome of the matter (e.g., material deviation from established procedures);
- B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- C. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant(s) or Respondent(s) that affected the outcome of the matter.

~~**[DRAFTING NOTE: The School Board may insert additional grounds on which an appeal may be filed.]**~~

- D. ~~() The recommended remedies (including disciplinary sanctions/consequences) are unreasonable in light of the findings of fact (i.e., the nature and severity of the sexual harassment);~~
- E. ~~() _____~~

~~()~~ The Complainant(s) may not challenge the ultimate disciplinary sanction/consequence that is imposed.

Any party wishing to appeal the decision-maker(s)'s determination of responsibility, or the Title IX Coordinator's dismissal of a formal complaint or any allegations therein, must submit a written appeal to the Title IX Coordinator within _____ ~~()~~ **five (5)** days after receipt of the decision-maker(s)'s determination of responsibility or the Title IX Coordinator's dismissal of a formal complaint or any allegations therein. ~~**[DRAFTING NOTE: Neola suggests that the deadline for submitting a written appeal be set at "within five (5) days" of the appealing party's receipt of the decision-maker(s)' determination of responsibility.]**~~

Nothing herein shall prevent the Superintendent (or the School Board when the Superintendent is the Respondent) from implementing appropriate remedies, excluding disciplinary sanctions, while the appeal is pending.

As to all appeals, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

The decision-maker(s) for the appeal shall not be the same person(s) as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator(s). The decision-maker(s) for the appeal shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant(s) or Respondent(s) and shall receive the same training as required of other decision-makers.

Both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome. ~~**[DRAFTING NOTE: Select OPTION 1, OPTION 2, OPTION 3, or OPTION 4.]**~~

~~**[] [OPTION 1]**~~ The decision-maker(s) for the appeal shall determine when each party's written statement is due. ~~**[END OF OPTION 1]**~~

~~**[] [OPTION 2]**~~ The parties' written statements in support of, or challenging, the determination of responsibility must be submitted within _____ days after the Title IX Coordinator provides notice to the non appealing party of the appeal. ~~**[END OF OPTION 2]**~~

~~[] [OPTION 3] The appealing party's written statement must be submitted within _____ days after the Title IX Coordinator receives notice of the appeal. The other party's written statement must be submitted within _____ days after the Title IX Coordinator provides that party a copy of the appealing party's written statement. () The appealing party will have _____ days to submit a rebuttal to the other party's written statement. [DRAFTING NOTE: Neola does not suggest that the School Board select this extra option.] [END OF OPTION 3]~~

~~[] [OPTION 4] Specifically, the appealing party must submit with the notice of appeal a written statement challenging the determination of responsibility. The nonappealing party shall have up to _____ days after receipt of the appealing party's written statement to submit a written statement in support of the determination of responsibility. [END OF OPTION 4]~~

~~[DRAFTING NOTE: Neola suggests that the deadline for both parties to submit a written statement pursuant to OPTION 2 be set at "within five (5) days" of the Title IX Coordinator providing notice to the non-appealing party of the appeal.]~~

~~If the School Board selects OPTION 3, Neola suggests that the party's respective written statements be submitted within three (3) days of the triggering event (i.e., submission of the notice of appeal for the appealing party, and receipt of the appealing party's written statement for the nonappealing party), and if the School Board selects the extra option in OPTION 3, Neola suggests the appealing party only have two (2) days after receipt of the non-appealing party's written statement to submit the rebuttal. Alternatively, in order to expedite the appeal, the School Board could select OPTION 4 and require the appealing party to submit their written statement challenging the determination of responsibility at the same time they submits a notice of appeal. The nonappealing party would then be permitted to submit a written statement in support of the determination of responsibility within the same number of days that the appealing party had to submit the notice of appeal/statement challenging the determination of responsibility (e.g., three or five days, depending on the appeal deadline selected above.)~~

The decision-maker(s) for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The original decision-maker(s)' determination of responsibility will stand if the appeal request is not filed in a timely manner or the appealing party fails to show clear error and/or a compelling rationale for overturning or modifying the original determination. The written decision will be provided to the Title IX Coordinator who will provide it simultaneously to both parties. The written decision will be issued within _____ **five (5)** days of when the parties' written statements were submitted. ~~[DRAFTING NOTE: Neola suggests that the deadline for the decision-maker(s) of the appeal to issue the final decision be set at "within five (5) days" of the date the parties submitted their written statements, or the date a last written statement is submitted pursuant to Option 3 or Option 4.]~~

The determination of responsibility associated with a formal complaint, including any recommendations for remedies/disciplinary sanctions, becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the decision-maker(s) for the appeal's decision is delivered to the Complainant and the Respondent. () No further review beyond the appeal is permitted. ~~[END OF OPTION]~~

Retaliation

Neither the School Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation () and/or hearing ~~[DRAFTING NOTE: Select this option if the School Board permits hearings.], [END OF OPTION]~~ is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, or FERPA's regulations, and State law under 118.12, Wis. Stats., 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the Complainant's and Respondent's receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

Application of the First Amendment

The School Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution. In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the First Amendment.

Training

The District's Title IX Coordinator, along with any investigator(s), decision-maker(s), or person(s) designated to facilitate an informal resolution process, must receive training on:

- A. the definition of sexual harassment (as that term is used in this policy);
- B. the scope of the District's education program or activity;
- C. how to conduct an investigation and implement the grievance process ~~()~~ that includes hearings, **[DRAFTING NOTE: Select this option if the School Board permits hearings.]** appeals and informal resolution processes, as applicable; and
- D. how to serve impartially, including by avoiding prejudice of the facts at issue, conflicts of interests, and bias.

~~[] All School Board employees will be trained concerning their legal obligation to report sexual harassment to the Title IX Coordinator. This training will include practical information about how to identify and report sexual harassment. [DRAFTING NOTE: While the Title IX regulations do not specifically require this training, it is critical that the School Board train all of the employees concerning this legal obligation since the School Board will be considered to have "actual knowledge" of Sexual Harassment if any School Board employee has notice of such conduct.]~~

Recordkeeping

As part of its response to alleged violations of this policy, the District shall create, and maintain for a period of seven (7) calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If the District does not provide a Complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

The District shall maintain for a period of seven (7) calendar years the following records pursuant to 19.21(6), Wis. Stats.:

- A. Each sexual harassment investigation including any determination regarding responsibility ~~()~~ and any audio or audiovisual recording or transcript that is made of any hearing **[DRAFTING NOTE: Select this option if the School Board permits live hearings.]**, any disciplinary sanctions recommended and/or imposed on the Respondent(s), and any remedies provided to the Complainant(s) designed to restore or preserve equal access to the District's education program or activity;
- B. Any appeal and the result therefrom;
- C. Any informal resolution and the result therefrom; and
- D. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

The District will make its training materials publicly available on its website. ↔ If a person is unable to access the District's website, the Title IX Coordinator will make the training materials available upon request for inspection by members of the public.

Outside Appointments, Dual Appointments, and Delegations

The School Board retains the discretion to appoint suitably qualified persons who are not School Board employees to fulfill any function of the School Board under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The School Board also retains the discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Superintendent may delegate functions assigned to a specific School Board employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor, to any suitably qualified individual and such delegation, may be rescinded by the Superintendent at any time.

[DRAFTING NOTE: The following option expressly sets forth authority that the School Board has regardless of whether it is included in this policy, but is offered for those School Boards of education that may want to affirmatively communicate to/address these issues for readers of this policy.]

[] Discretion in Application

The School Board retains the discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the School Board's interpretation or application differs from the interpretation of any specific Complainant and/or Respondent.

Despite the School Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the School Board retains the discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right or as part of any other express or implied contract. Accordingly, the School Board retains the discretion to revise this policy at any time, and for any reason. The School Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

© Neola 2025 (Replaces 411.11 and 411.11-Rule)



Book Neola Policy Templates for Processing
 Section 2000 Program Templates
 Title RELIGION IN THE CURRICULUM
 Code po2270 9/30/25
 Status
 Legal 115.28(31), Wis. Stats.
 PI 41
 U.S. Constitutional Amendment 1

2270 - RELIGION IN THE CURRICULUM

As a public entity, the District must comply with the U.S. Constitution’s First Amendment requirement that the District neither establishes religion in the schools nor prohibits students’ free exercise of religion according to pertinent interpretation and application of those Constitutional provisions by the Courts. Accordingly, no School Board employee (member?) will promote religion in the classroom or in the District’s curriculum, or compel or pressure any student to participate in devotional exercises. Displays of a religious character must conform with Policy 8800 - Religious Activities and Observances, and Policy 8802 - Patriotic Activities and Observances ~~() and AG 8800A - Religious Activities/Ceremonies, AG 8800B - Religious Expression in the District, and AG 8802 - Care, Custody, and Display of the United States Flag~~ **[END OF OPTION]**. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally. Teachers shall forward requests for religious accommodation in instruction to the ~~() Principal, () District Administrator~~ **[END OF OPTION]**.

An understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, curriculum ~~() shall be developed to include, ()~~ may include, **[END OF OPTION]** as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The School Board acknowledges the degree to which religion often is incorporated into certain aspects of the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools sometimes contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may contain such references, or may concern such issues, shall not, by itself, bar their use by the District. The School Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The School Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets if any.

Accordingly, no student shall be exempted from completion of a required course of study on the grounds that components of the instruction interfere with the free exercise of the student's religion. However, if after careful personal review of the program’s lessons and/or materials, a student or parent of a minor student indicates to the school that either the content or activities conflict with the student's or parent's religious beliefs or value system, the school will honor a written request for the parent's child to be excused from ~~() a particular class period () particular class periods~~ **[END OF OPTION]** for specified reasons.

The student will be provided with alternate learning activities during the times of such parent requested absence.

~~[] For the privacy of students whose parents request that they not take part in the () particular class period () particular class periods for specified reasons [END OF OPTIONS], prior arrangements will be made for the student(s) to go to a supervised location where under the supervision of a staff member the student(s) will be provided with the alternate learning activities during the requested absence.~~

The District's instructional materials shall not be designed to influence students to accept or reject a particular religious belief or point of view.

Complaints by students or the public regarding any such course of study will be handled in accordance with School Board Policy 9130 - Public Requests, Suggestions, or Complaints. Parents and students shall be provided annual notice regarding the contents of this policy.

See Reference: Policy 8800- Religious Activities and Observances, and Policy 8802 - Patriotic Activities and Observances
~~[] See References: AG 8800A—Religious Activities/Ceremonies, AG 8800B—Religious Expression in the District, and AG 8802—Care, Custody, and Display of the United States Flag [END OF OPTION]~~

© Neola 2024 (Replaces Policy 381.1)



Book Neola Policy Templates for Processing
 Section 2000 Program Templates
 Title DISTRICT-SPONSORED CLUBS AND ACTIVITIES
 Code po2430 9/16/25
 Status
 Legal 120.12(23), Wis. Stats.
 P.L. 98-377

2430 - **DISTRICT-SPONSORED CLUBS AND ACTIVITIES**

The **School** Board believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are related to the District's curriculum and/or mission.

The purpose of District-sponsored activities shall be to enable students to explore a wider range of individual interests than may be available in the District's courses of study but are still related to accomplishing the educational outcomes for students as adopted by the **School** Board in Policy 2131. The **School** Board encourages all students, including those students in elementary and middle school grades, to participate in such opportunities. In implementing this policy, the **Superintendent** ~~District Administrator~~ shall take steps to make such opportunities accessible to all students.

For purposes of this policy, District-sponsored activities are typically those activities in which:

- A. the subject matter is actually taught or will be taught in a regularly offered course;
- B. the subject matter concerns the District's composite courses of study;
- C. participation is required for a particular course;
- D. participation results in academic credit; or
- E. the subject matter is of interest to students ~~and aligns with the District's goals and mission~~ ~~.(Check with DL GSA Club example)~~

No activity shall be considered to be under the sponsorship of this Board unless it meets one (1) or more of the criteria stated above and has been approved by the **Activities Director**. ~~(-) District Administrator (-) Board.~~ **[DRAFTING NOTE: Choice must be consistent with Policy 6610.]**

Such activities, along with competitive extra-curricular activities/athletics, may be conducted on or off school premises by clubs, associations, and organizations of students sponsored by the **School** Board and directed by a staff advisor. ~~(CUT?)~~

[DRAFTING NOTE: Choose one (1) of the following options, Option 1 or Option 2. Selection of the first option precludes selection of the second option.]

[] [OPTION 1]

~~The Board expressly declines to create a limited open forum for clubs and activities, initiated by students, that cannot meet one (1) of the four (4) criteria stated above.~~

~~[] [OPTION 2]~~

The **School** Board shall allow nondistrict-sponsored, student clubs and activities during noninstructional time, in accordance with the provisions in Policy 5730 - Equal Access For Nondistrict-Sponsored, Student Clubs and Activities. ~~(Cross-Reference 5730, check with DL).~~

~~[END OF OPTIONS 1 & 2]~~

~~[]~~ Nondistrict-sponsored student activities that are initiated by parents or other members of the community may be allowed under the provisions of Policy 7510 - Use of District Facilities. The **School** Board, however, will not:

- A. ~~()~~ assume any responsibility for the planning, conducting, or evaluating of such activities;
- B. ~~()~~ provide any funds or other resources;
- C. ~~()~~ allow any member of the District's staff to assist in the planning, conducting, or evaluating of such an activity during the hours when functioning as a member of the staff.

All activities which meet the criteria of this policy are sponsored by the District and are authorized to use the District name, logo, mascot, or any other name which would associate an activity with the District, provided such use is consistent with other applicable District policies.

No nondistrict-sponsored organization may use the name, logo, mascot, or any other name which would associate an activity with the District. Additionally, no nondistrict-sponsored organization may use the assets of the District including, but not limited to, facilities, technology, or communication networks without the specific permission(s) as outlined in the relevant District policies.

In addition to the eligibility requirements established by the Wisconsin Interscholastic Athletic Association, to be eligible for any athletic or other extra curricular activity, a student must follow applicable student and/or athletic handbook expectations.

~~[] In addition to the eligibility requirements established by the Wisconsin Interscholastic Athletic Association, to be eligible for any athletic or other extra-curricular activity, a student~~

~~() must have maintained at least a _____ grade point average~~

~~() must not have received a failing grade in any course~~

~~for the _____ semester(s) prior to the semester in which they wish to participate.~~

~~[] An exception may be made by the Principal if the student has been participating in an intervention program and has shown satisfactory progress toward achieving the minimum grade point average.~~

Students shall be fully informed of the District-sponsored activities available to them and of the eligibility standards established for participation in these activities. District-sponsored activities shall be available to all students who elect to participate and who meet eligibility standards.

~~[] The District Administrator shall prepare administrative guidelines to implement a program of clubs and activities. Such guidelines should ensure that the needs and interests of the students are properly assessed and procedures are established for continuing evaluation of each club and activity.~~

Whenever a student becomes a member of a District-sponsored student group or national organization, such as the National Honor Society, in order to remain a member, they must continue to meet all of the eligibility criteria and abide by the principles and practices established by the group or the organization.

© Neola 2023 **(Replaces 371)**



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	INTERSCHOLASTIC ATHLETICS
Code	po2431 DB 9/16/25
Status	
Legal	120.12(23), Wis. Stats. P.I. 9.03(1)(h), Wis. Adm. Code

2431 - **INTERSCHOLASTIC ATHLETICS**

The **School** Board recognizes the value to the District and to the community of a program of interscholastic athletics for as many students as feasible and in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. The **School** Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District. **DRAFTING NOTE: The language doesn't eliminate the option to cut students.**

~~[]~~ The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by a school or the School District alone.

~~[]~~ The program should foster the growth of school loyalty with the student body as a whole and stimulate community interest in athletics.

~~[]~~ Game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

~~[] Since the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play, and fair competition, rather than on winning, particularly at sub-varsity levels. The District Administrator is to develop guidelines for coaches to follow which will ensure that as many students as possible have the opportunity to play so they have the opportunity to benefit from the learning experience.~~

~~[]~~ The **School** Board further adopts those eligibility standards set by the Constitution of the Wisconsin Interscholastic Athletic Association (WIAA) and shall review such standards annually to ascertain that they continue to be in conformity with the objectives of this **School** Board.

The ~~District Administrator~~ **Superintendent** is authorized to establish ~~()~~ a set of behavior expectations ~~()~~ an athletic code ~~()~~ an activities code **[END OF OPTIONS]** for participants as well as the implementation of appropriate disciplinary procedures against those who violate these expectations. **DRAFTING NOTE: All of the items below are covered by WIAA Regulations []** The District provides the following safeguards:

- A. ~~()~~ Prior to enrolling in the sport,
 - ~~()~~ each participant shall submit to a thorough physical examination by a District-approved physician.
 - ~~()~~ parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.

- B. ~~(→)~~ Any student who is found to have a health condition which may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate.
- C. ~~(→)~~ Any student who incurs an injury requiring a physician's care is to have written approval by a physician prior to the student's return to participation.
- D. ~~(→)~~ Any student suspected of having a head injury or concussion shall be provided with safety protocols specified in Policy 5340 - Student Accidents/Illness/Concussion.

~~[-]~~ In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

~~To support the efforts to strengthen sportsmanship, ethics, and integrity, the School Board commits itself to:~~

- A. ~~(→) adopt policies (upon recommendation of the administration) which reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;~~
- B. ~~(→) attend and enjoy school athletic activities, serving as a positive role model and expecting the same from parents, fans, participants, coaches, and other school personnel;~~
- C. ~~(→) support and reward participants, coaches, school administrators, and fans who display good sportsmanship.~~

© Neola 2025 **(Replaces 370)**



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	PROGRAM OR CURRICULUM MODIFICATIONS
Code	po2451
Status	
Legal	118.15, Wis. Stats.

2451 - PROGRAM OR CURRICULUM MODIFICATIONS

The **School** Board recognizes that the regular school program may not be appropriate for all students. Some students may need program or curriculum modifications to successfully meet the District's academic goals and/or graduation requirements. (See Policy 5461 - Children At-Risk of Not Graduating from High School)

Any student's parent, or the student if the parent is notified, may submit a written request to the **School** Board, to provide the student with program or curriculum modifications, including, but not limited to:

- A. modifications within the student's current academic program;
- B. a school work training or work-study program;
- C. enrollment in an alternative public school or program located in the School District in which the student resides;
- D. enrollment in any nonsectarian private school or program, or tribal school, located in the School District in which the student resides, which complies with the requirements of State and Federal law;
- E. homebound study, including nonsectarian correspondence courses or other courses of study approved by the School Board or nonsectarian tutoring provided by the school in which the child is enrolled;
- F. enrollment in any public educational program located outside the School District in which the student resides, pursuant to a contractual agreement between school districts.

The written request shall be provided to the ~~() Building Principal () District Administrator Superintendent~~ **[END OF OPTIONS]** who will provide it to the **School** Board or an administrator who is designated to handle such requests. The ~~School Board or appropriate staff member Superintendent~~ shall render a decision, in writing, within ninety (90) days of a request, except that if the request relates to a student who has been evaluated by an Individualized Education Program team and has not been recommended for special education, the decision must be made within thirty (30) days of the request. If the request is denied, the reasons for the denial must be included. A parent may request reconsideration of any decision made by the **School** Board or the designated administrator in response to a request for program or curriculum modifications and such request must be reviewed by the **School** Board. The **School** Board is required to render its determination upon review in writing.

Annually, the District shall notify students and parents of the provisions of this policy. Inclusion of such notification in the student handbook shall satisfy this requirement.

~~[] The District Administrator Superintendent shall issue an administrative guideline specifying the process for submitting a request for program or curriculum modifications and how such requests shall be handled when received by the District.~~
[END OF OPTION]



Book Neola Policy Templates for Processing
Section 2000 Program Templates
Title STUDENT ASSESSMENT
Code po2623 9/30/25
Status
Legal 118.30, Wis. Stats.
P.I. 8.01(2r/s), Wis. Adm. Code

2623 - **STUDENT ASSESSMENT**

The ~~School Board of Education~~ shall assess student achievement and needs in all areas of the curriculum in order to determine the progress of students and to assist them in attaining District goals.

Each student's proficiencies and needs will be assessed by staff members upon ~~his/her~~ **the student's** entrance into the District and annually thereafter. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, student portfolios, and physical examinations.

~~The District Administrator shall develop~~

~~() and present to the Board annually~~

~~() and the Board shall approve~~

~~a program of testing and assessment that includes:~~

- ~~A. State required tests;~~
- ~~B. curriculum based written and oral examinations which include the use of alternative questions, demonstrations, writing exercises, individual and group projects, performances, portfolios, and samples of best work;~~
- ~~C. () assessment tests;~~
- ~~D. () aptitude tests;~~
- ~~E. () achievement tests;~~
- ~~F. () vocational inventories;~~
- ~~G. () tests of mental ability.~~

~~The Board requires that:~~

- ~~A. () tests be administered by persons who are qualified under State law and regulation;~~
- ~~B. () parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;~~

- C. ~~() data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;~~
- D. ~~() the results of each school wide, program wide, and District wide test be made part of the public record.~~

All students shall participate in State-wide or District-wide assessments, and any student with a disability shall be provided appropriate accommodation and/or alternate assessments where necessary as indicated in the student's I.E.P. or Section 504 plan.

~~] In addition to the testing programs, the District Administrator shall develop administrative guidelines whereby a portfolio is developed and maintained for each student.~~

Parental Opt-Out of Assessments (students)

The School Board shall excuse any student from the State examination administered in 4th grade, 8th grade, 9th grade, 10th grade, or 11th grade whether the test administered is the one developed by the Department of Public Instruction or the District's own test developed and approved by the DPI and the U.S. Department of Education. To opt-out of these examinations, the student's parent must submit a statement in writing to the ~~() Building Principal ()~~ Building Principal () ~~[other official designated to receive]~~ stating that the parent is opting out of the examination(s).

© Neola 2014



Book	Neola Policy Templates for Processing
Section	2000 Program Templates
Title	SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS
Code	po2700.01 9/30/25
Status	
Legal	115.38, Wis. Stats. 115.385, Wis. Stats. 20 U.S.C. 6311

2700.01 - SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS

The School Board believes that a vital component of the District’s educational programs is ensuring that parents and other individuals are informed of the performance of the schools and the School District. To this end, the School Board has adopted this policy.

School Performance Report (SPR)

The School Board will publish an annual school and school district performance report including all information prescribed by statute. By January 1st of each year, the School Board shall notify the parents of each student enrolled in the District of the right to request a school and school district performance report.

Per the Wisconsin Department of Public Instruction, the District shall use links to the [WISEdash Public Portal](#) to meet the electronic State School Performance Report requirements.

Title I Provisions of the School/District Accountability Report Card

In any year that the District receives Title I funding, its school/District accountability report card(s) must also include the information regarding the delivery of Title I services as described in Policy 2261.03.

State Accountability Report Card

A copy of each school's accountability report card, as prepared by the Wisconsin Department of Public Instruction, shall be provided by the District to the parent of each student enrolled in or attending the school on an annual basis. The report shall be provided with the Notification of Educational Options.

© Neola 2022