

School District of River Falls Regular Board Meeting

Monday, November 17, 2025 - 6:00 PM

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

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

1. CALL TO ORDER - 6:00 PM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. PLEDGE OF ALLEGIANCE

4. HEARING OF VISITORS OR DELEGATIONS

5. INFORMATIONAL ITEMS

A. Wildcat Pride Awards

1. Rocky Branch Teacher Ben Toppel

Description: Recognition for his exceptional dedication to creating meaningful outdoor learning experiences and enriching environmental education opportunities for students.

2. River Falls High School Marching Band Directors: Bryan Jaeckel and Jake Dreifort

Description: Recognition for their outstanding leadership and commitment, guiding the band to its 27th Class AAA State Championship and continuing a tradition of excellence.

3. River Falls Marching Band Drum Majors: Kaitlin Dufrene, Clodagh Egan, and Jayda Lahn

Description: Recognition for their outstanding leadership, discipline, and commitment to excellence in representing the marching band and school community.

B. Superintendent, Administrative, and Student Representative Reports

1. Student Representative Report

a. Cellphone use at the River Falls High School

2. Administrative Reports

a. MMS/RFHS/RCA Goal Update 2025-26

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3. Superintendent Report

a. Veterans Day and American Education Week Update

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6. ACTION ITEMS

A. Consent Agenda - Approval of Minutes, Bills, Employment, and NEOLA Policies

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Description: The following have been submitted for approval:

Item 1: October 27, 2025, Regular School Board Meeting minutes

Item 2: November 3, 2025, Special School Board Meeting minutes

Item 3: Bills submitted for payment

Item 4: Pursuant to School Board Policy, which references Wisconsin Statutes Sections 111, 118, 121, all employees who require Wisconsin state certification shall be recommended by the superintendent to the School Board for approval. All recommendations presented at this time are pursuant to approved School Board policies and accompanying administrative procedures.

Item 5: Approve second readings of the following NEOLA 1000s Administration policies: 1100 - District Organization, 1110 - District Goals, 1130 - Ethics and Conflict of Interest, 1210 - School Board-Superintendent Relationship, 1211 - Whistle-blower Protection, 1213 - Student Supervision and Welfare, 1220 - Employment of the Superintendent, 1240 - Evaluation of the Superintendent, 1241 - Non-Renewal or Termination of the Superintendent's Contract, 1260 - Incapacity of the Superintendent, 1400 - Job Descriptions, 1400.01 - Superintendent Job Description, 1421 - Criminal History Record Check and Employee Self-Reporting Requirements, 1422 - Nondiscrimination and Equal Employment Opportunity, 1422.02 - Nondiscrimination Based on Genetic Information of the Employee, 1460 - Physical Examination, 1461 - Unrequested Leaves of Absence/Fitness for Duty, 1630.01 - Family & Medical Leave of Absence ("FMLA")

Item 6: Approve first readings of the following NEOLA 2000s Program policies: 2105 - Mission, Vision, and Values of the District, 2131.01 - Early Literacy Program, 2221 - Special Observance Days, 2230 - Curriculum

Unit Plans, 2240 - Controversial Issues in the Classroom, 2260.02 - Services for Bilingual Students/English Learners, 2261 - Title I Services, 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, 2270 - Religion in the Curriculum, 2330 - Homework, 2340 - District-Sponsored Trips, 2431 - Interscholastic Athletics, 2460.03 - Independent Educational Evaluation (IEE), 2522 - Library Media Centers, 2531 - Copyrighted Works, 2700.01 - School Performance and State Accountability Report Cards
Recommended Action: Approve minutes, bills, employment, and NEOLA policies as presented.

B. Review the District's Comprehensive School Safety Plan and related safety drills 129

Description: The School Board must review the District's Comprehensive School Safety Plan and related safety drills annually prior to January 1 each year. District Safety Coordinator Zac Campbell and School Safety Administrative Liaison Kate Skappel will provide the safety drill updates.

Recommended Action: Approve the 2025-26 School Safety Drill Evaluations.

C. Consideration and/or Action to approve the November 3, 2025, Ad-Hoc Policy Committee recommendations 144

Description: The Ad-Hoc Policy Committee met on November 3, 2025, to review and approve the NEOLA 2000s Program policy series.

Recommended Action:

1. Approve the first reading of Neola Policy 2210 - Curriculum Development.
2. Approve the first reading of Neola Policy 2220 - Adoption of Courses of Study.
3. Approve the first reading of Neola Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity.
4. Approve the first reading of Neola Policy 2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability.
5. Approve the first reading of Neola Policy 2261.01 - Parent and Family Engagement in Title I Programs.
6. Approve the first reading of Neola Policy 2261.02 - Title I - Parents' Right to Know.
7. Approve the first reading of Neola Policy 2430 - District-Sponsored Clubs and Activities.
8. Approve the first reading of Neola Policy 2451 - Program or Curriculum Modifications.
9. Approve the first reading of Neola Policy 2521 - Selection of Instructional Materials and Equipment.
10. Approve the first reading of Neola Policy 2623 - Student Assessment.

D. Consideration and/or Action to approve the November 10, 2025, Educational Program Committee recommendations 179

Description: The Educational Program Committee met on November 10, 2025, to approve the girls' hockey co-op, to hear an Act 20 update, and finally to hear a curriculum K-5 ELA stage 5 review.

Recommended Action: Approve the Girls Hockey Co-Op.

E. Consideration and/or Action to approve the November 10, 2025, Finance & Facilities Committee recommendations 181

Description: The Finance and Facilities Committee met on November 10, 2025, to hear a facilities project update, to hear a 2025-26 budget update, and to discuss the Community Service Fund 80 Levy.

Recommended Action: None, informational only.

F. Consideration and/or Action to approve the November 10, 2025, Personnel Committee recommendations 182

Description: The Personnel Committee met on November 10, 2025, to hear a paraprofessional mentor report, to discuss the district wellness program, to discuss the 24-25 student-to-staff ratio comparables, and to discuss the preliminary staff planning. The committee also went into closed session to approve an early retirement request.

Recommended Action: None, informational only.

G. Consideration and/or Action to approve the second reading of revised School Board Policy 830-Rule Use of District Facilities, Grounds, and Equipment 184

Description: The first reading of revised policy 830-Rule Use of District Facilities, Grounds, and Equipment was approved at the October 27, 2025, Regular School Board Meeting.

Recommended Action: Approve the second reading of revised School Board Policy 830-Rule Use of District Facilities, Grounds, and Equipment.

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

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

Recommended Action: As needed.

I. Schedule next School Board/Committee meetings

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

Recommended Action: Set the meeting schedule as follows:

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

Educational Program Committee meeting: Monday, December 8, 2025, 6:00 p.m.

Finance & Facilities Committee meeting: Monday, December 8, 2025, 7:00 p.m. *(or immediately following Educational Program)*

Personnel Committee meeting: Monday, December 8, 2025, 8:00 p.m. *(or immediately following Finance & Facilities)*

Regular School Board meeting: Monday, December 15, 2025, 6:00 p.m.

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

J. CONSIDERATION OF ADJOURNING TO CLOSED SESSION Pursuant to Wis. Stat. Sec. 19.85(1)(c), which permits convening in closed session for the purpose of considering the employment of any public employee over which the governmental body has jurisdiction, to discuss an early retirement request; and pursuant to Wis. Stat. Sec. 19.85(1)(a), which permits convening in closed session for the purpose of deliberating concerning a case which was the subject of any quasi-judicial hearing before that governmental body, and Wis. Stat. Sec. 19.85(1)(f), which permits convening in closed session for the purpose of considering disciplinary data of specific persons, which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such data, to review and approve the November 3, 2025, Special School Board Meeting minutes covering expulsion proceedings. Roll call required.

7. CONVENE TO CLOSED SESSION

8. RECONVENE INTO OPEN SESSION FOR POTENTIAL ACTION RELATED TO CLOSED SESSION BUSINESS

9. ADJOURN



Meyer Middle School 2025-26 Goals

(Building) Wildly Important Goal (WIG)

Goal: By May of 2027, 100% of Meyer Middle School Students will be proficient on 90% of the standards measured by their unit assessments.

Description: Each grade level core teacher will analyze the results of each of their unit assessments aligned to their priority standards.

Strategic Plan: Goal #1: Hold High Expectations for Student Learning

- 1.1- Support a collaborative teaching culture focused on student learning.
- 1.2- Identify and monitor academic readiness benchmarks.



Wildly Important Goal (WIG)

Our goal was identified by ...

Our WIG goal is relevant and valuable to the work we are doing around standards based grading. Further, while tracking 8 years of Forward data, we recognize a disconnect between letter grades and results on the Forward exam (in part) leading to our transition to standards based grading.

Data Used: Teachers will collect data on the priority standards found on their unit assessments. To comprehensively understand the progress of all students, our **PLC** will use a universal data protocol at the completion of each unit assessment to identify achievement gaps, if any, and review issues related to student equity.

Story from the Data: [Forward Trend Data 2016-2024](#)

Qualitative Factors that Influenced Our Decision: One component of our WIG goal is for our teachers to create common formative assessments, deliver those assessments and respond appropriately to the data prior to the unit summative assessment. Tracking data by student by standard helps us answer the questions: What do we do for students who haven't yet learned the standard and What do we do for our students who have demonstrated mastery of the standard?

Monitoring Our WIG

Assessment Used to Measure Our Progress:

Core teachers are utilizing common summative unit assessments aligned to our priority standards in addition to creating and implementing common formative assessments to be delivered and analyzed leading up to their common summative unit assessments.



Committing To Our Lead Measure

Activity our building will commit to that is in our circle of control/influence that impacts our WIG?:

- 1.) Our belief that all students can learn at high levels, 2.) Our weekly PLC meetings with conversations about student learning and how to best respond when students aren't learning, 3.) Following a common data protocol, 4.) Following a common assessment calendar, 5.) Use of response days based on the results of formative assessments

We selected these commitments because...

They have been proven to have high effect sizes according to John Hattie's research. The commitments align to our district goals of collaboration and they help us respond to the BIG 4 +1: What do we want students to know? How do we know they know it? How do we respond when students don't learn? How do respond when students already learned it? Which students?

We will track the implementation/effectiveness of these commitments by?

- 1.) Through artifacts / evidence in our PLC notebooks
- 2.) Data collections
- 3.) Classroom observation



Responding to Data

% of Students Proficient (or Above)	What This Means	Teacher Response
< 50%	Majority of class is not meeting standard	Whole-class reteach with adjusted strategies (different modeling, scaffolds, examples). Monitor misconceptions.
50 -74%	Mixed mastery: half are struggling, but some are ready to move on	Flexible grouping: small-group reteach for those below proficiency; enrichment/extension tasks for proficient students.
75-89%	Most students are proficient; a smaller group still needs support	Targeted intervention for those below (pull small groups, peer support, or station work); proceed with grade-level content for the majority.
90%+	Almost all students are proficient	Move on to new content; provide challenge/extension for all. Offer quick "touch-back" mini-lessons for the few not yet proficient.

WIG DATA TRACKING MID-YEAR DATA

Most Recent Lag Data

Overall

Disaggregated by
grade-level (or
sub-group)



Responding to Current Lag Data

Adjustments made to our lead measures as a response to the most recent data collection?

Obstacles will have to move/adjust to continue to grow?:





RFHS

2025-2026 Goals



FALL

2025 Update

RFHS Wildly Important Goal (WIG)

Goal:

By 2027, ALL students at River Falls High School will achieve and sustain mastery of reading comprehension or will achieve at least 10% growth each year as they progress towards reading mastery.

Description:

Students will be provided with baseline universal and content related reading instruction and measured practice opportunities (embedded Reading and Response Activities) within each term/course. We will also be giving a building reading assessment 2-3 times / year. This will allow teachers to monitor their reading growth within each course / content area, and will be able to measure average student growth across the building with the building WIG assessments and longitudinal by tracking individual student State Assessment performance.

Strategic Plan:

2024-2025: Pilot Team -> Full Staff Roll-Out in 2nd Semester: 2 Reading & Response Activities/Course (Gathering Baseline).

- *The First 3 Weeks and Last 3 Weeks of Each Course.*

2025-2026: Enhance and Refine from Prior Year (Content Literacy Instruction & Literacy Assessments), Building WIG.

2026-2027: Bolster & Embed Reading Strategies. Create System of Intervention/Support. Implement, Reflect, Refine WIG.

Monitoring Our WIG

Assessment Used to Measure Our Progress:

Read & Response Activities

Long-Term Measure: ACT



Measuring Our Progress:

Reading Activity Level of Performance

BASIC	PROFICIENT	MASTERY
(16-19) <small>ACT Composite Score</small>	(20-23) <small>ACT Composite Score</small>	(24-27) <small>ACT Composite Score</small>
1-6	7-8	9-10

Measuring Our Progress:

Growth over time on reading & response activities. (Within Class, Content, & In Building)

- Use of baseline data to see growth.
- Progress of reading standards:
 - *Blueprint: Standard Growth.*





RIVER FALLS

Wildcats

READ

READ & RESPONSE ACTIVITY

WIG

READING FOCUS AREAS:

RFHS WIG - READING

Standards: (* denotes main focus areas with more than 1 question on each assessment)

- Key Ideas and Details
 - R.9.1, R.10.1, R.11.1*
 - Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.
 - R.9.2, R.10.2, R.11.2*
 - Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details.
 - R.9.4, R.10.4, R.11.4
 - Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.
- Integration of Knowledge and Ideas
 - R.9.6, R.10.6, R.11.6
 - Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective.
 - R.9.7, R.10.7, R.11.7
 - In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source.
 - In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem.
 - R.9.8, R.10.8, R.11.8*
 - Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.

2 Reading Passages Provided.

R9/10
R11/12

Test Blueprint

Question Sequencing:

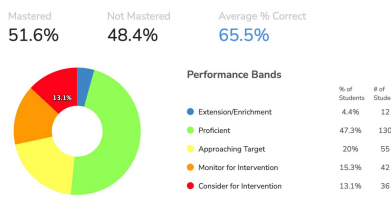
- Question 1: Key Ideas and Details R...1 (Text Evidence)
- Question 2: Key Ideas and Details R...1 (Text Evidence)
- Question 3: Key Ideas and Details R...2 (Summary/Main Idea)
- Question 4: Key Ideas and Details R...4 (Vocab)
- Question 5: Key Ideas and Details R...8 (Argument Evaluation)
- Question 6: Integration of Knowledge & Ideas R...6 (Perspective)
- Question 7: Integration of Knowledge & Ideas R...7 or R...8
(Source Integration/ Argument Evaluation)
- Question 8: Integration of Knowledge & Ideas R...8 (Argument Evaluation)
- Question 9: Key Ideas and Details R...1 (Text Evidence)
- Question 10: Key Ideas and Details R...2 (Summary/Main Idea)



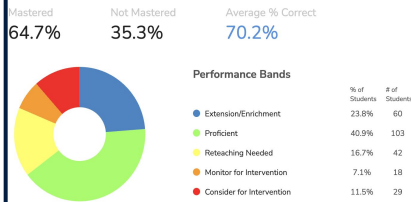
Renaissance
DnA

Most Recent Data

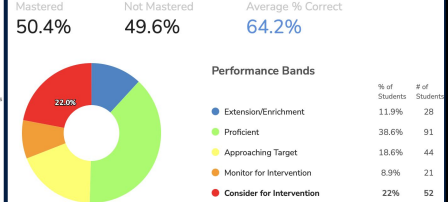
9TH GRADE



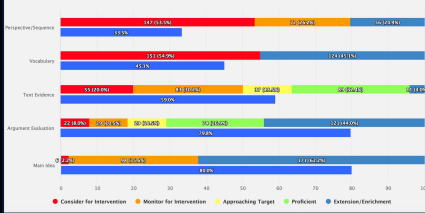
10TH GRADE



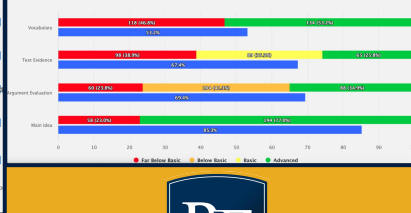
11TH GRADE



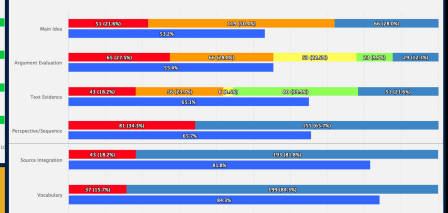
Question Group Performance



Question Group Performance



Question Group Performance



Responding to Data

Adjustments made to our lead measures as a response to the most recent data collection?

CONTENT LITERACY.
Building and Team Data Discussions.
Structured Data Protocols & Dialogue
Reading/Question Placement.
Disaggregating Data.

Obstacles will have to move/adjust to continue to grow?

Continued development and improvement of Tier 1 reading instructional strategies
(*BOTH Universal and Content specific*).

Data Collection and Compilation.
(Student by Student - Growth Tracking)

Development of MTSS System for students below proficiency in reading.



Universal Literacy Strategies

- Activating Prior Knowledge
- Key Vocabulary
- Establishing Purpose for Reading
- Inference
- Annotation
- Monitoring & Clarifying
- Questioning
- Paraphrasing/Summarizing
- Visualizing

Close Reading Symbols

- Highlight important words
- Underline the main idea
- Label supporting details
- Identify something you have a question about
- Circle unknown words
- Star interesting information

Content Literacy

Content Literacy Across the Curriculum: Strategies for High School Teachers

Introduction

Content literacy is the ability to read, write, and think critically within a specific discipline. As students progress through high school, they encounter increasingly complex texts, vocabulary, and concepts unique to each subject area. Teaching literacy strategies in all disciplines enhances comprehension, critical thinking, and overall academic success. This type of literacy instruction is essential for student success across all disciplines. By integrating literacy strategies into each subject, teachers can help students develop the critical thinking, communication, and comprehension skills necessary for academic achievement and real-world applications.

Mathematics

- Teach students how to break down word problems and identify key terms.
- Use graphic organizers, such as education maps or problem-solving frameworks.
- Teach students how to interpret data and information.
- Encourage students to explain their reasoning through writing and verbal discussions.
- Explicitly teach academic vocabulary and symbols used in mathematical contexts.

Science

- Teach students how to paraphrase and summarize.
- Use structured reading strategies like SQ3R (Survey, Question, Read, Recite, Review).
- Teach students how to interpret scientific texts, graphs, and data tables.
- Teach students how to infer/predict based on technical science reading.
- Encourage lab reports and structured summaries to reinforce scientific writing.
- Pre-teach domain-specific vocabulary and use word walls for reinforcement.

Social Studies

- Explicitly teach academic vocabulary.
- Model close reading techniques for primary and secondary sources.
- Teach students how to interpret visuals: graphs, charts, and pictures and other historical resources.
- Teach students to identify bias, perspective, and author intent in historical documents.
- Use concept maps to connect historical events and themes.
- Encourage written and verbal argumentation based on textual evidence.
- Push students into higher DOKs while interpreting and integrating resources.

English Language Arts

- Teach morphology and help students to decode language.
- Incorporate annotation strategies to deepen comprehension.
- Teach active reading strategies, including questioning and summarizing.
- Use Socratic seminars and discussion-based activities to promote critical thinking.
- Provide structured writing support for literary analysis and argumentation.
- Teach students to write complex thematic statements so show inferred meaning from text.
- Help students to analyze how author diction and figurative language creates implicit meaning.
- Teach students to identify a defensible theme in fiction texts, and explain how the text supports it.
- Teach students to identify arguments in non-fiction texts and synthesize evidence to support and refute arguments.

World Language

- Scaffold reading comprehension with cognates, context clues, and visuals.
- Integrate reading, writing, speaking, and listening activities to reinforce literacy.
- Encourage students to summarize and paraphrase texts in the target language.
- Use sentence frames and guided writing exercises to build language fluency.

Career and Technical Education (CTE)

- Emphasize reading and following technical manuals and workplace documents.
- Teach students how to analyze and interpret charts, graphs, and instructional guides.
- Incorporate writing tasks such as business plans, resumes, and industry reports.
- Use real-world case studies to apply reading and problem-solving skills.

Physical Education

- Teach specific vocabulary.
- Help students to establish a purpose for reading and activate prior knowledge.
- Use task cards and written instructions to reinforce skill development.
- Teach students how to interpret fitness data and set goals.
- Encourage students to analyze sports articles and health-related research.
- Integrate reflective writing to connect movement experiences with personal growth.

Health Education

- Teach specific vocabulary.
- Use informational texts and research studies to teach health literacy.
- Provide guided reading activities for analyzing health statistics and reports.
- Teach students to evaluate sources for reliability when researching health topics.
- Encourage students to write reflections on personal health goals and wellness strategies.

Music

- Teach students how to analyze and interpret music notation and terminology:
 - Pitch, Rhythm, Expressive Style/Elements
- Use written reflections and critiques to deepen understanding of musical works.
- Encourage reading about composers, historical contexts, and music theory.
- Integrate songwriting and lyric analysis to connect literacy with creativity.

Art

- Use descriptive and analytical writing to evaluate artworks.
- Teach students how to read and interpret visual texts, including advertisements and media.
- Encourage artist statements and reflections to deepen artistic thinking.
- Provide historical and cultural context through research-based assignments.



THIS YEAR

Activity our building will commit to that is in our circle of control/influence that impacts our WIG:

- **PLC Collaborative Meetings (late start dates & inservice days)**
- **Integration of reading and response activities across ALL classes & content areas.**
- **Tier 1 Reading Instruction & Professional Development:**
 - **Building continuation with what was learned in the 2024-25 school years (Onboard New Staff in Foundational Strategies)**
 - **Content- & Disciplinary-specific focused literacy for 2025-27 school years**
- **WiMLSS Literacy Intervention (Tier 2 & Tier 3)**



We selected these commitments because...

- **The heart of improvement happens in successful PLC collaborative meetings.**
- **Regular reading and response activities/instruction will increase skill monitoring and refinement in those areas.**
- **Tier 1 Reading Instruction helps teachers build reading capacity in all students in their classroom. Tier 2 & 3 supports will help students needing additional support.**
- **Content/discipline-specific focused literacy helps students to understand and use the specific knowledge and tools in that area.**

We will track the implementation/effectiveness of these commitments by...

- **Monitoring PLC notebooks**
- **Collaborative team coaching**
- **Participation in content-focused literacy PD**
- **Classroom walkthroughs and observations**
- **WIG team meetings & feedback**
- **Data monitoring (fidelity & growth)**

RFHS STAFF WANTS TO SAY

Thank you!

WE ARE SO GRATEFUL FOR YOUR SUPPORT!



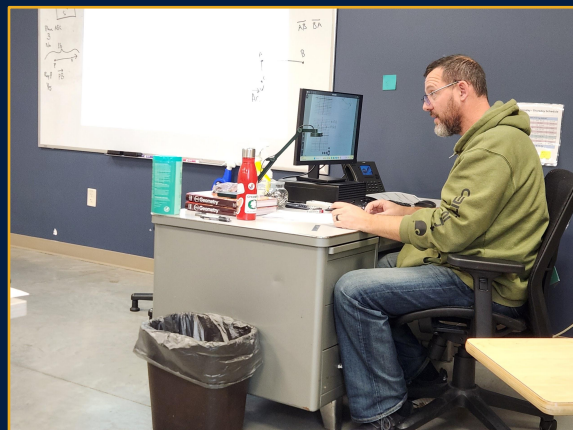
Renaissance Charter Academy

2025/2026

Peggy Webb
Geri Muller

RCA Goals 2025-26

1. Academic
 - a. Reading
 - b. Math
2. Behavioral
 - a. Phone Usage
 - b. Vape Reduction
3. Program Presence



RCA WIG #1A - Reading

Goal: By the end of Term 2, 80% of students will increase their Scaled Score in Reading.

Description: Advisory teachers will work with each student to utilize library resources, find books of choice, and support their reading goals during Advisory time (8:30-9:15 AM, daily). Students will complete reading logs with activities aligned with state ELA standards. Star Reading Assessment will be done each Term by all students 9-12.

Strategic Plan:

1.1 Support a collaborative teaching culture focused on student learning

1.2 Identify and monitor academic readiness benchmarks.

2.6 Review and update curriculum and library resources to be age- and developmentally-appropriate, while offering a diverse balance of culture, race, backgrounds, and life experiences.



RCA WIG #1A: Reading

Our goal was identified by the lack of consistent reading data collected in our building. Many students come to us from alternative pathways, so we decided to start at the ground level with daily access to and interaction with reading materials.

Data to be used: STAR Testing

Story from the Data: After assessing existing data, our team concluded that reading has not been a focus priority for our students in the past. This can be from a multitude of factors, but not having access to curriculum or materials stands out.

Qualitative Factors that Influenced Our Decision: The team determined that despite growth seen last year, it is important to continue to support students. Challenges we still face include updated curriculum and access to resources.

Baseline Data - Reading

	Scaled Score	Grade Equivalency	Percentile Rank
9th/10th Grade	1120	11.8	60th
11th Grade	1093	9.2	40th
12th Grade	1148	13+	71st

Story from the Data:

- Overall growth from last year
 - Prioritize continued support for our students' literacy
- Test-taking skills of students

Monitoring Our WIG: Reading



Assessments Used to Measure Our Progress:

- Baseline STAR data
- Repeated testing 4 times / year
- Reading logs were revised in 2025 to reflect ELA standards
 - Completed 2x / week during Advisory



RCA WIG #1B - Math

Goal: By the end of Term 2, 80% of students will increase their Scaled Score in Math. Sub goal: 80% of students will take 1 math class per year.

Description: Math teachers will work with students to build on existing math skills. Affected students are enrolled in Pre-Algebra and Geometry. Star Exam will be administered every 3 weeks to monitor progress.

Strategic Plan:

1.1 Support a collaborative teaching culture focused on student learning

1.2 Identify and monitor academic readiness benchmarks.

2.6 Review and update curriculum and library resources to be age- and developmentally-appropriate, while offering a diverse balance of culture, race, backgrounds, and life experiences.

Baseline Data - Math

	Scaled Score	Grade Equivalency	Percentile Rank
9th/10th Grade	1089	8.7	45th
11th Grade	1084	8.2	38th
12th Grade	1034	5.5	22nd

Story from the Data:

- We need to focus on our students' math skills!
- Test-taking skills of students
- Intentional time set aside to take tests

RCA WIG #2: Phone Usage & Vaping Cessation

Goal:

- During the 2025-26 school year, the student body will have less than 15 technology violations each term.
- During the 2025-26 school year, 100% of the students in violation of vaping will participate in a vaping cessation educational program.

Description:

- The RCA implemented a policy in 2025-26 that no cell phones will be allowed during instructional time.
- In 2025-26 RCA installed vape sensors in bathrooms to help deter students from vaping.

Strategic Plan:

- 1.1 Support a collaborative teaching culture focused on student learning.
- 2.2 Develop school wide behavior expectations that align to district core values.
- 4.4 Research and determine health and wellness priorities for students and staff.



RCA WIG #2: Phone Usage & Vaping Cessation

Our goals were identified by the introduction of a new cell phone policy for the 2024-25 school year, and increased requests from students and staff to eliminate vaping in the school day.

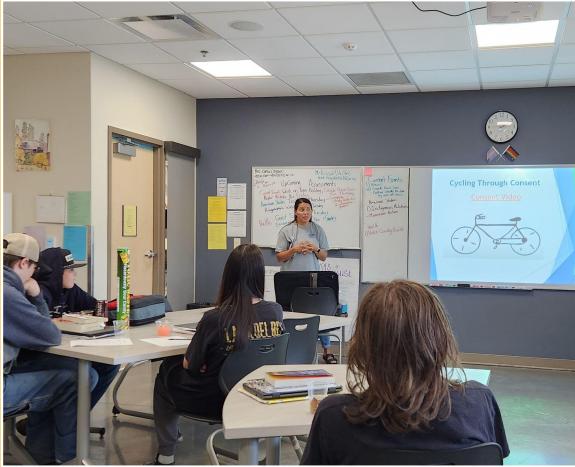
Data Used:

- **PHONE USAGE:** Infinite Campus technology violations and writeups (2024-25); qualitative data from teaching staff and students (2022-23, 2023-24, 2024-2025).
- **VAPING:** Infinite Campus vape (nicotine/THC) write ups (2023-2024, 2024-2025), and staff reporting “reasonable suspicion”.

Story from the Data: After implementing the Cell Phone Policy in 2024, technology violations were tracked each term. After using qualitative data and searches due to reasonable suspicion, the number of searches performed

Qualitative Factors that Influenced Our Decision: Both staff and students have acknowledged the distractions phones bring into the classroom and how it impacts the development of interpersonal communication. Students who are trying to quit vaping report that the scent of vape triggers their urges to use.

Monitoring Our WIG



Assessments Used to Measure Our Progress:

- For both phone & vaping violations:
 - Write-ups in Infinite Campus by staff
- 5-day surrender of phone on 3rd write-up



WIG #2 Data: Phone Usage



Tech Violations	2024/2025	2025/2026
Term 1	32	4/6*
Term 2	11	
Term 3	5	
Term 4	12	

5-Day Surrenders	2024/2025	2025/2026
Term 1	1	0/2*
Term 2	1	
Term 3	0	
Term 4	1	

*New students from HS starting Term 2



WIG #2 Data: Vape Violations

Vape Violations	2024/2025	2025/2026
Term 1	2	4/1*
Term 2	2/1*	
Term 3	0	
Term 4	0	

*THC Vape



RCA WIG #3: Program Presence

Goal: By the end of the 2025-26 school year, we will

- Grow our 9-12 student body by 10%
- Participate in **or** host at least 8 community events
- Increase collaboration efforts with Meyer Middle School & RFHS

Description: For the sustainability of our program, we need to find ways to increase our positive visibility in the district and larger community.

Strategic Plan:

2.3 Increase participation in after school and co-curricular activities by removing barriers to impede participation.

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

5.4 Develop a long-range mission for the RCA that expands college and career opportunities.

5.5 Provide frequent, ongoing, transparent communication related to all school programs, facilities, resources, and finances.



RCA WIG #3: Program Presence

Our goal was identified by the need to redefine our school's presence in the community.

Data Used: Perception data from prospective families, existing families, and in-district feedback.

Story from the Data: Our team realized that the "bad kid" stereotype is still very much present for the Renaissance.

Qualitative Factors that Influenced Our Decision: Shining a positive light and sharing success stories from our students and families has always been met with surprise and curiosity. We want to amplify that.

Monitoring Our WIG: Program Presence



Assessments Used to Measure Our Progress:

- Student growth
 - Transfers from RFHS to RCA
 - Open enrollments
- Attendance at community events
- Hosting community events
- Partnering with MMS and RFHS





WIG #3 Data: Program Presence

Student Enrollment		
	24-25	25-26
Term 1	49	36
Term 2	55	49
Term 3	57	
Term 4	56	

Community Events	2024/2025	2025/2026 *
Attended	6	
Hosted	8	
MMS / RFHS Collaboration 24-26		
Events	6	

2025/2026 Present Data

- Prospective Student Family Tours - 2
- Community Tours - 4
- Hosted Events - 3
- MS/RFHS - 4

Looking to the Future



How do we continue to grow?

- Vigilance around tech & substance use
 - Teacher consistency
 - Administrator support
 - Educational component
- Finding our “groove” with STAR
 - Teacher comfort with administrating
- Continue building bridges with MMS, RFHS, and the community at large
 - All-school volunteer opportunities
 - Outreach as a united front to families
 - Continue utilizing space



Thank you for listening!
Any questions?

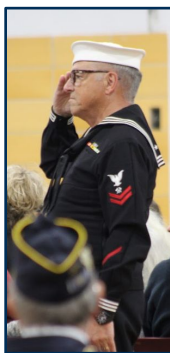


Superintendent Report

November 17, 2025



Veterans Day Programming



MMS Veterans Day Program → US Naval Aviator-David Rasmussen, Student Speakers (Annie Belz, Grace Renner, Madelyn Curtis, and Zoe Ashley), MMS Band and Choir Performance, MMS Student Council hosted refreshments and snacks for Veterans after the program.



*Photo provided by Bailey Keller

Veterans Day Programming



RFHS All-School Assembly → American Legion Post 121 Honor Guard and Commander, RFHS Band and Choir Performances

Renaissance Charter Academy → Students created thank you buttons for local Veterans. An honor slide show was created and shared with students.



Veterans Day Programming



All Elementary Schools → American Legion Post 121 presentation of the colors and ceremony.

Westside → During presentation of the colors, two eagles circled overhead as students introduced the Veterans Day ceremony and the history of the holiday. Students spoke about veterans character traits, and first graders and Alyssa Schluessler and students created a Hallway of Heroes to honor Veterans.

RFPME → The Student Council of River Falls Public Montessori hosted a Veterans Reception for students and their loved ones who have served in our military. Cards of thanks from all students were shared the reception.

Greenwood → 4th and 5th grade students sang 'My Country Tis of Thee' and Mrs. Skappel shared the history of Veterans Day.

Rocky Branch → Mrs. Bingenheimer and Post Commander Larson spoke to students about Veterans Day.



American Education Week: November 17-21

- A time to celebrate our schools and recognize the contributions from staff, volunteers, families, and students. It can be easy to take for granted or overlook our successes. American Education Week is a helpful reminder that your collective dedication, skill, and knowledge has an incredible impact on students every single day.



School District of River Falls
Regular Board Meeting
Monday, October 27, 2025 - 6:00 PM
District Office, 852 E Division Street
River Falls, Wisconsin 54022

The regularly scheduled meeting of the River Falls School Board was called to order on Monday, October 27, 2025, at the District Office, 852 E Division Street, River Falls, Wisconsin 54022. President Johnson Myers called the meeting to order at 6:00 p.m. It was ascertained that notice of the meeting had been properly posted in the appointed locations and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

President Stacy Johnson Myers, Vice President Alan Tuchtenhagen, Clerk Lindsey Curtis, Treasurer Mike Miller, members Bo Hirstein, Monica LaVold, Alison Page, and student representatives Jada Radinzel and Ben Jaeckel. Also present were Superintendent David Bell, Director of Human Resources and Leadership Development Nate Schurman, Co-Directors of Academic Services MaryBeth Elliott & Amy Wise, and Director of Finance & Facilities Lynette Coy. Student Services Director Mark Inouye, Greenwood Principal Kate Skappel, River Falls Public Montessori Principal Kai Rodgers, Rocky Branch Principal Ashley Bingenheimer, Westside Principal Rachel Mader, and Community Education/Communications Director Jenny Ames were also present.

HEARING OF VISITORS OR DELEGATIONS - None

INFORMATIONAL ITEMS

A. Wildcat Pride Awards

Mark Tomlinson was recognized for exceptional longevity and commitment in Community Education.

B. Superintendent, Administrative, and Student Representative Reports

1. Student Representative Reports

Radinzel shared an update highlighting the community service efforts through WIN and Student Council, including class service projects, a diaper drive, and preparations for the annual Giving Tree initiative. Jaeckel provided an update on school activities, noting that academics, athletics, and extracurricular programs are progressing well, with highlights including the marching band's recent successes and the football team's playoff advancement.

2. Administrative Reports

Bingenheimer, Mader, Rodgers, and Skappel presented the Elementary Wildly Important Goal (WIG) Update for the 2025-26 school year. The group discussed their commitments to lead measures, how they are monitoring their WIG, and reflections on lag data.

3. Superintendent Report

Bell reported that the 2025 Marching Band won the Class AAA State Championship, recognized recent community donations supporting students and programs, highlighted the dedication of the school forest pavilion, and shared details about the upcoming Facilities Open House.

ACTION ITEMS

A. Consent Agenda - Approval of Minutes, Bills, Employment, and NEOLA Policies

Johnson Myers reviewed the minutes, bills, recommended employment, and NEOLA Policies on the agenda. LaVold moved, seconded by Page, that the School Board approve the following:

1. The minutes from the September 22, 2025, Regular School Board Meeting.
2. Accounts Payable and Payroll payments in the amount of \$8,726,591.14.
3. Pursuant to School Board Policy, which references Wisconsin Statutes Sections 111, 118, and 121, approval of the following employment recommendations: 1. Recommended approval of the employment of Shelby Glover as 1.0 FTE Limited Term Substitute Grade 2 Teacher at Westside Elementary School, effective October 6, 2025, through June 9, 2026 (for Tory Ludack). 2. Recommended approval of the employment of Nancy Lindquist as 1.0 FTE Long Term Substitute Grade 5 Teacher at Rocky Branch Elementary School, effective October 7, 2025, through January 16, 2026 (for Maddie Morgan). 3. Recommended approval of the employment of Nathan Wolf as 1.0 FTE Long Term Substitute Personal Finance Teacher and Online Learning Coordinator at River Falls High School, effective approximately November 20, 2025, through February 27, 2026 (for Olivia Quade). 4. Recommended approval of the hiring of the

following short-term, on-call Substitute Teachers: a. Lance Stueven b. Hanna Thelen c. Alexis Magnino d. Nickolas Mickelson e. Devani Hinkelmann.

4. Approve second readings of the following NEOLA 100s Bylaw policies: 100 - *Definitions*, 111 - *Name*, 112 - *Purpose*, 113 - *Boundaries*, 114 - *Classification*, 115 - *Address*, 121 - *Authority*, 122 - *School Board Powers*, 123 - *Philosophy of the School Board*, 131.1 - *Bylaws and Policies*, 132.2 - *Administration in Absence of Policy*, 133 - *Judicial*, 141 - *Number*, 141.1 - *Student Representation at School Board Meetings*, 142.1 - *Electoral Process*, 142.2 - *Qualifications*, 142.3 - *Term*, 142.4 - *Oath*, 142.5 - *Vacancies*, 142.6 - *Recall*, 142.7 - *Orientation*, 143 - *Authority of Individual School Board Members*, 143.1 - *Public Expression of School Board Members*, 143.2 - *School Board Member Information Requests*, 144.1 - *Compensation*, 144.3 - *Conflict of Interest*, 144.4 - *Indemnification*, 144.5 - *School Board Member Behavior, Communications, and Code of Conduct*, 146 - *Evaluation of School Board Operations*, 151 - *Annual School District Meeting*, 151.1 - *Annual School Board Reorganization Meeting*, 151.2 - *Required Student Academic Standards Agenda Item*, 152 - *Officers*, 155 - *Committees*, 161 - *Parliamentary Authority*, 162 - *Quorum*, 163 - *Presiding Officer*, 164 - *Meetings*, 166 - *Agenda*, 166.1 - *Consent Agenda*, 167.1 - *Voting*, 167.2 - *Closed Session*, 167.3 - *Public Comment at School Board Meetings*; 167.5 - *Use of Electronic Mail*, 167.6 - *Email-Public Records*, 167.7 - *Use of Personal Communication Devices*, 168.1 - *Meeting Minutes*, 171.1 - *President*, 171.2 - *Vice President*, 171.3 - *Clerk*, 171.4 - *Treasurer*, 172 - *Legal Counsel*, 173 - *Independent Financial Auditor*, 174.1 - *Annual Report*, 175 - *Association Memberships*, 175.1 - *School Board Conferences, Conventions, and Workshops*, 176 - *Recognitions for Accomplishments*.

5. Approve first readings of the following NEOLA 1000s Administration policies: 1110 - *District Goals*, 1100 - *District Organization*, 1130 - *Ethics and Conflict of Interest*, 1210 - *School Board-Superintendent Relationship*, 1211 - *Whistle-blower Protection*, 1241 - *Non-Renewal or Termination of the Superintendent's Contract*, 1260 - *Incapacity of the Superintendent*, 1400 - *Job Descriptions*, 1421 - *Criminal History Record Check and Employee Self-Reporting Requirements*, 1422.02 - *Nondiscrimination Based on Genetic Information of the Employee*, 1460 - *Physical Examination*, 1461 - *Unrequested Leaves of Absence/Fitness for Duty*, 1630.01 - *Family & Medical Leave of Absence ("FMLA")*. Motion carried unanimously (7-0).

B. Consideration and/or Action to approve the October 6, 2025, Ad-Hoc Policy Committee recommendations

The Ad-Hoc Policy Committee met on October 6, 2025, to review and approve the NEOLA 1000s Administration policy series. Neola Policy 1662 - *Employee Anti-Harassment* was tabled for a later date.

Action: Curtis moved, seconded by Page, to approve the first reading of Neola Policy 1213 - *Student Supervision and Welfare*, 1220 - *Employment of the Superintendent*, 1240 - *Evaluation of the Superintendent*, 1400.01 - *Superintendent Job Description*, and 1422 - *Nondiscrimination and Equal Employment Opportunity*. Motion carried unanimously (7-0).

C. Consideration and/or Action to approve the October 6, 2025, Finance & Facilities Committee recommendations

The Finance and Facilities Committee met on October 6, 2025, to hear a facilities project update, a 2025-26 budget update, and a 2025-26 student enrollment update.

Action: None, informational only.

D. Consideration and/or Action to approve the October 13, 2025, Educational Program Committee recommendations

The Educational Program Committee met on October 13, 2025, to approve the new RFHS courses: *AP World History: Modern*, *Humanities*, *Walking for Wellness*, and *Living Your Best Life: Readings and Reflections on Improving Your Health & Happiness*, and to hear the English Language (EL) Local Plan.

Action: Tuchtenhagen moved, seconded by LaVold, to approve the new course proposals for *AP World History: Modern*, *Humanities*, *Walking for Wellness*, and *Living Your Best Life: Reading and Reflections on Improving Your Health & Happiness*. Motion carried unanimously (7-0).

E. Consideration and/or Action to approve the October 13, 2025, Personnel Committee recommendations

The Personnel Committee met on October 13, 2025, to hear a class size analysis, a report on certified & support staff employee retention, and to discuss hiring practices.

Action: None, information only.

F. Consideration and/or Action to approve the 2025-2026 Original Budget and Tax Levy

Administration will recommend that the School Board adopt the 2025-26 original budget and tax levy.

Action:

1. Miller moved, seconded by Page, to adopt the 2025-26 original budget as presented. Motion carried unanimously (7-0).
2. Miller moved, seconded by Page, to adopt the 2025-26 tax levy as presented in the total amount of \$27,232,242. Motion carried unanimously (7-0).

G. Appoint a Deputy Clerk for the 2026 School Board Elections

Each year, the School Board has appointed, pursuant to a recommendation from the Wisconsin Department of Public Instruction, a Deputy Election Clerk for the school board elections. This is to facilitate the election process and assist prospective candidates who wish to file for the school board.

Action: Johnson Myers moved, seconded by Tuchtenhagen, to appoint Amanda Taylor, Administrative Assistant to the Superintendent, as the Deputy Election Clerk for the 2026 School Board elections. Motion carried unanimously (7-0).

H. Consideration and/or Action to approve the first reading of revised School Board Policy 830-Rule Use of District Facilities, Grounds, and Equipment

The administrative team recommended updates to the following policy in the 800 series.

Action: Curtis moved, seconded by LaVold, to approve the first reading of revised School Board Policy 830-Rule Use of District Facilities, Grounds, and Equipment. Motion carried unanimously (7-0).

I. Consideration and/or Action to approve the second reading of revised School Board Policy 870-Rule Public Complaint Procedures

The first reading of revised policy 870-Rule Public Complaint Procedures was approved at the September 22, 2025, Regular School Board Meeting.

Action: LaVold moved, seconded by Hirstein, to approve the second reading of revised School Board Policy 870-Rule Public Complaint Procedures with the revision. Motion carried unanimously (7-0).

Revision as follows for Policy 870-Rule Public Complaint Procedure

Exceptions in this sequence may occur when an administrator/supervisor within the chain **of supervision** or a School Board member is the subject of the complaint.

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

As always, School Board members were given the opportunity to suggest items for future School Board meeting agendas.

Action: No suggestions at this time.

K. Schedule next School Board/Committee meetings

Action: Set the meeting schedule as follows:

Policy Ad-Hoc Committee meeting: Monday, November 3, 2025, 6:00 p.m.

Educational Program Committee meeting: Monday, November 10, 2025, 6:00 p.m.

Finance & Facilities Committee meeting: Monday, November 10, 2025, 7:00 p.m. *(or immediately following Educational Program)*

Personnel Committee meeting: Monday, November 10, 2025, 8:00 p.m. *(or immediately following Finance & Facilities)*

Joint School Board & Common Council meeting: Tuesday, November 11, 2025, 5:00 p.m. *(River Falls City Hall)*

Regular School Board meeting: Monday, November 17, 2025, 6:00 p.m.

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

L. Consideration of adjourning to closed session pursuant to Wis. Stat. Sec. 19.85(1)(c), which permits convening in closed session for the purpose of considering the employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, to discuss and take potential action regarding a parent's communication to the School Board regarding a teacher and also regarding the Superintendent. Roll call required.

Action: Page moved, seconded by LaVold to adjourn into closed session. Roll Call Vote: Page-Yes, LaVold-Yes, Hirstein-Yes, Curtis-Yes, Miller-Yes, Myers-Yes, Tuchtenhagen-Yes

CONVENE TO CLOSED SESSION at 7:13 p.m.

Present: President Stacy Johnson Myers, Vice President Alan Tuchtenhagen, Clerk Lindsey Curtis, Treasurer Mike Miller, School Board Members: Bo Hirstein, Monica LaVold, and Alison Page were present. Superintendent David Bell, Director of Human Resources Nate Schurman, Westside Elementary Principal Rachel Mader, and Legal Council Brian Goodman (via phone) were also present.

Discussion was had regarding the closed session matters.

Mader stepped out at 8:25 p.m.

RECONVENE INTO OPEN SESSION at 8:55 p.m. FOR POTENTIAL ACTION RELATED TO CLOSED SESSION BUSINESS

Action: Page moved, seconded by LaVold, to reconvene in open session. Roll Call Vote: Page-Yes, LaVold-Yes, Hirstein-Yes, Curtis-Yes, Miller-Yes, Myers-Yes, Tuchtenhagen-Yes

Closed Session Action:

The School Board unanimously denied the request brought to the closed session. Motion denied (7-0).

ADJOURNMENT

President Johnson Myers declared the meeting adjourned at 8:55 p.m.

Lindsey Curtis, Clerk

School District of River Falls
Special School Board Meeting
Monday, November 3, 2025 - 4:00 PM
District Office, 852 E Division Street
River Falls, Wisconsin 54022

The special meeting of the River Falls School Board was called to order on Monday, November 3, 2025, at the District Office, 852 E Division Street, River Falls, Wisconsin 54022. President Johnson Myers called the meeting to order at 4:02 p.m. It was ascertained that notice of the meeting had been properly posted in the appointed locations and sent to the WEVR Radio Station and the *Eau Claire Leader-Telegram*.

PRESENT

President Stacy Johnson Myers, Vice President Alan Tuchtenhagen, Treasurer Mike Miller, Board Members: David (Bo) Hirstein, Monica LaVold, and Alison Page. Clerk Lindsey Curtis was absent. Also present were Superintendent David Bell, High School Principal Kit Luedtke, High School Assistant Principal Lisa Goihl, Renaissance Charter Academy Coordinator Peggy Webb, and School Resource Officer Adam Amaro.

ACTION ITEMS

1. Page motioned, seconded by Tuchtenhagen, to adjourn to closed session pursuant to Wis. Stat. Sec. 19.85(1)(a), which permits convening in closed session for the purpose of deliberating concerning a case which was the subject of any judicial or quasi-judicial trial or hearing before that governmental body, and wis. Stat. Sec. 19.85(1)(f), which permits convening in closed session for the purpose of considering financial, medical, social, or personal histories or disciplinary data of specific persons, or the investigation of charges against specific persons, which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such data or involved in such problems or investigations. The purpose of the closed session is to conduct an expulsion hearing in accordance with Wis. Stat. Sec. 120.13(1)(c) and to review and discuss pupil records, as defined in Wis. Stat. Section 118.125. It is anticipated that the board will conduct the hearing, deliberate, and then vote on the expulsion during the closed session. Roll call vote. The motion carried unanimously.

CONVENE TO CLOSED SESSION PURSUANT TO THE ABOVE at 4:03 p.m.

Discussion was had regarding the closed session matters. The School Board vote was unanimously to adopt the Findings and Order.

**MOTION TO RECONVENE IN OPEN SESSION AT 6:31 PM MADE BY MILLER, SECONDED BY LAVOLD.
MOTION CARRIED UNANIMOUSLY.**

ADJOURNMENT

President Johnson Myers declared the meeting adjourned at 6:32 p.m.

Stacy Johnson Myers, School Board President

SCHOOL DISTRICT OF RIVER FALLS
River Falls , Wisconsin 54022

November 2025 Board Meeting

Accounts Payable	AMOUNT
Checks # 223223-223648	\$748,542.24
ACH # 252600282-252600391	\$2,633,108.58
Wires The Standard, Mn Life, Payroll Taxes, Postage Wis Deferred Comp, EBC, Postage, WEA, EyeMed EyeMed, HSA Bank, WRS-Retirement, State of WI escheat funds HealthPartners (medical prem/dental fees/self funded claims)	\$2,068,039.58
NSF/Return of Funds Ck #3015 - Sandra Thibodo-Johnson	\$90.00
Void Ck #223157 - Parker Lemire; Ck #223207 - Adam Swanepoel	-\$240.00

PAYROLL

Checks # 129235-129236	\$1,732.18
ACH # 997408212 - 997409503	\$1,770,294.82
Void	

\$7,221,567.40

	Actual
FNB - General Money Market Balance	\$6,835,144.91
RCU - Money Market Balance	\$136,974.96

Publication List - Checks over \$100 - November 2025 Meeting

POST	CHECK		INVOICE	
DATE	NUMBER	VENDOR	DESCRIPTION	AMOUNT
10/3/2025	223223	ACCO BRANDS USA LLC	fix laminator	\$ 594.27
10/3/2025	223228	BELL, DAVID	reim mileage	\$ 334.60
10/3/2025	223229	BERGDAHL, ADAM	officiating fees	\$ 155.00
10/3/2025	223232	BOHL, STEVE	officiating fees	\$ 110.00
10/3/2025	223233	BREAKOUT INC	subscription	\$ 1,499.00
10/3/2025	223234	BRINE, MARK	officiating fees	\$ 120.00
10/3/2025	223235	BSN SPORTS	Multiple Invoices	\$ 2,479.00
10/3/2025	223236	CAMPBELL, GARY	officiating fees	\$ 110.00
10/3/2025	223237	CAPITAL ONE	Walmart supplies	\$ 250.47
10/3/2025	223238	CARDIO PARTNERS INC	HS AED's	\$ 5,008.64
10/3/2025	223241	CAUBLE, KAREN	officiating fees	\$ 110.00
10/3/2025	223242	CESA #7	subscription	\$ 20,011.25
10/3/2025	223243	CINTAS	Supplies	\$ 417.04
10/3/2025	223244	COMFORT INN/SUITES MADISON EAST-MONONA	state band hotel	\$ 2,872.00
10/3/2025	223246	CRAIL, DAVID	reim travel	\$ 139.50
10/3/2025	223247	CUMMINS SALE & SERVICE	Generator PM	\$ 760.59
10/3/2025	223249	DELUCA, KARI	reim supplies	\$ 570.59
10/3/2025	223252	EAU CLAIRE NORTH HIGH SCHOOL	WIAA - GSW	\$ 150.00
10/3/2025	223253	EXPRESS SERVICES INC	sub fulfillment	\$ 976.00
10/3/2025	223255	FIELD ENVIRONMENTAL CONSULTING INC	WS Testing	\$ 139.95
10/3/2025	223256	GEIGER, KAYDAN	reim supplies	\$ 102.84
10/3/2025	223257	GHENCIU, EUGEN	officiating fees	\$ 175.00
10/3/2025	223258	GILLES, HILLARY	reim supplies	\$ 561.42
10/3/2025	223259	GOT-SPECIAL KIDS	Ff Grant purchase	\$ 232.99
10/3/2025	223260	GURSTEL LAW FIRM PC	Payroll accrual	\$ 347.82
10/3/2025	223263	HAWKINS, REBECCA	officiating fees	\$ 110.00
10/3/2025	223264	HILLYARD INC MPLS	Multiple Invoices	\$ 315.04
10/3/2025	223266	HUDSON SENIOR HIGH	Multiple Invoices	\$ 350.00
10/3/2025	223267	HUPPERT, ERIN	reim supplies	\$ 285.88
10/3/2025	223268	INFINITE CAMPUS	licenses	\$ 57,703.97
10/3/2025	223269	IPRINT TECHNOLOGIES	printer ink	\$ 677.00
10/3/2025	223271	JOHNSON, BRIAN	officiating fees	\$ 120.00
10/3/2025	223273	JOSTENS ROCKY MT RECOGNITION INC	supplies	\$ 742.00
10/3/2025	223275	KLUNDT, SHANE	officiating fees	\$ 155.00
10/3/2025	223279	LOFFLER COMPANIES INC	Multiple Invoices	\$ 1,419.10
10/3/2025	223281	MADER, RACHEL	Multiple Invoices	\$ 376.49
10/3/2025	223282	MANSFIELD SERVICE PARTNERS	Fuel	\$ 22,343.89
10/3/2025	223284	MENARDS	supplies	\$ 102.06
10/3/2025	223285	MIDWEST BUS PARTS INC	Multiple Invoices	\$ 466.66
10/3/2025	223286	MOBYMAX EDUCATION LLC	Subscription	\$ 1,114.00
10/3/2025	223287	MOONEY, CHRISTOPHER	officiating fees	\$ 175.00
10/3/2025	223288	MRDUTT, JON	officiating fees	\$ 120.00
10/3/2025	223289	NARGES, RICHIE	officiating fees	\$ 120.00
10/3/2025	223290	NATIONAL FFA ORGANIZATION	supplies	\$ 386.94

Publication List - Checks over \$100 - November 2025 Meeting

10/3/2025	223291	NATIONAL SPEECH & DEBATE ASSOC	membership	\$ 262.00
10/3/2025	223292	NATIONAL SCIENCE TEACHING ASSOC	conf reg	\$ 472.50
10/3/2025	223293	NEXTPATH LLC	Yrly subscription	\$ 500.00
10/3/2025	223295	OLSON, KARL	Multiple Invoices	\$ 220.00
10/3/2025	223297	OTIS ELEVATOR COMPANY	Elevator Repair	\$ 6,172.72
10/3/2025	223298	PAPP, STEPHAN	reim supplies	\$ 386.26
10/3/2025	223299	PHILADELPHIA SECURITY PRODUCTS	Padlocks	\$ 776.12
10/3/2025	223302	RICHARDT, JOCELYN	officiating fees	\$ 110.00
10/3/2025	223304	RUSSELL, KRISTA	reim supplies	\$ 331.17
10/3/2025	223305	SCHOLASTIC INC	supplies	\$ 219.78
10/3/2025	223306	SCHOLASTIC INC	Books	\$ 169.85
10/3/2025	223307	SEGUIN, CHADBOURNE	officiating fees	\$ 140.00
10/3/2025	223310	STOCKEL, CRAIG	officiating fees	\$ 155.00
10/3/2025	223312	SWANEPOEL, ADAM	officiating fees	\$ 120.00
10/3/2025	223313	TAPPE, COLE	officiating fees	\$ 120.00
10/3/2025	223314	THE ZONES OF REGULATION INC	digital curriculum	\$ 120.00
10/3/2025	223315	UNITED WAY ST CROIX VALLEY	Multiple Invoices	\$ 142.00
10/3/2025	223317	WSCA ADMIN OFFICE	conf reg	\$ 255.00
10/3/2025	223318	YOUNGGREN, MICHAEL	officiating fees	\$ 140.00
10/10/2025	223320	ADVANCED DESIGN AWNINGS & SIGNS INC	Signage	\$ 7,262.50
10/10/2025	223322	ANDERSEN, VICTORIA	CE Class Pymt	\$ 249.54
10/10/2025	223323	APPLIED DESIGNS & SIGNS INC	Door Signage	\$ 301.20
10/10/2025	223324	ASCA	Multiple Invoices	\$ 387.00
10/10/2025	223325	ASTROTURF CORPORATION	Maintenance	\$ 5,600.00
10/10/2025	223326	AUTO VALUE	Multiple Invoices	\$ 121.83
10/10/2025	223327	BALDWIN LIGHTSTREAM	Multiple Invoices	\$ 1,706.18
10/10/2025	223328	BAUSCHELT, KADY	reim supplies	\$ 330.00
10/10/2025	223329	BEEN, NICOLAS	officiating fees	\$ 150.00
10/10/2025	223330	BORCHARDT, REAGAN	officiating fees	\$ 140.00
10/10/2025	223331	BRANDVOLD, KARIN	reim mileage	\$ 142.03
10/10/2025	223333	BSN SPORTS	Track Uniforms	\$ 710.00
10/10/2025	223334	CAMPBELL, GARY	officiating fees	\$ 110.00
10/10/2025	223335	CARQUEST OF RIVER FALLS	Supplies	\$ 255.66
10/10/2025	223336	CARROLL, THOMAS	officiating fees	\$ 110.00
10/10/2025	223339	CHARPENTIER ENTERPRISES LLC	CE Class Pymt	\$ 1,344.85
10/10/2025	223340	CHILD CENTER	4K site pymt	\$ 10,440.00
10/10/2025	223341	CHILD CENTER	4K teacher pymt	\$ 360.00
10/10/2025	223342	CINTAS	Supplies	\$ 490.50
10/10/2025	223343	COLUMN SOFTWARE PBC	Multiple Invoices	\$ 517.70
10/10/2025	223345	DEZIEL, JAMES	officiating fees	\$ 110.00
10/10/2025	223347	ETS CONSULTING LLC	partnership	\$ 897.00
10/10/2025	223348	EXPRESS SERVICES INC	sub fulfillment	\$ 2,416.00
10/10/2025	223350	FIT AND FUN PLAYSCAPES LLC	FF Grant Purchase	\$ 661.90
10/10/2025	223351	FOOD SERVICE-SDRF	MO Fall Picnic	\$ 1,252.50
10/10/2025	223352	GHENCIU, EUGEN	officiating fees	\$ 155.00
10/10/2025	223353	GRAHAM, JACQUELINE	Multiple Invoices	\$ 494.22
10/10/2025	223354	HANSEN, MELISA	reim supplies	\$ 290.85

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10/10/2025	223356	HARRINGTON, JULIE	officiating fees	\$ 140.00
10/10/2025	223357	HASELMAN, JOSEPH	reim mileage	\$ 212.34
10/10/2025	223359	HEALING ROOTS WELLNESS CENTER LLC	CE Class Pymt	\$ 108.30
10/10/2025	223360	HIGH NOON BOOKS	supplies	\$ 133.28
10/10/2025	223361	HILLYARD INC MPLS	Multiple Invoices	\$ 4,102.58
10/10/2025	223362	HIRSTEIN, ALI	reim supplies	\$ 450.00
10/10/2025	223363	HUDSON PHYSICIANS	trng services	\$ 455.63
10/10/2025	223365	JACOB'S LADDER	4K site pymt	\$ 27,260.00
10/10/2025	223366	JACOB'S LADDER	4K teacher pymt	\$ 940.00
10/10/2025	223367	JAROCKI, SARAH	reim supplies	\$ 320.96
10/10/2025	223368	J H LARSON COMPANY	supplies	\$ 147.76
10/10/2025	223370	KLUNDT, SHANE	officiating fees	\$ 175.00
10/10/2025	223372	KWIK TRIP INC	Fuel	\$ 2,560.15
10/10/2025	223373	LAKEVILLE NORTH HIGH SCHOOL	WIAA - CC Girls	\$ 155.00
10/10/2025	223374	LEBO SIGN WORKS INC	Multiple Invoices	\$ 3,586.18
10/10/2025	223375	LEE, SEONHEE	CE Class Pymt	\$ 503.25
10/10/2025	223376	LITTLE ADVENTURES 1	4K site pymt	\$ 8,700.00
10/10/2025	223377	LITTLE ADVENTURES 1	4K teacher pymt	\$ 300.00
10/10/2025	223378	LITTLE ADVENTURES 2	4K site pymt	\$ 6,380.00
10/10/2025	223379	LITTLE ADVENTURES 2	4K teacher pymt	\$ 220.00
10/10/2025	223380	LOFFLER COMPANIES INC	Multiple Invoices	\$ 886.69
10/10/2025	223381	MA'S IRVINGTON CAMPGROUND & RENTALS	Outdoor Ed FT	\$ 2,400.00
10/10/2025	223382	MAGEE, TIMOTHY	officiating fees	\$ 110.00
10/10/2025	223383	MARCO TECHNOLOGIES LLC	software renewal	\$ 5,249.60
10/10/2025	223384	MARK'S PLUMBING PARTS	Water Fountain	\$ 1,761.46
10/10/2025	223386	MASTERCARD CORPORATE CLIENTS	Multiple Invoices	\$ 29,829.81
10/10/2025	223387	MERIDIAN CONSULTING GROUP	Health & Safety	\$ 1,520.00
10/10/2025	223388	MIDWEST BUS PARTS INC	Multiple Invoices	\$ 532.79
10/10/2025	223389	MINNESOTA ZOO	Field Trip	\$ 450.00
10/10/2025	223390	MOONEY, CHRISTOPHER	officiating fees	\$ 310.00
10/10/2025	223391	NIEBUR, AMANDA	CE Class Pymt	\$ 660.00
10/10/2025	223397	RIPPLINGER, DAVID	officiating fees	\$ 175.00
10/10/2025	223398	RIVER FALLS ACE HARDWARE	Multiple Invoices	\$ 1,062.95
10/10/2025	223399	SARKAUSKAS, WILLIAM	officiating fees	\$ 155.00
10/10/2025	223404	ST CROIX GAS	Multiple Invoices	\$ 3,749.74
10/10/2025	223406	SWANEPOEL, ADAM	officiating fees	\$ 150.00
10/10/2025	223407	TOBII DYNAVOX LLC	Renewal	\$ 895.50
10/10/2025	223409	TRANSPARENT CLASSROOM	Sept Charges	\$ 385.00
10/10/2025	223410	TWIN CITY HARDWARE CO	Mag Locks	\$ 696.14
10/10/2025	223411	ULINE	Office Furniture	\$ 1,545.00
10/10/2025	223412	THE UNIVERSITY PRESCHOOL	4K site pymt	\$ 8,700.00
10/10/2025	223413	THE UNIVERSITY PRESCHOOL	4K teacher pymt	\$ 300.00
10/10/2025	223414	VENDING CONCEPTS LLC	vending machine	\$ 7,992.00
10/10/2025	223415	WALKER, JACY	reim supplies	\$ 148.44
10/10/2025	223416	WARD, ERIN	CE Class Pymt	\$ 574.38
10/10/2025	223417	WEINSTEIN, RICHELE	CE Class Pymt	\$ 658.80
10/24/2025	223418	ALNAELI, SALEH	officiating fees	\$ 155.00

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10/24/2025	223419	AMERICAN RED CROSS	coaches trng	\$ 360.00
10/24/2025	223420	ASCA	membership	\$ 129.00
10/24/2025	223421	AT&T BUSINESS DIRECT	Multiple Invoices	\$ 3,172.19
10/24/2025	223422	AUTO VALUE	Multiple Invoices	\$ 176.13
10/24/2025	223424	BESTER BROS TRANSFER & STORAGE CO INC	Multiple Invoices	\$ 15,350.00
10/24/2025	223427	BRAUN INTERTEC CORPORATION	Multiple Invoices	\$ 12,707.00
10/24/2025	223429	BRENDALEN, HAYLEY	CE Class Pymt	\$ 120.00
10/24/2025	223430	BROWN'S ICE CREAM CO	Multiple Invoices	\$ 2,633.88
10/24/2025	223431	BUMP, CAMERON	officiating fees	\$ 120.00
10/24/2025	223432	CAMPBELL, GARY	Multiple Invoices	\$ 220.00
10/24/2025	223433	CANON FINANCIAL SERVICES INC	Multiple Invoices	\$ 3,257.56
10/24/2025	223435	CARROLL, THOMAS	Multiple Invoices	\$ 180.00
10/24/2025	223436	CAUBLE, KAREN	officiating fees	\$ 110.00
10/24/2025	223438	CESA 11	Multiple Invoices	\$ 1,620.00
10/24/2025	223439	CESA #1	conf reg	\$ 350.00
10/24/2025	223440	CHAMPION TEAMWEAR	Multiple Invoices	\$ 2,611.36
10/24/2025	223441	CHIPPEWA FALLS HIGH SCHOOL	WIAA - Reg GGO	\$ 125.00
10/24/2025	223442	CINTAS	Multiple Invoices	\$ 334.82
10/24/2025	223443	CLAY, ROSS	officiating fees	\$ 120.00
10/24/2025	223444	COACHCOMM LLC	supplies	\$ 1,085.00
10/24/2025	223445	COLLOBOS SOFTWARE INC	Print software	\$ 2,880.00
10/24/2025	223447	CUSTOM APPAREL INC	supplies	\$ 1,042.36
10/24/2025	223448	DAY, JAMES	officiating	\$ 120.00
10/24/2025	223449	DECKER, TODD	Driver Meals	\$ 159.00
10/24/2025	223450	DICKINSEN, JOHN II	officiating fees	\$ 120.00
10/24/2025	223454	EAU CLAIRE MEMORIAL HIGH SCHOOL	WIAA - CC	\$ 150.00
10/24/2025	223457	EPSTEIN, GARY	Driver Meals	\$ 140.00
10/24/2025	223458	ERICKSON, KARL	Driver Meals	\$ 252.00
10/24/2025	223459	EXPRESS SERVICES INC	Multiple Invoices	\$ 5,232.00
10/24/2025	223463	FOOD SERVICE-SDRF	KC Summer	\$ 8,322.22
10/24/2025	223466	GERBER LEISURE PRODUCTS INC	Playground Ladder	\$ 937.00
10/24/2025	223468	GIBBS, CHRISTOPHER	officiating fees	\$ 120.00
10/24/2025	223470	GRAHAM, JACQUELINE	reim supplies	\$ 411.76
10/24/2025	223471	GUMDROP BOOKS	book order	\$ 10,030.81
10/24/2025	223472	GURSTEL LAW FIRM PC	Payroll accrual	\$ 347.82
10/24/2025	223473	GUTHRIE THEATER	Xmas Carol Tx	\$ 764.00
10/24/2025	223474	HACKEL, DERRICK	reim travel	\$ 146.80
10/24/2025	223475	HARRINGTON, JULIE	Multiple Invoices	\$ 140.00
10/24/2025	223477	HENDERSON, BRAD	officiating fees	\$ 120.00
10/24/2025	223478	HENRY, JAMES	Driver Meals	\$ 113.00
10/24/2025	223480	HILLYARD INC MPLS	Multiple Invoices	\$ 15,682.14
10/24/2025	223482	HUDSON PHYSICIANS	Multiple Invoices	\$ 2,036.00
10/24/2025	223484	HUPPERT, ERIN	reim supplies	\$ 177.94
10/24/2025	223486	INOUYE, MARK	Travel Reim	\$ 238.63
10/24/2025	223487	IRELAND, DENNIS	reim supplies	\$ 223.00
10/24/2025	223489	JOHNSON, MICHAEL	officiating fees	\$ 175.00
10/24/2025	223491	KEALY, SARA	reim supplies	\$ 2,793.36

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10/24/2025	223492	KENT, JAMES	officiating fees	\$ 120.00
10/24/2025	223495	KLINGER, JOSH	officiating fees	\$ 150.00
10/24/2025	223496	KOSTERMAN, PAUL	Driver Meals	\$ 278.00
10/24/2025	223498	LARSEN, TANYA	reim supplies	\$ 183.73
10/24/2025	223499	LARSON'S APPLIANCE CENTER	Refrigerator	\$ 2,937.00
10/24/2025	223501	LAWSON PRODUCTS INC	Supplies	\$ 224.27
10/24/2025	223503	LOFFLER COMPANIES INC	Multiple Invoices	\$ 4,623.66
10/24/2025	223504	LUND, TIANNA	Driver Meals	\$ 112.00
10/24/2025	223505	LUSARDI, MARK	Multiple Invoices	\$ 955.00
10/24/2025	223506	MACKIN EDUCATIONAL RESOURCES	library books	\$ 5,313.39
10/24/2025	223507	MAGEE, TIMOTHY	officiating fees	\$ 110.00
10/24/2025	223508	MARCO TECHNOLOGIES LLC	software upgrade	\$ 740.00
10/24/2025	223510	MCCUTCHIN, ANDREW	officiating fees	\$ 155.00
10/24/2025	223511	MCEATHRON, CHAD	officiating fees	\$ 120.00
10/24/2025	223512	MENARDS	Multiple Invoices	\$ 486.62
10/24/2025	223514	MIDWEST BUS PARTS INC	Multiple Invoices	\$ 712.67
10/24/2025	223515	MRDUTT, JON	officiating fees	\$ 150.00
10/24/2025	223516	MTI DISTRIBUTING INC	Multiple Invoices	\$ 1,503.21
10/24/2025	223517	NCS PEARSON INCORPORATED	supplies	\$ 2,444.00
10/24/2025	223518	NELSON, BRIAN	Driver Meals	\$ 243.00
10/24/2025	223519	NELSON, CRAIG	Driver Meals	\$ 252.00
10/24/2025	223522	O'ROURKE MEDIA GROUP-MINNESOTA LLC	Multiple Invoices	\$ 467.76
10/24/2025	223523	OLSON, ERIC	officiating fees	\$ 110.00
10/24/2025	223524	PARTS TOWN LLC	maint switches	\$ 291.30
10/24/2025	223525	PECHACEK, ROBERT	officiating fees	\$ 180.00
10/24/2025	223529	PTACEKS FAMILY MARKET	Multiple Invoices	\$ 1,578.46
10/24/2025	223530	RIPPLINGER, DAVID	Multiple Invoices	\$ 200.00
10/24/2025	223531	RIVER FALLS MUNICIPAL	Multiple Invoices	\$ 96,509.82
10/24/2025	223532	RIVER FALLS GOLF CLUB INC	banquet rental	\$ 500.00
10/24/2025	223535	RUETZ, KEVIN	officiating fees	\$ 110.00
10/24/2025	223540	SCHOLASTIC BOOK FAIRS - 15	book fair	\$ 1,643.45
10/24/2025	223543	SPRINKLER CREW	Multiple Invoices	\$ 7,950.56
10/24/2025	223548	STEINER PLUMBING & ELECTRIC INC	service call	\$ 228.78
10/24/2025	223550	STMA VOLLEYBALL BOOSTER CLUB	WIAA - VB	\$ 450.00
10/24/2025	223551	T-MOBILE	WiFi	\$ 172.20
10/24/2025	223552	THIES, CHRISTOPHER	officiating fees	\$ 120.00
10/24/2025	223554	ULINE	Multiple Invoices	\$ 4,270.42
10/24/2025	223556	UNITED WAY ST CROIX VALLEY	Multiple Invoices	\$ 142.00
10/24/2025	223558	VERIZON WIRELESS	9/2-10/1/2025	\$ 2,048.89
10/24/2025	223561	WHITE, NICK	officiating fees	\$ 120.00
10/31/2025	223565	ALFVEBY, DENNIS	Accompanist	\$ 300.00
10/31/2025	223566	AMERICAN RED CROSS	lifeguard recerts	\$ 235.00
10/31/2025	223568	ANDYMARK INC	supplies	\$ 141.41
10/31/2025	223570	ASIL DESIGN	envelopes	\$ 570.00
10/31/2025	223572	BLACK GOLD ENVIRONMENTAL SERVICES	oil burner cleanout	\$ 987.86
10/31/2025	223573	BLICK ART MATERIALS	supplies	\$ 159.49
10/31/2025	223578	BSN SPORTS	MS Bball Uniforms	\$ 7,087.50

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10/31/2025	223579	CAPITAL ONE	Walmart supplies	\$ 114.00
10/31/2025	223580	CARLIN SALES CORPORATION	supplies	\$ 398.45
10/31/2025	223581	CARNS, RYAN	officiating fees	\$ 420.00
10/31/2025	223582	CINTAS	Supplies	\$ 167.41
10/31/2025	223583	CONTINENTAL CLAY	Clay	\$ 458.32
10/31/2025	223584	CRAIL, DAVID	officiating fees	\$ 200.00
10/31/2025	223586	DOW, ISAAC	lic/fingerprinting	\$ 134.75
10/31/2025	223589	EXPRESS SERVICES INC	sub fulfillment	\$ 2,736.00
10/31/2025	223590	FACTORY MOTOR PARTS COMPANY	Supplies	\$ 359.76
10/31/2025	223591	FOOD SERVICE-SDRF	Multiple Invoices	\$ 182.00
10/31/2025	223592	FUN & FUNCTION	Crash Mat	\$ 282.34
10/31/2025	223595	HILLYARD INC MPLS	Multiple Invoices	\$ 3,604.65
10/31/2025	223596	HIRSTEIN, ALI	reim supplies	\$ 200.00
10/31/2025	223597	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	Read 180	\$ 864.13
10/31/2025	223600	J H LARSON COMPANY	Multiple Invoices	\$ 238.73
10/31/2025	223604	LERUM, ABIGAIL	reim supplies	\$ 372.59
10/31/2025	223605	LOY, KATRINA	supplies	\$ 119.99
10/31/2025	223606	MACKIN EDUCATIONAL RESOURCES	Multiple Invoices	\$ 8,492.21
10/31/2025	223607	MANSFIELD SERVICE PARTNERS	Fuel	\$ 21,865.34
10/31/2025	223608	MARK'S PLUMBING PARTS	Water Filters	\$ 1,503.44
10/31/2025	223611	MIDWEST BUS PARTS INC	Multiple Invoices	\$ 470.79
10/31/2025	223612	MINNESOTA COACHES INC/HASTINGS BUS CO	CE transport	\$ 994.05
10/31/2025	223613	MINUTEMAN PRESS	supplies	\$ 608.89
10/31/2025	223616	MTI DISTRIBUTING INC	Multiple Invoices	\$ 8,787.55
10/31/2025	223620	OLSON, ERIC	officiating fees	\$ 420.00
10/31/2025	223622	PAPP, STEPHAN	Reim supplies	\$ 135.00
10/31/2025	223623	PROGRESS PUBLICATIONS	folders	\$ 550.00
10/31/2025	223626	RIDDELL/ALL AMERICA SPORTS CORP	Multiple Invoices	\$ 647.84
10/31/2025	223628	RODGERS, KAI	Horse lessons	\$ 200.00
10/31/2025	223629	SAUFL, LEAH	lunch acct refund	\$ 143.10
10/31/2025	223631	SCHWAB-VOLLHABER-LUBRATT INC	Fan Assembly	\$ 7,720.07
10/31/2025	223632	SCOTT, RASHELL	Lic/fingerprinting	\$ 134.75
10/31/2025	223633	SHUTTERFLY LIFETOUCH LLC	yrbk invoice	\$ 363.00
10/31/2025	223634	SIGN RESULTS.COM LLC	supplies	\$ 345.00
10/31/2025	223635	ST CROIX VALLEY FOUNDATION	C White Scholarship	\$ 100,000.00
10/31/2025	223636	STAR TRANSPORTATION LLC	BSO to Wausau	\$ 1,843.11
10/31/2025	223637	STOR-LOC	Workstations	\$ 16,400.00
10/31/2025	223638	STUBBENDICK, MAIJA	reim supplies	\$ 115.29
10/31/2025	223640	THE INFORMED SLP LLC	memberships	\$ 376.00
10/31/2025	223641	THE READING CENTER	Presentation	\$ 532.50
10/31/2025	223642	ULINE	Multiple Invoices	\$ 3,830.84
10/31/2025	223643	UWRF BEEF MANAGEMENT TEAM	Food Svc beef	\$ 4,323.00
10/31/2025	223644	WCASS	membership	\$ 450.00
10/31/2025	223647	WISCONSIN FFA CENTER	Conf Fee	\$ 400.00
10/29/2025	223648	DELUCA, KARI	State Food \$-CC	\$ 224.00
10/3/2025	252600282	5 STAR RESTROOM RENTALS	Porta Potties	\$ 656.75
10/3/2025	252600283	ABDO PUBLISHING COMPANY	books	\$ 1,517.15

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10/3/2025	252600284	AMAZON CAPITAL SERVICES INC	Multiple Invoices	\$ 6,245.24
10/3/2025	252600285	ARCHKEY TECHNOLOGIES	svc call	\$ 564.53
10/3/2025	252600286	CHIPPEWA VALLEY SPORTING GOODS	PE supplies	\$ 1,004.00
10/3/2025	252600287	CONFIDENTIAL RECORDS INC	Multiple Invoices	\$ 311.16
10/3/2025	252600288	DUET RESOURCE GROUP INC	Cubby - RB	\$ 768.90
10/3/2025	252600290	HORIZON COMMERCIAL POOLS	HS Pool Valves	\$ 164.70
10/3/2025	252600291	HUB 70 DESIGN AND PRINT LLC	Multiple Invoices	\$ 1,439.70
10/3/2025	252600292	ION INC	Walkie supplies	\$ 163.71
10/3/2025	252600293	JUNIOR LIBRARY GUILD	books	\$ 3,901.54
10/3/2025	252600294	NORTH CENTRAL INTERNATIONAL LLC	Multiple Invoices	\$ 281.96
10/3/2025	252600295	PARAGON DEVELOPMENT SYSTEMS INC	Projector (Q7)	\$ 1,099.00
10/3/2025	252600296	RIVER CITY STITCH LLC	supplies	\$ 780.00
10/3/2025	252600297	SOCIAL THINKING PUBLISHING	book sets	\$ 442.36
10/3/2025	252600298	STAPLES -(PAPER)	Multiple Invoices	\$ 2,900.05
10/3/2025	252600299	STEEL TOWNE RF	Multiple Invoices	\$ 1,101.21
10/3/2025	252600300	TWIN CITY FILTER SERVICE INC	Filters	\$ 379.63
10/10/2025	252600301	ABUNDANT LIFE	Multiple Invoices	\$ 13,800.00
10/10/2025	252600302	ADVANCED LIGHT & SOUND LLC	Multiple Invoices	\$ 12,250.50
10/10/2025	252600303	AMAZON CAPITAL SERVICES INC	Multiple Invoices	\$ 7,943.99
10/10/2025	252600304	C & L COMMUNICATIONS INC	Sept 1-30, 2025	\$ 2,764.00
10/10/2025	252600306	CESA #5	Online Pymts	\$ 343.72
10/10/2025	252600307	CHIPPEWA VALLEY SPORTING GOODS	supplies	\$ 260.00
10/10/2025	252600308	COMPUTER INTEGRATION TECHNOLOGIES INC	retainer agrmt	\$ 1,760.00
10/10/2025	252600310	HORIZON COMMERCIAL POOLS	Pool Chemicals	\$ 1,102.63
10/10/2025	252600312	J W PEPPER & SON INC	music	\$ 283.60
10/10/2025	252600313	MISSISSIPPI WELDERS SUPPLY CO INC	Multiple Invoices	\$ 3,320.70
10/10/2025	252600315	THE PIONEER MANUFACTURING CO	supplies	\$ 931.79
10/10/2025	252600316	PURELAND SUPPLY	projector bulb	\$ 138.20
10/10/2025	252600317	RIVER CITY DISPOSAL INC	Garbage/Recycle	\$ 3,308.13
10/10/2025	252600318	SECURITY CHECK ME LLC	bkgrd cks	\$ 203.00
10/10/2025	252600319	SKATETIME SCHOOL PROGRAMS	GW Roller skating	\$ 3,144.00
10/10/2025	252600320	STAPLES -(PAPER)	Multiple Invoices	\$ 270.66
10/10/2025	252600321	TMS JOHNSON INC	Replacement Fan	\$ 1,230.00
10/10/2025	252600322	TRI STATE BOBCAT INC	Multiple Invoices	\$ 2,247.37
10/10/2025	252600323	WI ASSOC OF SCHOOL BOARDS INC	renewal	\$ 240.00
10/24/2025	252600324	5 STAR RESTROOM RENTALS	Multiple Invoices	\$ 1,513.50
10/24/2025	252600325	ADVANCED LIGHT & SOUND LLC	Multiple Invoices	\$ 13,015.85
10/24/2025	252600326	AIR COMMUNICATIONS OF WI INC	Repeater Rent	\$ 630.71
10/24/2025	252600327	AMAZON CAPITAL SERVICES INC	Multiple Invoices	\$ 7,664.84
10/24/2025	252600328	BAKER TILLY US LLP	audit billing	\$ 3,150.00
10/24/2025	252600329	BOARDMAN & CLARK LLP	legal fees	\$ 4,411.50
10/24/2025	252600330	BRAY ASSOCIATES ARCHITECTS INC	referendum	\$ 38,045.00
10/24/2025	252600331	C & L COMMUNICATIONS INC	cable relocation	\$ 17,066.00
10/24/2025	252600332	CDW GOVERNMENT	subscription	\$ 747.00
10/24/2025	252600333	CHARTWELLS	Sept invoice	\$ 224,253.94
10/24/2025	252600334	COMPUTER INTEGRATION TECHNOLOGIES INC	battery cartridge	\$ 315.00
10/24/2025	252600335	DECKER INC	locks for lockers	\$ 970.71

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10/24/2025	252600336	DNA AV INTEGRATORS LLC	Replace failed amp	\$ 2,583.30
10/24/2025	252600337	DUET RESOURCE GROUP INC	chairs	\$ 1,308.81
10/24/2025	252600338	FORK FARMS LLC	supplies	\$ 199.80
10/24/2025	252600339	GALLAGHER BENEFIT SERVICES INC	Consulting Svcs	\$ 5,000.00
10/24/2025	252600340	GEORGE SIEGFRIED CONSTRUCTION CO	Pour curb	\$ 1,855.00
10/24/2025	252600341	GRAINGER	Multiple Invoices	\$ 587.75
10/24/2025	252600342	HARRIS ST PAUL INC	MMS Svc call	\$ 5,124.17
10/24/2025	252600343	HUB 70 DESIGN AND PRINT LLC	Multiple Invoices	\$ 599.24
10/24/2025	252600344	INSTRUMENTAL MUSIC CO INC	Multiple Invoices	\$ 705.06
10/24/2025	252600345	J W PEPPER & SON INC	Multiple Invoices	\$ 232.64
10/24/2025	252600346	KRAUS-ANDERSON CONSTRUCTION CO	referendum	\$ 872,841.17
10/24/2025	252600347	LAKESHORE LEARNING MATERIALS	Multiple Invoices	\$ 383.79
10/24/2025	252600348	LEARNING A-Z	licenses	\$ 877.50
10/24/2025	252600349	LEISEN FAMILY FARM LLC	field trip	\$ 275.00
10/24/2025	252600350	NASCO EDUCATION LLC	Multiple Invoices	\$ 1,215.57
10/24/2025	252600351	NIENHUIS MONTESSORI USA INC	Multiple Invoices	\$ 1,287.46
10/24/2025	252600352	NORTH CENTRAL INTERNATIONAL LLC	Parts	\$ 429.17
10/24/2025	252600353	PARAGON DEVELOPMENT SYSTEMS INC	chromebooks	\$ 1,540.00
10/24/2025	252600354	PURELAND SUPPLY	projector bulb	\$ 145.20
10/24/2025	252600355	RIVER CITY STITCH LLC	Multiple Invoices	\$ 638.37
10/24/2025	252600356	STAPLES -(PAPER)	Multiple Invoices	\$ 1,715.46
10/24/2025	252600357	TOTAL EXCAVATING AND GRADING LLC	Forest Road Base	\$ 386.25
10/24/2025	252600358	TRI STATE BOBCAT INC	Multiple Invoices	\$ 561.49
10/24/2025	252600359	UNIFIDE CST	service	\$ 504.15
10/24/2025	252600360	VENTRIS LEARNING LLC	supplies	\$ 160.00
10/24/2025	252600361	VERTICAL ENDEAVORS INC	Field Trip	\$ 1,540.00
10/24/2025	252600362	WILS	Multiple Invoices	\$ 2,988.85
10/31/2025	252600363	ADVANCED LIGHT & SOUND LLC	Multiple Invoices	\$ 2,073.00
10/31/2025	252600364	AMAZON CAPITAL SERVICES INC	Multiple Invoices	\$ 7,305.24
10/31/2025	252600365	CAROLINA BIOLOGICAL SUPPLY CO	supplies	\$ 607.76
10/31/2025	252600366	CONFIDENTIAL RECORDS INC	Multiple Invoices	\$ 111.82
10/31/2025	252600367	DUET RESOURCE GROUP INC	Multiple Invoices	\$ 1,015.74
10/31/2025	252600370	GRAINGER	Multiple Invoices	\$ 257.93
10/31/2025	252600371	HAND2MIND INC	supplies	\$ 111.99
10/31/2025	252600374	KRAUS-ANDERSON CONSTRUCTION CO	Multiple Invoices	\$ 1,283,980.56
10/31/2025	252600376	NEO ELECTRICAL SOLUTIONS LLC	Multiple Invoices	\$ 867.83
10/31/2025	252600377	NW COUNSELING & GUIDANCE CLINIC	Day Trtmt	\$ 2,500.00
10/31/2025	252600378	PARAGON DEVELOPMENT SYSTEMS INC	Multiple Invoices	\$ 404.42
10/31/2025	252600379	RENNING, LEWIS & LACY, S.C.	legal fees	\$ 192.00
10/31/2025	252600380	RF REN PROJECT LLC	Rent/insur	\$ 18,852.41
10/31/2025	252600381	RIVER CITY STITCH LLC	supplies	\$ 400.00
10/31/2025	252600382	SCHOOL DISTRICT OF HUDSON	homeless transport	\$ 228.16
10/31/2025	252600383	STAPLES -(PAPER)	supplies	\$ 172.49
10/31/2025	252600384	STEEL TOWNE RF	supplies	\$ 1,083.65
10/31/2025	252600385	TRI STATE BOBCAT INC	Skidsteer ck/lights	\$ 2,276.09
10/31/2025	252600386	UWRF	student classes	\$ 1,162.63
10/31/2025	252600388	WI SCHOOL PUBLIC RELATIONS ASSOC	conf reg	\$ 465.00

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Publication List - Checks over \$100 - November 2025 Meeting

10/31/2025	252600389	WIAA	Multiple Invoices	\$ 4,944.00
10/31/2025	252600390	WI ASSOC OF FFA INC	conf reg	\$ 640.00
10/31/2025	252600391	YALE MECHANICAL LLC	Qtrly BAS svc	\$ 6,051.25

RIVER FALLS BOARD OF EDUCATION MEETING

Monday, November 17, 2025

Personnel Agenda:

1. Recommended approval of the hiring of the following short-term, on call Substitute Teachers:
 - a. John Andrastek
 - b. Kathleen Drecktrah
 - c. Chelsea McDonald
 - d. Kari Owens
 - e. Kathi Nelson



Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	DISTRICT ORGANIZATION
Code	po1100
Status	
Legal	118.24, Wis. Stats.

1100 - DISTRICT ORGANIZATION

The School Board recognizes that the grouping of grades and services within the facilities of the District can assist the efficient operation of the District and help achieve a more effective instructional program.

The Superintendent will continually monitor the effectiveness of the District organizational plan and recommend to the School Board such modifications in the plan which are in the best interests of the students, make efficient use of District resources, and serve the educational goals of the School Board. Any reconfiguration of the grouping of grades, the use of buildings, or revision of services as part of the District's instructional program will require School Board approval.

The Superintendent will be the administrative head of the District. The Superintendent will define and recommend those administrative positions required to implement the educational system and program of learning established by the School Board. Any revision of the District's administrative organizational structure will require School Board approval.

Responsibility will flow clearly from the Superintendent through administrators to the operational personnel in a manner consistent with the District's plan of supervision for staff.

It will be the responsibility of the Superintendent to determine the need for and define operational requirements sufficient to ensure the effective functioning of the District.

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Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	DISTRICT GOALS
Code	po1110
Status	

1110 **DISTRICT GOALS**

Goal Setting

The School Board recognizes the value of goal setting for school improvement, consistent with the District's strategic plan. Therefore, the School Board and administration will annually assess districtwide needs and concerns and translate such concerns into achievable goals.

Upon completion of the goal-setting process, the administrative staff will develop an action plan and timetable to facilitate successful completion of the goals. The School Board President and Superintendent will establish a process for reporting to the full School Board no less than twice per school year. Goals will be monitored and adjusted, if necessary, throughout the school year.

A District performance report will be adopted and published annually by the School Board. The report will describe the School Board's and school administration's educational goals and objectives, including learning related performance objectives, student assessment results, and other information required by law. The report will be made publicly available on the District's website.

Goal Setting Procedure

1. The School Board and administration will assess the needs and concerns of the District.
2. The School Board and administration will annually establish and review goals for the upcoming school year consistent with the District's strategic plan.
3. The administration will develop an action plan and timetable to achieve these goals.
4. The School Board will monitor goals through administrative reports and adjust as necessary throughout the school year.
5. The School Board will meet with administration mid-year and discuss the District's progress toward the achievement of these goals.
6. A final evaluation of progress toward goal achievement will be presented and discussed at the annual review.

Adopted from retired policy 152, 152-Rule

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Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	ETHICS AND CONFLICT OF INTEREST
Code	po1130
Status	
Legal	19.42(7), 19.59, 946.13, Wis. Stats. 2 C.F.R. 200.12, 2 C.F.R. 200.113, 2 C.F.R. 200.318 7 C.F.R. 3016.36(b)(3) and 7 C.F.R. 3019.42

1130 - ETHICS AND CONFLICT OF INTEREST

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by School Board members, and the District's administrative employees and officers and is essential to the School Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the School Board adopts the following guidelines that are designed to avoid the occurrence or appearance of any conflicts of interest. These guidelines apply to all administrative employees, officers, and agents, including members of the School Board. These guidelines are not intended to be all inclusive, nor to substitute for good judgment on the part of all administrative employees, officers, and agents. Administrative employees are expected to perform their duties in an ethical manner and free from any actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The School Board's interest in enforcing this policy is to ensure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District, or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No administrative employee, officer, or agent will engage in or have a personal, financial, or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with the employee's, officer's, or agent's duties and responsibilities in the school system. Specifically, administrative employees must perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13, Wis. Stats. by having a private pecuniary interest in an amount that exceeds \$15,000, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private pecuniary interest and/or benefit.
- B. Administrative employees will not directly supervise a relative employed by the District or employed in a position contracted for by the District.
- C. Administrative employees, officers, and agents will not engage in business, private practice of their profession, the rendering of services, or anything of substantial value or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration rather than limitation, are the following:

1. the provision of any private lessons or services for a fee, unless the provision of services is arranged outside of school and is separate from, and in addition to, regular support provided to students as part of the administrator's regular duties;

2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees;
 3. the use, sale, or improper divulging of any privileged information about a student or client granted in the course of the employee's, officer's, or agent's employment or professional relationship with the School District through their access to School District records;
 4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals;
 5. the requirement of employees, students, or clients to purchase any private goods or services provided by an administrative employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations.
- D. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the administrative employee's supervisor and will be disclosed to the Superintendent before entering into any private relationship.
- E. Administrative employees, officers, and agents will not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- F. Administrative employees, officers, and agents will not participate in the selection, award, and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit, or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild, or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

Administrative employees and officers may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an administrative employee, officer, or agent may accept a gift of an unsolicited item of nominal value.

- G. Administrative employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery, or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

- H. Administrative employees and officers found to be in violation of this conflict of interest policy will be subject to discipline in accordance with Policy 3139 - Staff Discipline.

In the event that, within the course of administering a Federally funded grant program or service to the District, an administrative employee identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the administrative employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agency's rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice will be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an administrative employee to otherwise use the employee's public position to obtain a financial gain or anything of substantial value for oneself or the employee's immediate family, as defined in 19.42(7), Wis. Stats.



Book Clean Copies for Discussion/Approval
Section 1000 Administration Templates
Title SCHOOL BOARD - SUPERINTENDENT RELATIONSHIP
Code po1210
Status

1210 - SCHOOL BOARD - SUPERINTENDENT RELATIONSHIP

The School Board believes that, in general, it is the primary duty of the School Board to establish policies, and that of the Superintendent to administer such policies. Policy should not be originated or changed without the input or recommendation of the Superintendent. The Superintendent should be given the latitude to determine the best method of implementing the policies of the School Board.

The Superintendent, as the chief administrative officer of the District, is the primary professional advisor to the School Board. S/He is responsible for the development, supervision, and operation of the school program and facilities.

The Superintendent and those administrators directed by the Superintendent will attend all School Board meetings, when feasible. Administrative participation will be by professional counsel, guidance, and recommendation - as distinct from deliberation, debate, and voting of School Board members.

In the interests of promoting and maintaining a healthy and productive work environment, the Superintendent will report to the School Board President any information regarding School Board member conduct in violation of Policy 3362.01 - Threatening Behavior Toward Staff Members, Policy 4362.01 - Threatening Behavior Toward Staff Members, or Bylaw 0144.5 - School Board Member Behavior and Code of Conduct. If such a report involves the School Board President, the School Board Vice-President will be notified.

The School Board is responsible for determining the success of the Superintendent in meeting the goals established by the School Board through annual evaluations of the Superintendent's performance.

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Book Clean Copies for Discussion/Approval
Section 1000 Administration Templates
Title WHISTLEBLOWER PROTECTION
Code po1211
Status

1211 - WHISTLEBLOWER PROTECTION

The School Board expects all of its employees to be honest and ethical in their conduct, and to comply with applicable State and Federal law and School Board policies. The School Board expects employees to report to their immediate supervisors any violation or suspected violation of any Federal, State or local law, policy, or regulation committed by any employee, or agent of an agency or independent contractor which is doing business with the School Board, which creates and presents a substantial or specific danger to the public's health, safety, or welfare. Additionally, employees are expected to report any act or suspected act of gross mismanagement, malfeasance, misfeasance, gross waste of public funds, suspected or actual Medicaid fraud or abuse, or gross neglect of duty committed by an employee or agent of an agency or independent contractor which is doing business with the School Board.

It is the responsibility of an administrator who is aware of conduct on the part of any School Board member or employee that possibly violates Federal or State law, or School Board policy, to call this conduct to the attention of the employee's immediate supervisor. If the administrator's immediate supervisor is not responsive or is the employee whose behavior is in question, the administrator should report the alleged misconduct to the Superintendent.

After such a report is made by the administrator, the immediate supervisor, or the Superintendent, will ask that the report be put in writing.

Any administrator making such a report will be protected from discipline, retaliation, or reprisal for making such a report as long as the administrator made such a report based on a reasonable and good faith belief that the report is accurate and not based on the administrator's intent to harm, harass, intimidate, or retaliate against another individual.

Administrators are subject to disciplinary action, up to and including termination, for purposely, knowingly, or recklessly making a false report under this policy. Conversely, administrators are subject to disciplinary action, up to and including termination, if they are aware of a violation of Federal, State, or local law that the School Board has the authority to correct and they do not make a report confirmed in writing to their immediate supervisor or the Superintendent, as appropriate.

If the alleged misconduct that is reported involves a School Board member, the employee will report to the Superintendent, who is authorized to engage the School Board's legal counsel to manage an investigation concerning the matter. If the report concerns the Superintendent, the administrator will make the report to the School Board President, who is authorized to engage the School Board's legal counsel to manage the investigation.

Upon receipt of a report made by a staff member pursuant to this policy, an investigation will be commenced as soon as possible and will be handled expeditiously.

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Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	STUDENT SUPERVISION AND WELFARE
Code	po1213
Status	
Legal	48.981, Wis. Stats. 948, Wis. Stats. 948.095, Wis. Stats.

1213 - **STUDENT SUPERVISION AND WELFARE**

Administrators are frequently confronted with situations which, if handled incorrectly, could result in liability to the District and personal liability to the administrator. It is the intent of the School Board to direct the preparation of guidelines that would minimize that possibility.

An administrator who is found to have had sexual contact with any student will be referred to the proper authorities and subject to discipline, up to and including discharge.

This section should not be construed as affecting any obligations on the part of staff to report suspected child abuse under 48.981, Wis. Stats. and Policy 8462.

Each administrator will maintain a standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities which include, but are not limited to, the following:

- A. An administrator will report immediately any accident or safety hazard about which they are informed, or detect, to their supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.
- B. An administrator will report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the Superintendent, the School Resource Officer (SRO), and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety.
- C. An administrator should not volunteer to assume responsibility for duties that they cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- D. An administrator will not send students on any personal errands.
- E. An administrator will not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any administrator will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.

This provision should not be construed as precluding an administrator from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.

- F. An administrator will not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
- G. An administrator will not transport students for school-related activities in a private vehicle without the approval from the Human Resources Department, and consistent with the provisions of Policy 8660 - Transportation by Private Vehicle for District-Sponsored Trips. This does not apply to any student who is an administrator's family member.
- H. A student will not be required to perform work or services that may be detrimental to their health.
- I. Administrators are discouraged from engaging students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.
- J. Administrators are expressly prohibited from posting any picture, video, meme, or other visual depiction of students on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such events where the purpose of the photo or video is to depict the event, not a particular student. This section does not apply to depictions of an administrator's own child or other relative.

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any administrator who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and School Board Policy 8462 - Child Abuse and Neglect, each administrator will report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

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Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	EMPLOYMENT OF THE SUPERINTENDENT
Code	po1220
Status	
Legal	118.24, Wis. Stats. 29 C.F.R. Part 1635 42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

1220 - **EMPLOYMENT OF THE SUPERINTENDENT**

The School Board vests the primary responsibility for the administration of this District in the Superintendent. The appointment of that officer is, therefore, one of the most important functions the School Board can perform.

When a Superintendent opening occurs, the School Board will aggressively recruit in an effort to fill the position with the most capable person available. The School Board will consider only those candidates who meet both, or are able to obtain, state and local qualifications and who display the ability to successfully carry out the essential functions of the Superintendent's job.

The School Board President, or designee, will inform various educational institutions and placement agencies of the Superintendent vacancy. The services of an advisory committee and/or a consultant may be utilized in both recruiting and interviewing Superintendent candidates. The School Board, acting as a committee of the whole, will conduct interviews with selected candidates.

A majority vote of the full membership of the School Board will be required to appoint a Superintendent at a legally held regular or special School Board meeting.

Whenever the position of Superintendent will be vacant, the School Board will appoint a Superintendent as chief executive officer and fix the Superintendent's salary and term of office which will be no more than two (2) years. However, a contract for a term of two (2) years may provide for one or more extensions of one (1) year each, consistent with 118.24(1) Wis. Stats.

Adopted from retired policy 221

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Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	EVALUATION OF THE SUPERINTENDENT
Code	po1240
Status	
Legal	115.415, 118.24, 120.12(2m), 121.02(1)(a), 121.02(1)(g), Wis. Stats. PI 8.01(2)(a) PI 8.01(2)(g) PI 34.03 PI 34.32(1) PI 47

1240 - **EVALUATION OF THE SUPERINTENDENT**

The School Board believes it is essential that it evaluate the Superintendent's performance periodically in order to assist both the School Board and the Superintendent in the proper discharge of their responsibilities, ensure accountability, and to enable the School Board to provide the District with the best possible leadership.

The School Board will annually, no later than June 30, evaluate the performance of the Superintendent. Such evaluation will include an assessment of:

- A. the progress toward the educational and strategic plan goals of the District;
- B. the working relationship between the School Board and the Superintendent.

Such assessments will be based on defined quality expectations developed by the School Board for each criteria being assessed.

The School Board and the Superintendent, jointly, will, at the outset of each evaluation, determine the method by which the evaluation will be conducted. Such a method may include:

- A. the Superintendent's own self-analysis of the current status of the District;
- B. the active participation of each School Board member;
- C. a compilation of assessments on a prepared standard form by individual School Board members, which will then be reviewed jointly by the School Board and Superintendent.

As an outcome of the evaluation of the Superintendent's performance, the School Board should be prepared to judge the advisability of retention of the Superintendent and be prepared better to:

- A. determine the Superintendent's salary;

B. identify strengths and weaknesses in the operation of the District and determine means by which weaknesses can be reduced and strengths are maintained;

C. establish specific objectives, the achievement of which will advance the District toward its goals.

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Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	NON-RENEWAL OR TERMINATION OF THE SUPERINTENDENT'S CONTRACT
Code	po1241
Status	
Legal	118.24(6) and (7), Wis. Stats.

1241 - NON-RENEWAL OR TERMINATION OF THE SUPERINTENDENT'S CONTRACT

The School Board has an obligation to the students, parents, and residents of this District to employ the professional leadership that the School Board feels best suited to meet the educational needs of the students. The School Board will meet this obligation through recruitment, hiring, and supervision efforts designed to assure that the Superintendent is highly qualified and meeting performance standards while in the position.

If the Superintendent's performance is found to be unsatisfactory by the School Board, the Superintendent will be notified in writing by the President. The Superintendent will normally be given an opportunity to address identified deficiencies in performance.

If the School Board intends to consider non-renewal of the Superintendent's contract, it will give the Superintendent written preliminary notice by registered mail at least five (5) months prior to the expiration of the contract.

If the Superintendent files a written request with the School Board within seven (7) days after receiving such notice, the Superintendent has a right to a hearing prior to being given the notice of non-renewal of the contract. The Superintendent may request a public or private hearing and request that the School Board provide its reasons for non-renewal, in writing, prior to the hearing.

At least four (4) months prior to the expiration of the contract of the Superintendent, the School Board will provide notice, in writing, of either renewal of the contract or refusal to renew such contract. No person may be employed or dismissed except by a majority vote of the full membership of the School Board.

Non-renewal or unilateral termination of the Superintendent's contract will be consistent with State law and with the provisions of the employment contract between the School Board and the Superintendent. The School Board President, with the assistance of School Board legal counsel, will be responsible for compliance with non-renewal or termination procedural requirements.

By mutual agreement of the School Board and the Superintendent, the employment contract may be modified or terminated. Policy 3140 - Non-Renewal, Resignation, and Termination applies to administrators other than the Superintendent.

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Book Clean Copies for Discussion/Approval
Section 1000 Administration Templates
Title INCAPACITY OF THE SUPERINTENDENT
Code po1260
Status

1260 - **INCAPACITY OF THE SUPERINTENDENT**

It is the duty of the School Board to appoint an interim Superintendent by a majority vote of the School Board upon a determination that the Superintendent is incapacitated in such a manner that the Superintendent is unable to perform the duties of the office. Until such appointment, the School Board President will have the authority to take or delegate necessary administrative actions on behalf of the District.

The School Board will fix the compensation of the interim Superintendent who will serve, pending further determination of the Superintendent's ability to perform assigned duties and functions, or until the Superintendent's employment ends and a new Superintendent assumes office. The interim Superintendent will perform all of the duties and functions of the Superintendent, and may be removed at any time using the procedures set forth in Policy 3140 - Non-Renewal, Resignation, and Termination.

The School Board will exercise its authority under law to determine the incapacity of the Superintendent and to place the Superintendent on leave for a physical or mental condition that affects the Superintendent's ability to perform assigned duties in conformance with the law. The School Board may require that the Superintendent submit to an appropriate examination by a healthcare provider of the Superintendent's choice, a healthcare provider designated and compensated by the District, or both.

The Superintendent will be required to execute a release that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) in order to allow the report of the medical examination to be released to the School Board and to allow the School Board to speak to the health care provider who conducted the medical examination if clarification is needed. Refusal to submit to an appropriate examination or to execute the HIPAA release will be grounds for disciplinary action, up to and including termination.

If the School Board determines that the Superintendent is unable to perform the duties of the office, the Superintendent may:

- A. at the Superintendent's request, be placed on sick leave, with pay, not to exceed the amount of accumulated, but unused, sick leave and any advancement of such sick leave which may be authorized by School Board policy;
- B. at the request of the School Board, be placed on sick leave with such pay to which the Superintendent may be entitled or which may be authorized by School Board policy;
- C. at the Superintendent's request, be placed on a leave without pay.

As required by Federal law and regulation and School Board Policy 1422.02 - Nondiscrimination Based on Genetic Information of the Employee, the School Board will direct the provider designated by the School Board to conduct the examination, not to collect genetic information or provide any genetic information, including the individual's family medical history, in the report of the medical examination.

Pursuant to State law and in accordance with the Americans with Disabilities Act, as amended (ADA) and the Genetic Information Nondiscrimination Act (GINA), the results of any such examination will be treated as a confidential medical record and will be exempt from release, except as provided by law. If the District inadvertently receives genetic information about an individual who is required to submit to an appropriate examination from the medical provider, it will be treated as a confidential medical record as required by the ADA.

If, as a result of such examination, the Superintendent is found to be unable to perform assigned duties, the Superintendent may be placed on a leave of absence until such time as the Superintendent is able to return to the performance of the position or other action is taken.

The School Board may designate any period of leave under this policy as qualifying leave under State and/or Federal FMLA leave entitlement consistent with Policy 1630.01 as provided by law.

The foregoing leave will not extend beyond the contract of the Superintendent.

The Superintendent will, upon request to the President of the School Board, be returned to active duty status, unless the School Board denies the request within ten (10) days of receipt of the request. The School Board may require the Superintendent to establish to its satisfaction that the Superintendent is capable of resuming such duties on a full-time basis.

The School Board may demand that the Superintendent return to active service upon medical documentation that the Superintendent is able to resume the position's duties.

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Section 1000 Administration Templates
Title JOB DESCRIPTIONS
Code po1400
Status

1400 - JOB DESCRIPTIONS

The School Board recognizes that it is essential for District and employee accountability for each staff member to be fully aware of the duties and responsibilities of his/her position. Job descriptions document and describe the essential functions for professional staff positions, and thereby promote organizational effectiveness and efficiency. Therefore, the Superintendent will maintain a current, comprehensive, and coordinated set of job descriptions for professional and support staff positions. Job descriptions of licensed personnel, and any revisions thereof, will be approved by the School Board and maintained by the Human Resources Department.

The job description of the Superintendent will be included in the School Board policy manual.

As long as the provisions of the job description(s) are not inconsistent with School Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees.

Employees will be evaluated, at least in part, against their job descriptions.

Each job description will include a statement that reserves the authority to the Superintendent to assign additional duties and responsibilities as necessary within the scope of the employment position.

Upon employment by the School Board, the staff member will receive a copy of the current job description for the position for which s/he has been employed. The employee's immediate supervisor will review this job description with the staff member as part of the employment orientation process.

From time-to-time, the School Board further recognizes that the Superintendent may find it necessary to revise job descriptions for support staff positions.

Following the revision of a job description, staff members who are affected by that revised job description will be provided access to the updated version and the opportunity to discuss the revisions therein with their immediate supervisor.

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Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	SUPERINTENDENT JOB DESCRIPTION
Code	po1400.01
Status	

1400.01 - **SUPERINTENDENT JOB DESCRIPTION**

MINIMUM QUALIFICATIONS: Have the ability to obtain a valid license for Superintendent or District Administrator issued by the State of Wisconsin Department of Public Instruction (DPI), and such qualifications of academic, professional, and personal experience as specified by the River Falls School Board. Must have strong human relations skills.

POSITION SUMMARY: The Superintendent is the chief school administrator and the executive official for the School Board of the School District of River Falls. The Superintendent is charged with providing leadership in developing, achieving, and maintaining outstanding educational programs, services, and opportunities for the students, staff, and residents of the School District of River Falls, as well as performing all other duties as assigned by the School Board.

REPORTS TO: School Board

SUPERVISES: Director of Human Resources and Leadership Development, Director of Academic Services, Director of Finance and Facilities, Director of Student Services, Administrative Assistant to the Superintendent, High School Principal, Middle School Principal, Elementary School Principals, Supervisor of Information Technology, Renaissance Charter Academy Coordinator, and Community Education/Communications Director

SCHOOL BOARD DEVELOPMENT

1. Serve as ex-officio on the School Board by providing recommendations, participating in discussions, and making reports on topics of importance to the School Board.
2. Lead School Board and administration in annual goal-setting aligned to a district strategic plan.
3. Assist in planning organizational meetings in April to ensure smooth operations of the School Board during the year.
4. Facilitate School Board professional development opportunities (inservice, retreats, workshops) and encourage School Board participation.
5. Keep the School Board informed on matters such as district challenges, needed School Board decisions, legislative and funding issues, and state and federal policies.
6. Conduct information sessions for School Board candidates and train newly elected School Board members in school district operations and issues.
7. Collaborate with the School Board President to establish meeting agendas.
8. Perform all other duties as assigned by the School Board.

COMMUNICATIONS AND COMMUNITY RELATIONS

1. Provide for a system of internal communications.
 - a. Build and nurture relationships and rapport with staff.
 - b. Organize district efforts to recognize staff contributions and achievements.
2. Provide for a system of external communications.
 - a. Build and nurture relationships with community stakeholders.
 - b. Provide for regular flow of information to and from community stakeholders.
 - c. Participate in civic, community, and business organizations.
 - d. Promote and implement partnerships with community stakeholders.
 - e. Communicate emergency school closing decisions.

EDUCATIONAL LEADERSHIP AND DISTRICT CULTURE

1. Provide leadership, vision, empowerment, and motivation for district administration and staff to develop and implement strong educational programs aligned to the district mission.
2. Recommend employment, transfer, promotion, and dismissal of all administrative personnel.
3. Oversee individual administrative goal-setting and professional development.
4. Ensure accountability of administrators in effectively implementing duties as defined in job descriptions and district strategic plans.
5. Delegate appropriate responsibilities for members of the administrative team, including that of acting Superintendent during the Superintendent's absence.
6. Oversee all aspects of crisis prevention and response planning.
7. Provide a consistent conflict resolution process when addressing complaints, comments, concerns and criticisms regarding the operation of the District from the public, employees of the District, students, or School Board members in accord with School Board policy.
8. Seek equity, inclusion, and diversity in recruitment, policy adoption, training, and decision-making.

STRATEGIC PLANNING

1. Provide leadership for systemic long-range planning for all aspects of the District, including instructional, staffing, capital needs, fiscal, and stakeholder involvement.
2. Oversee implementation of the District's strategic plan to meet the mission of the District.
3. Project enrollment, staffing, and facility needs and establish a plan to address needs.
4. Create and implement a system that provides ongoing, timely strategic plan progress updates to the School Board and employees.

POLICY/GOVERNANCE/DECISION-MAKING

1. Recommend School Board policies and policy changes, and implement policies and procedures as established and approved by the School Board.
2. Collaborate with administrators to recommend organizational structures that provide for effective and efficient operations of the District.
3. Recommend calendar of school days for School Board approval and make decisions on alterations in school day schedule for emergency or weather-related changes.
4. Function as the administrative liaison between the School Board and administrators.

FISCAL AND LEGAL MANAGEMENT

1. Administer the school system in conformity with the laws of the United States, the State of Wisconsin, and regulations of the DPI.
2. Oversee long-range budget revenue and expenditure projections, annual budgeting procedures, and sound fiscal management of district revenues and resources.
3. Provide leadership in the professional negotiations process.
4. Manage all litigation, attorney consultation, and legal issues of the District.



Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS
Code	po1421
Status	
Legal	111.335, Wis. Stats.

1421 - **CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

To ensure the safety of students and staff, it is the policy of the School Board that criminal background investigations be conducted on any paid staff member. Criminal background investigations will also be conducted on university interns and student teachers, and on those wishing to volunteer in the District. Background investigations will be completed prior to the beginning of paid or volunteer service.

Employment may be offered pending the return and disposition of such background checks. All offers of employment are contingent upon the results of such checks. If an applicant has committed a crime that substantially relates to the circumstances of the particular position for which he/she is applying, the District may take that offense into consideration when deciding whether to employ the individual. The District may refuse to employ an individual who has been convicted of a felony and who has not been pardoned for that felony.

Knowingly falsifying any of the information in pre-employment documents, such as an application for employment or background check questionnaire, will be sufficient grounds for not being hired or for discharge.

Criminal background investigation paperwork including forms and records obtained through processing will be considered confidential and will not be released or disseminated unless required by law.

All District employees will notify their immediate supervisor or building principal as soon as possible, but no more than three calendar days after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

- 1) crimes involving school property or funds;
- 2) crimes involving fraudulent or unauthorized attempt to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
- 3) crimes that occur wholly or in part on school property or at a school-sponsored activity;
- 4) a misdemeanor which involves moral turpitude [e.g. an act or behavior that gravely violates moral sentiments or accepted moral standards of the community]; or
- 5) a misdemeanor which violates the public trust.
- 6) major traffic offenses (e.g., operating under the influence of an intoxicant or other drug, reckless driving, operating after suspension/revocation, failure to report an accident, refusal to take a breath test). Minor traffic offenses (e.g., non-moving violations, speeding, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking) do not need to be reported. However, if an employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff, other than the staff member's own family, in any vehicle they must report any traffic offense (not including parking tickets).

Per School District of River Falls Employee Handbook, employees who notify their supervisor or building principal of an arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the offenses as indicated above will be subject to being placed on administrative leave, suspension, or termination, as permitted by law. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

Adopted from retired policy 533.1

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Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code	po1422
Status	
Legal	111.31 et seq., Wis. Stats. 111.335(d)(2), Wis. Stats. 118.195, Wis. Stats. 118.20, Wis. Stats. Fourteenth Amendment, U.S. Constitution 20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974 20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act 29 U.S.C. 701 et seq., Rehabilitation Act of 1973, as amended 38 U.S.C. 4301 et seq., Uniformed Services Employment and Reemployment Rights Act 42 U.S.C. 2000 et seq., Civil Rights Act of 1964 42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964 42 U.S.C. 2000e et seq., Title VII of the Civil Rights Act of 1964 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act of 1973 as amended 42 U.S.C. 6101 et seq., Age Discrimination Act of 1975 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

1422 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The School Board does not discriminate in the employment of administrative staff on the basis of race, color, national origin, age, sex (including gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other legally protected category in its programs and activities, including employment opportunities.

Notice of the School Board's policy on nondiscrimination 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 recruitment64 statements or general information publications.

Definitions

Words used in this policy will have those meanings defined herein; words not defined herein will 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, full-time National Guard duty, Reserve Duty, and performance of duty or training by a member of Wisconsin organized militia. It also includes the period of time for which a person is absent from employment 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.

District community means students and employees (i.e., administrators, 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 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).

District Compliance Officers

The School Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators"; hereinafter referred to as the "COs").

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

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

- A. on the District's website.
- B. in the employee handbooks.

The COs 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, retaliation, or denial of equal access. The COs will also verify that proper notice of nondiscrimination has been provided 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), the Age Discrimination in Employment Act of 1975, and the Genetic Information Nondiscrimination Act (GINA) to students, their parents, staff members, and the general public. 65

Reports and Complaints of Discrimination and Retaliation

Employees are required to report incidents of discrimination and/or retaliation to an administrator, supervisor, or other supervisory employees so that the School Board may address the conduct. Any administrator, supervisor, or other supervisory employees who receive such a report will file it with the CO at the employee's first opportunity, but no later than two (2) days.

Discrimination against an individual based on their sex (including gender status, sexual orientation, and gender identity) is discrimination in violation of Title VII. Specifically, discrimination on the basis of sex stereotyping/gender-nonconformity constitutes sex discrimination. This is true irrespective of the cause of the person's gender non-conforming behavior. Employment actions based upon an individual's sex could be suspect and potentially impermissible.

COs are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her gender status, sexual orientation, and gender identity.

Any questions concerning whether alleged conduct might violate this prohibition should be brought to the CO's attention promptly.

Employees who believe they have been discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint will not adversely affect the Complainant's employment. 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.

The COs will be available during regular school/work hours to discuss concerns related to discrimination/retaliation. COs will accept reports of discrimination/retaliation directly from any member of the District community or a Third Party, or receive reports that are initially filed with 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 the CO will designate a specific individual to conduct such a process as identified in a pre-defined list of investigators. The CO will provide a copy of this policy to the Complainant and the Respondent upon request.

Any employee who directly observes discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any 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 employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO must contact the Complainant within two (2) business days to advise of the School Board's intent to investigate the alleged wrongdoing.

Investigation and Complaint Procedure

Except for sex discrimination and/or sexual harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee who alleges to have been subjected to discrimination or retaliation may seek resolution of the complaint through the procedures described below. The complaint procedures involve an investigation of the individual's claims of discrimination/retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of discrimination or retaliation with the United States Department of Education Office for Civil Rights, the Wisconsin Equal Rights Division, or the Equal Employment Opportunity Commission ("EEOC").

Complaint Procedure

A Complainant who alleges discrimination/retaliation may file a complaint, either orally or in writing: 1) with a Principal; 2) the CO; or 3) to the Superintendent or other supervisory employees. Any complaint received regarding the Superintendent or a School Board member will be referred to the School Board's legal counsel, who will assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint will be reported to the Superintendent, who will coordinate with the other appointed/designated CO or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.

Due to the sensitivity surrounding complaints of discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, Superintendent, or other supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO at the employee's first opportunity, but no later than two (2) days.

Throughout the course of the process, 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: the identity of the Respondent; a detailed description of their understanding 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 will 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 in the investigatory phase to protect the Complainant from further discrimination or retaliation, including but not limited to a change of work assignment or 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 may still take whatever actions are deemed appropriate in consultation with the Superintendent.

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.

Simultaneously, the CO will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and upon request provided with a copy of any relevant policies and/or administrative guidelines, including this Policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint and the obligation to do so within five (5) days.

Investigations will 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 will keep the Complainant reasonably informed of the investigation's progress.

The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any witnesses who may reasonably 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 that is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO will prepare and deliver a written report to the Superintendent that 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 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 Superintendent or School Board President, or if the matter involves the Superintendent, 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, the Superintendent either must issue a written decision regarding whether the charges have been substantiated or request further investigation. A summary of the Superintendent's final decision will be provided to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days, or as quickly as possible if additional time is necessary due to the availability of necessary witness(es) or documents. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

If the Superintendent determines the Respondent engaged in discrimination/retaliation toward the Complainant, the Superintendent must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate, effective, and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal through a signed written statement to the School Board within five (5) days of the party's receipt of the Superintendent's decision. The written statement of appeal must be submitted to the Superintendent, who will forward the request to the School Board President.

In an attempt to resolve the complaint, the School Board will review the findings and may meet with the concerned parties and their representatives within twenty (20) days of the receipt of such an appeal. A copy of the School Board's disposition of the appeal will be sent to each concerned party within ten (10) days of its decision. The decision of the School Board will be final.

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 will 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.

Privacy/Confidentiality

The School Board 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 School Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

All records generated under the terms of this policy will be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Respondents must be provided an opportunity to meaningfully respond to allegations, which may include disclosure of the Complainant's identity.

During the course of an investigation, the CO 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 will be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken due 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 will 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 any relevant codes of conduct.

When imposing discipline, the Superintendent will 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 Superintendent will be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

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, 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 Superintendent will provide appropriate information to all members of the District community related to the implementation of this policy and will provide training for District 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 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 will retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but are 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 pertaining 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 taken, both individual and systemic, 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.

The 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 documents, ESI, and electronic media (as defined in Policy 8315 - Information Management) created or received as part of an investigation will 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.

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Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE
Code	po1422.02
Status	
Legal	42 U.S.C. 2000ff et seq. Title II, The Genetic Information Nondiscrimination Act of 2008 29 C.F.R. Part 1635

1422.02 - **NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE**

The School Board prohibits discrimination on the basis of genetic information in all aspects of employment, including hiring, firing, compensation, job assignments, promotions, layoffs, training, fringe benefits, or any other terms, conditions, or privileges of employment. The School Board also does not limit, segregate, or classify applicants or employees in any way that would deprive or tend to deprive them of employment opportunities or otherwise adversely affect the status of the person as an employee, based on genetic information. Harassment of a person because of genetic information is also prohibited. Likewise, retaliation against a person for identifying, objecting to, or filing a complaint concerning a violation of this policy is prohibited.

The identity of the Compliance Officer (see Policy 1422 - Nondiscrimination and Equal Employment Opportunity) will be posted throughout the District and published in any District statement regarding the prohibition of discrimination on the basis of genetic information in all aspects of employment, in any staff handbooks, and in general information publications of the District as required by Federal and State law and on the District website.

In accordance with Title II of the Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff, et seq., and 29 C.F.R. Part 1635 ("GINA"), the School Board will not request, require or purchase genetic information of employees, their family members, or applicants for employment. Further, in compliance with GINA, applicants and employees are directed not to provide any genetic information, including the individual's family medical history, in response to necessary requests for medical information, with the exception that family medical history may be provided as part of the certification process for FMLA leave, or when an employee is asking for leave to care for an immediate family member with a serious health condition. Applicants for employment are directed not to provide any genetic information, including the individual's family medical history, in response to requests for medical information as part of the District's application for employment process. Employees and applicants for employment will not be penalized for providing genetic information in good faith in response to a request from a District employee or agent, unless that applicant or employee refuses to delete the information at the request of the employee or agent of the District.

As used in this policy, "genetic information" means information about: (a) an individual's genetic tests; (b) the genetic tests of that individual's family members; (c) the manifestation of disease or disorder in family members of the individual (i.e., family medical history); (d) an individual's request for or receipt of genetic services or the participation in clinical research that includes genetic services by the individual or a family member of the individual; or (e) the genetic information of a fetus carried by an individual or a pregnant woman who is a family member of the individual and the genetic information of an embryo legally held by an individual or family member using assistive reproductive technology.

The term "genetic information" does not include information about the sex or age of the individual, the sex or age of family members, or information about the race or ethnicity of the individual or family member that is not derived from a genetic test.

As used in this policy, "genetic test" means an analysis of human DNA, RNA, chromosomes, proteins, or metabolites that detect genotypes, mutations, or chromosomal changes. The term includes any test of a person's DNA/RNA.

If the District's employees or agents legally and/or inadvertently receive genetic information about an employee or applicant, it will be treated as a confidential medical record in accordance with the law.

The District's Compliance Officer (see Policy 1422 - Nondiscrimination and Equal Employment Opportunity) is responsible for overseeing the School Board's compliance with this policy and GINA and proposing revisions and additions to this policy as necessary to ensure the School Board's compliance with GINA. This person will be responsible for working with the School Board's legal counsel to fully implement the requirements of GINA in all activities of the School District. The Compliance Officer will also verify that proper notice of nondiscrimination for Title II of GINA is provided to staff members, and that all requests for health-related information (e.g., to support an employee's request for reasonable accommodation under the ADA or a request for sick leave) are accompanied by a written warning that directs the employee or health care provider not to collect or provide genetic information. The warning will read as follows:

Genetic Information Nondiscrimination Act of 2008 (GINA) Disclosure Requirement

The Genetic Information Nondiscrimination Act of 2008 or "GINA" prohibits employers and other entities covered by the law, including the School Board, from requesting or requiring genetic information of an employee or applicant or family member of an employee or applicant, except as specifically allowed by law. To comply with GINA, do not provide any genetic information when responding to this request for medical information (unless the request pertains to a request for FMLA leave for purposes of caring for an immediate family member with a serious health condition). "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic test, the fact that an individual or an individual's family member sought or received genetic services or participated in clinical research that includes genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services. Questions concerning compliance with the requirements of GINA may be directed to the Compliance Officer at 715-425-1800.

District Compliance Officers

Mark Inouye
Director of Student Services/Title IX Coordinator - Student
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
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nate.schurman@rfsd.k12.wi.us

The grievance procedure for complaints of discrimination in Policy 1422 applies to complaints of discrimination, including harassment or retaliation prohibited by GINA, and may be utilized if an employee alleges discrimination or harassment on the basis of genetic information or retaliation for identifying, objecting to, or filing a complaint concerning a violation of GINA or this policy.

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Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	PHYSICAL EXAMINATION
Code	po1460
Status	
Legal	118.25, Wis. Stats. 118.25(2)(a), Wis. Stats. 121.52(3), Wis. Stats. 29 C.F.R. Part 1630 29 C.F.R. Part 1635 42 U.S.C. 12101 et seq. Americans with Disabilities Act of 1990, as amended 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

1460 - **PHYSICAL EXAMINATION**

Upon initial employment, employees will be required to have a health examination, including tuberculin screening. An employee can submit proof of an examination, chest X-ray, or tuberculin test, which was taken within the 90 days prior to an offer of employment. In the event the employee has a positive reaction to the skin test, a chest x-ray will be done at a facility selected by the School District of River Falls. Anyone who has a known automatic positive reaction to the skin test may have a chest X-ray without first undergoing the skin test.

Freedom from tuberculosis in a communicable form is a condition of employment. Those employees having positive reactions to the skin test will be required to undergo a follow-up examination with a physician. A copy of the results of this examination will be kept on file in the district administrative offices.

An employee may be exempt from the physical examination requirement for religious reasons if an affidavit has been filed with the School Board claiming such exemption. No employee may be discriminated against by reason of the employee filing such an affidavit. Notwithstanding the filing of an affidavit, if there is reasonable cause to believe that an employee is suffering from an illness detrimental to the health of students, the School Board may require the employee to undergo a health examination sufficient to indicate whether or not the employee is suffering from such an illness.

The cost of the examination, including tuberculin skin test or chest x-ray, will be paid out of District funds for all permanent and substitute employees. The medical examination report will be completed by a facility selected by the District.

Additional physical exams, for certain employee groups based on job expectations, may be required in accordance with state law. In addition to the aforementioned, school bus drivers will be required to complete a medical examination report as prescribed by state law. Completion of this report is mandatory prior to being tested for a school bus driver's license.

Certificates of examination will be maintained in separate files within the District, along with any restrictions from the employee's physician. They will be treated as confidential medical records and will only be available to those individuals specifically authorized by law.

Adopted from retired Policy 523.1

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Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY
Code	po1461
Status	
Legal	111.32 et seq., the Wisconsin Fair Employment Act 29 C.F.R. Part 1630 29 C.F.R. Part 1635 42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

1461 - UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY

It is the policy of the School Board to protect students and employees from the effects of contagious diseases and other circumstances that render administrators unable to perform their duties.

The School Board authorizes the Superintendent to place an administrator on leave for a physical or mental condition that affects the employee's ability to perform assigned duties in conformance with the law.

The Superintendent may require that the administrator submit to an appropriate examination by a healthcare provider of the administrator's choice, a healthcare provider designated and compensated by the District, or both.

The employee will be required to execute a release that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) in order to allow the report of the medical examination to be released to the School Board/Superintendent and to allow the Superintendent to speak to the health care provider who conducted the medical examination in order to get clarification. Refusal of the administrator to submit to an appropriate examination requested by the Superintendent or to execute the HIPAA release will be grounds for disciplinary action, up to and including termination.

As required by Federal law and regulation and School Board Policy 1422.02 - Nondiscrimination Based on Genetic Information of the Employee, the Superintendent will direct the provider designated by the District to conduct the examination not to collect genetic information or provide any genetic information, including the individual's family medical history, in the report of the medical examination.

Pursuant to State law and in accordance with the Americans with Disabilities Act, as amended (ADA) and the Genetic Information Nondiscrimination Act (GINA), the results of any such examination will be treated as a confidential medical record and will be exempt from release, except as provided by law. If the District inadvertently receives genetic information about an individual who is required to submit to an appropriate examination from the medical provider, it will be treated as a confidential medical record as required by the ADA.

If, as a result of such examination, the administrator is found to be unable to perform assigned duties, the administrator will be placed on a leave of absence pending further determination of ability to perform duties, including evaluation of any reasonable accommodations in the event of the existence of a disability.

Should an Administrator, as defined in Policy 0100 - Definitions, refuse to submit to the examination requested by the Superintendent, such refusal will subject the administrator to disciplinary action.

The Superintendent may designate any period of leave under this policy as qualifying leave under State and/or Federal FMLA leave entitlement consistent with Policy 3430.01 - Family & Medical Leave of Absence (FMLA) as provided by law.

In the event the Superintendent is the administrator subject to this policy, the School Board President will direct the appropriate actions pursuant to this policy and Policy 1260 - Incapacity of the Superintendent.

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Book	Clean Copies for Discussion/Approval
Section	1000 Administration Templates
Title	FAMILY & MEDICAL LEAVE OF ABSENCE ("FMLA")
Code	po1630.01
Status	
Legal	29 U.S.C. 2601 et. seq. 29 C.F.R. Part 825 103.10, Wis. Stats. Wis. Admin. Department of Workforce Development (DWD) 225 National Defense Authorization Act of 2010

1630.01 - FAMILY & MEDICAL LEAVE OF ABSENCE ("FMLA")

Introduction

In accordance with Federal and State law, the School Board will provide family and medical leave to administrative staff. The School Board's Family and Medical Leave Act policy is intended to conform to and comply with, but not exceed, the requirements of the Federal Family and Medical Leave Act of 1993 ("FMLA") and the Wisconsin Family and Medical Leave Act ("WFMLA"). To the extent that this policy is ambiguous or conflicts with the FMLA or the WFMLA, the FMLA and the WFMLA will govern.

Family and medical leave taken under this policy may be covered by Federal law, State law, or both. When leave taken by a staff member under this policy is governed by both Federal and State law, the more generous provision will control in the event of a conflict. However, when leaves are governed by State or Federal law, but not both, the applicable law will control under this policy. In this regard, staff members should note that certain leaves may be covered by both State and Federal law for only a portion of the leave. To the extent permitted by law, leave under the FMLA, leave under the WFMLA, and leave granted under the School Board's other policies will run concurrently (at the same time).

Eligibility Requirements

To be eligible for leave under the FMLA, a staff member must have been employed by the District for at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding the commencement of the requested leave.

To be eligible for leave under the WFMLA, a staff member must have been employed for more than fifty-two (52) consecutive weeks and have worked or been paid for at least 1,000 hours in the preceding fifty-two (52) weeks. The kind and amount of leave available to the staff member under this policy, as well as the staff member's rights during leave, depend upon whether the staff member satisfies the above requirements.

Qualifying Reasons for Leave

The School Board provides family and medical leave for eligible staff members under the following circumstances:

- A. for the birth of the eligible staff member's child and to care for a newborn child

B. for placement with the eligible staff member of a child for adoption or foster care

C. to care for an eligible staff member's spouse, child, or parent with a "serious health condition"

The term "child" generally includes a legal ward or a biological, adopted, foster, or stepchild. For leaves governed exclusively by the FMLA, the term also includes a son or daughter for whom the staff member has assumed the day-to-day obligations of a parent. A child must be **either** under eighteen (18) years of age or unable to care for themselves due to a physical or mental disability or, for leave under State law only, unable to care for themselves due to a serious health condition.

"Parent" includes a staff member's spouse's legal guardian only if the staff member is requesting leave under the WFMLA.

"Spouse" includes a qualified domestic partner for leaves governed by the WFMLA. Domestic partnerships must be registered with the county of residence and proof of such registration may be requested prior to approval of leave. Unregistered domestic partners must demonstrate that they are 1) both over age eighteen (18); 2) not in a domestic partnership or marriage with another individual; 3) they share a common residence; 4) they are not related in any way that would prohibit marriage under Wisconsin law; 5) they consider each other to be immediate family members and agree to be responsible for the other's living expense.

D. because of a serious health condition that makes the eligible staff member unable to perform the essential functions of the staff member's position

E. because of a qualifying exigency resulting from active military service by the employee's spouse, son, daughter, or parent in covered active duty or call to covered active duty in the United States Armed Forces including the National Guard and Reserves

Qualifying exigencies, as defined by Federal regulations, include: 1) short-notice deployment; 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation; (maximum fifteen (15) calendar days); 7) post-deployment activities; 8) caring for a military member's parent who is incapable of self-care when the care is necessitated by the member's covered active duty; and 9) additional activities not encompassed in the other categories, but agreed to by the employer and employee. Covered active duty means deployment with the Armed Forces to a foreign country.

F. to care for a service member who is the employee's parent, spouse, child or next of kin who, while on active military duty, sustains a serious injury or illness or aggravation of a pre-existing illness or injury while in the line of duty, while on covered active duty in the United States Armed Forces, including the National Guard and Reserves, in the line of duty which renders the service member medically unfit to perform the member's office, grade, rank, or rating

Covered active duty means deployment with the Armed Forces to a foreign country. This leave is also available to care for veterans of the United States Armed Forces, including the National Guard and Reserves, provided the veteran was a service member at any time within the five (5) years prior to the start of the treatment, recuperation, or therapy. In accordance with applicable regulations, a veteran's serious injury or illness incurred or aggravated in the line of active duty can also be manifested by: 1) a physical or mental condition with a VA Service Disability Rating of 50% or greater and is the condition precipitating the need for leave; or 2) a physical or mental condition that substantially impairs the ability to secure or substantially follow a gainful occupation, or would do so absent treatment; or 3) an injury, including psychological, for which the veteran has been enrolled in the Dept. of V.A. Program of Comprehensive Assistance for Family Care Givers. Leave is available for up to twenty-six (26) weeks in a twelve (12) month period. This type of leave is available for serious injury or illness, which results in:

1. inpatient medical treatment, recuperation, or therapy;
2. outpatient services at a military treatment facility or assignment to a unit established for the purpose of providing command and control of service members receiving outpatient medical services; or
3. assignment to the temporary disability retired list.

The maximum twenty-six (26) weeks of Federal leave to care for a service member includes, and is not in addition to, all other FMLA leave. In other words, employees may not take more than a total of twenty-six (26) weeks of FMLA leave during a single twelve (12) month period for any qualifying reasons under the FMLA. For instance, if an employee takes the maximum twelve (12) weeks of Federal FMLA leave for the staff member's own serious health condition, the employee may then only take fourteen (14) weeks of FMLA leave within that same twelve (12) month period to care for a military family member injured in the line of duty.

The Superintendent will determine whether an employee's request for leave qualifies under one (1) of the above categories.

Amount of Leave Available

Under the FMLA, if the staff member satisfies the eligibility requirements set forth above, the staff member is entitled to a total of twelve (12) work weeks of leave in a rolling twelve (12) month period measured forward from the date of any employee's first FMLA usage for any of the reasons stated above, with the exception of leave to care for an injured service member, which is provided as described in (F) above.

Under the WFMLA, if the staff member satisfies the eligibility requirements set forth above, the staff member is entitled to ten (10) work weeks of leave in a **calendar year** as follows:

- A. a total of six (6) weeks of leave for the birth of the staff member's natural child and/or the placement of a child with the staff member for, or as a precondition to, adoption;
- B. a total of two (2) weeks of leave to care for a covered family member with a serious health condition; and
- C. a total of two (2) weeks of leave due to the staff member's serious health condition.

School Board policy calls for concurrent Federal/State leave coverage whenever a staff member is eligible for leave under both the FMLA and WFMLA to the extent available under the law. All periods of absence from work due to or necessitated by USERRA-covered service (Uniformed Services Employment and Reemployment Rights Act) are counted in determining an employee's eligibility for FMLA leave.

Definitions of Serious Health Conditions

In conjunction with the certification provided by a healthcare provider, the School Board reserves the right to determine whether an illness, injury, impairment, or physical or mental condition constitutes a serious health condition entitling a staff member to family or medical leave under State or Federal law.

In general, a "serious health condition" under this policy means an illness, injury, impairment, or physical or mental condition that involves one (1) of the following:

A. Hospital Care

Inpatient care (i.e., an overnight stay) in a hospital or other care facility, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care.

B. Absence Plus Treatment

A period of incapacity of more than three (3) consecutive calendar days* (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:

- 1. treatment two (2) or more times by a healthcare provider, nurse, physician's assistant, or physical therapist under a healthcare provider's supervision, order or referral as appropriate within thirty (30) days of the first date of incapacity; or
- 2. treatment by a healthcare provider on at least one (1) occasion which results in a regimen of continuing treatment under the supervision of the healthcare provider and occurs within seven (7) days of the first day of incapacity.

*Under the WFMLA, leave may also be available for a "serious health condition" of less than three (3) consecutive days in duration.

C. Pregnancy

Any period of incapacity due to pregnancy, or for prenatal care.

D. Chronic Conditions Requiring Treatment

A chronic condition which:

- 1. requires periodic visits of at least two (2) times per year for treatment by a healthcare provider, or by a nurse or physician's assistant under a healthcare provider's supervision;

2. continues over an extended period of time (including recurring episodes of a single underlying condition); and
3. may cause episodic rather than continuing periods of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

E. Permanent/Long-Term Conditions Requiring Supervision

A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The staff member or their family member must be under the continuing supervision of, but need not be receiving active treatment by, a healthcare provider (e.g., Alzheimer's disease, a severe stroke, or the terminal stages of a disease). The continued existence of such a chronic condition is subject to certification no more than once every six (6) months.

F. Multiple Treatments (Non-Chronic Conditions)

Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a healthcare provider or by a provider of healthcare services under orders of, or on referral by, a healthcare provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three (3) consecutive calendar days in the absence of medical intervention or treatment, including: cancer (chemotherapy, radiation, etc.); severe arthritis (physical therapy); or kidney disease (dialysis).

Required Staff Member Notice

The staff member must provide the Superintendent with notice in a reasonable and practicable manner before leave taken under this policy is to begin, if the need for leave is foreseeable (e.g., an expected birth, placement or adoption or foster care, or planned medical treatment for the staff member's own serious health condition or that of a family member). When requesting partial or intermittent leave in connection with childbirth or adoption under the WFMLA, the staff member must provide at least as much notice as required for taking other non-emergency or non-medical leave, as well as a definite schedule for the leave. Where advance notice is not practical due to uncertainty as to when leave will be required to begin, a change in circumstances or medical emergency, notice must be given as soon as practical. Leave will be accounted for in increments no greater than the smallest increment used for other similar leaves. Leave entitlement will not be reduced by more than the amount of leave actually taken.

Staff members should provide an explanation as to why proper advance notice was not provided in such cases and may be required to verify the explanation. Notice that was not provided timely without reasonable explanation may result in the denial of the leave request.

The staff member must provide a written request for leave, the reasons for the requested leave, and the anticipated beginning date and duration of the leave by submitting a FMLA leave request form to the Director of Human Resources (forms available from the U.S. Department of Labor).

When planning medical treatment, the staff member should consult with their supervisor and make a reasonable effort to schedule the leave so as not to disrupt unduly the District's operations, subject to the approval of the staff member's healthcare provider. The staff member is ordinarily expected to consult with their supervisor in order to work out a treatment schedule which best suits the staff member's needs, as well as the District's.

If a staff member must take more leave than originally anticipated, they must notify the Superintendent within two (2) business days of learning of the circumstances necessitating the extension.

Certification By Healthcare Provider

If a staff member requests leave due to their own serious health condition or the serious health condition of their spouse, child or parent, the School Board may require that the leave request be supported by certification issued and signed by the healthcare provider for the individual with a serious health condition. For service member leave, any certification permitted under 29 C.F.R. 825.310 will be allowed. The School Board reserves the right to certify all information permitted by law.

The staff member should provide the fully completed certification to the Superintendent within fifteen (15) calendar days of the date that the certification is provided to the staff member, unless it is not practicable to do so despite the staff member's diligent, good faith efforts. If it is not practicable to return the certification within fifteen (15) calendar days, it should be returned to the Superintendent as soon as practicable.

If the staff member fails to submit the certification, the leave or continuation of leave may be delayed until the certification is submitted. Further, any absence prior to the date the certification is furnished may be considered unauthorized. A staff member who is absent without authorization may be disciplined, up to and including termination.

The Superintendent will give a staff member a reasonable opportunity to cure any deficiency in a certification, but not fewer than seven (7) calendar days. It is the responsibility of the staff member, or family member with a serious health condition, to use a healthcare provider who will complete and furnish an accurate certification in a timely manner.

A member of the administration, other than the staff member's direct supervisor, may contact the healthcare provider to clarify illegible answers and to authenticate the certification. If the certification is incomplete or otherwise unclear, the administrator must request that the employee obtain updated or completed information from the healthcare provider and return it directly to the administrator.

If the Superintendent doubts the validity of a certification, the Superintendent may require, at the District's expense, that the staff member obtain a second opinion from a School Board-designated provider, not regularly employed by the District. If the opinions of the staff members and the School Board's healthcare providers differ, a third, final and binding opinion may be obtained. The staff member must cooperate in obtaining a second or third opinion including facilitating the transfer of pertinent records to the subsequent healthcare providers.

The Superintendent may request re-certifications on a periodic basis as permitted by law.

Designation of Leave

In all circumstances, it is the responsibility of the Superintendent to designate leave, whether paid or unpaid, as FMLA leave and to give the staff member notice of the designation and their rights and responsibilities under this policy.

The Superintendent will give the staff member the notice on each occasion that the staff member notifies their supervisor of the need for leave that may be FMLA-qualifying, including, but not limited to, when the staff member requests another type of leave for an FMLA-qualifying reason. In the case of intermittent or reduced schedule leave, only one (1) notice will be provided unless the circumstances regarding the leave have changed.

Absent extenuating circumstances, the Superintendent will provide to the employee a "Designation Notice" stating whether a request for leave has been approved or denied within five (5) business days. At a minimum, the staff member will be verbally notified whether leave is being designated as FMLA leave within five (5) business days of the date the staff member provides information to the Superintendent sufficient to enable the Superintendent to determine that the leave is being taken for an FMLA-qualifying reason.

The Superintendent will confirm the verbal notice with the written notice as soon as feasible, but no later than the first payday following the verbal notice (unless the payday is less than one (1) week after the verbal notice, in which case the notice must be no later than the subsequent payday).

Manner In Which Leave Can Be Taken

Leave available under this policy may be taken in full and, under certain circumstances, may also be taken intermittently or on a reduced leave schedule. Intermittent leave is leave taken in separate blocks of time due to a single qualifying reason. Reduced schedule leave is leave that reduces the usual number of working hours per day or week. The staff member must consult with their supervisor and make a reasonable effort to schedule intermittent or reduced schedule leave so it does not unduly disrupt the District's operations.

When leave is governed only by the FMLA, intermittent or reduced schedule leave to be with the employee's newborn child, or after the placement of a child with the employee for adoption or foster care, requires the District's agreement, unless the intermittent or reduced schedule leave is due to a serious health condition.

Intermittent or reduced schedule leave due to a serious health condition must be medically necessary. Medically necessary means there must be a medical need for the leave and the leave can be best accommodated through an intermittent or reduced leave schedule, as certified by the healthcare provider in the Certification.

When leave is governed only by the FMLA, the Superintendent may offer a staff member a temporary transfer to another position for which the staff member is qualified with equivalent pay and benefits that better accommodates the intermittent or reduced schedule leave when the need for leave is foreseeable based on planned medical treatment or the staff member takes such leave for the birth of a child or for placement of a child for adoption or foster care. The staff member may reject this offer in which case there will be no adverse effect on the leave or entitlement to return to the same or similar position following leave. Any time spent by the staff member in an alternative position will not count against the employee's FMLA 81 leave entitlement.

Instructional staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced-leave schedule governed only by the FMLA, which would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave, must elect either to:

- A. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- B. transfer temporarily to an available alternative position offered by the Superintendent for which the instructional staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

Coordinating Leaves - Substitution

Generally, leave taken under this policy is unpaid. However, for leave governed exclusively by the FMLA, the staff member must use the following leaves provided by the School Board, if available:

- A. vacation or personal leave, if available, for any family or medical leave;
- B. accrued paid family leave (i.e., paid leave covering the particular circumstances for which the staff member is seeking leave), if available, for birth, adoption, or to care for a seriously ill family member; and
- C. accrued paid medical or sick leave, if available, to care for a seriously ill family member, or for the staff member's own serious health condition.

A staff member may not substitute paid leave for unpaid FMLA leave taken under this policy in any situation where the School Board would not normally provide such paid leave.

For leaves governed by the WFMLA, a staff member may substitute paid or unpaid leave, which s/he has earned and accrued, for leave taken under this policy, if available. The School Board reserves the right to deny substitution as permitted by law.

Any paid leave substituted for unpaid FMLA leave or WFMLA leave will decrease, in whole or in part, the staff member's FMLA and/or WFMLA leave entitlement.

Continuation of Benefits

A staff member will remain eligible for group health insurance benefits under the School Board's group health plan during leave taken under this policy under the same conditions as coverage would have been provided if the staff member had been actively employed during the entire leave. However, the staff member has the option of choosing not to retain such coverage during family or medical leave.

During leave taken under this policy, the School Board will continue to pay any portion of group health insurance premiums for coverage that it was responsible for paying immediately prior to the leave as required by law. The staff member will be responsible for paying their portion of health insurance premiums regardless of whether the family and medical leave is paid or unpaid. It is the staff member's responsibility to make arrangements with the Superintendent for making premium payments for group health insurance during leaves.

To the extent permitted by law, the School Board reserves the right to require the staff member to place up to eight (8) weeks of health insurance premiums in escrow prior to leave, or to discontinue coverage if such premiums are received more than thirty (30) days late.

The staff member's entitlement to benefits other than group health benefits during a period of family or medical leave is determined by the School Board's policy regarding provision of such benefits when a staff member is on other types of leave.

If a staff member fails to return to work or fails to remain at work for a period provided under the law, the District may recover its portion of the premiums paid for medical benefit coverage during the leave, unless the reason for the staff member's failure to return to work is due to the continuation of the serious health condition or the onset of a new serious health condition.

Accrual of Benefits

The use of leave under this policy will not result in the loss of any employment benefit that accrued prior to the start of the staff member's leave.

Employment Restoration

A staff member will generally be reinstated to the same position they held when leave began or a position with equivalent pay, benefits, and other terms and conditions of employment, if such position remains available, and the staff member possesses the ability to perform the essential functions of the job satisfactorily, with or without any accommodation that may be required by the Americans With Disabilities Act of 1990. The staff member, however, has no greater right to reinstatement or benefits than if the staff member had been actively employed during the leave. Further, if the staff member gives unequivocal notice of intent not to return to work, the staff member is not entitled to be reinstated.

A staff member who exceeds the FMLA/WFMLA leave, but remains off work under a non-FMLA/WFMLA leave policy, is not entitled to reinstatement to the same or a similar position under the FMLA/WFMLA; however, the staff member may be eligible to be reinstated under the non-FMLA/WFMLA leave policy.

A staff member who is able to return to work prior to the expiration of leave must notify their supervisor immediately. Upon such notice, the Superintendent will promptly reinstate the staff member to active employment, provided the staff member has the present skill and ability to perform the essential functions of their job satisfactorily with or without accommodation. However, the reinstatement need not occur until the third business day following the staff member's notification of their ability to return to work.

Fitness For Duty Certification

If leave is due to the staff member's serious health condition, the staff member must present certification to return to work to their supervisor upon returning to work. The staff member's principal attending physician must complete the certification. The certification must indicate that the staff member has been released to return to work. It must also specify any physical or other limitation on the staff member's ability to perform regular or other duties and the duration of the limitations. No certification will be required when the staff member returns from intermittent leave, except as otherwise permitted or required by the Americans with Disabilities Act of 1990.

The certification will be limited to the particular health condition that caused the staff member's need for leave, except as otherwise permitted by the Americans with Disabilities Act of 1990. If the staff member is an "individual with a disability" within the meaning of the ADA, any fitness-for-duty physical examination or inquiry by the District will be job-related and consistent with business necessity.

Reinstatement may be delayed until the staff member submits the certification. Under such circumstances, if the staff member does not promptly provide a certification or qualify for another leave of absence, the staff member may be disciplined, up to and including termination.

With the staff member's permission, the School Board's healthcare provider may contact the staff member's healthcare provider to clarify and authenticate the certification, but no additional information may be requested or required, and the staff member's return to work may not be delayed while the contact is being made. No second or third fitness for duty certification may be required.

Confidentiality

All medical information relating to leave, whether written or verbal, will be kept confidential to the maximum extent possible. All medical documents, including but not limited to medical certifications and return-to-work statements, must be maintained in confidential, secure files separate from personnel files.

No Discrimination

Leave under this policy will not be used as a negative factor in employment actions, such as hiring, promotions, disciplinary actions or under attendance policies.

Miscellaneous

The Superintendent may designate another administrator to perform their duties under this policy.

A staff member who fraudulently obtains leave under this policy is not protected by this policy's job restoration or maintenance of health benefits provisions.

The Superintendent will see that the policy is posted properly.

The Superintendent will provide a copy of the policy upon the request of a staff member.

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	MISSION, VISION, AND VALUES OF THE DISTRICT
Code	po2105
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.

VALUES

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

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

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

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

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

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

Adopted from retired Policy 110 and 111

@ RFSD 2025



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	EARLY LITERACY PROGRAM
Code	po2131.01
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 all of the following to a student's parent in the native language of the student's parent:
1. The student's score on the reading readiness assessment.
 2. The student's score in each early literacy skill category assessed by the reading readiness assessment.
 3. The student's percentile rank score on the reading readiness assessment, if available.
 4. The definition of "at-risk" and the score on the reading readiness assessment that would indicate that a student is at-risk.
 5. A plain language description of the literacy skills the reading readiness assessment is designed to measure.
- B. *Special education information.* If a diagnostic assessment indicates that a student is at-risk, the District will include information about how to make a special education referral under s. [115.777](#) with the diagnostic assessment results

provided to the parent under par. (a).

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

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

D. Interventions 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 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



Book Clean Copies for Discussion/Approval
 Section 2000 Program Templates
 Title SPECIAL OBSERVANCE DAYS
 Code po2221
 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	Dr. 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	Patriots' 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 will 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
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
September 28th	Frances Willard Day
October 9th	Leif Erikson Day
October 12th	Christopher Columbus's Birthday
November 11th	Veterans Day

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	CURRICULUM UNIT PLANS
Code	po2230
Status	

2230 - **CURRICULUM UNIT PLANS**

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

As appropriate to the course of study, each plan will contain:

- A. Enduring understandings;
- B. Essential questions;
- C. State Standards covered;
- D. Learning topics;
- E. Evaluation criteria;
- F. Assessments;
- G. Resources;
- H. Supplemental Materials.

The Director of Academic Services and the Superintendent will be responsible for the preparation of unit plans.

All unit plans will be kept on file in the office of the Director of Academic Services.

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	CONTROVERSIAL ISSUES IN THE CLASSROOM
Code	po2240
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;
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; and/or
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.

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, is 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 responses/positions. Specifically, educators will not attempt to persuade students into the 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.

Adopted from retired Policy 381

@River Falls School District 2025



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	SERVICES FOR BILINGUAL STUDENTS/ENGLISH LEARNERS
Code	po2260.02
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 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, the assessment of the EL student's academic progress, identification of EL students who 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 consistently 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) understand 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 the 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 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 who 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 instructions 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.
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.
 - 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.
5. Once students have been exited from the EL program:
 - 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 (a 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 who 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



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	TITLE I SERVICES
Code	po2261
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 Superintendent will prepare and present to the Department of Public Instruction (DPI) a plan for the delivery of services that meets the requirements of the law, including those described below. The plan will 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 will annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment will include performance measures mandated by the Department of Public Instruction as well as those determined by the District professional staff, which will assist in the diagnosis, teaching, and learning of the participating students.

B. Scope

Each school will 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 the greatest need of assistance. The schoolwide program, for an entire school and/or a Targeted Assistance School, will include the components required by law as well as those agreed upon by participating staff and parents.

C. Participation

The Title I program will 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, 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 will be in accordance with School Board Policy 2261.01 - Parent and Family Engagement in Title I Programs and will 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 the 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 Superintendent will 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 Superintendent will 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 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.

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

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. 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 will 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 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 District 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 District'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 Handbook(s) if committed by a District 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 Handbook(s) 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 will have those meanings defined herein; words not defined herein will be construed according to their plain and ordinary meanings.

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

- A. A District 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 used¹⁰⁰

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. *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.
 - h. *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.
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 will be determined based 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: an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

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

Formal Complaint: 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: 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 District 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: 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), and other similar measures.

Education Program or Activity: 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 District. 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.

District community: students and District employees (i.e., administrators, 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 District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with the District, and other individuals who come in contact with members of the District community at school-related events/activities (whether on or off District property).

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

Exculpatory Evidence: 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 District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays),

Eligible Student: 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:

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

The Title IX Coordinator will report directly to the Superintendent except when the Superintendent is a Respondent. In such matters, the Title IX Coordinator will report directly to the School Board President. Questions about this policy should be directed to the Title IX Coordinator.

The Superintendent will notify applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, District 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 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*

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: <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.

The Superintendent will 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 District makes available to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, District employees, and all unions or professional organizations holding collective bargaining or professional agreements.

Grievance Process

The District 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, will 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 District 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).

District employees are required, and other members of the 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 District employee who will, in turn, 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 other Title IX Coordinator, or another School Board employee who, in turn, will notify the other Title IX Coordinator of the report. The other Title IX Coordinator will determine who will serve in place of the Title IX Coordinator for purposes of addressing that report of sexual harassment.

The District does business with various vendors, contractors, and other Third Parties who are not students or employees of the District. Notwithstanding any rights that a given vendor, contractor, or Third Party Respondent may have under this policy, the District retains the right to limit any vendor's, contractor's, or Third Party's access to school grounds for any reason. The District 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, the applicable Student Code of Conduct, or Employee Handbook(s).

Because the School Board is considered to have actual knowledge of sexual harassment or allegations of sexual harassment if any District employee has such knowledge, and because the District must take specific actions when it has notice of sexual harassment or allegations of sexual harassment, a District 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. The District 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 District employee's knowledge is based on another individual bringing the information to the District employee's attention and the reporting individual submitted a written complaint to the District employee, the District employee must provide the written complaint to the Title IX Coordinator.

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

When a report of sexual harassment is made, the Title IX Coordinator will promptly (i.e., within two (2) days) 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 will 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 will consult related District policies, including Policy 5120 - Assignment within District; Policy 5605 - Suspension/Expulsion of Students with Disabilities, and Policy 5610 – Suspension and Expulsion.

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 District community and Third Parties, the District 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. 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

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 District will not tolerate such conduct, which is a violation of the Student Code of Conduct and the Employee Handbook.

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 will be processed in a timely manner.

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.

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 District'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 Handbook that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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 will 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 *will* 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 Handbook.

The Title IX Coordinator *may* dismiss a formal complaint, or any allegations therein, if at any time during the investigation :

- 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.

Informal Resolution Process

Under no circumstances will 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 will 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 will 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 will 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 will 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 District employee or another adult member of the District community or Third Party sexually harassed a student.

The informal resolution process is not available to resolve allegations involving a sexual assault involving a student Complainant and a student Respondent.

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.

In making the determination of responsibility, the decision-maker(s) is (are) directed to use the preponderance of the evidence standard. The decision-maker(s) is charged with considering the totality of all available evidence, from all relevant sources.

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.

Neither party will 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 investigative interviews or other meetings, with sufficient time for the party to prepare to participate.

Both parties will 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 Title IX Coordinator 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.

At the conclusion of the investigation, the investigator will 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 the decision-maker(s) issuing a determination regarding responsibility.

Determination of Responsibility

The Title IX Coordinator will 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).

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.

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

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,
- 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.

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).

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. 108
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, 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.

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 President of the recommended remedies for consideration and, if necessary and appropriate, implementation in compliance with applicable due process procedures, whether statutory or contractual.

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 District community or Third Party determined responsible for violating this policy.

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 will 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.

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.

Nothing herein will 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 will 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 will not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant(s) or Respondent(s) and will receive the same training as required of other decision-makers.

Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome. The decision-maker(s) for the appeal will determine when each party's written statement is due.

The decision-maker(s) for the appeal will issue a written decision describing the result of the appeal and the rationale for the result. The original decision-maker's(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.

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.

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 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 will 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 will 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 appeals and informal resolution processes, as applicable; and
- D. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interests, and bias.

Recordkeeping

As part of its response to alleged violations of this policy, the District will 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 will 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 will 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, 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 District 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.

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.

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	RELIGION IN THE CURRICULUM
Code	po2270
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 District employee 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. Instructional activities will not be permitted to advance or inhibit any particular religion or religion generally. Teachers will forward requests for religious accommodation in instruction to the Principal.

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 may include, 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 is often 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, will 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 will 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 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 for specified reasons, 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 will 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 will 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

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	HOMEWORK
Code	po2330
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" will refer to those assignments to be prepared outside of the school by the student or independently while in attendance at school.

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, integration of knowledge, and an opportunity to remediate learning problems.
- C. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	DISTRICT-SPONSORED TRIPS
Code	po2340
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 four general areas:

1. Instructional Trips: Trips that take place during the school day, relate directly to a course of study, class unity/enjoyment project, and generally require student participation. These trips will be subject to review and approval by the building principal and generally are financed by 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 by 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 fundraising.
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.

EQUILTY 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 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 the 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 fundraising, 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 AND ABROAD TRIPS

1. Teachers are responsible for determining appropriate field trips for students that 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. 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.
3. In approving field trips, the Principal will consider the frequency of field trips by students, impact of the trip on the overall education of students, district budgetary constraints, and the 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 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 will 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 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. All proposals for school-sponsored extended trips will be presented to the building principal and the superintendent prior to any preliminary discussion with students, fundraising activities, or any public announcements.

11. 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 the deposit if a student signs up for a trip and then decides not to participate.
- i. A list of fundraising 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.

12. Abroad trips first require the 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.

13. 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.

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. 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 fundraising, must be in compliance with Title IX when applicable.

All costs for abroad trips will be borne by participants. The 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 parents'/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

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	INTERSCHOLASTIC ATHLETICS
Code	po2431
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.

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 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.

The School Board further adopts those eligibility standards set by the Constitution of the Wisconsin Interscholastic Athletic Association (WIAA) and will review such standards annually to ascertain that they continue to be in conformity with the objectives of this School Board.

The Superintendent is authorized to establish a set of behavior expectations for participants as well as the implementation of appropriate disciplinary procedures against those who violate these expectations. The District provides the following safeguards:

- A. Prior to enrolling in the sport, each participant will submit to a thorough physical examination by a District-approved physician.
- B. Parents will 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.
- C. Any student who is found to have a health condition which may be life-threatening to self or others will 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.
- D. 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. Any student suspected of having a head injury or concussion will 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.



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	INDEPENDENT EDUCATIONAL EVALUATION (IEE)
Code	po2460.03
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 and must conduct the evaluation within District boundaries.
 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 will include at least one (1) observation in that setting. Evaluators will make at least one (1) contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the child is a required evaluation component.
 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 **Director of Student Services** not to exceed \$1,250. In the unusual event the examiner is one not typically employed by the District, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the District and its insurance carrier. The District will not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE unless the parent can demonstrate that necessary services are not available in the community.
- E. If unique circumstances justify an IEE that exceeds the maximum allowable cost; the District must ensure the IEE is publicly funded. The District will review these circumstances on a case-by-case basis. If the total cost for an IEE exceeds the District's cost criteria and it is determined through appropriate procedures that there is no justification for excess cost, the cost of the IEE will be publicly funded up to the District's maximum allowable cost. If the District determines the cost exceeds the cost criteria, then the District must without unnecessary delay, initiate a due process hearing to demonstrate the cost did not meet appropriate agency criteria.

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

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	LIBRARY MEDIA CENTERS
Code	po2522
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

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 depict 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 grades JK-12, which are implemented by a 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 District 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.

"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 depict 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 grades JK-12, which are performed by a Library Media Specialist or a designated supervisor/certified staff member.

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

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 the 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

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	COPYRIGHTED WORKS
Code	po2531
Status	
Legal	17 U.S.C. 101 et seq.

2531 - **COPYRIGHTED WORKS**

It is the policy and practice of the District 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 District 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 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 will be responsible for establishing and implementing appropriate procedures which will enforce this policy. The Superintendent will also disseminate information to staff on current fair use practices as that information becomes available. This policy shall be enforced by building principals.

Adopted from retired Policy 360.2

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS
Code	po2700.01
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 District. To this end, the School Board has adopted this policy.

School Performance Report (SPR)

The School Board will publish an annual school and District performance report including all information prescribed by statute. By January 1st of each year, the School Board will notify the parents of each student enrolled in the District of the right to request a school and District performance report.

Per the Wisconsin Department of Public Instruction, the District will 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, will be provided by the District to the parent of each student enrolled in or attending the school on an annual basis. The report will be provided with the Notification of Educational Options.

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SAFETY DRILL EVALUATION

(Must be submitted to the school board within 30 days of drill)

SCHOOL NAME: Greenwood Elementary

DATE AND TIME OF DRILL: October 16th, 2025

PERSON SUBMITTING REPORT: Kate Skappel

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Lockdown

(ie. active shooter, lockdown, or evacuation due to threatened violence)

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

August 29th: All district families initially notified of our safety plan by Superintendent Bell.

September 13th: Parents notified of safety plan by Principal Skappel.

Week of September 29th: Discussion-Based Exercise (introduction/seminar/workshop).

1. School Resource Officer, Bryan Jensen presented ALICE plan to students in two groups (K-2 and 3-5).
2. Teachers read & discussed book "I'm not scared, I'm prepared," to K-5 classrooms
3. Students completed various activities from the I'm Not Scared I'm Prepared activity book.

Week of October 6: Discussion-Based Exercise (Orientation).

1. Students will tour the classroom and building
 - a. Classroom tours will make students aware of exits, phones, first aid supplies, light switches.
 - b. Building tours will make students aware of exits, the layout of the school, and ensure students know who our staff members are.

***Week of October 13 (Drill completed at Greenwood on October 16th):** Operations-Based Exercises
(Class based walk-through speed)

1. Elementary teachers will teach students the importance of listening and following directions the first time they are given in a safety situation.
2. Elementary teachers and students will conduct a "hideout"/lockdown and barricade of classroom doors.
 - a. Students will learn how to distract an intruder if necessary.
3. Elementary teachers will practice evacuation with their students.

Active Shooter/Lockdown Drill Reflection

- We reviewed our safety and ALICE procedures during a staff meeting on September 9th.
- We sent home our notice of lockdown preparation and drill procedures to all families on September 13, 2025 via email. We received one opt-out request. The student was picked up early that day so they were not in attendance during the drill. We had one other family opt out of the story and

presentation leading up to the drill but opted to have their student participate in the drill and tour activities.

- Officer Jensen met with all students K-5 on Monday, September 29th to review intruder safety (ALICE).
- Mrs. Skappel and Mr. Lacy (custodian) did an audit of all classroom doors that needed window coverings prior to the drill. We ordered 20 window coverings to add or replace where needed. These were installed on October 14th.
- Our lockdown drill was scheduled for 1:15 pm on October 16th.
- At 1:15 pm Mrs. Skappel announced that we were going to practice our lockdown drill and all classrooms were to go into lockdown status.
- Mrs. Skappel and Mrs. Dreyer went through the halls to check that all classrooms were locked down appropriately. No children were found in the bathrooms or outside of a locked-down classroom.
- We announced the end of the drill at 1:21 pm and classes resumed as usual.
- All classrooms were locked and window coverings drawn.

Certifications:

Our School Board will meet to discuss this drill on 11/17/25 during our monthly full board meeting.

Our school certifies that this drill was conducted on 10/16/25 and this written evaluation was sent to and reviewed by the school board on 11/17/25



Principal Signature: _____

Superintendent Signature: D. B. U.

School Board President Signature: _____

SAFETY DRILL EVALUATION

(Must be submitted to the school board within 30 days of drill)

SCHOOL NAME: Meyer Middle School

DATE AND TIME OF DRILL: Week of 9/22/25

PERSON SUBMITTING REPORT: Brian Buck

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Please see plan below
(ie. active shooter, lockdown, or evacuation due to threatened violence)

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

MMS School Safety Drill Plan

Week of 9/22/2025

- **All TA teachers should follow this drill plan during the week to cover all school safety activities below.**
- **During the week, all teachers should take a few minutes during each period to discuss the closest emergency exit near their room and what they would do in their classroom if there was an intruder.**

Monday 9/22/25:

- Fire Drill with evacuation - 7:55am.
- Normally we look for smoke before we evacuate. We will assume there is smoke and we need to evacuate. Please talk to your TA students about why we wait and look for smoke.

Tuesday 9/23/25:

- Show students the loom video regarding Speak Up Speak Out (7 mins).
- <https://www.loom.com/share/42b767a6b49148ddb77c89f04b845e57?sid=f2646474-36a1-49aa-9e67-3863c664e380>
- Please show the students the link on our website and answer any questions they have regarding threat reporting. For the SUSO link: MMS Website<Menu<Students< SUSO will be on the right side of the screen.
- Please take time to talk to the students about their responsibilities during our MERT drills and emergency situations. Our staff on the MERT team will respond quickly to the scene. Students in those teachers' classrooms are to be seated and need to stay in the classroom. Other house teachers will monitor the classroom. Students who are in the hall need to quickly move back to their scheduled classroom. Students do not leave the classroom until the end announcement is made, even if the bell rings.

Wednesday 9/24/25:

- Present ALICE Slides Presentation. There is a 7 minute ALICE video in the presentation. You can use this ALICE Companion Guide to help with your presentation and discussion.
- Discuss ALICE and answer any student questions. Make sure to discuss how we properly barricade our rooms and why we will most likely barricade in this building.
- Show students the MMS Rally Points and discuss where to go during an evacuation
<https://drive.google.com/file/d/1nFhIHfEyPeWYiTOVUmitsnqAS6BqEKdP/view?usp=sharing>

Thursday 9/25/25:

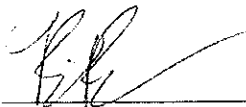
- 7:45-7:55 - Please talk to your TA students about what makes a good barricade and take time to discuss how you will barricade your door.
- **At 7:55am, there will be an announcement to barricade all doors. After 10 seconds, Mark, Buck, and Officer Jensen will be walking around checking doors to make sure they are locked and barricaded.**
- There will be an announcement when the drill is over.
- Tips and Reminders for the drill:
 - Make sure your door is locked and shut
 - Lights should be off
 - Students and staff should move fast but in control
 - Students should not be talking
 - After barricading the door, get out of the "Fatal Funnel"
 - Push and stack as many objects in front of the door
 - Get your door barricaded as fast as possible.

Our drills and practice went very well. Officer Jensen, Mark Chapin, and I met after our Thursday drill and gave some feedback to individual staff as needed. During the intruder drill, Officer Jensen, Zac Campbell, Mark Chapin, and I checked all doors for locks, barricades, and to make sure students were out of sight and quiet. Our staff appreciated breaking this down into four days instead of doing everything all at once. Our school focuses on the lockdown and barricade part of ALICE. We do this because the design of our school makes our hallways more dangerous than barricading in a room. An intruder could shoot from one end to the other and we don't want our students in the hallways. Half of our classrooms are interior and do not have windows. The best option for these rooms is to barricade. During the week we had each teacher discuss the outlay of their room, the nearest exits, and the closest rally point to their classroom if we ever had to evacuate. We had two parent/student requests to sit out of drills and safety activities this week.

Certifications:

Our School Board will meet to discuss this drill on 11/17/25 during our monthly full board meeting.

Our school certifies that these drills were conducted during the week of 9/22/25 and this written evaluation was sent to and reviewed by the school board on 11/17/25.

Principal Signature:  _____

Superintendent Signature:  _____

School Board President Signature: _____

SAFETY DRILL EVALUATION

(Must be submitted to the school board within 30 days of drill)

SCHOOL NAME: Renaissance Charter Academy

DATE AND TIME OF DRILL: 10/3/2025 1:00 pm

PERSON SUBMITTING REPORT: Peggy Webb

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Lock Down
(ie. active shooter, lockdown, or evacuation due to threatened violence)

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

At the start of the school year, staff received ALICE training from Officer Amaro. During this session, staff were able to ask questions, verify procedures, and prepare to share accurate information with students.

During the first week of school, students participated in Grade-Level Advisory sessions where staff presented information and reviewed protocols to follow in the event of an intruder or active shooter. Students were encouraged to ask questions, and discussions helped clarify expectations and reinforce preparedness.

Information regarding ALICE procedures was also included in our bi-monthly newsletter to ensure families remained informed.

At a subsequent staff meeting, team members shared feedback regarding their ALICE drills. Several staff noted that the drills created a layer of anxiety among students. As a team, we discussed ways to acknowledge and validate these feelings while continuing to emphasize the importance of following safety protocols to ensure the best possible outcomes in an emergency.

This year, all classrooms have been equipped with blinds for side-panel windows, providing an additional layer of visible protection. Staff have successfully executed administrative holds, lockdowns, and Medical Emergency Response Team (MERT) scenario drills to strengthen our overall emergency preparedness.

Certifications:

Our School Board will meet to discuss this drill on 11/17/25 during our monthly full board meeting.

Our school certifies that this drill was conducted on 10/3/25 and this written evaluation was sent to and reviewed by the school board on 11/17/25

Principal Signature: Peggy Webb

Superintendent Signature: D. B. U.

School Board President Signature: _____

SAFETY DRILL EVALUATION

(Must be submitted to the school board within 30 days of drill)

SCHOOL NAME: RFHS

DATE AND TIME OF DRILL: October 2, 2025 at 9:30 AM

PERSON SUBMITTING REPORT: Lisa Goihl, Assistant Principal

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: ALICE Block and Barricade Practice
(ie. active shooter, lockdown, or evacuation due to threatened violence)

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

Education/Preparation:

At the start of the school year, individual grade level presentations were provided where each grade level was given a safety overview in WIN with a video created by Officer Amaro. An ALICE training was also provided to teachers during the back to school in-service. (We included our teachers and educational paraprofessionals; we need to get better with having our other staff attend.). During the first week of school, all students are provided with a walking tour of the building where exits are highlighted to ensure students have full knowledge of how to best navigate a crisis situation where evacuation might be necessary.

Two weeks prior to the drill, the district sent notification to families informing families what ALICE is and why we do the drills. Similar communication was later provided at the building level. In the week leading up to the drill, parents were notified by Principal Luedtke of the plan via email newsletter where students were provided with the opportunity to opt out. Students and their WIN teachers were provided a 30 minute ALICE training. During the training students were told the drill would take place on Thursday, October 2, 2025 during their WIN class.

Drill Breakdown:

On Thursday, October 2, 2025, RFHS did their ALICE drill. During this drill, the WIN teachers took attendance prior to the front office making the announcement to initiate the drill. The announcement provided an overview for why the drill was taking place and emphasized that it was a drill only. (Though given the opportunity, no students opted out of the drill.) Once the announcement was made over the PA, the safety team began checking doors to ensure that they were all locked and that students were safely staggered within the room. The drill took approximately 5 minutes total. The following notes were made during these safety checks regarding potential areas for improvement and necessary next steps.

Notes on the drill:

Positives

- Quick and efficient
- All doors with students locked
- Halls clear (one student out and unaware...had a sub)

Areas for Improvement

- Five classrooms loud/audible noises
- Two rooms had items in the way not allowing curtains to fully extend (resulting in views to classroom)
- Several students questioned stated their WIN's did not show Monday's Alice video by Officer Amaro (unaware of what to do)

Follow Up: At the following Staff Meeting, we addressed the positives and areas for improvement with staff.

Certifications:

Our School Board will meet to discuss this drill on 11/17/25 during our monthly full board meeting.

Our school certifies that this drill was conducted on 10/2/25 and this written evaluation was sent to and reviewed by the school board on 11/17/25

Principal Signature: Jisa M. Grühl

Superintendent Signature: D. Bu

School Board President Signature: _____

SAFETY DRILL EVALUATION

(Must be submitted to the school board within 30 days of drill)

SCHOOL NAME: RF Public Montessori Elementary

DATE AND TIME OF DRILL: October 16th, 2025

PERSON SUBMITTING REPORT: Kai Rodgers (principal)

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Lockdown

(ie. active shooter, lockdown, or evacuation due to threatened violence)

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

August 29th: All district families initially notified of our safety plan by Superintendent Bell.

September 13th: Parents notified of safety plan by Kai Rodgers.

September 23rd: Discussion-Based Exercise (introduction/seminar/workshop).

1. School Resource Officer, Bryan Jensen, presented the ALICE plan to students in two groups (K-3 and 4-6).
2. Teachers read & discussed book "I'm Not Scared, I'm Prepared," to K-6 classrooms

September 24-26: Discussion-Based Exercise (Orientation).

1. Students toured the classroom and building
 - a. Classroom tours made students aware of exits, phones, first aid supplies, light switches.
 - b. Building tours made students aware of exits, the layout of the school, and ensured students know who our staff members are.

***Week of October 13 (Drill completed at RFPME on October 16th):** Operations-Based Exercises (Class based walk-through speed)

1. Elementary teachers taught students the importance of listening and following directions the first time they are given in a safety situation.
2. Elementary teachers and students conducted a "hideout"/lockdown and barricade of classroom doors.
 - a. Students learned how to distract an intruder if necessary.
3. Elementary teachers practiced evacuation with their students.

Active Shooter/Lockdown Drill Reflection

- We reviewed our safety and ALICE procedures during a staff meeting on September 15th.
- We sent home our notice of lockdown preparation and drill procedures to all families on September 13, 2025 via email. We received two opt-out requests. The students did activities in the office during the drill.
- Officer Jensen met with all students K-6 on Tuesday, September 23rd, to review intruder safety (ALICE).

- Kai Rodgers and Michael Medina (custodian) did an audit of all classroom doors that needed window coverings. When we have a replacement custodian, they will be installed.
- Our lockdown drill was scheduled for 1:00 pm on October 16th.
- At 1:00 pm, Kai Rodgers announced that we were going to practice our lockdown drill and all classrooms were to go into lockdown status.
- Kai Rodgers and Karen Swanson (counselor) went through the halls to check that all classrooms were locked down appropriately. No children were found in the bathrooms or outside of a locked-down classroom.
- We announced the end of the drill at 1:07 pm and classes resumed as usual.
- All classrooms were locked and window coverings drawn.

Certifications:

Our School Board will meet to discuss this drill on 11/17/25 during our monthly full board meeting.

Our school certifies that this drill was conducted on 10/16/25 and this written evaluation was sent to and reviewed by the school board on 11/17/25

Principal Signature: Kai Rodgers

Superintendent Signature: Dulbu

School Board President Signature: _____

SAFETY DRILL EVALUATION

(Must be submitted to the school board within 30 days of drill)

SCHOOL NAME: Rocky Branch Elementary

DATE AND TIME OF DRILL: 10/15, 1:25pm

PERSON SUBMITTING REPORT: Ashley Bingenheimer

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Lockdown/Intruder

(ie. active shooter, lockdown, or evacuation due to threatened violence)

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

Summary of timeline leading up to drill:

Elementary Intruder Drill Plan

*Parents notified of drill plan: **September 6**

*Grade 3-5 receive training/presentations week of **September 23**

*Grades K-2 receive training/presentations week of **October 7**

1. Parents will be notified of our plan via letter and will have the opportunity to opt out
2. Parents will be notified at completion of drills and provided resources to debrief with their children.
(within a few days of drill completion)

Discussion-Based Exercise (Introduction)

3. SRO will visit classrooms and present ALICE/OUT plan to students
 - a. SRO Jensen in person presentation to students (20-30 minutes)
 - i. **3-5 Week of September 23rd**
 - ii. **K-2 Week of October 7th**
 - iii. What do we do to be safe
 1. Drills
 - a. Fire Drill
 - b. Lockdown
 - i. Safety from dangerous someone
 2. Teach 3 things you can do
 - a. Get away from dangerous someone
 - i. Maybe not stay in classroom (kind of like a fire drill)
 1. *Who's going to tell us where to go?
 - b. Make it harder for dangerous people to get to us
 - i. How can we do that?
 1. Barricade the door
 - c. Stranger danger

- i. What do you do if someone comes up to you that you don't know & tries to cause you harm
 1. Scream, run, kick, bite
 2. Same thing as you would at home
 3. If a dangerous someone comes in the room and can see you, don't hide in the corner, don't hide under desks, get away.
3. Most important thing you can do is to listen to your teacher

Discussion-Based Exercise (seminar/workshop): (Grades 3-5) Week of September 23, (Grades K-2) Week of October 7

4. Teachers will read & discuss book "I'm not scared, I'm prepared," to K-5 classrooms
 - a. See summary of book below
5. Students will complete various activities from I'm Not Scared I'm Prepared activity book
6. Consider words not to use, things to say or not to say (guidelines for elementary teachers)
 - a. Do NOT use the term Shooter
 - b. Do NOT use the term Intruder
 - c. Do NOT use the term Bad Person
 - d. The book uses the phrase "dangerous someone". USE the term Dangerous Someone.
 - i. Answer the question, what makes a dangerous person?

Discussion-Based Exercise (Orientation): Week of October 7

7. Students will tour the classroom and building
 - a. Classroom tours will make students aware of exits, phone, first aid supplies, "go bag", light switches
 - b. Building tours will make students aware of exits, the layout of the school, and ensure students know who our staff members are.

***Operations -Based Exercises (Walk-Through): Week of October 14**

8. Elementary teachers will **discuss and practice** "hideout"/lockdown and door barricade.
 - a. Kids will be taught ways to distract an intruder
9. Elementary teachers will teach students the importance of listening and following directions the first time they are given in a safety situation.
10. Practice "getting out" (stranger danger)
 - a. Break contact and get away
 - b. Teach that kids can leave on own if necessary (no lines - zig zag escape if necessary)
 - c. Rally point
11. Complete School Board Reporting Form and share with Nate

Resources:

ALICE Training Institute

National Association of School Resource Officers www.nasro.org

National Association of School Psychologists www.nasponline.org

"Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills" (2017).

National Association of School Psychologists and National Association of School Resource Officer

I'm not scared I'm prepared summary

Sheep, shepherd, wolf drill:

- "teaches us what to do if a "dangerous someone" is in our school who isn't supposed to be there"
- I'm shepherd, you're sheep, you must do as I say
- Goes through ALICE - Alert (there is a wolf in the building), Lockdown, Inform, Counter (if the wolf sees us must do things to ruin his day), Evacuate (leave building and run away)
 - Where do we run, and where do we stop: Take a walk and show you
 - Show kids a special meeting place
- When I signal for sheep, shepherd, wolf - do as I say, don't ask why, just do what you're told.
- Lockdown -get quiet and out of sight, be ready to move and spread out, don't stand in a clump
- Find something to hold on to, something that's easy to throw, shoe, book, remote,
 - If Wolf gets in, make noise, run around, and throw something at wolf
 - Run right past and out the door, run in zig zaggy way down hall if necessary
- Run as fast as can to tree, don't wait for me
- Speaks to practice evacuation and lockdown (barricade the door and grab some things to throw)

Summary of drill:

The lockdown/intruder drill went really well. Zero families opted out of the drill. As we walked around to check that doors were locked, lights were off, and windows were covered, here is what we found:

- 0 classrooms had lights on
- 1 classroom could be heard from the hallway (talking/moving) and they had a substitute teacher
- 1 classroom had an unlocked door

Based on our observations, I notified the teachers who we could hear so they were aware. I talked with the staff member who had an unlocked door. She is new this year and either forgot about keeping the door locked and using a magnet to prop open, or had not been instructed to do so. She now knows the proper procedure.

Students did a great job and seemed well prepared for the drill. There were no students left out in the hallway or in a bathroom during the drill.

Certifications:

Our School Board will meet to discuss this drill on 11/17/25 during our monthly full board meeting.

Our school certifies that this drill was conducted on October 15th and this written evaluation was sent to and reviewed by the school board on 11/17/25.

Principal Signature: Ashley Bingenheimer

Superintendent Signature: D. K. B. R.

School Board President Signature: _____

SAFETY DRILL EVALUATION

(Must be submitted to the school board within 30 days of drill)

SCHOOL NAME: Westside Elementary

DATE AND TIME OF DRILL: October 14, 2025 at 1:30pm

PERSON SUBMITTING REPORT: Rachel Mader

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Lockdown

(ie. active shooter, lockdown, or evacuation due to threatened violence)

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

Parents notified of district safety plan- August 29th by Superintendent Bell and September 15th by Rachel Mader specifically to Westside families.

Week of September 29: Grades 3-5 School Resource Officer training and ALICE presentation

Week of October 6: Grades K-2 School Resource Officer training and ALICE presentation

Week of October 6:

Students will tour the classroom and building:

- a. Classroom tours will make students aware of exits, phone, first aid supplies, "go bag", light switches
- b. Building tours will make students aware of exits, the layout of the school, and ensure students know who our staff members are.

Week of October 13 (Drill completed 10/14):

1. Elementary teachers will teach students the importance of listening and following directions the first time they are given in a safety situation.
2. Elementary teachers and students will conduct a "hideout"/lockdown and barricade of classroom doors.
 - a. Students will learn how to distract and intruder if necessary.
3. Elementary teachers will practice evacuation with their students.

Active Shooter and Lockdown Drill Reflection:

- Families were notified of the Lockdown Drill in the 2 safety plan communications listed above (August 29th and September 15th). We received 2 Opt Outs for students, both from the same family. That family received notification from Rachel Mader about the date and time of the drill so families could pick up their students. The students' family opted for students to stay at school, so the School Counselor provided the opportunity for a game in her office during the drill.
- Officer Jensen met with 3-5 students on Friday, October 3rd at 9:15am. And our K-2 students on October 3rd at 3:05pm to review intruder safety (ALICE).
- Our lockdown drill was scheduled for 1:30pm on Tuesday, October 14th, 2025. Staff were reminded of the Elementary Intruder Plan and there was opportunity for discussion at our October 6th staff

meeting about protocols and procedures during the drill. Teachers were also reminded about the drill through the weekly staff Mader Memo.

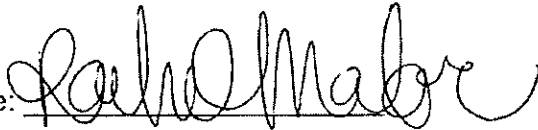
- At 1:31pm Rachel Mader announced that we were going to practice our lockdown drill and all classrooms were to go into lockdown status.
- Rachel Mader and Sarah Jarocki went through the halls to check that all classrooms were locked down appropriately. One child was found waiting outside of his classroom during the drill. Conversation with the student about what to do if that happened in a real situation was discussed after the drill was completed.
- Rachel Mader announced the end of the drill at 1:35pm and classes resumed as usual.
- Staff were given new window covers to ensure no one could see into classrooms during the drill, or in the need of an active lockdown. 2 classrooms, rooms 102 and 125A, did not have window covers for the drill. These were put up so staff in those classrooms had them for the future.
- Our Media Center and 2 of our Kindergarten classrooms have large atrium windows that we are continuing to problem solve. No students or staff could be seen in these classrooms during the drill, however staff in those spaces have communicated a desire for more coverage in case of emergency situations. Rachel Mader is looking into potential solutions.

Certifications:

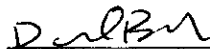
Our School Board will meet to discuss this drill on 11/17/25 during our monthly full board meeting.

Our school certifies that this drill was conducted on 10/14/25 and this written evaluation was sent to and reviewed by the school board on 11/17/25

Principal Signature: _____



Superintendent Signature: _____



School Board President Signature: _____

School District of River Falls
Ad-Hoc Policy Committee Report

Monday, November 3, 2025 - 6:00 PM
District Office, 852 E Division Street
River Falls, Wisconsin 54022

The School Board's Ad-Hoc Policy Committee meeting was held on Monday, November 3, 2025, at the District Office, 852 E Division Street, River Falls, Wisconsin 54022. Chair Johnson Myers called the meeting to order at 6:36 PM. It was ascertained that notice of the meeting had been properly posted in the appointed locations and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

Committee Members Stacy Johnson Myers (Chair), Alison Page, and Lindsey Curtis. School Board members Monica LaVold and Alan Tuchtenhagen. Superintendent David Bell, Director of Human Resources and Leadership Development Nate Schurman, Co-Director of Academic Services Mary Beth Elliott, Co-Director of Academic Services, and Director of Student Services Mark Inouye were also present.

1. **CALL TO ORDER - 6:36 PM**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS - None**

4. **NEOLA POLICY UPDATES - INITIAL READINGS**

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 2240 - Controversial Issues in the Classroom
- Policy 2260.02 - Services for Bilingual Students/English Learners
- Policy 2261 - Title I Services
- Policy 2340 - District-Sponsored Trips
- Policy 2460.03 - Independent Educational Evaluation (IEE)
- Policy 2522 - Library Media Centers
- Policy 2531 - Copyrighted Works

Action: Page moved, seconded by Curtis, to approve the above-listed NEOLA policies for the initial reading by the Policy Committee and recommend them for the first reading. The motion passed 3-0.

5. **NEOLA POLICY 2221 - SPECIAL OBSERVANCE DAYS**

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

Action: Curtis moved, seconded by Johnson Myers, to approve Neola Policy 2221 for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 2-1.

6. **POLICY 2261.01 - PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS**

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

Action: Page moved, seconded by Curtis, to approve Neola Policy 2261.01 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

7. **POLICY 2261.02 - TITLE I - PARENTS' RIGHT TO KNOW**

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

Action: Johnson Myers moved, seconded by Curtis, to approve Neola Policy 2261.02 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

8. POLICY 2330 - HOMEWORK

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

Action: Johnson Myers moved, seconded by Page, to approve Neola Policy 2330 for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.

9. POLICY 2521 - SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

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

Action: Page moved, seconded by Curtis, to approve Neola Policy 2521 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

10. NEOLA POLICY 2210 - CURRICULUM DEVELOPMENT

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

Action: Page moved, seconded by Curtis, to approve Neola Policy 2210 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

11. NEOLA POLICY 2220 - ADOPTION OF COURSES OF STUDY

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

Action: Curtis moved, seconded by Page, to approve Neola Policy 2220 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

12. NEOLA POLICY 2230 - CURRICULUM UNIT PLANS

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

Action: Page moved, seconded by Curtis, to approve Neola Policy 2230 for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.

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

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

Action: Page moved, seconded by Curtis, to approve Neola Policy 2260 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

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

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

Action: Curtis moved, seconded by Page, to approve Neola Policy 2260.01 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

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

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

Action: Curtis moved, seconded by Page, to approve Neola Policy 2266 for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.

16. NEOLA POLICY 2270 - RELIGION IN THE CURRICULUM

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

Action: Page moved, seconded by Curtis, to approve Neola Policy 2270 for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.

17. **NEOLA POLICY 2430 - DISTRICT-SPONSORED CLUBS AND ACTIVITIES**

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

Action: Page moved, seconded by Curtis, to approve Neola Policy 2430 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

18. **NEOLA POLICY 2431 - INTERSCHOLASTIC ATHLETICS**

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

Action: Page moved, seconded by Curtis, to approve Neola Policy 2431 for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.

19. **NEOLA POLICY 2451 - PROGRAM OR CURRICULUM MODIFICATIONS**

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

Action: Curtis moved, seconded by Page, to approve Neola Policy 2451 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

20. **NEOLA POLICY 2623 - STUDENT ASSESSMENT**

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

Action: Curtis moved, seconded by Page, to approve Neola Policy 2623 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

21. **NEOLA POLICY 2700.01 - SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS**

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

Action: Page moved, seconded by Curtis, to approve Neola Policy 2700.01 for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.

22. **SCHEDULE NEXT POLICY AD-HOC COMMITTEE MEETING**

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

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 in the District Office conference room at 852 E. Division Street.

23. **ADJOURN** at 8:41 p.m.

Stacy Johnson Myers, Ad-Hoc Policy Committee Chair



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	CURRICULUM DEVELOPMENT
Code	po2210
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 will be developed, evaluated, and adopted. The plan will include overall program evaluation processes that provide for evaluation on a continuing basis and will provide for the review of the evaluation process at least every six (6) years. The District curriculum plan will include sequential curriculum plans, which provide an organized set of learning experiences that build upon previously acquired knowledge and skills and is consistent with and designed to achieve the District's philosophy and goals.

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

- A. the courses of study, subjects, and classes provided by the schools;
- B. learning activities approved by the School Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;
- C. the plan for learning necessary to accomplish the educational goals of the District;

The School Board directs that the curriculum will be developed and evaluated by the Director of Academic Services and that curriculum plans and courses of study be 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. incorporate State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
- D. encourage students to utilize school counseling services in their academic and career planning;
- E. in the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music;

- F. in grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art, and music;
- G. 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;
- H. provide regular instruction in a foreign language in grades 7 and 8;
- I. 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.;
- J. incorporate instruction in financial literacy into the curriculum in grades kindergarten to 12;
- K. 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;
- L. 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 Superintendent and Director of Academic Services will provide a curriculum cycle status report to the School Board annually.

The 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.

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	ADOPTION OF COURSES OF STUDY
Code	po2220
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 will 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 will 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 will specify the hours of instruction committed to it each week, semester, and school year.

The School Board will 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 will be taught in the schools of this District unless it has been adopted by the School Board.

The Superintendent will 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. Each new course should demonstrate clear alignment with essential academic competencies such as reading, writing, quantitative reasoning, and critical thinking. The Superintendent's recommendation will include the following information about each course of study:

- A. the intended course objective(s)
- B. 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
- C. its justification in terms of integration with and complement to current programming.
- D. its alignment to the district strategic plan.

The Superintendent will maintain a current list of all courses of study offered by this District.



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
Code	po2260
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 programs 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 an objective basis 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 will be educated with students without disabilities to the maximum extent appropriate. In the nonacademic setting, a student with a disability will 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 will 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.

Superintendent's Responsibilities

In furtherance of the aforesaid goal, the Superintendent will:

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;
3. 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;
4. 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;
5. 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;
6. 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;

7. require that service animals for students who require this type of assistance will be permitted access to all facilities, programs, and events of the District;
8. 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;
9. 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 will have those meanings defined herein; words not defined herein will be construed according to their plain and ordinary meanings.

Compliance Officer (CO) an employee designated by the School Board to be responsible for coordinating the District's efforts to comply with state and federal nondiscrimination laws and for receiving formal complaints of pupil discrimination.

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.

District community means students and District 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 District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with the District, and other individuals who come in contact with members of the District community at school-related events/activities (whether on or off District property).

The Superintendent will 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 verifies 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 Superintendent will 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 Superintendent will 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 will include procedures for student placement, services, evaluation, and exit guidelines and will 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.

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 will file it with the District's Compliance Officer within two (2) days.

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 will report the act to one of the COs, who will investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal will suspend the Policy 5517.01 investigation to await the CO's written report. The CO will 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 will 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 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 (COs)

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

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

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

- A. on the School District's website.
- B. in the employee and student handbooks.

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

The CO will 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 their understanding 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 will 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 will 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 will be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and will 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 will prepare and deliver a written report to the 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 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 Superintendent, or School Board President if the matter involves the Superintendent, 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 Superintendent either must issue a written decision regarding whether the charges have been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and Respondent. The 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 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 Superintendent requests additional investigation, the 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 Superintendent must issue a final written decision as described above. The decision of the Superintendent will be reviewed by the School 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 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 or expulsion 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 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 will 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, 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 Superintendent will 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 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 will 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 will 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 Superintendent will 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 Superintendent will 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 Superintendent will provide appropriate information to all members of the District community related to the implementation of this policy and will 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 will 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.

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 will 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.

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY
Code	po2260.01
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 will 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, or 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 will 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 will 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 will 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 will 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 will 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 will 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 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, and their right to examine relevant education records.

Definitions

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

Compliance Officer (CO) is an employee designated by the School Board to be responsible for coordinating the District's efforts to comply with state and federal nondiscrimination laws and for receiving formal complaints of pupil discrimination.

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 District, 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 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 early childhood, kindergarten, 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 (referred to as the "COs")

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

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

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 employee and student handbooks.

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 will 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 will further 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 will file it with the CO within two (2) days.

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 will report the act to one of the COs, who will investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal will suspend the Policy 5517.01 investigation to await the CO's written report. The CO will 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 will 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 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 School Board's intent to investigate the alleged wrongdoing.

Investigation and Complaint Procedure

The CO will 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 their understanding 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 will 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 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.

Investigations will 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 will keep the Complainant reasonably informed of the investigation's progress. 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 will prepare and deliver a written report to the 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 Superintendent. ¹⁶²

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 Superintendent, or School Board President if the matter involves the Superintendent, 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 Superintendent must either issue a final decision regarding whether the charges have been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to the Complainant and to the Respondent. The 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 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 Superintendent requests additional investigation, the 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 Superintendent must issue a final written decision as described above. The decision of the Superintendent will be reviewed by the School 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 will 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 Superintendent will take 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 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 will 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 will 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 ensure¹⁶³ no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

Sanctions and Disciplinary Action

The School Board will 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 Superintendent will 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 Superintendent will 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 Director 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 will 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 will 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 will 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 will make a full and complete record of the proceedings.

The IHO will 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 will 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 Superintendent will provide appropriate information to all members of the District community related to the implementation of this policy and will provide training for District students and staff where appropriate. All training and 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 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 will 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.

Additionally, the CO will 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 will 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.

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS
Code	po2261.01
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 Superintendent will 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 will 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 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, 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 achieve the objectives of the program by such means as ensuring regular attendance, monitoring digital device usage, 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 in developing 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 will be involved in the decisions regarding how the reserved funds are allotted for parent and family member involvement activities. Reserved funds will 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, 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 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, ongoing, 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 will 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 digital device usage; 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 Superintendent and building principals must include provisions in the 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, 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 District's capacity for parent involvement, the 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.

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	TITLE I - PARENTS' RIGHT TO KNOW
Code	po2261.02
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 Superintendent will 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 will 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". A highly qualified teacher meets State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

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

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Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	DISTRICT-SPONSORED CLUBS AND ACTIVITIES
Code	po2430
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 will 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 2105. 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 will 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

No activity will be considered to be under the sponsorship of this School Board unless it meets one (1) or more of the criteria stated above and has been approved by the Activities Director.

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.

The School Board will allow non-district-sponsored student clubs and activities during non-instructional time, in accordance with the provisions in Policy 5730 - Equal Access for Nondistrict-Sponsored Student Clubs and Activities.

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 extracurricular activity, a student must follow applicable student and/or athletic handbook expectations.

Students will 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 will be available to all students who elect to participate and who meet eligibility standards.

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.

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Book	Clean Copies for Discussion/Approval
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 District in which the student resides;
- D. enrollment in any nonsectarian private school or program, or tribal school, located in the 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 District in which the student resides, pursuant to a contractual agreement between districts.

The written request will be provided to the building principal who will provide it to the Superintendent. The Superintendent will 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 Superintendent 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 will notify students and parents of the provisions of this policy. Inclusion of such notification in the student handbook will satisfy this requirement.



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT
Code	po2521
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.

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

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 District will not discriminate in the selection of instructional materials on the basis of 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



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	STUDENT ASSESSMENT
Code	po2623
Status	
Legal	118.30, Wis. Stats. P.I. 8.01(2r/s), Wis. Adm. Code

2623 - **STUDENT ASSESSMENT**

The School Board will 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 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.

All students will participate in State-wide or District-wide assessments, and any student with a disability will be provided appropriate accommodation and/or alternate assessments where necessary as indicated in the student's I.E.P. or Section 504 plan.

Parental Opt-Out of Assessments (students)

The School Board will excuse any student from the State examination administered in grades 3rd to 11th. To opt out of these state examinations, the student's parent must submit a statement in writing to the Building Principal stating that the parent is opting **the student** out of the examination(s).

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School District of River Falls
Educational Program Committee Meeting Report

Monday, November 10, 2025 - 6:00 PM
District Office
852 E Division Street
River Falls, Wisconsin 54022

The School Board’s Educational Program Committee meeting was held on Monday, November 10, 2025, at the District Office, 852 E Division Street, River Falls, Wisconsin 54022. Chair Tuchtenhagen called the meeting to order at 6:00 pm. It was ascertained that notice of the meeting had been properly posted in the appointed locations and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

Committee Members Alan Tuchtenhagen (Chair), Lindsey Curtis, and Monica LaVold. School Board members Bo Hirstein, Stacy Johnson Myers, Mike Miller, and Alison Page. Superintendent David Bell, Co-Directors of Academic Services MaryBeth Elliott & Amy Wise, Director of Human Resources Nate Schurman, and Director of Finance and Facilities Lynette Coy were also present.

1. **CALL TO ORDER - 6:00 PM**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS - None**

4. **APPROVE GIRLS HOCKEY CO-OP**

David Bell and MaryBeth Elliott presented the Girls Hockey Co-Op for approval. WIAA requires School Board approval for all athletic co-ops by February 1st. Co-Op terms are required for a 2-year period. This approval request is for the continuation of our existing Girls Hockey Co-Op for the upcoming 2-year period to include Baldwin-Woodville, St. Croix Central, and River Falls.

Action: Tuchtenhagen moved, seconded by LaVold, to approve the Girls Hockey Co-Op. The motion passed 3-0.

5. **ACT 20 UPDATE**

Amy Wise, Co-Director of Academic Services, gave an update on ACT 20 implementation.

Action: None, informational only.

6. **CURRICULUM REVIEW STAGE 5: K-5 ELA**

Amy Wise, Co-Director of Academic Services; Anna Zalusky, Rocky Branch 4th Grade Teacher; Erin Oian, Westside Kindergarten Teacher; and Heidi Usgaard, Instructional Coach from Rocky Branch, gave an update on K-5 ELA implementation.

Action: None, informational only.

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

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

Action: Committee members suggested that a future meeting include an overview of WI school report cards..

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

Upcoming committee meeting dates, times, and locations were reviewed.

Action: Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, December 8, 2025, 6:00 p.m.

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

9. **ADJOURN** at 6:57 p.m.

Alan Tuchtenhagen, Educational Program Committee Chair



Wisconsin Interscholastic Athletic Association

Cooperative Team Sponsorship Signatures

2026-27 & 2027-28 Co-op Application (except Football)

*Gymnastics co-ops are due annually

By our signatures we agree we have, as a school administration and school board, reviewed and discussed the items indicated on this form. We further confirm that our school district will provide the same level of institutional oversight to this program as to other sports sponsored by our district. In addition, we acknowledge that any monetary funds provided to us by outside sources will be handled according to district policies. Parent support groups, etc., shall not be involved in paying program expenses directly.

Applications submitted without all required signatures will be considered incomplete and not accepted.

Co-op Application ID: 05630

(found on Cooperative Team Sponsorship form)

SCHOOL NAME: River Falls High School

SPORT: Hockey

GIRLS/BOYS: Girls

Board of Education or Governing Body President:

Signature: _____

Print Name: _____

District Administrator:

Signature: _____

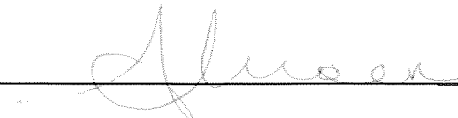
Print Name: _____

Name of Conference: Big Rivers Conference

Signature from a person authorized to represent the conference affiliation of this co-op program; typically, a conference commissioner or the equivalent.

If, at the time of the signature, conference affiliation has yet to be determined for this cooperative agreement, signatures should be ascertained from the current affiliation of the involved schools. If a school(s) is currently unaffiliated/independent, no signature is required.

(Through the conference realignment application process, approval and opinion of all affected conferences and schools will be required.)

Commissioner Approval Signature: 

Print Name: Aaron Moen - President Big Rivers Conference

School District of River Falls
Finance and Facilities Committee Meeting Report

Monday, November 10, 2025 - at 7:00 PM or immediately following the 6:00 PM Educational Program meeting
District Office
852 E Division Street
River Falls, Wisconsin 54022

The School Board's Finance and Facilities Committee meeting was held on Monday, November 10, 2025, at the District Office, 852 E Division Street, River Falls, Wisconsin 54022. Chair Miller called the meeting to order at 6:58 pm. It was ascertained that notice of the meeting had been properly posted in the appointed locations and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

Committee members Mike Miller (Chair), Bo Hirstein, and Alison Page. School Board members Lindsey Curtis, Stacy Johnson Myers, Monica LaVold, and Alan Tuchtenhagen. Superintendent David Bell, Director of Human Resources and Leadership Development Nate Schurman, and Director of Finance and Facilities Lynette Coy were also present.

1. **CALL TO ORDER - 6:58 PM**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS – None**

4. **FACILITIES PROJECTS UPDATE**

The Administration provided an update on the Facilities Projects and discussed the recent community Open House.
Action: None, informational only.

5. **2025-26 BUDGET UPDATE**

The Director of Finance and Facilities, Lynette Coy, provided an update on the 2025-26 Budget.
Action: None, informational only.

6. **COMMUNITY SERVICE FUND 80 LEVY DISCUSSION**

The Director of Finance and Facilities, Lynette Coy, provided information on the Community Service Fund 80 Levy history and discussed future planning.
Action: None, informational only.

7. **PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE FINANCE & FACILITIES MEETING AGENDA(S)**

As always, committee members were given the opportunity to suggest items for future committee and/or Board meeting agendas.
Action: No suggestions at this time.

8. **SCHEDULE NEXT FINANCE & FACILITIES COMMITTEE MEETING**

Upcoming committee meeting dates, times, and locations were reviewed.

Action: Set the meeting schedule as follows:

Finance and Facilities Committee meeting, Monday, December 8, 2025, 7:00 p.m. *(or immediately following Educational Program)*

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

9. **ADJOURN** at 7:35 p.m.

Mike Miller, Finance and Facilities Committee Chair

School District of River Falls
Personnel Committee Meeting Report

Monday, November 10, 2025 - at 8:00 PM or immediately following the 7:00 PM Finance & Facilities meeting
District Office
852 E Division Street
River Falls, Wisconsin 54022

The School Board's Personnel Committee meeting was held on Monday, November 10, 2025, at the District Office, 852 E Division Street, River Falls, Wisconsin 54022. Chair Johnson Myers called the meeting to order at 7:35 p.m. It was ascertained that notice of the meeting had been properly posted in the appointed locations and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

Committee Members Stacy Johnson Myers (Chair), Alison Page, and Alan Tuchtenhagen. School Board members Lindsey Curtis, Bo Hirstein, Monica LaVold, and Mike Miller. Superintendent David Bell, Director of Finance and Facilities Lynette Coy, and Director of Human Resources and Leadership Development Nate Schurman were also present.

1. CALL TO ORDER - 7:35 PM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS - None

4. PARAPROFESSIONAL MENTOR CHECK-IN REPORT

Director of Human Resources, Nate Schurman, discussed the findings from the one-on-one meetings with the paraprofessional mentors.

Action: None, informational only.

5. WELLNESS PLAN REPORT

Director of Human Resources, Nate Schurman, discussed the 2025-26 District Wellness Plan.

Action: None, informational only.

6. ANALYSIS OF 2024-25 STUDENT:STAFF RATIO COMPARABLES

Director of Human Resources, Nate Schurman, provided a review of student-to-staff ratios of regionally comparable groups. River Falls has high student-to-staff ratios relative to comparable groups. This information is useful when considering the development of the 2026-27 budget and staffing plan.

Action: None, informational only.

7. PRELIMINARY STAFF PLANNING

Director of Human Resources, Nate Schurman, discussed staff planning for the 2026-27 school year.

Action: None, informational only.

8. CONSIDERATION OF ADJOURNING TO CLOSED SESSION PURSUANT TO WIS.STAT.SEC. 19.85(1)(C), WHICH PERMITS CONVENING TO CLOSED SESSION FOR THE PURPOSE OF CONSIDERING EMPLOYMENT, PROMOTION, COMPENSATION, OR PERFORMANCE EVALUATION DATA OF ANY PUBLIC EMPLOYEE OVER WHICH THE GOVERNMENTAL BODY HAS JURISDICTION OR EXERCISES RESPONSIBILITY, TO DISCUSS AN EARLY RETIREMENT REQUEST. ROLL CALL REQUIRED.

Action: Page moved, seconded by Tuchtenhagen, to adjourn into closed session. Roll Call Vote: Hirstein-yes; Page-yes; LaVold-yes; Curtis-yes; Miller-yes; Myers-yes; Tuchtenhagen-yes.

9. CONVENE TO CLOSED SESSION PURSUANT TO THE ABOVE at 8:08 p.m.

Present: Committee Members Stacy Johnson Myers (Chair), Alison Page, and Alan Tuchtenhagen. School Board Members Mike Miller, Lindsey Curtis, Monica LaVold, and Bo Hirstein. Superintendent David Bell, Director of Finance and Facilities Lynette Coy, and Director of Human Resources and Leadership Development Nate Schurman were also present.

The personnel committee discussed an early retirement request from a certified staff member.

10. **RECONVENE INTO OPEN SESSION FOR POTENTIAL ACTION RELATED TO CLOSED SESSION BUSINESS**

Action: Page moved, seconded by Tuchtenhagen, to reconvene in open session. Roll Call Vote: Hirstein-yes; Page-yes; LaVold-yes; Curtis-yes; Miller-yes; Myers-yes; Tuchtenhagen-yes.

Closed Session Action: Tuchtenhagen moved, seconded by Page, to approve the early retirement request. The motion passed 3-0.

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

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

Action: No suggestions at this time.

12. **SCHEDULE NEXT PERSONNEL COMMITTEE MEETING**

Upcoming committee meeting dates, times, and locations were reviewed.

Action: Set the meeting schedule as follows:

Personnel Committee meeting, Monday, December 8, 2025, 8:00 p.m. *(or immediately following Finance & Facilities)*
The meeting will be held at the District Office, 852 E. Division Street.

13. **ADJOURN** at 8:14 p.m.

Stacy Johnson Myers, Personnel Committee Chair



POLICY 830-RULE USE OF DISTRICT FACILITIES, GROUNDS, AND EQUIPMENT

Scheduling Process:

Facility user groups or individuals interested in using district facilities, grounds, or equipment are required to obtain prior approval by means of Request for Use of District Facilities Form.

- Request forms by contacting the district Activities Director at (715) 425-1830 ext. 1109.
- Requests should be made at least fourteen (14) business days prior to anticipated use. Upon receipt of the request, the Activities Director will verify space & staff availability, complete the approval process, and establish estimated costs according to policy.
- The requestor will receive confirmation of the location, personnel required, and other requirements of use after the approval process is completed. Large Events may necessitate the need for additional charges for supervision, setup, clean up, and trash removal.
- Facility user groups will be required to submit payment and deposit to the Activities office prior to usage. Approval for use of district facilities and grounds may require the signature of the building principal and Building & Grounds Director.

Liability Insurance:

- Groups or individuals using district facilities or grounds must furnish a certificate of insurance for liability limits for no less than \$1,000,000 per occurrence naming the district as an additional insured. Insurance may be in the form of a “blanket” policy or a certificate for one-time events. Proof of insurance must be provided before the event can take place. The applicant and/or organization agree to hold harmless the district from any expenses or costs in connection with the use of district facilities and grounds.

Requests for Use of Equipment

- Use of district equipment must be applied for at the same time the request form is submitted (only equipment that is specified and approved on the request can be used). Equipment and decorations should be removed directly following an activity. Groups using the schools will not be allowed to store materials or equipment in the school unless pre-approved by the Activities Director.

Supervision

- Facility user groups receiving approval to use district facilities, grounds, and equipment are responsible for ensuring adequate supervision of the approved activity.
 - For safety reasons, no children will be allowed entrance to a building until a responsible adult is in attendance and ready to take charge of the group.
 - The adult responsible for the activity must remain with the group the entire time that they are in the building and must not leave until they are certain that all members of their group are out of the building and picked up by parents/guardians.
 - The adult responsible for the activity is also accountable for the conduct/behavior of both participants and spectators, enforcing rules and regulations, as well as

restricting group activity to the areas listed on the facility use application. All children must be under direct parental/leader supervision.

- When the building has multiple users on the same date or a large event, the Activities Director or building Principal has the right to request an event coordinator at the expense of the facility user group(s). The event coordinator's role is to assist participants, ensure that rules and regulations are being enforced by the adult(s) responsible for the activity, and assure order, safety, and security is maintained in the facility.
- The facility user group is responsible to observe fire occupancy regulations at all times.

Cancellations

- Facility user groups agree to cancel with the Activities Director any scheduled facility use dates requested, at least five (5) business days in advance of intended use in order to avoid total fee charges (if an event is scheduled for a Saturday or Sunday, cancellation must be made by Monday. Pre-approved district or community activities may need to be canceled by district authorities to accommodate unforeseen events or emergency changes in school functions. In most cases, the district will attempt to provide scheduled groups with at least five (5) business days' notice when an unexpected need for the space should arise. Every effort will be made to keep cancellations to a minimum and relocate scheduled district or community activities if necessary.
- When school is canceled due to inclement weather or physical problems, activities scheduled during the day, immediately after school, or in the evening are all canceled. Any deviation from this will be at the discretion of the Superintendent or designee. School fields will be closed if city fields are closed due to inclement weather. When use of facilities or grounds is canceled and a facility user is found on the premises, future use may be denied to that user. Information on closures of facilities or grounds is now available on the District website.

Conflicts or Issues

- In most scheduling disputes between groups, the natural season of sports, priority for scheduling facility usage, date order received and historical usage will prevail. Applicants should not advertise events until FINAL APPROVAL is received.
- The Activities Director will respond to any facility user group's issues or concerns related to facility usage. The Activities Director will work in collaboration with the Building & Grounds Director, building principals, custodians, and other employees as needed to investigate and resolve complaints from facility users. If satisfactory resolution cannot be achieved, the complainant may appeal to the Superintendent who will review the request and make a final decision. In retrospect, issues and concerns related to facility user groups are to be reported immediately to the custodian on duty or event coordinator (where applicable) so they can attempt to resolve them. If the situation warrants further intervention the building principal is to be contacted for guidance on how to proceed. The building principal will work in collaboration with the Activities Director and Building & Grounds Director in

investigating and resolving complaints related to use of facilities. If satisfactory resolution cannot be achieved, the final authority rests with the Superintendent.

- The final authority concerning the scheduling of school facilities and grounds rests with the Superintendent.

Staff Related Procedures

- To facilitate planning on the part of facility user groups the district principals and other administrators will submit annual building usage requests for the upcoming school year to the Activities Director by the end of the current school year. To avoid later conflicts with community events, this calendar will include not only dates and times of specific activities but also dates and times when specific spaces or entire facilities will not be available for community use due to conferences, limited parking, or periods of special event setup. These requests will be reviewed and approved by the administrative team for the district's master calendar and/or building schedules. Request forms from facility user groups received prior to any given school year will not be approved until completion of all school and community education programs have been scheduled for the coming school year. Requests for summer building usage by district personnel and programs are due to the Activities Director in February in order to plan ahead and determine available and suitable building locations.
- District personnel and program requests or modifications in schedules that arise after the start of the school year need to be submitted to the Activities Director in a timely manner in order to avoid potential scheduling conflicts with facility user groups' pre-approved activities and to allow for adequate notification and pursuit of alternative arrangements.
- For activities or events sponsored by River Falls youth associations or district coaches/advisors, the following information applies for Facility and Grounds Use.
 - User fees according to Priority 2 rates. (Indoor gym rates and field rates will be the same fee.)
 - Certificate of insurance in the amount of \$1,000,000 per occurrence and \$1,000,000 annual aggregate, naming the School District of River Falls as the additional insured.
 - The lead coach must give written assurance that WIAA Rules will not be violated.
 - Financial accounting of said camps, clinics, lessons or tournaments will be submitted to the district if requested.
 - Request forms can be obtained from the Activities Director.

Facility Use Rules and Regulations

Certain rules and regulations exist to protect the property owned and operated by the district's taxpayers and to ensure the safety of users. The following rules are to be adhered to when using district facilities, grounds, and equipment. It is the facility user group's responsibility to communicate these rules and regulations to their leaders, participants, and spectators.

- Regular school activities, programs, and organizations of the district shall have first priority in the use of any district facility or grounds. The elementary gymnasiums and multi-purpose areas are available no earlier than 6:15 p.m. on weekdays due to the district's Kids' Club school-age extended day programs. Groups are not allowed to enter these areas until 6:15 p.m. unless pre-approved by the Activities Director or designee.

- The district reserves the right to reject or cancel any request for use of facilities, grounds, and equipment that is contrary or detrimental to the purpose of the schools or district policies, or if deemed not in the public's best interest. The following types of activities will not be permitted: activities promulgating any theory or doctrine subversive to laws of the United States or any political subdivision thereof; any activity that tends to violate good manners, morals, values, or taste; activities that would tend to be injurious to the facilities, grounds, or equipment; and activities that are discriminatory in nature.
- Use of district facilities on holidays or holiday weekends and Sundays is discouraged due to limited staff availability.
- Weekend use by non-district facility groups will be charged a custodian fee as designated in the fees section of this document and are subject to the availability of appropriate custodial staffing.
- After the Request for Use of District Facilities form has been approved and signed by the Activities Director or designee, and a representative of the facility user group, it becomes an agreement with the requestor and/or the organization, and they cannot sublet or transfer their rights and privileges to any other individual, group, business, or organization.
- Facility user groups should check permanent equipment and condition of room(s) at start of usage to determine any previous damage. Such damage should be documented and shown to the custodian or the event coordinator immediately. If any damage is noticed after a group has used the district facility, grounds, or equipment the group will be held responsible for the cost of repair or replacement of any items damaged, lost, or stolen from district property. Facility user groups will be responsible for leaving the facilities and property in the same condition as upon arrival (including returning furniture to original configuration and any other cleanup needed).
- The Facility Use permit is granted for specific dates, equipment, rooms, or areas of buildings for specific periods of time and for specific uses including the nearest restrooms and drinking fountain. Using a building for other purposes, using additional facilities, loitering in other areas, entering or remaining in the building beyond the allotted time will be considered as unauthorized use of the facilities. Additional charges may be added to the facility use fee as well as denial of future facility use requests.
- No permit holders shall be allowed to sublet the facility.
- All School District of River Falls policies, local and state ordinances, laws, and fire codes pertaining to the use of public facilities must be observed. Copies of all district policies are available online at www.rfsd.k12.wi.us. Policies include but are not limited to, the following:
 - River Falls School District is tobacco-free. Use of tobacco products is prohibited on district property including buildings and grounds.
 - Possession or consumption of intoxicating beverages or illegal substances (drugs) in any form is prohibited on district property including facilities and grounds.
 - No weapons or look-alike weapons, as defined in Policy 832, shall be brought on district property for any reason other than in conjunction with an authorized firearm safety program with the exception of legally authorized officials.
 - Facility user group leaders agree to go over any safety concerns and rules related to scheduled activity including proper sportsmanship, location of fire extinguishers, fire

blankets, and proper use of equipment. Facility user groups must furnish their own first aid kits and instructional supplies.

- District policy prohibits all forms of harassment and violence as defined in Policy 411.1.
- If a fire alarm sounds in any area of a building the entire building must be evacuated according to evacuation maps posted in each room near exits.
- If an alarm sounds related to a tornado warning the entire building must take cover in the nearest location as indicated on maps posted in each room.
- Consumption of food (including snacks and refreshments) and beverages in school facilities is allowed in designated areas only, which does not include instructional areas, gymnasiums, auditoriums, and other special use rooms.
- Disorderly conduct is prohibited and punishable by ejection from the facilities or grounds. This includes inappropriate communication and disrespect for authority, building monitors, and/or custodians by group leaders or participants of a group. The proper authorities may be notified, including law enforcement to intervene.
- To preserve the district's gym floors, soft-soled shoes are recommended. Removal of non-soft soled shoes is requested prior to entering the gymnasiums.
- Parking is allowed in designated areas only. Cars parked in fire lanes will be ticketed.
- The Superintendent or designee is authorized to act in any case not covered by the rules and regulations as deemed appropriate.
- Some regulations may vary where separate School Board approved "Joint Use " or "Special Use" agreements exist between the district and other cooperative community entities:
 - There are additional special guidelines for use of kitchens (food service areas), classrooms with cooking facilities, and the pool that the facility user groups must follow. Copies of these guidelines are provided with the permit prior to usage when that area is requested. Appropriate school or school-trained personnel may be required when special school facilities or equipment are utilized and will be billed to the facility user group at the current hourly rate.
 - In most cases, the athletic fields will be used for high school and district-sponsored events, plus events sponsored by the River Falls Park and Recreation Department composed of a majority of district residents. The use of the athletic fields will be approved based on field conditions, priority scheduling, and in consultation with the Activities Director.
 - Use of the varsity running track shall be limited to regular school groups and approved facility user groups. Spiked running shoes may not be used on the varsity running track.
 - Use of computer facilities must comply with the district's acceptable use guidelines.
 - Tennis courts are available for individual use based on the posted rules, restrictions, and priority scheduling.

Priorities for Scheduling of Facilities

To make maximum use of district facilities, grounds, and equipment with a minimum conflict, it is necessary to arrange facility user groups on a priority basis. Groups using the facilities will be prioritized from Priority 1 through 4 with Priority 1 having highest priority for use when developing

the annual master district and school-related activities calendar. The term “priority” as used in this regulation is intended to mean first consideration for access to facilities rather than exclusive use at the expense of all groups assigned lower priority. Although Priority 1 retains the rights to cancel the use of scheduled community facility groups with an assigned lower priority, efforts will be made to keep cancellations to a minimum.

“Local” is generally defined as those whose primary residence, address, chapter, affiliation is considered to be located within the legal boundaries of the district.

Priority 1 - Refers to the programs and activities of the School District of River Falls. All directly related pre-K-12 school activities such as regularly scheduled daytime school activities, musical and arts events, student co-curricular activities, school productions, staff development, community education, approved meetings and activities of student organizations, school staff, parent organizations, or other organizations whose sole purpose is to support the district. No fee shall be charged for use of district facilities or grounds by school or school-related organizations, except if use is requested at a time it would not be open, a chargeback for personnel (i.e. custodial) may be assessed as well as any special services or personnel needed as a result of usage. Also will be included are basic political occurrences such as providing election polling places.

Priority 2 – Refers to local non-profit groups/clubs, agencies, parks and recreational programs, and adult service organizations composed of at least 51% of district residents and organized to promote civic, charitable, educational, social, leadership, service learning, support services, or recreational activities for youth. This includes local youth religious/social/recreational activities and local non-public school recreational activities. Camps or Clinics provided by district staff or coaches for district youth. Priority 2 also includes local community theater groups.

Priority 3 – Refers to local religious organizations for worship and adult or youth instruction, political parties, partisan issue organizations, and local adult/youth special interest, recreational, or social groups/clubs/associations, AAU or Elite youth teams headed by a district parent. The groups must be composed of at least 51% of district residents.

Priority 4 - Refers to for-profit businesses, educational institutions, or non-profit organizations located outside of the school district or non-resident groups whose primary residence, address, chapter, or affiliation is considered to be located outside the legal boundaries of the district. Fund-raising activities not specifically designed to benefit the district or its students by any organization are considered Priority 4.

Fees will be assessed according to use requests, policy, extra costs associated with usage, and fee schedule approved by the School Board.

The illustrations of various groups within each priority grouping above are illustrations only and should not be construed to represent an all-inclusive listing. If a group is not listed, the Activities Director and/or Superintendent is given the authority to designate a group to a priority.

Facility Use Fee Schedule

	Priority 1 & 2	Priority 3	Priority 4
Montessori Gymnasium	NC	\$35/hr	\$50/hr
Elementary Cafeteria	NC	\$30 hr	\$50/hr
Elementary Fields	NC	\$20/hr	\$30/hr
Elementary Gymnasium *	NC	\$24/hr	\$45/hr
Elementary Library	NC	\$22/hr	\$38/hr
HS Auditorium *	NC	\$120/hr	\$175/hr
HS Auxiliary Gymnasium *	NC	\$35/hr	\$60/hr
HS Commons	NC	\$35/hr	\$60/hr
HS Dance Studio	NC	\$25/hr	\$45/hr
HS Fields #1-6 Grass	NC	\$35/hr	\$60/hr
HS Fields A-E Baseball/Softball	NC	\$45 /hr	\$90/hr
HS Library Media Center	NC	\$20/hr	\$30/hr
HS Main Gymnasium *	NC	\$20/hr/court	\$30/hr/court
HS Multi-Purpose (Turf) Room*	NC	\$35/hr	\$60/hr
HS Tennis Courts *	NC	\$25/hr	\$35/hr
HS Wildcat Field & Track *	NC	\$75/hr	\$150/hr
HS Wrestling Room *	NC	\$35/hr	\$60/hr
MS Auditorium *	NC	\$65/hr	\$95/hr
MS Athletic Fields	NC	\$35/hr	\$60/hr
MS Cafeteria	NC	\$30/hr	\$50/hr
MS Gymnasium *	NC	\$35/hr	\$60/hr
MS Library Media Center	NC	\$20/hr	\$30/hr
MS Multipurpose Room (Lower Level)	NC	\$30/hr	\$50/hr
MS Tennis Courts *	NC	\$20/hr	\$25/hr
Regular Classrooms & Elementary Library Media Centers	NC	\$15/hr	\$25/hr

* Auditoriums, Tennis Courts, Gymnasiums, HS Fields, **HS Multipurpose (Turf) Room, HS Wrestling Room,** and Wildcat Field/Track require a \$500 deposit to be used towards any additional fee charges. If no additional fees apply, the deposit will be returned in full.

Joint Powers agreements will govern terms of use for local government and other agencies as approved by the School Board.

Facility rental rates may be reviewed annually.

Additional Fees for Facility and Grounds Usage:

- Rescheduling – A \$25 fee may be charged if excessive revisions or rescheduling is made to the original request.
- No Show charges – billed according to estimated costs on activity confirmation.
- Event Coordinator billed at current hourly rate, unless waived.
- Custodian fees for set up and take down for large groups or if the facility user group does not fulfill their obligations of leaving the facility in the same condition in which they found it.
- Equipment repair and damage fees, if applicable.
- For large events, a fee for extra garbage pickup may apply
- When requesting use of school parking lots a deposit may be requested and there may be charges applied if maintenance is required after the event.

Auditorium Guidelines and Procedures

Auditorium rental rates include the space only. If a group requires access to lighting, sound, materials, tools, or any other equipment, there will be an additional charge for an Auditorium Supervisor as well as any additional trained personnel as determined by the district. Due to the complexity and delicate nature of the equipment, only district-trained and authorized auditorium personnel will be allowed in the control booth to operate this light and sound system.

1. All backstage equipment and rooms, including choral risers, music rooms, shells, staging platforms, instruments, etc. are property of River Falls School District. These items may not be used unless prior arrangements have been made with the high school music department.
2. The Auditorium Supervisor must approve any equipment or decorations brought into the auditorium by a group. Equipment and decorations should be removed directly following an activity. Groups using the auditoriums will not be allowed to store materials or equipment in the school unless pre-approved by the Auditorium Supervisor. At no time are any decorations or objects allowed to be attached in any way to the stage curtains -- front or back, black or blue curtains; neither taped, stapled, pinned, or sewn. Objects are not to be attached to any walls or fixtures without prior written approval from the Auditorium Supervisor.
3. Consumption of food and beverages in the auditoriums and backstage areas is not allowed. Concession items must be consumed in the lobby or commons during the intermission and are not to be brought into the auditoriums or backstage areas.

4. Facility user groups agree to adhere to all regulations regarding fire and safety codes, including not blocking any entrances or exits at any time, and not using flammable or dangerous chemicals or materials.

House - The seating capacity of the Meyer Middle School auditorium is 593. Seating capacity of the high school auditorium is 750. Seating is not allowed in the aisles of either auditorium due to fire and safety codes.

DATE OF ADOPTION: March 9, 1973

REVISED: April 20, 1981, September 16, 1991, 2001, 2002, 2004, 2005, December 15, 2008, October 15, 2012, December 16, 2013, July 1, 2016, July 1, 2017, July 21, 2017, July 1, 2018, July 1, 2019, March 24, 2025, November 17, 2025 (2nd Reading)