

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

Monday, December 15, 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. River Falls Sports Broadcasting

Description: The School Board will recognize the following individuals for their exceptional service in broadcasting district athletic contests and special events: Paul Adermann, Ariel Avestruz, Debbi Avestruz, Kevin Black, Russ Blasius, Corby Bodenborg, Tim Burns, Aaron Cudd, Rob Doerre, Brayden Engstrom, Bo Hirstein, Jason Hoernke, Erik Jalowitz, Dan Jenkins, Bill Jensen, Jeff Johnson, Mike Kealy, Chris Larsen, Tim LaVold, Jon Longsdorf, Kit Luedtke, Sophie Otte, Marty Paulson, Greg Peters, Jenna Peters, Steve Poellinger, Nate Schurman, Scot Simpson, Shawn Timm, Kevin Westhuis, Justin Wilson, and Melissa Wilson.

B. Spotlight on Education: Early Childhood Special Education

4

C. Superintendent, Administrative, and Student Representative Reports

1. Student Representative Report

a. Cellphone use at the River Falls High School

2. Administrative Reports

a. Wildly Important Goal (WIG) Updates 2025-26

1. Student Services

9

b. Special Education Reimbursement

13

3. Superintendent Report

a. Cellphone Legislation Update

16

6. ACTION ITEMS

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

19

Description: The following have been submitted for approval:

Item 1: November 17, 2025, Regular School Board Meeting minutes

Item 2: Bills submitted for payment

Item 3: 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 4: Approve second readings of the following NEOLA 2000s Program policies: 2105 - *Mission, Vision, and Values of the District*, 2131.01 - *Early Literacy Program*, 2210 - *Curriculum Development*, 2220 - *Adoption of Course of Study*, 2221 - *Special Observance Days*, 2230 - *Curriculum Unit Plans*, 2240 - *Controversial Issues in the Classroom*, 2260 - *Nondiscrimination and Access to Equal Educational Opportunity*, 2260.01 - *Section 504/ADA Prohibition Against Discrimination Based on Disability*, 2260.02 - *Services for Bilingual Students/English Learners*, 2261 - *Title I Services*, 2261.01 - *Parent and Family Engagement in Title I Programs*, 2261.02 - *Title I-Parents' Right to Know*, 2266 - *Nondiscrimination on the Basis of Sex in Education Programs or Activities*, 2270 - *Religion in the Curriculum*, 2330 - *Homework*, 2340 - *District-Sponsored Trips*, 2430 - *District-Sponsored Clubs and Activities*, 2431 - *Interscholastic Athletics*, 2451-*Program or Curriculum Modifications*, 2460.03 - *Independent Educational Evaluation (IEE)*, 2521- *Selection of Instructional Materials and Equipment*, 2522 - *Library Media Centers*, 2531 - *Copyrighted Works*, 2623 - *Student Assessment*, ¹ 2700.01 - *School Performance and State Accountability Report Cards*.

Item 5: Approve first readings of the following NEOLA 2000s Program and 9000s Relations policies: 2271.01 - Start College Now Program, 2271.02 - High School Technical College Academies, 2411 - School Counseling and Academic and Career Planning, 2412 - Homebound Instruction Program, 2416 - Student Privacy and Parental Access to Information, 2421 - Career and Technical Education Program, 2440 - Summer School, 2450 - Community Education, 2460 - Programs for Students with Disabilities, 9120 - Public Information Program, 9140 - Citizens' Advisory Committees, 9150 - Visitors to School District Buildings, 9700.01 - Advertising and Commercial Activities, 9800 - High School Diplomas to Veterans, 9800.01 - Veterans as Classroom Volunteers.
Recommended Action: Approve minutes, bills, employment, and NEOLA policies as presented.

B. Consideration and/or Action to approve the December 1, 2025, Ad-Hoc Policy Committee recommendations 133

Description: The Ad-Hoc Policy Committee met on December 1, 2025, to review and approve the NEOLA 2000s Program and 9000s Relations policy series. Neola Policy 2510 - Adoption of Textbooks and 9700 - Relations with Non-school Affiliated Groups were tabled for a later date.

Recommended Action:

1. Approve the first reading of Neola Policy 2271 - Early College Credit Program.
2. Approve the first reading of Neola Policy 2370 - Educational Options Provided by the District.
3. Approve the first reading of Neola Policy 2413 - Health Education.
4. Approve the first reading of Neola Policy 2414 - Human Growth and Development.
5. Approve the first reading of Neola Policy 9130 - Public Complaints.
6. Approve the first reading of Neola Policy 9151 - Use of Cameras and Other Recording Devices in Locker Rooms.
7. Approve the first reading of Neola Policy 9160 - Public Attendance at School Events.
8. Approve the first reading of Neola Policy 9211 - District-Support Organizations.
9. Approve the first reading of Neola Policy 9270 - Home-Based, Private, or Tribal Schooling.

C. Consideration and/or Action to approve the December 8, 2025, Educational Program Committee recommendations 152

Description: The Educational Program Committee met on December 8, 2025, to review the 2024-25 District Report Card and to hear an update on Stage 1: Desired Results of the curriculum review cycle.

Recommended Action: None, informational only.

D. Consideration and/or Action to approve the December 8, 2025, Finance & Facilities Committee recommendations 161

Description: The Finance and Facilities Committee met on December 8, 2025, to hear a facilities project update, review the Capital Improvement Projects list, receive a 2025-26 budget update, and approve the Community Service Fund Levy.

Recommended Action: Approve a plan for future Community Service Fund levies to maintain a fund balance between 15-20% while also setting the levy to fund 20-25% of costs in Fund 80.

E. Consideration and/or Action to approve the December 8, 2025, Personnel Committee recommendations 163

Description: The Personnel Committee met on December 8, 2025, to hear a calendar committee update. The committee also went into closed session to discuss 2026-27 bargaining goals.

Recommended Action: None, informational only.

F. Review resolutions to be addressed during the 2026 Wisconsin Association of School Board (WASB) Delegate Assembly on January 22, 2026, and provide the delegate with direction for voting on WASB resolutions 165

Description: Each year, the WASB Delegate Assembly votes on proposed amendments and resolutions during its Annual Joint State Convention. Each eligible school district may cast one vote on those resolutions. Alison Page is the newly appointed delegate to the 2026 convention.

Recommended Action: Provide Delegate Alison Page with direction for voting on WASB resolutions. The School Board may give voting direction on an item-by-item basis or on a specific item(s) only, or direct the Delegate to vote in the best interest of the School District of River Falls.

G. 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.

H. Schedule next School Board/Committee meetings

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

Recommended Action: Set the meeting schedule as follows:

Policy Ad-Hoc Committee meeting: Monday, January 5, 2026, 6:00 p.m.

Educational Program Committee meeting: Monday, January 12, 2026, 6:00 p.m.

Finance & Facilities Committee meeting: Monday, January 12, 2026, 7:00 p.m. *(or immediately following Educational Program)*

Personnel Committee meeting: Monday, January 12, 2026, 8:00 p.m. *(or immediately following Finance & Facilities)*

Regular School Board meeting: Monday, January 19, 2026, 6:00 p.m.

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

7. ADJOURN

Early Childhood Special Education Program



Team Members



Emma
Brennan-
Bobert



MiKayla
Sanocki
Physical Therapist



Sonja Kamrath
School Psych



Ann Nelson
Speech and Language Pathologist



Amber Schurman
Occupational
Therapist



Mara Shepherd
Special Education
Teachers



Program for three year olds aging out of Birth to Three county services or through our district screening.

What Do We Do?



- Five different sections based on student need
- Monday, Wednesday, Friday morning class
- Monday, Wednesday morning Class
- Tuesday/Thursday morning class for students with nonverbal Autism
- Tuesday/Thursday morning class for students with significant health/medical needs
- Tue, Wed, Thur afternoon class (Pre 4K)

Total number of students we service as of 12/5: 24

Typical Day/Schedule



Play Based Classes focusing on:

- Social Emotional Regulation
- Social Skills
- Taking Turns & Sharing
- Working with Others
- Following Directions
- Fostering Independence
- School readiness



Related Services in the Classroom

Physical Therapy

- Practicing Safe Hallway Mobility
- School navigation skills
- Playground mobility
- Obstacle courses
- Activities for coordination and body awareness
- Safety awareness, attention/focus, impulse control

Occupational Therapy

- Fine Motor Development
- Pre-Writing & Visual-Motor Skills
- Sensory Processing & Regulation
- Behavior



Speech & Language Therapy

- Speech Sound Learning (Articulation) Activities
- Vocabulary building
- Interactive story reading
- Supporting social communication in play
- Creating and supporting communication options for nonverbal students: sign language, picture exchange systems, other classroom visuals, individualized AAC (augmentative/alternative communication) devices

Speech & Language



Occupational Therapy



Physical Therapy



Gross Motor curriculum with a whole class

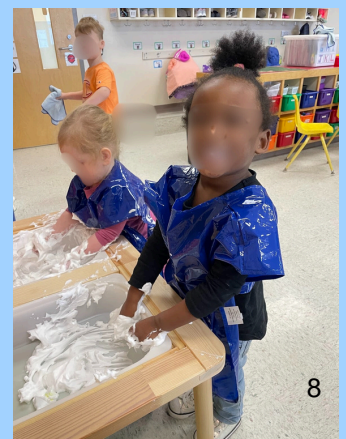


Current obstacles & Future Needs

Wheelchair Accessible Playground
Pathway to current Playground
Inclusion: Access to Peer Models



Thank You So Much for Having Us!





Special Education WIG 2025-26

Special Ed: Wildly Important Goal (WIG)

Goal: 80% of Special Education Students will show *above average* growth (Student Growth Percentile of > 50th), or demonstrative Average Proficiency on universal Reading screeners, based on Fall to Spring Screening Measures.

Description: The Special Education team will use a combination of universal screeners, including AIMSWeb+ (K-5) and STAR (6-12) to evaluate growth. Special Education staff will deliver interventions, review growth data, and collaborate effectively to determine the impact of various interventions/strategies.

Strategic Plan:

- 1.1- Support a collaborative teaching culture focused on student learning.
- 1.2- Identify and monitor academic readiness benchmarks.
- 1.3- Implement equitable systems of support & resources for every learner.
- 3.3- Strengthen staff collaboration to align curriculum, common assessments, & share effective instructional practices (PLC)

Committing To Our Lead Measure

Activity our Department will commit to that is that impacts our WIG:

Commitment to various building level lead measures, which each tie into achieving the long term special education WIG

Ongoing Monthly 'Job Alike PLC's at Elementary/MS, with increased structure/documentation
 – Behavioral, Academic and Functional Teams

Ongoing evaluation of specially designed instruction, accommodations, and delivery models based on classroom, progress report, and screening data.

- Pilot programming in different reading/math intervention at MS
- Training and adjustments to Reading interventions at Elementary Level
- Ongoing review of Special Ed. Delivery model at HS, and future site visits

Formal Data Review after Winter/Spring screening periods to identify what is effective. Initial review of growth data will occur in Jan/Feb.



Monitoring Our WIG

Fall Elementary Data (25-26 School Year)

AimsWeb Plus Assessment Name		Proficient in Fall 2025		Proficient or Exceeded Growth Goal
<i>Grade K: Letter Names & Letter Sounds</i>	K	17/20	85%	End of year data to be updated for May report.
<i>Grade 1: Composite Score of (Nonsense Words, Word Reading Fluency and Oral Reading Fluency)</i>	1	26/37	70%	
	2	14/26	54%	
<i>Grades 2-5: Oral Reading Fluency (WPM)</i>	3	19/32	59%	
	4	19/37	51%	
	5	22/37	59%	

**Proficient = Percentile Rank of 26 or above



Monitoring Our WIG

Fall Elementary Data (25-26 School Year)

STAR Reading Assessment		Proficient in Fall 2025	Proficient or Exceeded Growth Goal
<i>Grades 6- 12 STAR Reading Screener</i>	6-8	45/109 41%	
	9-12	27/49 55%	
<i>**Proficient = Percentile Rank of 26 or above</i>			



Monitoring Our WIG

End of Year Data (24-25 School Year)

		Average SGP	High Growth %	Ave Growth %	Low Growth %
AIMSweb+ <i>Grade K: Letter Names & Letter Sounds Grades 1-3: Oral Reading Fluency (WPM)</i>	K: LN	37.9	25.7	31.4	42.9
	K: LS	47.9	45.7	14.3	40
	1-3	54.2	43.8	30.4	25.8
FastBridge <i>4-5 aReading (Broad Rdg Skills)</i>	4-5	Not Available	Not Available	Not Available	Not Available
	MS	50.4	36	28	36
STAR <i>MS/HS Reading SGP = Fall->Winter</i>	HS	52.2	32.4	37.8	29.7



Monitoring Our WIG

**** Data Considerations**

SGP data is not available yet (will be in the upcoming month). Pulled data based on proficiency as a starting point.

We are using a two different screening tools (AIMS, STAR). However, we are using national percentiles and Student Growth Percentiles in each area, which allows some level of cross assessment comparison.

There is ongoing work to ensure students are taking the assessments as seriously as possible, to allow us to reflect on our own practices.

Next Path has allowed for more efficient reporting and collection of WIG data. Special Education teachers are now able to see data for students on their caseload (attendance, behavior, reading/math screeners, state testing etc) in a single location.

Use of data to monitor the effectiveness of our programming/interventions, along with ensuring that we have the right students getting what they need (cotaught class vs. small group)





Special Education Aid

BOE Update 12.15.25

Special Education Categorical Aid



Special Education aid is the major categorical aid program supporting special education in Wisconsin.

Districts receive partial reimbursement for certain special education instructional, transportation, and other costs from the prior fiscal year.

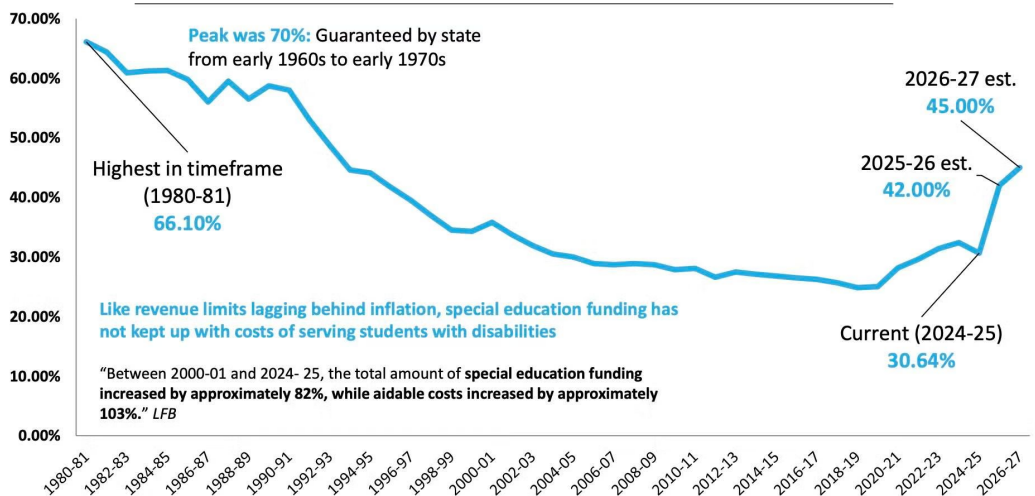
SPED Aid = Sum-Certain



Sum-certain appropriation: Funded with a fixed amount of money, known as a "sum-certain" appropriation. If total claims exceed the allocated amount, aid payments are prorated based on a percentage of the claims submitted.

Sum-sufficient: This type of funding ensures that school districts receive reimbursements at the rates specified in law, regardless of the total amount submitted.

Primary special education aid reimbursement rates: 1980-81 to 2026-27



Peak was 70%: Guaranteed by state from early 1960s to early 1970s

Highest in timeframe (1980-81) 66.10%

Like revenue limits lagging behind inflation, special education funding has not kept up with costs of serving students with disabilities

"Between 2000-01 and 2024- 25, the total amount of special education funding increased by approximately 82%, while aidable costs increased by approximately 103%." LFB



State Budget vs. Actual



Fiscal Year	State Budget Estimate	Actual Reimbursement
2021-22	28.2%	29.6%
2022-23	30%	31.39%
2023-24	33.3%	32.4%
2024-25	33.3%	30.64%
2025-26	42%	35% (current est.)
2026-27	45%	—

Superintendent Report

December 15, 2025



Student Use of Cell Phones Policy-FAQ

- Section 120.12(29) of the state statutes, as enacted by 2025 Wisconsin Act 42, requires all school boards to adopt a local policy that, subject to limited exceptions, prohibits students from using certain “wireless communication devices” during instructional time. The local policy, which does not have to address rules for the use of district-issued devices, must be adopted by July 1, 2026.
- Do we have a policy now?
 - No, expectations for use of cell phones and other personal wireless communication devices are covered in student handbooks and general school expectations.
 - The district will adopt a policy by July 1, 2026.

[Source: WASB](#)



Student Use of Cell Phones Policy-FAQ

- How does the new law define a “wireless communication device”?
 - Local policies are required to define a “wireless communication device” as:
 - “a portable wireless device that has the capability to provide voice, messaging, or other data communication between 2 or more parties.”
 - The statute lists cell phones, tablet computers, laptop computers, and gaming devices as specific examples of covered devices. However, additional devices (such as some smartwatches) will meet the definitional criteria.
 - The policy adopted to comply with the new law does not need to restrict (or even address) student use of district-issued devices.

[Source: WASB](#)



Student Use of Cell Phones Policy-FAQ

- How does the new law distinguish between “instructional time” and “non-instructional time”?
 - The law requires policies to prohibit student use of covered devices during “instructional time,” but the statute does not define that key term.
 - School districts will need to either
 - develop and include an operational definition of “instructional time” in their local policies or
 - adopt a policy that broadly restricts student use of covered devices during any time period/activity that could even arguably be considered “instructional time” (e.g., during all or essentially all of the school day)
 - The law establishes no mandates with respect to device-use rules that apply during non-instructional time.
 - There will be a practical need for the policy to communicate something about the rules and expectations that apply during non-instructional time.

[Source: WASB](#)



Student Use of Cell Phones Policy-FAQ

- What are the statutory exceptions to the prohibition on student use of covered devices during instructional time?
 - Use included in a pupil's individualized education program (IEP) or a plan developed under Section 504.
 - To manage the pupil's health care.
 - In the event of an emergency or a perceived threat.
 - Use authorized by a teacher for educational purposes during instructional time.

[Source: WASB](#)



Student Use of Cell Phones Policy-FAQ

- Can local policies be more restrictive than the statute minimally requires?
 - Yes, as long as the statutory exceptions are observed.
- What other elements of law will impact policy work?
 - Annually, school districts must provide a copy of the local device policy to all enrolled students.
 - By no later than October 1, 2026, each school board must submit to the Department of Public Instruction (DPI) a copy of the policy that the board has adopted to comply with the statute. Thereafter, school districts must annually, by October 1st, notify the DPI whether changes were made to the local device policy and, if so, provide a copy of the updated policy.
 - Although not addressed by the statute, school district leaders will need to dedicate time and resources to planning and implementing a consistent approach to the enforcement of the policy.

[Source: WASB](#)



School District of River Falls
Regular School Board Meeting
Monday, November 17, 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, November 17, 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, School Board Members Bo Hirstein, Monica LaVold, Alison Page, and student representatives Jada Radinzel and Ben Jaeckel. Also present were Superintendent David Bell and Director of Human Resources and Leadership Development Nate Schurman

HEARING OF VISITORS OR DELEGATIONS - None

INFORMATIONAL ITEMS

A. Wildcat Pride Awards

1. Rocky Branch Teacher Ben Toppel was recognized 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 were recognized 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 were recognized 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 Reports
The report on cellphone use at the River Falls High School was tabled for a future meeting.
Jaeckel reported that students and teachers are feeling the usual fatigue as we approach break and that the fall sports season has wrapped up. Radinzel noted that the student council is planning Winter Wonderland Week and that World Kindness Day was recently celebrated with personalized notes for every student.
2. Administrative Reports
Meyer Middle School Goal Update 2025-26
Chapin reported their Wildly Important Goal (WIG) shifted to strengthening assessment practices aligned to standards, supported by consistent teacher collaboration and data review. Early indicators show positive progress, and staff will continue monitoring results throughout the year.

River Falls High School Goal Update 2025-26
Luedtke, Goihl, and Link presented on early-year academic, behavioral, and operational data, noting a focus on instructional improvements and positive behavioral trends. They highlighted ongoing efforts to support student progress, maintain consistency in expectations, and respond quickly to emerging needs.

Renaissance Charter Academy Goal Update 2025-26
Webb outlined that this year's WIG goals center on academics, behavior, and community presence. She noted that staff are using new baseline data in reading and math to guide instruction, continuing efforts to reduce phone use and vaping, and working to strengthen visibility and enrollment through community engagement.
3. Superintendent Report
Bell shared that the district's report card was released, showing we Exceed Expectations with a score of 76.2, and noted that a full analysis will be provided in December. He also highlighted the District's Veterans Day activities and gave a brief update on American Education Week.

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. Curtis moved, seconded by Page, that the School Board approve the following:

1. The minutes from the October 27, 2025, Regular School Board Meeting.
2. The minutes from the November 3, 2025, Special School Board Meeting.
3. Accounts Payable and Payroll payments in the amount of \$7,221,567.40.
4. Pursuant to School Board Policy, which references Wisconsin Statutes Sections 111, 118, and 121, approval of the following employment recommendations: 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.
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")*.
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*. Motion carried unanimously (7-0).

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

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 provided the safety drill updates.

Action: Miller moved, seconded by LaVold, to approve the 2025-26 School Safety Drill Evaluations. Motion carried unanimously (7-0).

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

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

Action:

1. Tuchtenhagen moved, seconded by Page, to approve the first reading of Neola Policy 2210 - Curriculum Development, 2220 - Adoption of Courses of Study, 2260 - Nondiscrimination and Access to Equal Educational Opportunity, 2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability, and 2261.01 - Parent and Family Engagement in Title I Programs. Motion carried unanimously (7-0).
2. LaVold moved, seconded by Page, to approve the first reading of Neola Policy 2261.02 - Title I - Parents' Right to Know, 2430 - District-Sponsored Clubs and Activities, 2451 - Program or Curriculum Modifications, 2521 - Selection of Instructional Materials and Equipment, and 2623 - Student Assessment. Motion carried unanimously (7-0).

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

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.

Action: Tuchtenhagen moved, seconded by Curtis, to approve the Girls Hockey Co-Op. Motion carried unanimously (7-0).

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

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

Action: None, informational only.

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

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

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

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.

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

H. 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.

I. Schedule next School Board/Committee meetings

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

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.

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

CONVENE TO CLOSED SESSION at 7:37 p.m.

Present: President Stacy Johnson Myers, Vice President Alan Tuchtenhagen, Clerk Lindsey Curtis, Treasurer Mike Miller, School Board Members: Bo Hirstein, Monica LaVold, Alison Page. Superintendent David Bell and Director of Human Resources and Leadership Development Nate Schurman were also present.

Discussion was held regarding closed session matters.

RECONVENE INTO OPEN SESSION at 7:43 p.m. FOR POTENTIAL ACTION RELATED TO CLOSED SESSION BUSINESS

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

Closed Session Action:

1. Miller moved, seconded by Hirstein, to approve the early retirement request. The motion passed 7-0.
2. Page moved, seconded by LaVold, to approve the November 3, 2025, Special School Board Meeting minutes covering expulsion proceedings. The motion passed 7-0.

Action: Curtis moved, seconded by LaVold to confirm actions taken in closed session. The motion passed 7-0.

ADJOURNMENT

President Johnson Myers declared the meeting adjourned at 7:43 p.m.

Lindsey Curtis, Clerk

SCHOOL DISTRICT OF RIVER FALLS
River Falls , Wisconsin 54022

December 2025 Board Meeting

Accounts Payable		AMOUNT
Checks #	223649-223964	\$459,120.57
ACH #	252600392-252600490	\$708,069.48
Wires	The Standard, Mn Life, Payroll Taxes, Wis Deferred Comp, EBC, WEA, EyeMed HSA Bank, WRS-Retirement, HealthPartners (medical prem/dental fees/self funded claims)	\$1,717,560.74
NSF/Return of Funds	Ck #1358 Leah/Jake Franklin	\$40.00
	Ck#193006 Chartwells Catering at UWRF, Ck#196329 - Kelyn King, Ck #196363 - Claire Peichel, Ck#196496 - Zach Solum, Ck#196587 - Larissa Lueck, Ck#196633 - UW Eau Claire Cashiers Office, Ck#196661 - Janelle Blomquist, Ck#196797 - Janelle Blomquist, Ck#196868 - Larissa Lueck, Ck#196922 - Scot Simpson, Ck#196924 - Brian Smith, Ck#197202 - Becky Briese, Ck#197350 - Eau Claire Jazz Inc, Ck#197389 - Ann Lawton, Ck#197456 - Altoona High School, Ck#197547 - Zach Allen, Ck#197623 - Drew Manns, Ck#197704 - Zach Allen, Ck#197736 - Jacob Diel, Ck#197749 - Wex Bank, Ck#197757 - Anne Hall, Ck#198013 - Samantha Alexander, Ck#198031 - Keith Beck, Ck#198067 - Sherri Deal, Ck#198070 - Kevin Deiss, Ck#198080 - April Edin, Ck#198094 - Tyrell Halvorson, Ck#198105 - Billie Jo Helminiak, Ck#198165 - Kimberly Mariana, Ck#198217 - Dominic Schultz, Ck#198224 - Doug Snow, Ck#198240 - Libby Swanson, Ck#198304 - Brian Filkins, Ck#198311 - Laura Hahr, Ck#198350 - Jessica Muszynski, Ck#198353 - Linda Nord, Ck#198376 - Bill Schrader, Ck#198804 - American Legion Post 121, Ck#198990 - Corri Anderson, Ck#199576 - Evergreen Online Solutions, Ck#199804 - Rebecca Pelton, Ck#199861 - Alyssa Busse, Ck#200044 - Caitlin Brendum, Ck#200444 - Letitia Olson, Ck#202162 - Zach Allen, Ck#205857 - Larissa Lueck, Ck#206365 - Zach Allen, Ck#206743 - Zach Allen, Ck#208643 - Evergreen Online Solutions, Ck#210111 - Zach Allen, Ck#214116 - Zach Allen, Ck#215354 - Zach Allen, Ck#219282 - Larissa Lueck, Ck#219418 - Larissa Lueck,	
Voids	Ck#220537 - Larissa Lueck, Ck#221533 - Zach Allen	-\$4,219.93

PAYROLL

Checks #	129237	\$823.63
ACH #	997409504-997410817	\$1,833,721.04
Void		

\$4,715,115.53

	Actual	
FNB - General Money Market Balance	\$3,744,370.96	
RCU - Money Market Balance	\$147,406.85	

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

POST	CHECK		INVOICE	
DATE	NUMBER	VENDOR	DESCRIPTION	AMOUNT
11/7/2025	223649	ALLEN, ZACHARY	Uncashed Checks	\$ 527.00
11/7/2025	223653	AUTO VALUE	Multiple Invoices	\$ 340.69
11/7/2025	223654	BALDWIN LIGHTSTREAM	Multiple Invoices	\$ 1,706.18
11/7/2025	223655	BRAUN INTERTEC CORPORATION	Referendum	\$ 1,112.50
11/7/2025	223659	BRICKHOUSE MUSIC LLC	Multiple Invoices	\$ 837.95
11/7/2025	223660	BSN SPORTS	supplies	\$ 3,610.00
11/7/2025	223661	CARPENTER ST CROIX VALLEY	Field Trip	\$ 285.00
11/7/2025	223662	CESA 11	Qtrly invoice	\$ 12,257.75
11/7/2025	223663	CINTAS	Supplies	\$ 167.41
11/7/2025	223664	COLLABORATIVE CLASSROOM	supplies	\$ 237.60
11/7/2025	223665	COUNTRYMAN & KOMRO LLC	Grad Tassels	\$ 180.00
11/7/2025	223666	CRAIL, DAVID	officiating fees	\$ 110.00
11/7/2025	223670	ETS CONSULTING LLC	partnership	\$ 897.00
11/7/2025	223672	EXPRESS SERVICES INC	sub fulfillment	\$ 1,584.00
11/7/2025	223675	GURSTEL LAW FIRM PC	Payroll accrual	\$ 364.40
11/7/2025	223678	HILLYARD INC MPLS	Multiple Invoices	\$ 13,789.31
11/7/2025	223679	HUPPERT, ERIN	supplies	\$ 124.77
11/7/2025	223680	JOHNSON TRACTOR INC	Kubota check	\$ 522.70
11/7/2025	223682	KWIK TRIP INC	Fuel	\$ 2,494.45
11/7/2025	223686	LINEHAN OUTDOOR SERVICES LLC	Concrete	\$ 2,525.00
11/7/2025	223687	LITTLE BEE SPEECH CO	membership	\$ 119.99
11/7/2025	223688	LOFFLER COMPANIES INC	Multiple Invoices	\$ 174.56
11/7/2025	223689	LUECK, LARISSA	Uncashed checks	\$ 229.44
11/7/2025	223690	MACKIN EDUCATIONAL RESOURCES	book order	\$ 5,177.65
11/7/2025	223691	MENARDS	Multiple Invoices	\$ 116.73
11/7/2025	223692	MERIDIAN CONSULTING GROUP	Health/Safety	\$ 1,330.00
11/7/2025	223693	SHEILA MERZER	Mileage	\$ 128.80
11/7/2025	223694	EVERWAY LLC	subscription	\$ 1,090.98
11/7/2025	223696	NORTHFIELD LINES	VB Transport	\$ 2,108.24
11/7/2025	223702	RIVER FALLS ACE HARDWARE	Multiple Invoices	\$ 1,522.45
11/7/2025	223703	SCHOOL NURSE SUPPLY INC	Sharps Containers	\$ 190.96
11/7/2025	223706	SOLUM, ZACHARY	uncashed check	\$ 124.13
11/7/2025	223707	SPRINKLER CREW	Winterization	\$ 2,284.00
11/7/2025	223708	STATE SUPPLY COMPANY	Water Heater Parts	\$ 851.12
11/7/2025	223709	STATE BAR OF WISCONSIN	Mock Trial Reg	\$ 585.00
11/7/2025	223710	SUMMERS, SYDNEY	reim supplies	\$ 1,557.07
11/7/2025	223712	TRANSPARENT CLASSROOM	October fee	\$ 386.00
11/7/2025	223713	ULINE	Multiple Invoices	\$ 1,771.85
11/7/2025	223715	UNITED WAY ST CROIX VALLEY	Multiple Invoices	\$ 142.00
11/7/2025	223716	UW EAU CLAIRE CASHIERS OFFICE	uncashed check	\$ 585.00
11/7/2025	223717	WASBO	Multiple Invoices	\$ 570.00
11/7/2025	223718	WFEA	Conf reg	\$ 299.00
11/7/2025	223719	WI CENTER FOR ED PRODUCTS & SERVICES	poster sets	\$ 294.00
11/14/2025	223720	ANDERSEN, VICTORIA	CE Class Pymt	\$ 415.90

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

11/14/2025	223721	AUTO VALUE	Multiple Invoices	\$ 523.99
11/14/2025	223722	BINGENHEIMER, ASHLEY	reim supplies	\$ 127.06
11/14/2025	223723	BORCHARDT, REAGAN	officiating fees	\$ 110.00
11/14/2025	223724	BROWN, KATIE	reim supplies	\$ 245.94
11/14/2025	223726	BSN SPORTS	supplies	\$ 648.00
11/14/2025	223728	CAMPBELL, GARY	officiating fees	\$ 110.00
11/14/2025	223729	CANON FINANCIAL SERVICES INC	Multiple Invoices	\$ 3,257.56
11/14/2025	223730	CAREY, BARBARA	officiating fees	\$ 110.00
11/14/2025	223733	CHARACTER.ORG	Character App	\$ 475.00
11/14/2025	223734	CHARPENTIER ENTERPRISES LLC	CE Class Pymt	\$ 961.62
11/14/2025	223735	CHILD CENTER	4K Site Pymt	\$ 11,020.00
11/14/2025	223736	CHILD CENTER	4K Teacher Pymt	\$ 380.00
11/14/2025	223737	CINTAS	Supplies	\$ 167.41
11/14/2025	223738	CINTAS CORPORATION NO. 2	Uniforms	\$ 180.04
11/14/2025	223739	COLUMN SOFTWARE PBC	legal postings	\$ 275.47
11/14/2025	223740	CRAIL, DAVID	officiating fees	\$ 110.00
11/14/2025	223741	DECKER, TODD	Driver Meals	\$ 285.00
11/14/2025	223742	DELUCA, KARI	reim supplies	\$ 209.04
11/14/2025	223744	DWD-UI	benefit adjmtns	\$ 3,107.99
11/14/2025	223745	ECKROTH MUSIC CO	Multiple Invoices	\$ 804.70
11/14/2025	223746	ELLS, JAMES	Driver Meals	\$ 113.00
11/14/2025	223747	ELSMORE SWIM SHOP	supplies	\$ 766.00
11/14/2025	223748	EPSTEIN, GARY	Driver Meals	\$ 201.00
11/14/2025	223749	ERICKSON, KARL	Driver Meals	\$ 132.00
11/14/2025	223750	EXPRESS SERVICES INC	sub fulfillment	\$ 1,872.00
11/14/2025	223751	FAST COPY CENTER	Multiple Invoices	\$ 257.08
11/14/2025	223752	FIELD ENVIRONMENTAL CONSULTING	Referendum	\$ 473.93
11/14/2025	223753	FOOD SERVICE-SDRF	Nat'l School Lunch Wk	\$ 275.75
11/14/2025	223759	HILLYARD INC MPLS	Multiple Invoices	\$ 3,791.57
11/14/2025	223760	HOSA FUTURE HEALTH PROFESSIONALS	application	\$ 391.00
11/14/2025	223761	HUDSON PHYSICIANS	Multiple Invoices	\$ 2,011.00
11/14/2025	223762	JACOB'S LADDER	4K Site Pymt	\$ 27,260.00
11/14/2025	223763	JACOB'S LADDER	4K Teacher Pymt	\$ 940.00
11/14/2025	223764	JAECKEL, BRYAN	Reim travel	\$ 657.00
11/14/2025	223766	KAUTH, AMANDA	Reim travel	\$ 161.00
11/14/2025	223767	KOSTERMAN, PAUL	Driver Meals	\$ 240.00
11/14/2025	223768	LARSON, NICHOLE	Remi mileage	\$ 271.32
11/14/2025	223770	LITTLE ADVENTURES 1	4K Site Pymt	\$ 8,700.00
11/14/2025	223771	LITTLE ADVENTURES 1	4K Teacher Pymt	\$ 300.00
11/14/2025	223772	LITTLE ADVENTURES 2	4K Site Pymt	\$ 6,380.00
11/14/2025	223773	LITTLE ADVENTURES 2	4K Teacher Pymt	\$ 220.00
11/14/2025	223774	LOFFLER COMPANIES INC	Multiple Invoices	\$ 5,519.26
11/14/2025	223777	MACKIN EDUCATIONAL RESOURCES	library books	\$ 378.48
11/14/2025	223778	MADER, RACHEL	student loss reim	\$ 152.44
11/14/2025	223779	MARK'S PLUMBING PARTS	Restroom Faucet	\$ 255.06
11/14/2025	223780	MELGARD MONUMENT CO INC	Dedication Boulder	\$ 1,200.00
11/14/2025	223781	MENARDS	supplies	\$ 229.03

25

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

11/14/2025	223782	MIDWEST BUS PARTS INC	Multiple Invoices	\$ 435.84
11/14/2025	223783	MINNESOTA HISTORICAL SOCIETY	Field Trip	\$ 528.00
11/14/2025	223784	MINUTEMAN PRESS	supplies	\$ 331.04
11/14/2025	223785	MTI DISTRIBUTING INC	Field Drag	\$ 362.61
11/14/2025	223786	NELSON, BRIAN	Driver Meals	\$ 168.00
11/14/2025	223788	NELSON, CRAIG	Driver Meals	\$ 235.00
11/14/2025	223789	O'ROURKE MEDIA GROUP-MINNESOTA	Multiple Invoices	\$ 143.69
11/14/2025	223790	PAUL H BROOKES PUBLISHING CO	subscription	\$ 499.90
11/14/2025	223791	PECHACEK, RYAN	supplies	\$ 5,253.08
11/14/2025	223792	PTACEKS FAMILY MARKET	Multiple Invoices	\$ 1,502.99
11/14/2025	223795	RIVER FALLS MUNICIPAL	Multiple Invoices	\$ 90,269.58
11/14/2025	223796	RIXMANN, JEFFREY	Driver Meals	\$ 238.00
11/14/2025	223798	ROGERS, NANCY	reim mileage	\$ 602.56
11/14/2025	223799	ROTARY CLUB OF RIVER FALLS	qtrly dues	\$ 125.00
11/14/2025	223800	ROY, JAMES	reim mileage	\$ 143.43
11/14/2025	223801	SADDLEBACK EDUCATIONAL INC	supplies	\$ 783.95
11/14/2025	223802	SCHOOL SPECIALTY	supplies	\$ 152.10
11/14/2025	223803	SCHMITT TIMBER CORP	supplies	\$ 2,525.50
11/14/2025	223804	SEATH, CRAIG	Multiple Invoices	\$ 1,040.00
11/14/2025	223806	SINGAPORE MATH INC	supplies	\$ 116.10
11/14/2025	223809	SPASH	WIAA Sectional Golf	\$ 175.00
11/14/2025	223812	STAR TRANSPORTATION LLC	FB Playoff transport	\$ 4,370.00
11/14/2025	223813	ST CROIX GAS	Multiple Invoices	\$ 4,953.64
11/14/2025	223815	SUN MOUNTAIN	supplies	\$ 411.00
11/14/2025	223816	SWANSON, KAREN	reim mileage	\$ 151.20
11/14/2025	223818	TRIMARK	Multiple Invoices	\$ 661.08
11/14/2025	223819	ULINE	racks	\$ 2,010.00
11/14/2025	223820	THE UNIVERSITY PRESCHOOL	4K Site Pymt	\$ 8,700.00
11/14/2025	223821	THE UNIVERSITY PRESCHOOL	4K Teacher Pymt	\$ 300.00
11/14/2025	223822	VERIZON WIRELESS	cell phone bill	\$ 2,987.58
11/14/2025	223825	WI FBLA	registration	\$ 585.00
11/12/2025	223827	SIEVERS, BRADY	GSW State Food \$	\$ 128.00
11/21/2025	223828	AMERICAN RED CROSS	Lifeguarding Class	\$ 630.00
11/21/2025	223829	AT&T BUSINESS DIRECT	Multiple Invoices	\$ 4,787.71
11/21/2025	223831	BLICK ART MATERIALS	supplies	\$ 411.60
11/21/2025	223833	BORCHARDT, REAGAN	officiating fees	\$ 110.00
11/21/2025	223835	BRICKHOUSE MUSIC LLC	Multiple Invoices	\$ 150.36
11/21/2025	223836	BUMP, CAMERON	officiating fees	\$ 110.00
11/21/2025	223837	CAMPBELL, BROOKE	CE Class Pymt	\$ 1,068.75
11/21/2025	223838	CAMPBELL, GARY	Multiple Invoices	\$ 215.90
11/21/2025	223839	CAREY, BARBARA	officiating fees	\$ 110.00
11/21/2025	223841	CESA 11	Multiple Invoices	\$ 1,742.00
11/21/2025	223842	CHIPPEWA VALLEY TECH COLLEGE	Multiple Invoices	\$ 1,715.01
11/21/2025	223843	CINTAS	Supplies	\$ 167.41
11/21/2025	223844	CINTAS CORPORATION NO. 2	uniforms	\$ 310.32
11/21/2025	223845	CLAY, ROSS	officiating fees	\$ 110.00
11/21/2025	223847	DAHL, DAVID	officiating fees	\$ 110.00

26

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

11/21/2025	223849	DUSEK, SAMANTHA	Reim travel	\$ 324.86
11/21/2025	223850	EVERSON, AMY	reim travel	\$ 567.58
11/21/2025	223851	EXPRESS SERVICES INC	sub fulfillment	\$ 692.00
11/21/2025	223853	FOOD SERVICE-SDRF	Multiple Invoices	\$ 1,053.55
11/21/2025	223854	FULL COMPASS SYSTEMS	supplies	\$ 1,301.42
11/21/2025	223855	FULLER, KAHLA	4K conf/inservice	\$ 115.50
11/21/2025	223856	GOIHL, LISA	Reim travel	\$ 435.58
11/21/2025	223857	GURSTEL LAW FIRM PC	Payroll accrual	\$ 356.11
11/21/2025	223858	HAFEMAN, AMY	reim travel	\$ 411.00
11/21/2025	223859	HERMANN, SUSAN	4K conf/inservice	\$ 189.50
11/21/2025	223860	HILLYARD INC MPLS	Multiple Invoices	\$ 808.76
11/21/2025	223861	HIRSTEIN, ALI	Multiple Invoices	\$ 684.80
11/21/2025	223862	HOSA FUTURE HEALTH PROFESSIONALS	applications	\$ 153.00
11/21/2025	223863	HUDSON PHYSICIANS	trng svcs	\$ 13,592.82
11/21/2025	223865	INDUSTRIAL MECHANICAL & CONSTRUCTION	GW Line striping	\$ 850.00
11/21/2025	223866	KAISER-HOLBROOK, ANGELA	4K conf/inservice	\$ 199.50
11/21/2025	223869	LEGO EDUCATION	Grant \$	\$ 1,999.75
11/21/2025	223872	MACKIN EDUCATIONAL RESOURCES	Multiple Invoices	\$ 4,983.71
11/21/2025	223873	MASTERCARD CORPORATE CLIENTS	Multiple Invoices	\$ 19,875.39
11/21/2025	223874	MENARDS	Multiple Invoices	\$ 167.70
11/21/2025	223875	MONDOR, HOLLY	4K conf/inservice	\$ 136.50
11/21/2025	223877	NORELIUS, AMY	4K conf/inservice	\$ 178.50
11/21/2025	223880	ORKIN	Pest Control	\$ 175.00
11/21/2025	223884	READ NATURALLY INC	subscriptions	\$ 780.00
11/21/2025	223885	RIVER FALLS YOUTH HOCKEY ASSOC	HS Ice Time	\$ 20,000.00
11/21/2025	223886	RUETZ, KEVIN	officiating fees	\$ 270.00
11/21/2025	223887	SAUVE, BRADLEY	officiating fees	\$ 110.00
11/21/2025	223888	SCHOOL SPECIALTY	supplies	\$ 171.92
11/21/2025	223890	SIMPSON, RACHEL	4K conf/inservice	\$ 136.50
11/21/2025	223891	SOLBERG, STACY	CE Class Pymt	\$ 504.00
11/21/2025	223892	SPRINKLER CREW	Fountain Repair	\$ 434.50
11/21/2025	223893	ST CROIX COUNTY PAYROLL	Payroll accrual	\$ 269.05
11/21/2025	223894	STATE SUPPLY COMPANY	Multiple Invoices	\$ 424.31
11/21/2025	223895	STEP SAVER INC	Multiple Invoices	\$ 382.50
11/21/2025	223897	TIMM, ERIN	4K conf/inservice	\$ 199.50
11/21/2025	223898	TOMLINSON, MARK	CE Class Pymt	\$ 1,200.00
11/21/2025	223900	ULINE	Multiple Invoices	\$ 3,874.20
11/21/2025	223902	UNITED WAY ST CROIX VALLEY	Multiple Invoices	\$ 142.00
11/21/2025	223903	WALKER, JACY	reim supplies	\$ 181.78
11/21/2025	223904	WEICK, MONICA	GGO Banners	\$ 490.00
11/21/2025	223906	WISCONSIN HOSA	registration	\$ 360.00
11/21/2025	223907	WORLD BOOK INC	books	\$ 1,349.00
11/28/2025	223908	ARRIOLA, MARK	officiating fees	\$ 110.00
11/28/2025	223909	AUTO VALUE	Multiple Invoices	\$ 501.39
11/28/2025	223913	CAMPBELL, GARY	officiating fees	\$ 170.00
11/28/2025	223914	CAREY, BARBARA	officiating fees	\$ 110.00
11/28/2025	223917	CHAPIN, MARK	officiating fees	\$ 170.00

27

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

11/28/2025	223918	CHIPPEWA VALLEY TECH COLLEGE	student courses	\$ 2,457.62
11/28/2025	223919	CINTAS	Supplies	\$ 163.28
11/28/2025	223920	CINTAS CORPORATION NO. 2	uniforms	\$ 300.08
11/28/2025	223921	DEMCO INC	Multiple Invoices	\$ 414.58
11/28/2025	223922	EGGERT, AMANDA	reim travel	\$ 107.76
11/28/2025	223923	EXPRESS SERVICES INC	sub fulfillment	\$ 2,704.00
11/28/2025	223924	GATEKEY MFG INC	supplies	\$ 2,000.00
11/28/2025	223925	GENERAL PARTS LLC	Service Call	\$ 571.20
11/28/2025	223926	GJERDE, RACHAEL	Reim travel	\$ 110.00
11/28/2025	223927	GLASS EXPRESS	windshield	\$ 350.00
11/28/2025	223928	GOPHER SPORT	supplies	\$ 163.17
11/28/2025	223929	HALLBERG ENGINEERING INC	Referendum	\$ 1,750.00
11/28/2025	223931	HILLYARD INC MPLS	Multiple Invoices	\$ 19,422.19
11/28/2025	223933	KETTLE MORAIN HIGH SCHOOL	wiaa - gbb 11/28	\$ 150.00
11/28/2025	223934	KETTLE MORAIN HIGH SCHOOL	wiaa - gbb 11/29	\$ 150.00
11/28/2025	223935	KILKARNEY HILLS GOLF COURSE	GSW Banquet	\$ 1,357.20
11/28/2025	223938	LITTLE BEE SPEECH CO	subscriptions	\$ 119.99
11/28/2025	223939	LOFFLER COMPANIES INC	annual support	\$ 1,145.60
11/28/2025	223940	MANSFIELD SERVICE PARTNERS	Fuel	\$ 23,904.50
11/28/2025	223941	MARK'S PLUMBING PARTS	supplies	\$ 263.85
11/28/2025	223942	MENARDS	Multiple Invoices	\$ 154.45
11/28/2025	223943	MENOMONIE HIGH SCHOOL	wiaa; BSW; 11/25	\$ 160.00
11/28/2025	223945	NELSON'S BUS SERVICE INC	Multiple Invoices	\$ 607.47
11/28/2025	223946	O'REILLY AUTO PARTS	Multiple Invoices	\$ 372.28
11/28/2025	223948	OTIS ELEVATOR COMPANY	Elevator Contracts	\$ 5,455.74
11/28/2025	223949	PREMIER TRUCK GROUP	Multiple Invoices	\$ 334.07
11/28/2025	223952	RIVER FALLS TIRE CO INC	8 tires / BG	\$ 1,672.08
11/28/2025	223954	RUETZ, KEVIN	officiating fees	\$ 110.00
11/28/2025	223956	SISKO, RYAN	officiating fees	\$ 110.00
11/28/2025	223958	SOWA, COLLEEN	Multiple Invoices	\$ 368.88
11/28/2025	223959	ST CROIX SPORTS	supplies	\$ 2,990.00
11/28/2025	223960	T-MOBILE	10/11-11/10	\$ 303.40
11/28/2025	223961	T-MOBILE	wifi	\$ 172.20
11/7/2025	252600392	ADVANCED LIGHT & SOUND LLC	Multiple Invoices	\$ 12,631.88
11/7/2025	252600393	AMAZON CAPITAL SERVICES INC	Multiple Invoices	\$ 4,661.60
11/7/2025	252600394	AUDIOQUIP INC	supplies	\$ 1,190.00
11/7/2025	252600395	C & L COMMUNICATIONS INC	Oct locates	\$ 3,401.75
11/7/2025	252600396	CESA #5	Multiple Invoices	\$ 1,069.00
11/7/2025	252600397	COMPUTER INTEGRATION TECHNOLOGIES INC	Multiple Invoices	\$ 4,507.00
11/7/2025	252600398	DUET RESOURCE GROUP INC	Multiple Invoices	\$ 3,572.80
11/7/2025	252600399	FAMILYMEANS	EAP/Admin fee	\$ 375.00
11/7/2025	252600400	FIRELINE SPRINKLER LLC	Backflow Preventer	\$ 4,395.00
11/7/2025	252600401	GRAINGER	Multiple Invoices	\$ 968.80
11/7/2025	252600402	HUB 70 DESIGN AND PRINT LLC	Multiple Invoices	\$ 199.22
11/7/2025	252600403	IMAGINE LEARNING LLC	license	\$ 2,500.00
11/7/2025	252600404	JUNIOR'S RESTAURANT & TAP HOUSE	banquet	\$ 1,260.25
11/7/2025	252600406	KRAUS-ANDERSON CONSTRUCTION CO	Referendum	\$ 167,281.35

28

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

11/7/2025	252600408	MISSISSIPPI WELDERS SUPPLY CO	Multiple Invoices	\$ 1,301.55
11/7/2025	252600409	NASCO EDUCATION LLC	supplies	\$ 143.65
11/7/2025	252600410	NEO ELECTRICAL SOLUTIONS LLC	Multiple Invoices	\$ 991.99
11/7/2025	252600411	NEW RICHMOND AREA CHAMBER OF COMMERCE	membership	\$ 279.00
11/7/2025	252600412	NW COUNSELING & GUIDANCE CLINIC	Multiple Invoices	\$ 4,350.00
11/7/2025	252600413	RIVER CITY DISPOSAL INC	Garbage/Recycling	\$ 3,308.13
11/7/2025	252600414	RIVER CITY STITCH LLC	supplies	\$ 270.00
11/7/2025	252600415	SCHOOL DISTRICT OF HUDSON	homeless transport	\$ 1,521.10
11/7/2025	252600416	SECURITY CHECK ME LLC	bkgnd cks	\$ 308.00
11/7/2025	252600418	STAPLES -(PAPER)	Multiple Invoices	\$ 5,561.64
11/7/2025	252600419	TWIN CITY FILTER SERVICE INC	supplies	\$ 719.37
11/7/2025	252600420	USI CONSULTING GROUP INC	Actuarial work	\$ 4,525.00
11/7/2025	252600421	WESTERN PSYCHOLOGICAL SERVICES	supplies	\$ 290.40
11/14/2025	252600423	5 STAR RESTROOM RENTALS	Multiple Invoices	\$ 1,513.50
11/14/2025	252600424	ABUNDANT LIFE	Multiple Invoices	\$ 14,400.00
11/14/2025	252600425	AMAZON CAPITAL SERVICES INC	Multiple Invoices	\$ 4,905.75
11/14/2025	252600426	BAKER TILLY US LLP	finance audit	\$ 12,075.00
11/14/2025	252600427	CERNOHOUS CHEVROLET INC	Running boards	\$ 580.00
11/14/2025	252600428	CHIPPEWA VALLEY SPORTING GOODS	Multiple Invoices	\$ 462.80
11/14/2025	252600429	COMPUTER INTEGRATION TECHNOLOGIES INC	Multiple Invoices	\$ 3,520.00
11/14/2025	252600431	DUET RESOURCE GROUP INC	supplies	\$ 321.75
11/14/2025	252600432	FAMILY FRESH - SPARTANNASH CO	Multiple Invoices	\$ 168.18
11/14/2025	252600433	GRAINGER	Multiple Invoices	\$ 579.28
11/14/2025	252600436	HUDSON FOOD WALK LLC	CE pymt-food walk	\$ 561.00
11/14/2025	252600437	ION INC	Multiple Invoices	\$ 461.72
11/14/2025	252600438	J W PEPPER & SON INC	choir music	\$ 308.49
11/14/2025	252600439	NEO ELECTRICAL SOLUTIONS LLC	Multiple Invoices	\$ 2,189.43
11/14/2025	252600440	OSCEOLA HIGH SCHOOL	VB invite	\$ 150.00
11/14/2025	252600441	RELIANCE ELECTRIC MOTORS	ERU 2 Motor	\$ 2,214.00
11/14/2025	252600442	RIESTER REFRIGERATION INC	Multiple Invoices	\$ 1,386.00
11/14/2025	252600445	STEEL TOWNE RF	supplies	\$ 156.72
11/14/2025	252600446	WASECA BIOMES	Cabinet	\$ 2,815.00
11/14/2025	252600447	WIAA	WIAA FB Playoff	\$ 2,011.80
11/21/2025	252600448	AMAZON CAPITAL SERVICES INC	Multiple Invoices	\$ 5,075.48
11/21/2025	252600449	CDW GOVERNMENT	Google Wkspce	\$ 6,376.50
11/21/2025	252600450	CESA 9	Sept WVS	\$ 14,210.00
11/21/2025	252600451	CHARTWELLS	Oct invoice	\$ 241,105.01
11/21/2025	252600452	CONFIDENTIAL RECORDS INC	Multiple Invoices	\$ 264.40
11/21/2025	252600453	DARRELL'S SEPTIC SERVICE INC	Pump Lift Station	\$ 350.00
11/21/2025	252600454	DNA AV INTEGRATORS LLC	WR Rm Projector	\$ 972.92
11/21/2025	252600455	DUET RESOURCE GROUP INC	Multiple Invoices	\$ 1,956.17
11/21/2025	252600456	GALLAGHER BENEFIT SERVICES INC	Consulting svcs	\$ 5,000.00
11/21/2025	252600457	GRAINGER	Multiple Invoices	\$ 142.35
11/21/2025	252600458	HARRIS ST PAUL INC	Multiple Invoices	\$ 2,670.28
11/21/2025	252600460	INFINITE CAMPUS	Multiple Invoices	\$ 121.87
11/21/2025	252600461	RIVER CITY STITCH LLC	supplies	\$ 216.00
11/21/2025	252600462	RIVERLAND LASER LLC	supplies	\$ 240.94

29

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

11/21/2025	252600463	SECURITY CHECK ME LLC	bkgd cks	\$ 700.00
11/21/2025	252600464	SOUTHWEST BINDING & LAMINATING	supplies	\$ 276.48
11/21/2025	252600465	STAPLES -(PAPER)	Multiple Invoices	\$ 735.71
11/21/2025	252600467	SUMMIT COMPANIES	Multiple Invoices	\$ 2,159.00
11/21/2025	252600468	TRAFERA LLC	Interactive Podium	\$ 4,446.00
11/21/2025	252600469	UWRF	Multiple Invoices	\$ 40,327.99
11/21/2025	252600470	WHITE PINE BERRY FARM	Field Trip	\$ 300.00
11/21/2025	252600471	WIAA	WIAA - FB Playoff	\$ 4,998.00
11/28/2025	252600472	ADVANCED LIGHT & SOUND LLC	Multiple Invoices	\$ 19,169.48
11/28/2025	252600473	AIR COMMUNICATIONS OF WI INC	Multiple Invoices	\$ 16,858.00
11/28/2025	252600474	AMAZON CAPITAL SERVICES INC	Multiple Invoices	\$ 3,500.12
11/28/2025	252600475	BAUER BUILT INC	Multiple Invoices	\$ 7,152.49
11/28/2025	252600476	BOARDMAN & CLARK LLP	Multiple Invoices	\$ 3,136.50
11/28/2025	252600477	COMPUTER INTEGRATION TECHNOLOGIES INC	Multiple Invoices	\$ 1,987.00
11/28/2025	252600478	DYNAMIC FITNESS & STRENGTH LLC	supplies	\$ 1,686.00
11/28/2025	252600479	HUB 70 DESIGN AND PRINT LLC	Multiple Invoices	\$ 214.40
11/28/2025	252600481	NEO ELECTRICAL SOLUTIONS LLC	Multiple Invoices	\$ 1,802.19
11/28/2025	252600482	POINT OF BEGINNING INC	Referendum	\$ 5,597.00
11/28/2025	252600483	RENNING, LEWIS & LACY, S.C.	legal	\$ 360.00
11/28/2025	252600484	STAPLES -(PAPER)	Multiple Invoices	\$ 1,099.28
11/28/2025	252600485	STAR TRANSPORTATION LLC	FB Transport	\$ 1,680.00
11/28/2025	252600487	TRANSFINDER CORPORATION	Software Hosting	\$ 3,600.00
11/28/2025	252600488	UWRF	FB Field Rental	\$ 21,887.50
11/28/2025	252600489	WHITE PINE BERRY FARM	Field Trip	\$ 432.00
11/28/2025	252600490	WILS	Multiple Invoices	\$ 2,124.31

RIVER FALLS BOARD OF EDUCATION MEETING

Monday, December 15, 2025

Personnel Agenda:

1. Recommended approval of the employment of Dawn Hauschild as 0.5 FTE Limited Term Special Education Teacher at River Falls Public Montessori Elementary School effective December 11, 2025 through June 9, 2026.
2. Recommended approval of the hiring of the following short-term, on call Substitute Teachers:
 - a. Martina Strehlow
 - b. Natalie Simpson
 - c. Greta Engelstad



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	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.

© Neola 2024 (Replaces 330)



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 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

© Neola 2024



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.

© **Neola 2023**



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	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.

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



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.

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 ensure⁵⁶ 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.

© Neola 2021 (Replaces Policy 342.8)



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.

© Neola 2020 (Replaces 342.5)



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.

© Neola 2020 (Replaces 342.5-Rule)



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.

© Neola 2002



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 used

by the offender other than the offender's genitalia.

- d. *Fondling* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - e. *Incest* is nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by State law.
 - f. *Statutory Rape* is nonforcible sexual intercourse with a person who is under the statutory age of consent as defined by 948.02 or 948.09, Wis. Stats. or whose status as a student prohibits such sexual contact per 948.095, Wis. Stats.
 - g. *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.⁸¹ 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.

© Neola 2025 (Replaces 411.11 and 411.11-Rule)



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

© Neola 2024 (Replaces Policy 381.1)



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.

© Neola 2022 (Replaces Policy 345.3)



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

@ River Falls School District 2025



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.

© Neola 2023 (Replaces 371)



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	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	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.

© Neola 2023



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	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

© **School District of River Falls 2025**



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

© **School District of River Falls 2025**



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).

© Neola 2014



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.

© Neola 2022



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	START COLLEGE NOW PROGRAM
Code	po2271.01
Status	
Legal	38.12(14), Wis. Stats.

2271.01 - START COLLEGE NOW PROGRAM

The School Board recognizes the value to students and to the District of students participating in programs offered by technical college institutions in Wisconsin. The School Board will permit any high school student who satisfies the eligibility requirements to participate in the Start College Now Program to enroll in an approved course at a Start College Now-approved institution of higher education while attending in the District. Students will be eligible to receive college and high school credit for completing course(s) at authorized institutions of higher education provided they complete the course(s) and receive a passing grade.

General Eligibility Criteria for Students that Have Completed the 10th Grade:

To be eligible to attend courses at a technical college pursuant to this policy, a student:

- A. must have a 2.0 cumulative grade point average or be granted an exception by the High School Principal;
- B. must provide written notification to the School Board of the District in which the student resides of the student's intent to attend a technical college under this subsection by March 1st if the student intends to enroll in the fall semester, and by October 1st if the student intends to enroll in the spring semester;
- C. must not be ineligible for participation for having failed a previous class under this program and failing to reimburse the District for any costs the student is required to pay; and
- D. must be admitted to the technical college.

Undue Financial Hardship

The School Board may prohibit a student's attendance if the student is a child with a disability and the School Board determines that the cost to the District of any required additional special services for participation in this program would impose an undue financial burden on the District.

Tuition Payments for Technical College Attendance

The District will pay to the technical college the cost of a student's tuition for attendance, including any additional costs associated with a student's special services, if applicable, if attendance is permitted, except as follows:

- A. For any course that the School Board determines does not meet high school graduation requirements or the School Board determines the District provides a comparable course. The student may appeal an adverse decision to the Department of Public Instruction. The School Board will notify the student no less than thirty (30) calendar days prior to the start date of the proposed course if it finds that the course either does not meet high school graduation

requirements or is comparable to a course offered in the District.

B. The student has already completed eighteen (18) postsecondary semester credits through the Early College Credit Program, Start College Now Program, or Technical College Academies.

Other Instructional Costs in Addition to Tuition

The District will pay all costs for course fees and books that would be paid by a Wisconsin resident attending the technical college, provided that the course is not comparable to a course offered by the District. The District may require students to pay for consumable material fees for eligible courses.

Transportation Expenses

The District is not responsible for transporting a student attending a technical college under this policy to or from the technical college that the student is attending.

If a student receives a failing grade in a course or fails to complete a course, at a technical college for which the District has made payment, the student's parent, or the student if the student is an adult, will be required by the School Board to reimburse the District the amount paid on the student's behalf to the extent permitted by law to do so.

© Neola 2024



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	HIGH SCHOOL TECHNICAL COLLEGE ACADEMIES
Code	po2271.02
Status	

2271.02 - HIGH SCHOOL TECHNICAL COLLEGE ACADEMIES

The School Board recognizes the value to students and to the District of students participating in programs offered by technical college institutions in Wisconsin.

The School Board will permit any high school student who satisfies the eligibility requirements to participate in a WI Technical College High School Academy. Students will be eligible to receive college and high school credit for completing course(s) at authorized institutions of higher education provided they complete the course(s) and receive a passing grade.

General Eligibility Criteria for Students:

To be eligible to attend courses in a technical college academy pursuant to this policy, a student:

- A. must have a 2.0 cumulative grade point average or be granted an exception by the High School Principal;
- B. must provide written notification to the School Board of the District in which the student resides of the student's intent to attend a technical college academy;
- C. must not be ineligible for participation for having failed a previous class under this program and failing to reimburse the District for any costs the student is required to pay; and
- D. must be admitted to the technical college.

Undue Financial Hardship

The School Board may prohibit a student's attendance if the student is a child with a disability and the School Board determines that the cost to the District of any required additional special services for participation in this program would impose an undue financial burden on the District.

Tuition Payments for Technical College Attendance

The District will pay to the technical college the cost of a student's tuition for attendance, including any additional costs associated with a student's special services, if applicable, if attendance is permitted, except as follows:

- A. For any course that the School Board determines does not meet high school graduation requirements or the School Board determines the District provides a comparable course. The student may appeal an adverse decision to the Department of Public Instruction. The School Board will notify the student no less than thirty (30) calendar days prior to the start date of the proposed course if it finds that the course either does not meet high school graduation requirements or is comparable to a course offered in the District.
- B. The student has already completed eighteen (18) postsecondary semester credits through the Early College Credit Program, Start College Now Program, and Technical College Academies.

Other Instructional Costs in Addition to Tuition

The District will pay all costs for course fees and books that would be paid by a Wisconsin resident attending the technical college, provided that the course is not comparable to a course offered by the District. The District may require students to pay for consumable material fees for eligible courses.

Transportation Expenses

The District is not responsible for transporting a student attending a technical college under this policy to or from the technical college that the student is attending.

Reimbursement

If a student receives a failing grade in a course or fails to complete a course, at a technical college for which the District has made payment, the student's parent, or the student if the student is an adult, will be required by the School Board to reimburse the District the amount paid on the student's behalf to the extent permitted by law to do so.

© **School District of River Falls 2025**



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	SCHOOL COUNSELING AND ACADEMIC AND CAREER PLANNING
Code	po2411
Status	
Legal	121.02 (1)(e), Wis. Stats. P.I. 8.01(2)(e), Wis. Adm. Code P.I. 26.03(1)(b)(1), Wis. Admin. Code 34 C.F.R. 100.3(b) 34 C.F.R. 106.36 34 C.F.R. 104.37(b) 28 C.F.R. 35.130 Vocational Educational Guidelines, Appendix B, Title 6

2411 - **SCHOOL COUNSELING AND ACADEMIC AND CAREER PLANNING**

The School Board requires that a planned program of school counseling be an integral part of the educational program of the District. Such a program will be available to all students without regard to race, color, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including gender status, change of sex or gender identity), physical or mental, emotional, or learning disability ("Protected Classes").

This plan should be developmentally appropriate and:

- A. enable counselors to effectively communicate with students who have limited English proficiency and/or are sensory impaired;
- B. assist students in achieving their optimum growth;
- C. enable students to draw the greatest benefit from the offerings of the instructional program of the schools; and
- D. help integrate all the student's experience so that s/he can better relate school activity to life outside the school.

Academic and career planning services, including individualized support and access to software tools and staff assistance, will be provided to students in grades 6 to 12. The mission of academic and career planning is to provide a comprehensive plan, which will be developed and maintained by a student, that includes the student's academic, career, personal, and social goals and the means by which the student will achieve those goals both before and after high school graduation. The District will inform parents in each school year about what academic and career planning services their child receives.

The Superintendent will implement the school program which carries out these purposes and:

- A. involves appropriate staff members at every level;

- B. honors the individuality of each student;
- C. is integrated with the total educational program;
- D. is coordinated with available resources of the community; and
- E. cooperates with parents and recognizes their concern and ideas for the development of their children.

© Neola 2020



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	HOMEBOUND INSTRUCTION PROGRAM
Code	po2412
Status	
Legal	118.15(3)(a), Wis. Stats.

2412 - **HOMEBOUND INSTRUCTION PROGRAM**

Subject to applicable State and Federal law, the School Board may provide individual instruction to students of legal school age who are unable to attend classes because they are temporarily not in proper physical or mental condition. In addition, subject to applicable State and Federal law, the District may provide a homebound study as part of a program or curriculum modification.

A request for homebound instruction should be placed in writing and include the following information:

- A. the nature of the medical condition;
- B. the probable duration;
- C. evidence of the student's inability to participate in an educational program;
- D. whether the student currently has an Individualized Education Plan (IEP) and, if so, whether the student's parent is requesting that the IEP Team reconvene;
- E. whether the student currently has a Section 504 Plan; and
- F. whether the student is or will become a school-age parent.

Requests for homebound instruction will be considered by the Director of Student Services. The Director of Student Services will issue a decision within thirty (30) calendar days of the written request.

If the request for homebound instruction is granted, a licensed teacher must provide the homebound instruction, and the homebound instruction will commence as soon as practicable after the date of notification for non-special education students. In the case of special education students or students with an IEP or a Section 504 Plan, homebound instruction will commence as provided in the applicable Plan.

© Neola 2020



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION
Code	po2416
Status	
Legal	20 U.S.C. 1232g, 20 U.S.C. 1232h

2416 - STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION

The School Board respects the privacy rights of parents and their children.

Surveys Requiring Consent

No student will be required, as a part of the school program or the District's curriculum, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning the following without prior parent notification:

- A. political affiliations or beliefs of the student or their parents;
- B. mental or psychological problems of the student or their family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating, or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or the student's parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

A student (if an adult, or an emancipated minor) or, if an unemancipated minor, their parents, can choose not to participate in any survey.

Parent's Right to Inspect Surveys

Parents have the right to inspect, upon request, any instrument used in the collection of personal information before the instrument is administered or distributed to the student. The parent will have access to the instrument within a reasonable period of time after the request is received by the building principal.

Consistent with parental rights, the School Board directs building and program administrators to:

- A. notify parents in writing of any surveys, analyses, or evaluations which may reveal any of the information, as identified in A-H above, in a timely manner, and which allows interested parties to request an opportunity to inspect the survey, analysis, or evaluation; and the administrator to arrange for inspection prior to initiating the activity with

students;

- B. allow the parents the option of excluding their student from the activity;
- C. report collected data in a summarized fashion which does not permit one to make a connection between the data and individual students or small groups of students; and
- D. treat information as identified in A-H above as any other confidential information in accordance with Policy 8350 - Confidentiality and Policy 8330 - Student Records.

Student Privacy

For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member, the student will be provided with an alternate activity.

Personal Information for Marketing or Sale

The School Board will not collect or use personal information obtained from students or their parents for the purpose of marketing or for selling that information. For purposes of this section, "personal information" means individually identifiable information including: a student's or parent's first and last name; a home or other physical address (including street name and the name of the city or town); or a telephone number.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of college or other postsecondary education recruitment, or military recruitment.

Notice Requirements

The Superintendent is directed to provide notice via the District website to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above are scheduled or expected to be scheduled.

The notice will provide the following:

- A. Notice of the specific or approximate dates during the school year of any survey by a third party that contains one or more of the items described in A through H above.
- B. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).
- C. The opportunity for the parents to opt their child(ren) out of participation in any survey involving any of the items above.

Definitions

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives or a person who is legally responsible for the welfare of the child).

© Neola 2025



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	CAREER AND TECHNICAL EDUCATION PROGRAM
Code	po2421
Status	
Legal	118.01(2)(b), 118.15(1)(b), Wis. Stats. P.I. 8.01(2)(k)(2b), 8.01(2)(l), Wis. Adm. Code

2421 - **CAREER AND TECHNICAL EDUCATION PROGRAM**

The mission of career and technical education is to equip all students in Wisconsin with the academic, technical, and employability skills needed for success in postsecondary education and the workforce through access to high-quality career pathways.

For the purposes of this policy, career and technical education (CTE) refers to a coordinated program of academic and technical instruction designed to prepare students for success in both postsecondary education and the workforce. CTE programs provide students with relevant learning experiences and career development opportunities that connect classroom instruction to real-world applications.

The School Board may provide a career and technical education program which will include:

- A. Technology and Engineering Education;
- B. Agriculture, Food, and Natural Resources Education;
- C. Family and Consumer Sciences Education;
- D. Business and Information Technology Education;
- E. Marketing, Management and Entrepreneurship Education; and
- F. Health Science Education.

The School Board directs that any efforts to recruit students to participate in a particular career and technical education program must include literature and comparable recruitment efforts for students with disabilities in a format and context in which they can communicate.

The career and technical education program may also include:

- A. integration with Dual Credit Program, including but not limited to Early College Credit, Start College Now programs, transcribed credit, and/or technical college academies; and
- B. youth career-based learning opportunities.

The programs are available to students without regard to race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes"). The Superintendent is to ensure that application

forms for work-study programs contain a notice of nondiscrimination and that each employer associated with a work-study program has provided assurance of nondiscrimination based on the Protected Classes prior to the time the students are selected and/or assigned.

© Neola 2021



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	SUMMER SCHOOL
Code	po2440
Status	
Legal	118.04, Wis. Stats.

2440 - **SUMMER SCHOOL**

The School Board may conduct a summer program occurring outside of the periods of regular instruction and which do not count towards the minimum hours of instruction required by law, for the purpose of, academic instruction, recreational activities, enrichment activities at the K-12 levels for resident students of this District and such other students as the School Board may admit.

Summer school instruction will be designed to provide opportunities for students to:

- A. improve learning skills;
- B. make up a failed course;
- C. enrich a scholastic program; and
- D. explore new academic areas.

The School Board will annually review the summer school program. In order to support such a program of instruction, the School Board will:

- A. employ teaching and administrative staff;
- B. purchase such books, materials, supplies, and equipment as may be necessary;
- C. make available school facilities as required; and
- D. provide necessary custodial services.

Tuition fees will not be charged to students domiciled within the District or for those students residing in the District, even if they were not enrolled as residents during the most recent regular session.

Reasonable fees may be charged to all students for social, recreational, or extra-curricular summer classes in accordance with DPI regulations.

With regard to transportation, the School Board accepts responsibility for students with disabilities as so determined by the IEP Committee.

Replaces RFSD Policy 351
© Neola 2024



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	COMMUNITY EDUCATION
Code	po2450
Status	
Legal	120.13(19), Wis. Stats.

2450 - **COMMUNITY EDUCATION**

The School Board believes that education is a continuous process throughout life and supports the position that the District should cooperate with other community agencies in providing educational, cultural, and recreational opportunities for all of its citizens. The school, in this setting, becomes a force for community service and improvement; and the values the community seeks for children in the regular school program are, thus, available for all citizens through Community Education.

An Advisory Council made up of community members will advise the Director of Community Education and Communications on programming and planning for Community Education.

Community Education should work proactively in partnerships with other District programs, community groups, municipalities, businesses, organizations, agencies, and individuals to realize the shared ideals for lifelong learning.

With regard to Community Education, the School Board shall provide programs for the purpose of meeting the vocational, recreational, and cultural interests of the community.

© Neola 2020



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	PROGRAMS FOR STUDENTS WITH DISABILITIES
Code	po2460
Status	
Legal	115.78 et seq., Wis. Stats. P.I. 11, Wis. Adm. Code IDEA, 20 U.S.C. 1400 et seq.

2460 - **PROGRAMS FOR STUDENTS WITH DISABILITIES**

The School Board recognizes its responsibility to provide a free, appropriate public education to all eligible students with disabilities, ages three (3) through twenty-one (21).

The District provides a continuum of special education services, including a variety of programs, services, and accommodations. These programs may be provided in cooperation with other schools, school districts, or outside agencies. The determination of the need and extent of services provided will be determined by the student's Individual Education Program (IEP) team, and will be based on an assessment of the student's individual needs. Children with disabilities will participate in state-required testing, with or without modifications, or alternative assessments as outlined in the child's IEP.

Parents/guardians of children with disabilities will be included in all activities relative to the referral process, evaluation, placement decisions, and the development of the individualized education program (IEP). They will be informed of their rights to due process throughout these procedures, as outlined in DPI's Model Local Educational Agency Special Education Policies and Procedures.

The designated authority for all aspects of identification, placement, and programming for children with disabilities will be the Director of Student Services. Instructional supervision and evaluation of special education programs and personnel will be the joint responsibility of the Director of Student Services and the Building Principal. The School Board assigns the Student Services Director the authority to designate and maintain a current list of District employees who are authorized to serve as the local education agency (LEA) representatives on District IEP teams and in other special education processes. Such designees will receive periodic training specific to serving that role.

The District recognizes its responsibility to identify, locate, and evaluate all children with disabilities who may be in need of special education and related services. This includes students attending private schools in the District, those not yet three (3) years of age, highly mobile children, and homeless children.

The District adopts the Wisconsin Department of Public Instruction Special Education Model Forms and Policies and Procedures Manual as the School Board's official policy in all practices relating to the education of children with disabilities, in compliance with State and Federal laws and regulations.

The School Board supports the requirement of State and Federal law that students with disabilities be educated, to the maximum extent appropriate, with students without disabilities. Within a continuum of services, inclusion is the preferred method of providing educational services to students, although IEP teams have flexibility to design individualized plans of instruction appropriate to individual student needs.

Adopted from retired Policy 342

© **School District of River Falls 2025**



Book	Clean Copies for Discussion/Approval
Section	9000 Relations Templates
Title	PUBLIC INFORMATION PROGRAM
Code	po9120
Status	

9120 - PUBLIC INFORMATION PROGRAM

The School Board believes that all reasonable means should be employed to keep the public informed on matters of importance regarding District policies, finances, programs, personnel, and operations. It is the purpose of this policy to provide the ways and means to accomplish this purpose.

The Superintendent will direct an information program designed to acquaint the citizens of the community and the general public with the achievements and the needs of the schools.

Toward this end, the School Board will provide parents or guardians and other District residents opportunities for orientation and information regarding State regulations and local school procedures, and will utilize, insofar as practical, all appropriate means and media to achieve this end.

© Neola 1996



Book	Clean Copies for Discussion/Approval
Section	9000 Relations Templates
Title	CITIZENS' ADVISORY COMMITTEES
Code	po9140
Status	
Legal	19.81 et seq., Wis. Stats.

9140 - **CITIZENS' ADVISORY COMMITTEES**

The School Board recognizes the fact that citizens can contribute substantially to the successful operation of the District.

Therefore, citizen committees may be established when deemed necessary by the School Board to assist in studying issues that are important to the District. Advisory committee members will be appointed by the School Board, upon recommendation of the School Board President. The president will seek nominations from various sources and inform the other members of the School Board of the background of each of the recommended appointees prior to School Board action. The School Board President will establish and outline a procedure for determining candidates brought to the School Board for approval.

Citizen committees will serve in an advisory capacity only and without pay. Final action and responsibility will remain with the School Board.

Because the School Board has ultimate responsibility for establishing the educational standards for the District, guidelines developed for citizen committees will be representative of those standards and District values and goals.

Citizen advisory committee meetings are subject to the open meeting law. The Superintendent (or designee) is responsible for ensuring compliance with the open meeting law.

The following guidelines will govern the appointment and functioning of district citizen advisory committees:

1. Citizen advisory committees may be created by the School Board to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. There will be no standing citizen committees to the School Board.
2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established by law.
3. The composition of task forces and any other district citizen committees will be broadly representative of the community and will take into consideration the specific tasks assigned to the committee. Professional staff people may be appointed to the committee as members or consultants.
4. Appointments to such committees will be made by the School Board. Appointments of staff members to such committees will be made by the School Board, upon recommendation of the Superintendent.
5. The School Board will provide the following information and instruction to each committee:
 - a. The length of time each member is being asked to serve;
 - b. The service the School Board anticipates the committee to render and the extent and limitations of its responsibilities;

- c. The resources the School Board will provide;
- d. The approximate dates on which the School Board expects to receive major reports;
- e. School Board policies governing citizen advisory committees and the relationship of these committees to the School Board as a whole, individual School Board members, the Superintendent, and other members of the professional staff; and
- f. Responsibilities for the release of information to the press.

6. Recommendations of citizen committees will be based on research and fact, and will be determined by consensus.

7. The School Board possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Board for review and potential action.

The School Board has the sole power to dissolve any of its citizen advisory committees and will reserve the right to exercise this power at any time during the life of any committee. The School Board reserves the right to remove members of the citizen advisory committee if the Superintendent and School Board President determine it is in the best interest of the District.

Adopted from retired Policy 186 and Policy 186-Rule

@River Falls School District 2025



Book	Clean Copies for Discussion/Approval
Section	9000 Relations Templates
Title	VISITORS TO SCHOOL DISTRICT BUILDINGS
Code	po9150
Status	
Legal	120.13(35), Wis. Stats. 301.475(3)(c). Wis. Stats.

9150 - **VISITORS TO SCHOOL DISTRICT BUILDINGS**

The School Board and staff of the School District of River Falls welcome members of the community and other interested persons to visit District buildings.

In order to assure that no unauthorized persons enter a District building with wrongful intent, all visitors are required to use the secure entry camera buzzer system to state their purpose and identify themselves. Office staff will determine if the visitor is authorized to enter. Visitors authorized to enter the building will be required to sign in, wear a visitor's badge, and use the automated background checking device if available, prior to visiting elsewhere in the building.

Visitors who do not follow protocol will be considered unauthorized and will be reported to the Building Principal, Administrator, or School Resource Officer. The unauthorized person will be asked to leave, and the police will be called if deemed necessary.

Classroom visits can disrupt the learning environment and possibly violate privacy issues, and therefore permission must be requested in advance to the Building Administrator. Such requests must be made in writing and must include the purpose of the visit. If the request to visit is approved, the Building Administrator will schedule classroom visits at a time that is agreeable to the teacher and administrator.

State law prohibits registered sex offenders from being on public school premises unless they have provided the required notification to school officials or fall under one of the exceptions provided by law. It is the responsibility of the registered sex offender to provide the required school notification. After receiving the required prior notification, the Building Principal will determine whether the registered sex offender will be allowed to be present on school premises for the proposed purpose of the event and determine any conditions that may be placed on such permission for the safety of other persons present in the school environment.

Regardless of the time of day, the District or Building Administrator, or designee has the discretion to exclude from District buildings or property, any person who the District determines has no legitimate and approved purpose for being on District grounds, disrupts or appears likely to become a disruption to the educational program, or threatens the health or safety of students, staff, or others in the building. Any such individual will be directed to leave the premises and law enforcement will be called if necessary.

Adopted from retired Policy 860
@River Falls School District 2025



Book	Clean Copies for Discussion/Approval
Section	9000 Relations Templates
Title	HIGH SCHOOL DIPLOMAS TO VETERANS
Code	po9800
Status	
Legal	45.001(5), Wis. Stats 120.13(37), Wis. Stats

9800 - **HIGH SCHOOL DIPLOMAS TO VETERANS**

The School Board recognizes the service provided to the country and the individual sacrifices made by veterans of the United States Armed Forces.

Since many of these veterans left high school in order to fight for their country, the School Board wishes to recognize their efforts by awarding a high school diploma.

The School Board may award a high school diploma to a military veteran who meets the following criteria:

- A. The veteran is at least sixty-five (65) years of age, or is at least fifty-five (55) years old and has a service-connected disability.
- B. The veteran attended high school in the District or attended a high school in Wisconsin and is a resident of the District.
- C. The veteran left high school before receiving a high school diploma to join the armed forces of the United States during a war period under 45.001(5), Wis. Stats.
- D. The veteran served on active duty under honorable conditions in the United States Armed Forces or in forces incorporated as part of the United States Armed Forces.

The School Board may also award a high school diploma to a military veteran who has received a high school equivalency diploma after serving on active duty under honorable conditions if criteria A through C above are also met.

If the veteran is deceased and satisfied criteria B through D above, the School Board may award a diploma posthumously and present that diploma to a surviving relative of the veteran.

The application for a veteran's diploma is available at the Office of the Superintendent.

© Neola 2010



Book	Clean Copies for Discussion/Approval
Section	9000 Relations Templates
Title	ADVERTISING AND COMMERCIAL ACTIVITIES
Code	po9700.01
Status	

9700.01 - **ADVERTISING AND COMMERCIAL ACTIVITIES**

This policy provides guidance for the appropriate and inappropriate use of advertising or promotion of commercial products or services to the students and parents in the District.

"Advertising" comes in many different categories and forums and is defined as an oral, written, or graphic statement made by the producer, manufacturer, or seller of products, equipment, or services which calls for the public to buy, use or patronize the product, equipment, or services. This includes the visible promotion of product logos for other than identification purposes. Brand names, trademarks, logos, or tags for product or service identification purposes are not considered advertising.

The School Board may permit paid commercial advertising in District facilities or on District property in the following categories or forums in accordance with the parameters set forth herein:

A. Product Sales:

1. product sales benefiting a District, school, or student activity (e.g., the sale of beverages or food within schools);
2. exclusive agreements between the District and businesses that provide the businesses with the exclusive right to sell or promote their products or services in the schools (e.g., pouring rights contracts with soda companies);
3. fund-raising activities (e.g., short-term sales of gift wrap, cookies, candy, etc.) to benefit a specific student population, club, or activity where the school receives a share of the profits.

B. Direct Advertising/Appropriation of Space:

1. signage and billboards in schools and school facilities;
2. corporate logos or brand names on school equipment (e.g., marquees, message boards or scoreboards);
3. ads, corporate logos, or brand names on book covers, student assignment books, or posters;
4. ads in school publications (newspapers, yearbooks, and event programs);
5. media-based electronic advertising (e.g., Channel One, Internet, or web-based sponsorship);
6. free samples (e.g., of food or personal hygiene products).

C. Indirect Advertising:

1. corporate-sponsored instructional or educational materials, teacher training, contests, incentives, grants, or gifts;
2. the School Board approves the use of instructional materials developed by commercial organizations such as films and videos only if the education value of the materials outweighs their commercial nature.

The films or materials will be carefully evaluated by the Building Principal for classroom use to determine whether the films or materials contain undesirable propaganda and to determine whether the materials are in compliance with the guidelines as set forth above.

No advertising may use the name, logo, mascot, or any other name which would associate an activity with the District without the specific written permission of the Superintendent. It is further the policy of the School Board that its name, students, staff members, and District facilities will not be used for promoting the interests of any non-school agency or organization, public or private, without the specific written permission of the Superintendent.

Any commercial advertising will be structured in accordance with the General Advertising Guidelines set forth below.

General Advertising Guidelines

The following guidelines will be followed with respect to any form of advertising on school grounds:

- A. When working together, schools and businesses must protect educational values. All commercial or corporate involvement should be consistent with the District's educational standards and goals.
- B. Any advertising that may become a permanent or semi-permanent part of a school requires prior approval of the School Board.
- C. No advertisement will promote or contain references to alcohol, tobacco, drugs, vaping, drug paraphernalia, weapons, or lewd, vulgar, obscene, pornographic, or illegal materials or activities, gambling, violence, hatred, sexual conduct or sexually explicit material, X or R-rated movies, or gambling aids.
- D. No advertisement will be permitted that conveys the impression of the District's endorsement of any religious message, political candidate, or ballot initiative.
- E. No advertisement may contain libelous material.
- F. No advertisement may be approved which would tend to create a substantial disruption in the school environment or inhibit the functioning of any school.
- G. No advertisement will be false, misleading, or deceptive.
- H. Each advertisement must be reviewed in advance for age appropriateness.
- I. Advertisements may be rejected by the District if determined to be inconsistent with the educational objectives of the District, inappropriate, or inconsistent with the guidelines set forth in this policy.
- J. All corporate support or activity must be age-appropriate and must be consistent with the School Board's policies not to discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including gender status, change of sex, or gender identity), or physical, mental, emotional, or learning disability (Protected Classes) in any of its student program and activities.
- K. Students will not be required to advertise a product, service, company, or industry.
- L. Advertising will not be permitted on the outside or the inside of school buses.
- M. The Superintendent, or Designee, is responsible for screening all advertising.
- N. The Superintendent, or Designee, may require that samples of advertising be made available for inspection.
- O. The inclusion of advertisements in District publications, in District facilities, or on District property does not constitute or imply approval and/or endorsement of any product, service, organization, or activity.
- P. Final discretion regarding whether to advertise and the content and value of the materials will be with the School Board.

Written Contract for Placement

All advertising agreements between the District and an outside entity will be in writing, will specify all relevant terms, and must be approved by the School Board prior to placement of advertisements.

The contracts will contain at a minimum the following clauses:

- A. District authority over content and placement of advertisement;
- B. authority of District administration to view and approve all materials prior to actual placement;
- C. specific provisions regarding financial terms, timing of payment, hold harmless clause in the event of a lawsuit against the advertiser that requires removal of advertisement prior to expiration of contract; and
- D. warranty regarding intellectual property and indemnification against alleged violations of trademark or copyright protections by third parties.

The Superintendent will negotiate all such agreements with the advertiser.

Accounting

Advertising revenues must be properly reported and accounted for as per any administrative guidelines, policies, Generally Accepted Accounting Principles, and DPI Audit Guide requirements.

© Neola 2023



Book	Clean Copies for Discussion/Approval
Section	9000 Relations Templates
Title	VETERANS AS CLASSROOM VOLUNTEERS
Code	po9800.01
Status	
Legal	45.09, Wis. Stats.

9800.01 - VETERANS AS CLASSROOM VOLUNTEERS

The School Board recognizes the service provided to the country and the individual sacrifices made by veterans of the United States Armed Forces.

The School Board will, concurrent with the Department of Veterans Affairs presentation, award a Certificate of Achievement and Appreciation to any military veteran who meets the following criteria:

- A. The veteran completes twenty (20) hours of volunteer service in a District school during a school term.
- B. The volunteer service consists of classroom service that involves direct interaction with students, with an emphasis on sharing the lessons the veteran learned from his/her military experience.
- C. The veteran is not an employee of the School District during the term in which the volunteer service takes place.
- D. The veteran has, by July 1st after the school term in which the volunteer service takes place, submitted to the Department of Veterans Affairs a form signed by the school principal or the Superintendent verifying that the veteran has fulfilled the twenty (20) hours of volunteer service.

© Neola 2021

School District of River Falls
Ad-Hoc Policy Committee Report

Monday, December 1, 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, December 1, 2025, at the District Office, 852 E Division Street, River Falls, Wisconsin 54022. Chair 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

Committee Members Stacy Johnson Myers (Chair), Alison Page, and Lindsey Curtis. Superintendent David Bell, Director of Human Resources and Leadership Development Nate Schurman, Co-Directors of Academic Services MaryBeth Elliott & Amy Wise, and Director of Student Services Mark Inouye 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. **CONSENT AGENDA - 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 2412 - Homebound Instruction Program
- Policy 2450 - Community Education
- Policy 9120 - Public Information Program
- Policy 9140 - Citizens' Advisory Committees
- Policy 9150 - Visitors to School District Buildings
- Policy 9800 - High School Diplomas to Veterans
- Policy 9800.01 - Veterans as Classroom Volunteers

Action: Curtis moved, seconded by Page, 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 2460 PROGRAMS FOR STUDENTS WITH DISABILITIES**

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 2460 for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.

6. **NEOLA POLICY 9130 PUBLIC COMPLAINTS**

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 9130 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

7. **NEOLA POLICY 2271 - EARLY COLLEGE CREDIT PROGRAM**

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 2271 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

8. **NEOLA POLICY 2271.01 - START COLLEGE NOW PROGRAM**
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 2271 - Start College Now Program for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.
9. **NEOLA POLICY 2271.02 - HIGH SCHOOL TECHNICAL COLLEGE ACADEMIES**
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 2271.02 - High School Technical College Academies for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.
10. **NEOLA POLICY 2370 - EDUCATIONAL OPTIONS PROVIDED BY THE DISTRICT**
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 2370 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.
11. **NEOLA POLICY 2411 - SCHOOL COUNSELING AND ACADEMIC AND CAREER PLANNING**
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 2411 - School Counseling and Academic and Career Planning for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.
12. **NEOLA POLICY 2413 - HEALTH EDUCATION**
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 2413 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.
13. **NEOLA POLICY 2414 - HUMAN GROWTH AND 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: Curtis moved, seconded by Page, to approve Neola Policy 2414 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.
14. **NEOLA POLICY 2416 - STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION**
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 2416 - Student Privacy and Parental Access to Information for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.
15. **NEOLA POLICY 2421 - CAREER AND TECHNICAL EDUCATION PROGRAM**
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 2421 - Career and Technical Education Program for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.
16. **NEOLA POLICY 2440 - SUMMER SCHOOL**
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 2440 - Summer School for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.
17. **NEOLA POLICY 2510 - ADOPTION OF TEXTBOOKS**
Action: Tabled for a later date.

18. **NEOLA POLICY 9151 - USE OF CAMERAS AND OTHER RECORDING DEVICES IN LOCKER ROOMS**
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 9151 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

19. **NEOLA POLICY 9160 - PUBLIC ATTENDANCE AT SCHOOL EVENTS**
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 9160 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

20. **NEOLA POLICY 9211 - DISTRICT-SUPPORT ORGANIZATIONS**
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 9211 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

21. **NEOLA POLICY 9270 - HOME-BASED, PRIVATE, OR TRIBAL SCHOOLING**
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 9270 with the recommended adjustments discussed by the committee and recommend it for the first reading. The motion passed 3-0.

22. **NEOLA POLICY 9700 - RELATIONS WITH NON-SCHOOL AFFILIATED GROUPS**
Action: Tabled for a later date.

23. **NEOLA POLICY 9700.01 - ADVERTISING AND COMMERCIAL 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 9700.01 - Advertising and Commercial Activities for the initial reading by the Policy Committee and recommend it for the first reading. The motion passed 3-0.

24. **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, January 5, 2026, 6:00 p.m.
The meeting will be held in the District Office conference room at 852 E. Division Street.

25. **ADJOURN** at 7:53 p.m.

Stacy Johnson Myers, Ad-Hoc Policy Committee Chair



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	EARLY COLLEGE CREDIT PROGRAM
Code	po2271
Status	
Legal	118.55, Wis. Stats. 118.57, Wis. Stats. P.I. 40

2271 - **EARLY COLLEGE CREDIT PROGRAM**

The School Board recognizes the value to students and to the District of students participating in programs offered by the Universities of Wisconsin, tribally controlled colleges, and private, non-profit higher education institutions in Wisconsin.

The School Board will permit any high school student who satisfies the eligibility requirements to participate in the Early College Credit Program (ECCP) and enroll in an approved course at an ECCP-approved institution of higher education while attending in the District. Students will be eligible to receive college and high school credit for completing course(s) at authorized institutions of higher education provided they complete the course(s) and receive a passing grade.

General Eligibility Criteria for Students that Have Completed the 8th Grade:

To be eligible to attend courses pursuant to this policy, a student:

- A. must have a 2.0 cumulative grade point average or be granted an exception by the High School Principal;
- B. must provide written notification to the School Board of the District in which the student resides of the student's intent to attend an ECCP-approved institution of higher education under this subsection by February 1st if the student intends to enroll in the summer session; March 1st if the student intends to enroll in the fall semester, and by October 1st if the student intends to enroll in the spring semester;
- C. must not be ineligible for participation for having failed a previous class under this program and failing to reimburse the District for any costs the student is required to pay; and
- D. must be admitted to the college.

If a student receives a failing grade in a course or fails to complete a course, for which the District has made payment, the student's parent, or the student if the student is an adult, will be required by the School Board to reimburse the District the amount paid on the student's behalf to the extent permitted by law to do so.

Undue Financial Hardship

The School Board may prohibit a student's attendance if the student is a student with a disability and the School Board determines that the cost to the District of any required additional special services for participation in this program would impose an undue financial burden on the District.

Tuition Payments

The District will pay to the college the cost of a student's tuition for attendance, including any additional costs associated with a student's special services, if applicable, if attendance is permitted, except as follows:

- A. For any course that the School Board determines does not meet high school graduation requirements or the School Board determines the District provides a comparable course. The student may appeal an adverse decision to the Department of Public Instruction. The School Board will notify the student no less than thirty (30) calendar days prior to the start date of the proposed course if it finds that the course either does not meet high school graduation requirements or is comparable to a course offered in the District.
- B. The student has already completed eighteen (18) postsecondary semester credits through the Early College Credit Program, Start College Now Program, and Technical College Academies.

Other Instructional Costs in Addition to Tuition

The District will pay all costs for course fees and books that would be paid by a Wisconsin resident attending the approved institution, provided that the course is not comparable to a course offered by the District. The District may require students to pay for consumable material fees for eligible courses.

Transportation Expenses

The District is not responsible for transporting a student attending a college under this policy to or from the college that the student is attending.

The District's responsibility to pay for tuition, fees, books, and other necessary materials will be limited to eighteen (18) postsecondary credits per student.

The District's Early College Credit Program will be operated in accordance with applicable State law and the administrative rules of the Department of Public Instruction. All students enrolled in the District in the 9th, 10th, and 11th grades will be provided with information regarding the Program by October 1st of each year.

© Neola 2024



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	EDUCATIONAL OPTIONS PROVIDED BY THE DISTRICT
Code	po2370
Status	

2370 - **EDUCATIONAL OPTIONS PROVIDED BY THE DISTRICT**

The School Board recognizes that students learn in different ways and therefore provides a variety of educational programs and options to students, developed and approved through the School Board and the administration. The District program includes a variety of opportunities using both on-site and distance learning. The availability of educational options varies depending on the school of attendance and individual student circumstances, and the District is frequently evaluating and updating its programs. Students and parents are encouraged to consult with school administration to discuss programs best suited for them. The following contains brief descriptions of the educational options available through the District's program, but is not intended to be an exhaustive list.

Early College Credit Program

High school students may take college courses for high school and/or college credit in accordance with Policy 2271 - Early College Credit Program.

Start College Now Program

Students enrolled in grades eleven (11) and twelve (12) may take technical college courses for high school and/or college credit in accordance with Policy 2271.01 - Start College Now Program.

Advanced Placement (AP) Courses

Students may enroll in AP courses that prepare students for the College Board's annual AP Exams offered in the spring. Students may earn college credit based on their AP Exam score.

Dual Credit Programs

Students enrolled in grades ten (10), eleven (11) and twelve (12) may take approved dual credit programs with Chippewa Valley Technical College and the University of Wisconsin River Falls in accordance with State law and District procedures.

Online Courses

Students in grades nine (9), ten (10), eleven (11), and twelve (12) may enroll in online courses when such course is not otherwise available or as an educational alternative better suited to the diverse learning needs of students.

Work-Study Programs

Students may enroll in the District's cooperative education program offered with a course or in a work-study program designed to the individual needs of the student.

Summer School

The District offers a summer school program that includes both enrichment and credit recovery options.

Youth Apprenticeship Program

The District offers a Youth Apprenticeship program as part of the Statewide School-to-Work initiative.

Full-Time Open Enrollment Program

The District offers a full-time open enrollment opportunity to students in accordance with Policy 5113 - Open Enrollment Program (Inter-District). 138

Part-Time Open Enrollment Program

The District offers a part-time open enrollment opportunity to students in accordance with Policy 5113.01 - Part-Time Open Enrollment.

Notification of Educational Options

A list of the educational options available to students who reside in the District will be provided via the district website to all parents on an annual basis. The list will include public schools, private schools participating in a parental choice program, charter schools, virtual schools, full-time open enrollment, youth options, and course options, and posted on the website no later than January 31st each year. This notice will include the performance category, per the Department of Instruction report card, assigned to each school within the District, including charter schools.

© Neola 2023



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	HEALTH EDUCATION
Code	po2413
Status	
Legal	115.35, 118.01(2)(d)2.c., 118.076, Wis. Stats. Chapter 961, Wis. Stats.

2413 - **HEALTH EDUCATION**

The School Board, in compliance with State law, has adopted a comprehensive program of health education that will prepare students to maintain good health and enable them to adapt to the changing health problems of our society.

The School Board recognizes that this program, like others the District offers, may contain content and/or activities that some parents find objectionable. A student may not be required to take instruction in physiology and hygiene, sanitation, the effects of controlled substances pursuant to State law and alcohol upon the human system, symptoms of disease, and the proper care of the body if the student's parent files a written objection with the teacher.

If a student does not take instruction in these subjects as a result of parental objection, the student may not be required to be examined in the subjects and may not be penalized in any way for not taking such instruction, and the School Board authorizes the Health Teacher to determine if the student will complete an alternative assignment that is similar to the subjects in the length of time necessary to complete.

If the subjects receive credit toward graduation the School Board authorizes the Health Teacher to determine the alternative assignment to be completed by the student that is similar to the subjects in the length of time necessary to complete.

Instruction in physiology and hygiene will include instruction on sexually transmitted diseases and will be offered in every high school.

The Health Teacher will notify parents of planned instruction in the health education curriculum regarding human growth and development topics as identified and in accordance with Policy 2414 - Human Growth and Development.

Students in grades seven (7) through twelve (12) will be provided instruction in cardiopulmonary resuscitation and cardiocerebral resuscitation including instruction on the psychomotor skills necessary to perform both skills as part of any health education course offered.

Students in grades seven (7) through twelve (12) will be provided instruction about automated external defibrillators as identified in Policy 8452 - Automated External Defibrillators.

In implementing the program, the Health Teacher may use District and outside resources, including Wisconsin Department of Public Instruction guidelines and consultants, with administrative approval.



Book	Clean Copies for Discussion/Approval
Section	2000 Program Templates
Title	HUMAN GROWTH AND DEVELOPMENT
Code	po2414
Status	
Legal	115.35, 118.01(2)(d), 118.019, Wis. Stats. P.I. 8.01(2)(j), Wis. Adm. Code

2414 - HUMAN GROWTH AND DEVELOPMENT

The School Board directs that students receive instruction in human growth and development, consistent with Chapter 118.019(2) of Wisconsin State Statutes.

Such instruction will include the following:

A. Medically accurate and, when age-appropriate, address the following topics:

1. the importance of communication about sexuality between the student and the student's parents or guardians;
2. reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation;
3. the benefits of and reasons for abstaining from sexual activity, which will stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections, and will identify the skills necessary to remain abstinent;
4. methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress;
5. how alcohol and drug use affect responsible decision making;
6. the impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality;
7. adoption resources, prenatal care, and postnatal supports; and
8. the nature and treatment of sexually transmitted infections.

B. The instructional program will also include the following:

1. address self-esteem and personal responsibility, positive interpersonal skill, and healthy relationships;
2. identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships;
3. address the positive connection between marriage and parenting;
4. present information about avoiding stereotyping and bullying, including how to refrain from making inappropriate remarks, avoiding engaging in inappropriate physical or sexual behaviors, and how to recognize, rebuff, and report any unwanted or inappropriate remarks or physical or sexual behaviors;
5. puberty, pregnancy, parenting, body image, and gender stereotypes; and
6. the health benefits, side effects, and proper use of contraceptives and barrier methods approved by the Federal Food and Drug Administration to prevent pregnancy and barrier methods approved by the Federal Food and Drug to prevent sexually transmitted infections.

Consistent with applicable State law, the following will also be incorporated into the above subjects, when age-appropriate¹⁴¹ in the same course and during the same year:

- A. present abstinence from sexual activity as the preferred choice of behavior for unmarried students;
- B. emphasize that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome;
- C. provide instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children;
- D. explain pregnancy, prenatal development, and childbirth;
- E. explain the criminal penalties for engaging in sexual activities involving a child under Ch. 948, Wis. Stats.;
- F. explain the sex offender registration requirements under 301.45, Wis. Stats., which will include who is required to report, what information must be reported, who has access to the information reported, and the implications of being registered;
- G. provide medically accurate information about the human papillomavirus and the human immunodeficiency virus and acquired immunodeficiency syndrome; and
- H. explain the process under 48.195, Wis. Stats., under which a parent of a newborn child may relinquish custody of the child to a law enforcement officer, emergency medical services practitioner, or hospital staff member.

The District will use instructional methods and materials that do not discriminate against a student based upon the student's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active students or children with disabilities.

As part of the regular curriculum review cycle, a citizens' advisory committee will be established, in accordance with 118.019(5), of Wisconsin State Statutes, which will provide for the effective participation of staff, parents, health-care professionals, members of clergy, and other residents of the District. The role of the advisory committee is to advise the School Board on the design and implementation of the human growth and development curriculum.

The District will provide parents annually and prior to use in the classroom with an outline of the human growth and development topics used in their child's grade level as well as information regarding how the parent may inspect the instructional materials.

The District will notify parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials and of their right to have their child excused from the instruction. The notice will state that in the event a student is excused, that student will still receive instruction under 118.01(2)(d)2c, Wis. Stats. unless exempted and under 118.01(2)(d)8, Wis. Stats.

© Neola 2022



Book	Clean Copies for Discussion/Approval
Section	9000 Relations Templates
Title	PUBLIC COMPLAINTS
Code	po9130
Status	
Legal	118.01, Wis. Stats. 118.019, Wis. Stats. 20 U.S.C. 1232h

9130 - **PUBLIC COMPLAINTS**

The School Board recognizes the right of individuals and groups to present concerns or complaints about District personnel, programs, services, facilities, and operations. The purpose of the complaint procedures is to provide an orderly means of resolving public complaints against the District consistently and fairly. Retaliation against parties who file informal or formal complaints is prohibited. The procedures for responding to general complaints and specific complaints about instructional/library media center materials are outlined below. When a complaint is made directly to the School Board as a whole, or to an individual School Board member, the Superintendent will be informed and the complaint will be referred back to school personnel at the appropriate level in the chain of supervision to be addressed according to established procedures. Nothing in this policy or related implementation procedures is intended to supersede timelines or procedures specified in other District policies or any other applicable legally mandated timelines or processes, including, but not limited to, complaints related to: employee/student discrimination, harassment, or bullying.

GENERAL COMPLAINTS

Whenever possible, the School Board relies on teachers, administrators, and support staff to resolve concerns or complaints in an informal manner. Unless the complaint is covered by other District policies, individuals are expected to first discuss the complaint with the employee most closely associated with the program or facility that is of concern. A complaint can only be brought directly to the School Board if the complaint is against a member of the School Board or the School Board as a whole. The School Board, in its sole discretion, will decide whether to review any direct complaint that it receives, and if so, the appropriate process and timeframes for reviewing the complaint.

RESOLUTION PROCESS FOR GENERAL COMPLAINTS

STEP 1: If the concern or complaint is not resolved informally, a formal written complaint should be filed with the supervisor, principal, or administrator responsible for the employee, program, or operation that is the subject of the complaint. The formal written complaint should include the name(s) of the complainant(s), the date and times in which the complaint occurred, and a description of the complaint. The following chain of supervision should be followed. 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. The Administrator/Supervisor will investigate the written and signed complaint and present a written response within 15 working days.

- a. Teacher or support staff employee (typically involved in the informal process above)
- b. Principal, supervisor, or other administrator responsible for the function that is the subject of the complaint.
- c. Superintendent
- d. School Board

STEP 2: If the complaint is not resolved in Step 1, the complainant can forward the written and signed complaint to the Superintendent. A conference will be arranged among the parties involved within 10 working days. A written response will

be prepared within 10 working days of the conference.

STEP 3: If the complaint is not resolved in Step 2, the complainant can forward the written and signed complaint to the School Board. The School Board, in its sole discretion, will decide whether to review the complaint, and if so, the appropriate process and timeframes for reviewing the complaint. A request for an appeal and a description of the complainant's desired outcome must be submitted to the School Board no later than 10 working days after denial of the complaint by the Superintendent. The decision of the School Board will be final.

PUBLIC COMPLAINTS ABOUT INSTRUCTIONAL/LIBRARY MEDIA CENTER MATERIALS AND RESOURCES

The District recognizes that, on occasion, objections may occur regarding its instructional and library media center materials and resources by any community member or employee of the District not directly involved with the selection of materials used. The Superintendent (or designee) is directed to provide a procedure whereby a citizen may object to any instructional materials (i.e., textbooks and supplementary instructional materials) or library media center materials selected and used in the School District of River Falls. The procedure should safeguard the professional judgment of staff members as well as allow the citizens of the District to voice their specific complaints about materials used in the schools.

A parent/guardian may request that his/her child not use specific instructional or library media center materials or participate in certain instructional programs. Alternative assignments or programs will be made available in such cases that meet the instructional learning objective, at the discretion of District staff.

The School District of River Falls will not discriminate in the selection and evaluation of library media center materials and resources, textbooks, supplementary instructional materials on the basis of a 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, or any other legally-protected status or classification. Discrimination complaints will be processed in accordance with established District procedures.

DEFINITIONS

A. Instructional Materials and Resources: Instructional materials and resources will mean print and non-print resources used by classroom teachers to convey the essential knowledge and skills of a subject in the District's curriculum to students. Instructional materials will include, but not be limited to, textbooks, workbooks, maps, films, performing arts scripts, graphs, flowcharts, diagrams, charts, tables, handouts, tests, quizzes, projects, activities, online resources and applications, computer software, and other digital media.

B. Library Media Center (LMC) Materials and Resources: Library media center materials and resources will refer to all print and non-print materials and resources circulated from the school or District library media centers for students and/or staff use

RESOLUTION PROCESS FOR COMPLAINTS ABOUT INSTRUCTIONAL/LIBRARY MEDIA CENTER MATERIALS AND RESOURCES

The following procedures will serve as a guideline for staff members when community citizens issue a formal written complaint about instructional materials (i.e., textbooks and supplementary instructional materials) or library media center materials.

STEP 1: If the staff member (teacher, librarian/media specialist, department or building unit leader) to whom the complaint has been made is unable to resolve the issue, the Building Principal should schedule a meeting between the staff member(s) involved, the Principal and the complainant to discuss the concerns. The complainant must verify they have read the entirety of the material (textbook, poem, literature, and/or instructional or library material) that is the focus of their complaint.

STEP 2: If the issue cannot be resolved during the above-mentioned meeting, the Principal will ask the complainant to submit a copy of the [Request for Reconsideration of Instructional/Library Media Center Materials](#) form within 14 calendar days of the meeting to the Principal. If the form has not been received within 14 calendar days, the District will treat the complaint as having been dropped and the issue as closed.

STEP 3: If a completed form is returned within 14 calendar days, it is incumbent upon the principal to schedule an open session meeting of a committee to review the complaint form and the material(s) in question. The eight member committee will be composed of the following persons as determined by the Principal and Director of Academic Services:

- The building principal/coordinator.
- One staff member who is using the material of which the complaint was made.
- An appropriate department and/or unit representative.
- The Director of Academic Services or designee.
- One staff member at large – not a member of the department/unit involved in selecting the material in question.

- Two parents, one selected by the principal, and a parent chosen by the complainant. Both parents must be residents of the District, each with at least one student currently enrolled in the District.
- The complainant. (Participation required or the complaint will be void).

The Review Committee process will be determined by the Principal and Director of Academic Services, and will include, but is not limited to:

1. Review Committee members read the entire material under review.
2. Staff/department member(s) provide the Review Committee a written document that provides insight into how the literature/instructional material is used in the classroom (i.e., how is this literature/material used in the curriculum; essential learning targets; instructional strategies; how the controversial issues are addressed with students; strengths/benefits of material; feedback from students).
3. Review Committee members will meet to discuss the material under review to include their perceptions of the material under review along with the written document provided by the department member(s) that explains how the literature/instructional material is used in the classroom.
4. Committee members individually complete a blind survey giving their recommendation of the three options below:
 - Remove the material from the classroom/library.
 - Maintain the material under its current use.
 - Use the material as an educational option for interested learners.
5. The decision of the committee, based on the survey results, will be shared with the committee and the Superintendent.
6. In the event of a tie vote, the Superintendent, Director of Academic Services, and Principal will make a final decision. The Principal and Director of Academic Services will make every effort to keep the above process moving forward within a reasonable timeframe but will not exceed thirty (30) calendar days from the date of the appointment of the committee unless approved by the Superintendent and School Board President. The Superintendent will advise the complainant of the committee's decision in writing and his/her right of appeal to the School Board. Any appeal must be submitted in writing to the School Board President and/or Superintendent within seven (7) calendar days. If no appeal is received, then the matter will be closed.

STEP 4: If the committee decision is appealed, the School Board will determine if the Review Committee followed policy. If so, the School Board will uphold that committee decision. If the committee did not follow the policy, the School Board will request more information and/or determine a process for an alternative review or refer to the Superintendent for a final decision.

Access to challenged material will not be restricted during the reconsideration process. However, if the complaint relates to use of instructional materials, a parent may request the District provide alternative instructional materials aligned to the learning objective for their child to use in the classroom in lieu of the challenged material. Such requests for the use of alternative instructional materials may be approved at the discretion of the Building Principal in consultation with the classroom teacher. The District reserves the right to refuse to consider complaints, or reconsider requests reviewed within the last five (5) years, at the discretion of the Superintendent and School Board Chair of the Educational Program Committee.

Adopted from Retired Policy 870, Policy 870-Rule, Policy 871, and Policy 871-Rule
 @River Falls School District 2025



Book	Clean Copies for Discussion/Approval
Section	9000 Relations Templates
Title	USE OF CAMERAS AND OTHER RECORDING DEVICES IN LOCKER ROOMS
Code	po9151
Status	
Legal	175.22, 942.08, 942.09, Wis Stats.

9151 - USE OF CAMERAS AND OTHER RECORDING DEVICES IN LOCKER ROOMS

The School Board recognizes the importance of protecting the privacy interests of the District's students and is committed to safeguarding students' privacy in the locker room facilities.

As required by law, the School Board establishes this locker room privacy policy.

To protect the privacy of students, non-staff access to locker rooms for the purpose of interviewing or seeking information from any student in the locker room is prohibited. No member of the media is allowed access to school locker rooms before, during, or after any school athletic event or practice. Coaches and student-athletes may be available for interviews outside the locker room, consistent with school rules.

No images in the locker room may be captured, recorded, or transferred under any circumstances by any individual.

To protect the privacy of the District's students, parents, other adult residents of the community, and any member of the public that may utilize the locker room facilities, no person may use a cell phone to capture or record any individual in the locker room

Furthermore, the School Board believes that safety is of the utmost importance. Therefore, notwithstanding the provisions of this policy, if necessary, emergency rescue personnel will be permitted into the locker room and will be given access to any tools necessary to do their job.

District officials may refer any violations of this policy to law enforcement for possible criminal prosecution of anyone who violates State law.

© Neola 2025



Book	Clean Copies for Discussion/Approval
Section	9000 Relations Templates
Title	PUBLIC ATTENDANCE AT SCHOOL EVENTS
Code	po9160
Status	
Legal	29 CFR Part 35 29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973, as amended 34 C.F.R. Part 104 42 U.S. C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

9160 - PUBLIC ATTENDANCE AT SCHOOL EVENTS

The School Board welcomes the attendance of members of the community at athletic and other public events held by the schools in the District, but the School Board also acknowledges its duty to maintain order and preserve the facilities of the District during the conduct of such events. The School Board expects all those who attend a school event to conduct themselves with decorum and respect.

Prohibited Activities at School Events

The School Board directs that no alcoholic beverage or other controlled substance be possessed, consumed, or distributed nor any betting occur at any function sponsored by the District, or at any function occurring on District premises. Persons attending school events are subject to the prohibitions on use of tobacco pursuant to Policy 7434 – Use of Tobacco on School Premises. Persons attending school events are subject to the provisions of Policy 7217 - Weapons. Raffles and similar forms of fundraising by District-related organizations are only permitted by the Superintendent in accordance with Policy 9211 - District Support Organizations and Policy 9700 - Relations with Special Interest Groups.

Access to School Events

No qualified person with a disability will, because the District's facilities are inaccessible or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies. Any person who believes s/he has been discriminated against due to a disability should refer to the complaint procedure set forth in Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability.

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. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto.

Individuals with disabilities will have an equal opportunity to purchase tickets for events that have been sanctioned or approved by the School Board in accordance with the provisions of the Americans with Disabilities Act, as amended.

Further, in accordance with the provisions of the Americans with Disabilities Act, as amended, the School Board will permit individuals with disabilities to be accompanied by their service animals in all areas of the District's facilities where members of the public, as participants in services, programs or activities, or as invitees, are allowed to go. (See also Policy 8390 - Animals on District Property)

Removal from School Events

The School Board holds the legal authority to bar the attendance of or remove any person whose conduct may constitute a disruption or be disrespectful on District property or at a school event. School administrators have the authority to call law enforcement officials if a person violates posted regulations or does not leave District property when requested. They are also authorized to use detectors and other devices to better protect the safety and well-being of participants and visitors. If a student, a non-enrolled minor, or an adult is asked to leave or is removed from a school event, no admission fees will be refunded.

Audio and/or Video Recordings

The School Board is aware of the increasing desire of many parents and other members of an audience to make audio and/or video recordings of school events. Such recordings can be made by parents or other members of the audience without restriction if the performance is not of copyrighted material. However, if the performance is of copyrighted material, a recording can be made if the appropriate license authorizing such recordings has been secured in advance by the District. If the performance is of copyrighted material and the necessary license has not been secured in advance by the District, the audience will be advised before the performance begins that audio and/or video recordings that will be rebroadcast or distributed in any way, such as posting on the internet, are prohibited. Any person or organization seeking to film students or a school activity which is not a public event will obtain prior permission from the Superintendent.

© Neola 2018



Book	Clean Copies for Discussion/Approval
Section	9000 Relations Templates
Title	DISTRICT-SUPPORT ORGANIZATIONS
Code	po9211
Status	

9211 - **DISTRICT-SUPPORT ORGANIZATIONS**

The School Board appreciates the efforts of all organizations whose objectives are to enhance the educational experiences of District students, help meet educational needs of students, and/or provide extra educational benefits not provided for, at the time, by the School Board.

The School Board recognizes that parent-teacher organizations and other school-related community organizations are channels through which school personnel, parents, and other citizens may discuss educational needs and work together toward solutions. The Superintendent is authorized to provide support and assistance as appropriate upon the request of such an organization.

The School Board encourages parents and District staff to participate in such organizations.

The Superintendent, Activities Director, Building Principal, Advisor, or Head Coach will:

- A. review the objectives of each volunteer group to determine that relevant educational needs are being addressed;
- B. monitor the plans and activities of each group to ensure compliance with laws, and School Board policies;
- C. communicate school and/or District needs to the volunteer groups and those of the groups to the School Board;
- D. approve in-District fund-raising activities of a volunteer group as well as fund-raising activities held off-premises which involve students; and
- E. establish and maintain procedures related to proposed monetary and other gifts to the District that will provide for proper screening, acceptance, acknowledgement, and use, consistent with accounting procedures established by the State.

Any organization described in this policy must obtain advance written permission from the Activities Director, Building Principal or Superintendent before using any of the District's logos or name as well as the District's or school's slogans for the purpose of describing or promoting the organization or any activity of the organization. Upon approval, use of the District logos or name must be consistent with branding guidelines. These guidelines can be obtained from the Director of Communications and Community Education.

Each group's fund-raising activities will be in compliance with all applicable School Board policies. Funds used for school-related projects must be approved by the Activities Director, Superintendent, or Building Principal.



Book	Clean Copies for Discussion/Approval
Section	9000 Relations Templates
Title	HOME-BASED, PRIVATE, OR TRIBAL SCHOOLING
Code	po9270
Status	
Legal	118.133, Wis. Stats. 118.145(4), Wis. Stats. 118.53, Wis. Stats.

9270 - HOME-BASED, PRIVATE, OR TRIBAL SCHOOLING

The School Board encourages the enrollment of all school-age children residing in this District in public schools or in a parochial or private school so that such children may enjoy the benefits of a well-planned educational program and the socialization possible in a group environment.

Private Education or Tribal School Education Students

The School Board will allow students who are being educated at a private school or a tribal school to participate, if space is available, in any of the District's courses by enrolling in up to two (2) courses during each semester. In grades 9-12, the student must meet the criteria for admission to the high school established for private school or tribal school students. In grades K-8, students will be placed at the grade level with age groups or in subject areas they are best adjusted to academically, socially, and psychologically, and where their probability of success is highest.

The School Board may allow any student, residing in the District boundaries, who is being educated at a private school or a tribal school to participate, if space is available, in any of the District's non-WIAA sanctioned athletic or extra-curricular programs.

Home-Based Private Education Students

The School Board will allow a student receiving Home-Based private education to attend up to two (2) courses per semester in the public school classroom provided that the student meets the minimum standards for enrollment in each course as established by the District. Such student may attend no more than two (2) courses per semester, which will include any courses being taken by the student in another public school district such that the aggregate number of courses taken in a public school district in any semester does not exceed two (2).

A student receiving Home-Based private education may participate in interscholastic athletics in the District, including WIAA sanctioned interscholastic athletics, on the same basis and to the same extent that the District permits students enrolled in the District to participate. Upon request, the Home-Based educational program in which the student is enrolled will provide the District with a written statement that the student meets the School Board's requirements for participation in interscholastic athletics based on age and academic and disciplinary records. No person may provide a false statement.

A student receiving Home-Based private education may participate in extracurricular activities in the District on the same basis and to the same extent that it permits students enrolled in the District to participate.

The District may charge a student who participates in interscholastic athletics or extracurricular activities participation fees, including fees for uniforms, equipment, and musical instruments, on the same basis and to the same extent that it charges these fees to a student who is enrolled in the District.

© Neola 2021

School District of River Falls
Educational Program Committee Meeting Report

Monday, December 8, 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, December 8, 2025, at the District Office 852 E Division Street, River Falls, Wisconsin 54022. Chair Tuchtenhagen called the meeting to order at 6:00 p.m. It was ascertained that notice of the meeting had been properly posted in the appointed locations and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

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, Director of Human Relations Nate Schurman, Director of Finance and Facilities Lynette Coy, and Co-Directors of Academic Services MaryBeth Elliott & Amy Wise 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. REVIEW 2024-25 DISTRICT REPORT CARD

MaryBeth Elliott, Co-Director of Academic Services, presented the 2024-25 district report card.

Action: None, informational only.

5. STAGE 1 - DESIRED RESULTS OVERVIEW

Amy Wise and MaryBeth Elliott, Co-Directors of Academic Services, presented an overview of work completed during Stage 1 - Desired Results of the Curriculum Review Cycle.

Action: None, informational only.

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

Committee members did not offer any suggestions for upcoming meetings.

Action: As needed.

7. 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, January 12, 2026, 6:00 p.m.

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

8. ADJOURNED at 7:37 p.m.

Alan Tuchtenhagen, Educational Program Committee Chair

WI DPI Report Card 24-25



**River Falls School District
December 2025**

Wisconsin School Report Card 101

Accountability Rating Category	2023-24 Score Range	2024-25 New Score Range	Changes made by 2025 Standard Setting panel
Significantly Exceeds Expectations ★★★★★	83-100	84-100	+1
Exceeds Expectations ★★★★	70-82.9	71.0-83.9	+1
Meets Expectations ★★★	58-69.9	60.0-70.9	+2
Meets Few Expectations ★★	48-57.9	49.0-59.9	+1
Fails to Meet Expectations ★	0-47.9	0-48.9	+1



Wisconsin School Report Card 101

- ❖ Priority Area Scores
 - Achievement
 - Growth
 - Target Group Outcomes
 - On-Track to Graduation

Overall Score - determined by combining the weighted average of all priority area scores.



WISCONSIN SCHOOL REPORT CARD COMPONENTS

Understanding How Our School's Score is calculated.

ACHIEVEMENT (36.1%)

Student performance on state tests.



TARGET GROUP OUTCOMES (25%)

Progress of students needing the most support.



GROWTH (13.9%)

Student improvement over time.



ON-TRACK TO GRADUATION (25%)

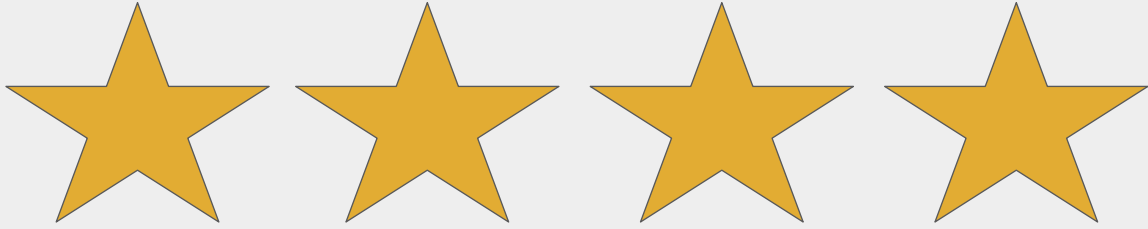
Attendance, graduation rates, and postsecondary readiness.



Together, We Build a Stronger Future for Every Student

Source: WI Department of Public Instruction

Overall District ***“Exceeds Expectations”***



Achievement+Growth+Target Groups+On-Track Graduation



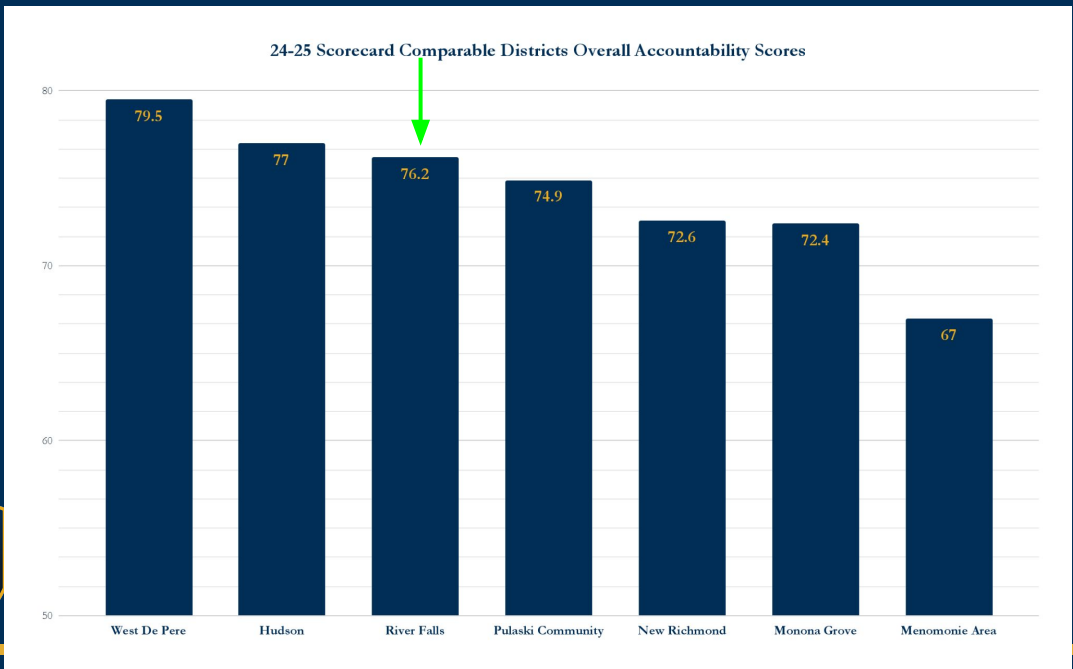
Goal 1: Hold High Expectation for Student Learning

❖ Overall Accountability Score Top 26.6% of the state

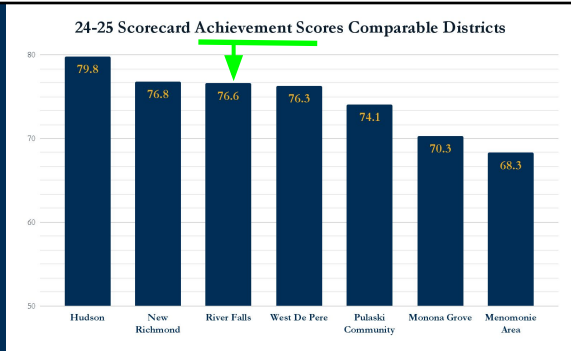
Priority Areas	24-25	23-24
Achievement	81.6%	
Growth	70.3%	65.3%
Target Group Outcomes	63.2%	
On-Track to Graduation	63.4%	



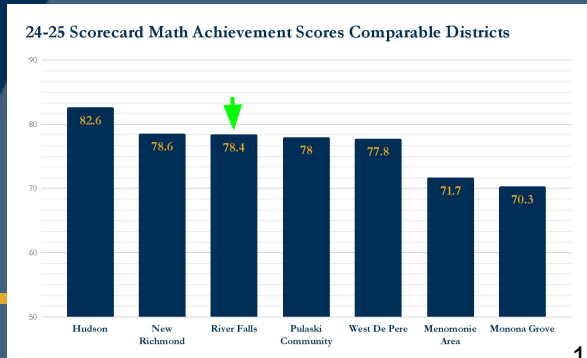
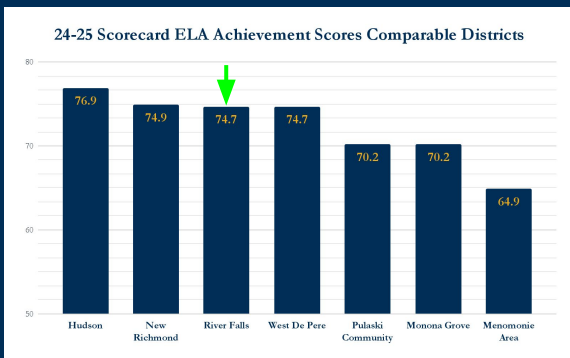
As reported on the WI DPI Report Card.



“Achievement” score was the same or higher than 81.6% of districts in the state.

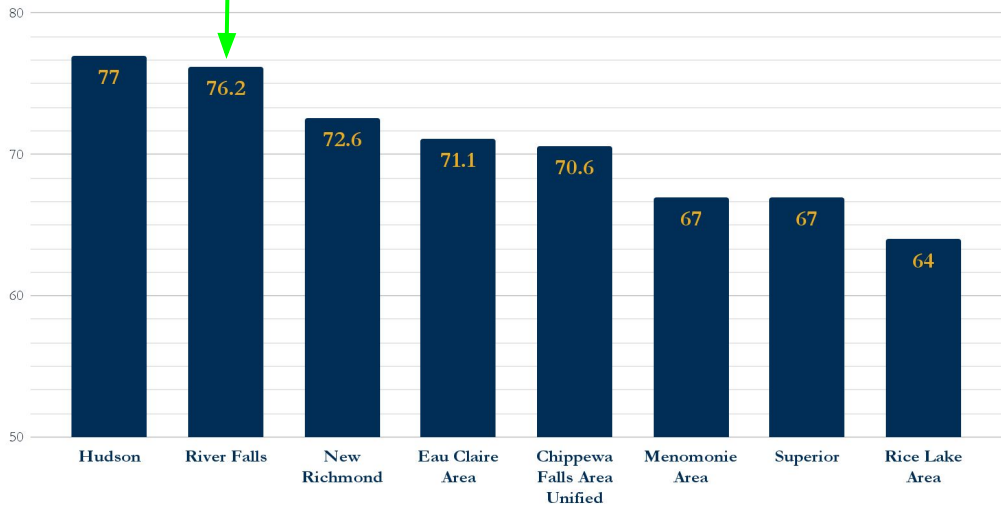


The School District of River Falls was the 3rd highest achievement in comparable districts

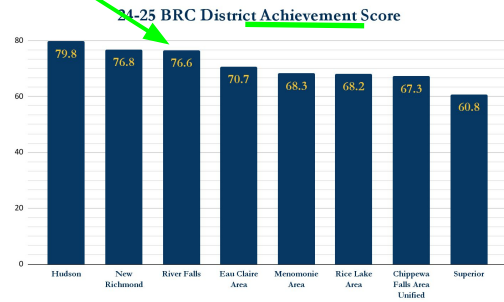




24-25 Big Rivers Conference Overall Accountability Scores

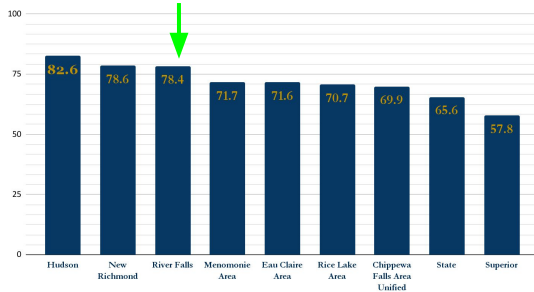


“Achievement” score was the same or higher than 81.6% of districts in the state.

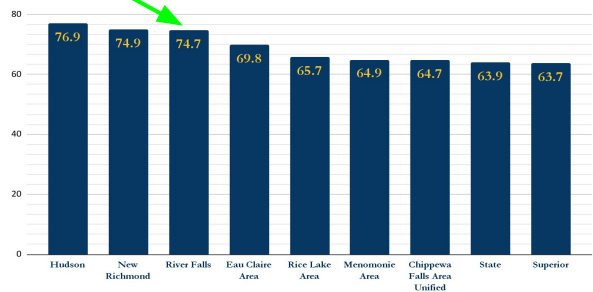


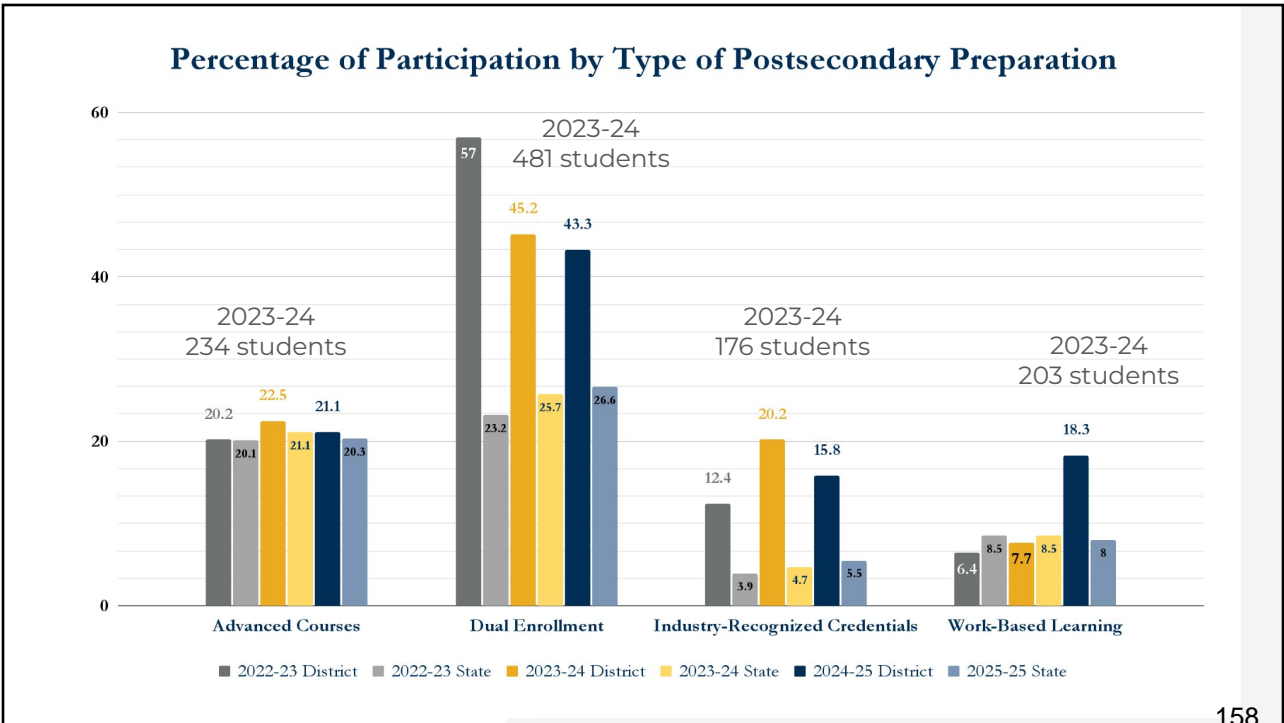
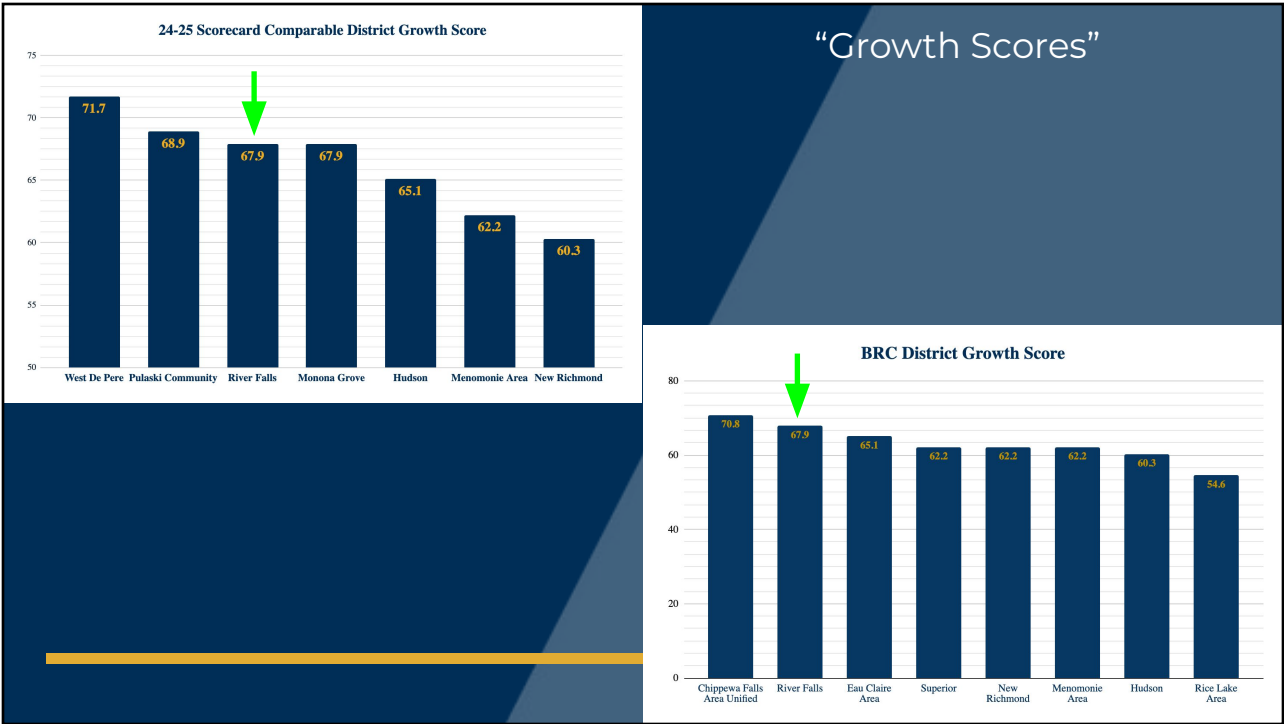
The School District of River Falls was the 3rd highest achievement score in the Big Rivers Conference

24-25 BRC District Mathematics Achievement Score



24-25 BRC District ELA Achievement Score





Participation in the Arts 2023-24

Arts course	River Falls	State
Art	38.8%	27%
Music	22.3%	18.3%
Theater	1.5%	1.8%



599 (53.9%) students successfully completed an Arts course

3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

District: 61.3%

Statewide: 50.3%

NEW
2024-25



Incident Rates

Caution: Multiple limitations affect the quality and completeness of this reported data. Differences in local law enforcement and prosecuting attorney policies and discretion influence charging and citation practices and reporting to education agencies. The incident rate data presented in this section is new for 2024-25, provided for informational purposes only, and intended solely to fulfill new statutory reporting requirements. Data are reported by schools and districts to DPI and do not impact scores per state statute. For more information, visit: <https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement>. For questions regarding a specific rate, please contact that school or district directly.

Total number of reported charges filed or citations issued per 100 students enrolled.

District: 1.4

Statewide: 1.3

Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

District: 0.7

Statewide: 0.6



Report Card Response

Guaranteed & Viable Curriculum

Authentic Teacher Collaboration

High Quality Teaching and Learning

Curriculum Review Cycle

- K-5 ELA Adoption
- Statewide Universal Screener
- Literacy Focused WIGs
- Proficiency Scales MMS

- Professional Learning
- PLC Meetings
- PLC Notebooks
- Focused Data Digs
- Data Protocols
- WIG - all levels

- Applying lead measures to improve literacy across the district
- 6 Elements of HQTL Professional Learning
- Feedback and Educator Effectiveness
- Leadership PLC

Key Takeaways

- ❖ ELA achievement had a slight increase
- ❖ Notable Math achievement gains
- ❖ Increase in overall growth score
- ❖ Focus remains on creating and maintaining systems that promote academic growth for all students
- ❖ District comparisons are interesting, but not exact comparisons



School District of River Falls
Finance and Facilities Committee Meeting Report

Monday, December 8, 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, December 8, 2025, at the District Office 852 E Division Street, River Falls, Wisconsin 54022. Chair Miller called the meeting to order at 7:37 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 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 - 7:37 PM (immediately after the Educational Program Committee)**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS - None**

4. **FACILITIES PROJECTS UPDATE**

The Director of Finance, Lynette Coy, provided an update on the Facilities Projects.
Action: None, informational only.

5. **CAPITAL IMPROVEMENT PROJECTS LIST**

The Director of Finance, Lynette Coy, reviewed and discussed the capital improvement projects list.
Action: None, informational only.

6. **2025-26 BUDGET UPDATE**

The Director of Finance, Lynette Coy, provided an update on the 2025-26 budget.
Action: None, informational only.

7. **COMMUNITY SERVICE FUND LEVY**

The Director of Finance, Lynette Coy, provided information and a recommendation for the Community Service Fund levy planning.
Action: Page moved, seconded by Hirstein, to approve a plan for future Community Service Fund levies to maintain a fund balance between 15-20% while also setting the levy to fund 20-25% of costs in Fund 80. The motion passed 3-0.

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, January 12, 2026, 7:00 p.m. *(or immediately following Educational Program)*
The meeting will be held at the District Office Conference Room, 852 E. Division Street.

9. **ADJOURNED** at 8:15 p.m.

Mike Miller, Finance and Facilities Committee Chair

Fund 80 - Revenue - Expense - Levy - Fund Balance History

Fiscal Yr	Kids Club Revenue	Kids Club Expenses	% Exp Increase	Kids Club Profit/Loss	Community Ed Revenue	Community Ed Expenses	% Exp Increase	Comm Ed Profit/Loss	Total F80 Profit/Loss	F80 YE Fund Balance	Fund Balance %	F80 Levy	Levy % of Revenue	Property Value Increase	Mill Rate Increase	Per \$100,000 property value
2028-29**	1,073,614.80	1,073,614.80	4.5%	0.00	393,494.75	393,494.75	4.5%	0.00	40,000.00	247,775.00	16.89%	340,000.00	23.2%	3%	0.01	\$1.00
2027-28**	1,027,382.58	1,027,382.58	4.5%	0.00	376,550.00	376,550.00	4.5%	0.00	40,000.00	207,775.00	14.80%	300,000.00	21.4%	3%	0.01	\$1.00
2026-27**	983,141.23	983,141.23	4.5%	0.00	360,500.00	360,500.00	4.5%	0.00	40,000.00	167,775.00	12.49%	260,000.00	19.4%	3%	0.01	\$1.00
2025-26*	940,805.00	940,805.00	4.5%	0.00	345,000.00	345,000.00	-6.3%	0.00	0.00	127,775.00	9.94%	220,000.00	17.1%			
2024-25	895,846.00	900,333.00	7.3%	(4,487.00)	322,700.00	368,149.00	13.7%	(45,449.00)	(49,936.00)	127,775.43	10.07%	220,000.00	18.1%			
2023-24	822,134.00	838,912.00	23.7%	(16,778.00)	318,125.00	323,766.00	4.4%	(5,641.00)	(22,419.00)	177,711.00	15.28%	220,000.00	19.3%			
2022-23	731,607.00	678,276.00	-4.3%	53,331.00	320,945.00	310,137.00	35.9%	10,808.00	64,139.00	200,130.00	20.25%	220,000.00	20.9%			
2021-22	660,213.00	708,810.00	45.3%	(48,597.00)	295,814.00	228,284.00	48.2%	67,530.00	18,933.00	135,990.00	14.51%	220,000.00	23.0%			
2020-21	307,173.00	487,724.00	-34.6%	(180,551.00)	205,596.00	154,060.00	-42.4%	51,536.00	(129,015.00)	122,229.00	19.05%	190,000.00	37.1%			
2019-20	689,062.00	745,823.00	-7.8%	(56,761.00)	261,271.00	267,570.00	3.0%	(6,299.00)	(63,060.00)	251,245.00	24.79%	180,000.00	18.9%			
2018-19	834,165.00	809,156.00	24.1%	25,009.00	254,542.00	259,682.00	3.0%	(5,140.00)	19,869.00	314,294.00	29.41%	160,000.00	14.7%			
2017-18	679,195.00	652,277.00	-10.2%	26,918.00	250,365.00	252,203.00	-3.0%	(1,838.00)	25,080.00	294,414.00	32.55%	150,000.00	16.1%			
2016-17	728,809.00	726,635.00	28.4%	2,174.00	255,561.00	259,938.00	-2.7%	(4,377.00)	(2,203.00)	269,334.00	27.30%	150,000.00	15.2%			
2015-16	637,626.00	565,924.00	-21.2%	71,702.00	267,034.00	267,197.00	-1.8%	(163.00)	71,539.00	271,536.00	32.59%	150,000.00	16.6%			
2014-15	594,226.00	718,580.00	32.0%	(124,354.00)	244,154.00	272,211.00	-17.2%	(28,057.00)	(152,411.00)	199,999.00	20.19%	150,000.00	17.9%			
2013-14	486,048.00	544,291.00	27.1%	(58,243.00)	233,550.00	328,752.00	30.2%	(95,202.00)	(153,445.00)	352,409.00	40.37%	150,000.00	20.8%			
2012-13	467,000.00	428,327.00	10.5%	38,673.00	236,926.00	252,424.00	49.0%	(15,498.00)	23,175.00	502,164.00	73.77%	150,000.00	21.3%			
2011-12	437,348.00	387,551.00	20.3%	49,797.00	220,962.00	169,450.00	126.8%	51,512.00	101,309.00	473,438.00	85.00%	150,000.00	22.8%			
2010-11	375,639.00	322,116.00		53,523.00	174,596.00	74,704.00		99,892.00	153,415.00	372,129.00	93.78%	150,000.00	27.3%			
*Budget																
**Scenarios																

School District of River Falls
Personnel Committee Meeting Report

Monday, December 8, 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, December 8, 2025, at the District Office, 852 E Division Street, River Falls, Wisconsin 54022. Chair Johnson Myers called the meeting to order at 8:16 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 & Leadership Development Nate Schurman.

1. **CALL TO ORDER - 8:16 PM**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS - None**

4. **CALENDAR COMMITTEE UPDATES**

Administration shared an update related to the 2026-27 school year important dates and the development of the 2027-28 calendar.

Action: None, informational only.

5. **CONSIDERATION OF ADJOURNING TO CLOSED SESSION PURSUANT TO WIS. STAT. SEC. 19.85(1)(E), WHICH PERMITS CONVENING IN CLOSED SESSION FOR THE PURPOSE OF DELIBERATING OR NEGOTIATING THE PURCHASING OF PUBLIC PROPERTIES, THE INVESTING OF PUBLIC FUNDS, OR CONDUCTING OTHER SPECIFIED PUBLIC BUSINESS, WHENEVER COMPETITIVE OR BARGAINING REASONS REQUIRE A CLOSED SESSION, TO DISCUSS 2026-27 BARGAINING GOALS. ROLL CALL REQUIRED.**

Action: Tuchtenhagen moved, seconded by Page, to adjourn into closed session. Roll Call Vote: Tuchtenhagen - yes, Page - yes, Myers - yes

6. **CONVENE INTO CLOSED SESSION** at 8:29 p.m.

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 & Leadership Development Nate Schurman.

The committee discussed preliminary negotiations goals, comparable salary and benefit data, as well as potential staffing additions and reductions. LaVold recused herself from the discussion on potential staffing additions and reductions. School Board member Monica LaVold left the closed session meeting at 8:49 pm

7. **RECONVENE INTO OPEN SESSION** at 9:15 p.m. **AND AFFIRM ACTION TAKEN IN CLOSED SESSION IF NECESSARY**

Action: Page moved, seconded by Tuchtenhagen, to reconvene in open session. Roll Call Vote: Tuchtenhagen - yes, Page - yes, Myers - yes

No action taken in closed session.

8. **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.

9. **SCHEDULE NEXT PERSONNEL COMMITTEE MEETING**

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

Action: Set the meeting schedule as follows:

Personnel Committee meeting, Monday, January 12, 2025, 8:00 p.m. *(or immediately following Finance & Facilities)*
The meeting will be held at the District Office Conference Room, 852 E. Division Street.

10. **ADJOURN** at 9:15 p.m.

Stacy Johnson Myers, Personnel Committee Chair



2026 Delegate Assembly Packet

Containing

Resolutions Forwarded by the Policy and Resolutions Committee
Resolutions as Submitted by Member Boards
Resolutions Turned Down by the Policy and Resolutions Committee

**WASB Delegate Assembly
January 21, 2026 • Milwaukee, Baird Center**

Explanation of Packet Contents

Each resolution in this packet has the following information explained below...

Resolution as Forwarded by Policy and Resolutions Committee

This section presents the resolution language that will be debated and voted on at the Delegate Assembly. This version includes the modifications made by the committee.

Rationale

This section explains why the resolution was brought forward. This language is largely based on the rationale of the submitting board which is included below under “Rationale Provided by Member Board.”

Resolution as Submitted by Member Board

This section presents the resolution as it was submitted to the WASB by the member school board. This is provided for background and to show what changes were made by the Policy & Resolutions Committee.

Rationale Provided by Member Board

This is the original reasoning that the school board submitted with their resolution to the WASB. Again, this is provided for additional background information.

Policy and Resolutions Committee Notes

This briefly outlines the committee’s reasoning for potential changes made to a resolution. In the Resolutions Turned Down by the Policy and Resolutions Committee portion of this packet, this section will explain why the committee voted to turn down the resolution.

Table of Contents

Resolutions Forwarded by the Policy and Resolutions Committee	1
Opposing the Removal of Caps from the Wisconsin Parental Choice System	2
Revisions to the School District and School Report Card Process.....	4
Amendment to Resolution 5.22 Funds Distribution	7
Amendment to Resolution 1.26 Authority to Schedule Referenda.....	9
Substance Abuse Disorder and Treatment Aid	11
Vocational Transition for Students with Disabilities	13
Universal State Covered Meals	15
Public Education Endowment Fund.....	16
Amendment to Resolution 3.241“Early Childhood Education Funding & Public-Private Partnerships”	17
Supporting “Decoupling” of Public and Private School Funding	19
Opposing “Decoupling” of Public and Private School Funding.....	21
Encouraging Schools to Participate in WIAA Policymaking	24
 Resolutions Turned Down by the Policy and Resolutions Committee.....	 25
Fine Arts Education	26
Supports Beyond Punitive Student Discipline.....	27
Diversity, Equity, Inclusion, and Access.....	28
Urging WIAA Hate Speech Procedure Updates	30
School Safety Outside Revenue Limits	32
Local Control of Educational Programming.....	33
Civics Education.....	34

PLEASE NOTE: Resolutions that propose to create a new resolution are preceded by “**CREATE:**” while resolutions that propose amending existing WASB resolutions are preceded by: “**AMEND Existing...**”. When amending an existing resolution, the original language is shown with deletions of existing language indicated with a ~~striketrough~~ and new language underlined. The simplified rationale language is primarily based on submitting board rationale. A proposed deletion an existing WASB resolution is preceded by “**REPEAL:**”

Resolutions Forwarded by the Policy and Resolutions Committee

Resolutions forwarded by the Policy and Resolutions Committee for consideration at the Delegate Assembly are brought before the body via a motion by a member of the committee.

- This motion does not require a second.
- A motion to approve a resolution by a member of the committee does not constitute an endorsement of the merits of a resolution by the committee, rather that the resolution met the criteria to be considered.
- Once before the body, the resolution can be debated and amended.
- A favorable vote by a simple majority of the Delegates present is required to approve a resolution of this nature.

1. Opposing the Removal of Caps from the Wisconsin Parental Choice Program

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **CREATE:** The WASB supports maintaining an enrollment cap of 10% and an income cap of
- 2 220% of the federal poverty level on participation in the Wisconsin Parental Choice
- 3 Program.

Rationale

The enrollment and income caps play a role in preserving both the fiscal sustainability of public schools and the integrity of Wisconsin's education system. Removing these caps could lead to significant increases in local tax burdens, potentially destabilizing public school funding. Retaining the enrollment and income caps helps ensure balanced and equitable educational opportunities.

Resolution as Submitted by Marinette

CREATE: The Wisconsin Association of School Boards (WASB) strongly supports maintaining the current enrollment cap of 10% on voucher schools. Removing this cap could lead to significant increases in local tax burdens, potentially destabilizing public school funding. WASB endorses AB307, which upholds the pupil participation limit in the state parental choice program, ensuring balanced and equitable educational opportunities.

Rationale Provided by Marinette

Maintaining the enrollment cap ensures that public funds continue to support inclusive education for all students. Underserved and rural communities are particularly vulnerable to the impact of voucher programs, as these programs often redirect funding away from public schools that serve as critical educational lifelines in these areas. By preserving the cap, we can protect the integrity and sustainability of public education systems that are essential for equitable access to quality education. The enrollment cap plays an essential role in preserving both the fiscal sustainability of public schools and the integrity of Wisconsin's education system. Underserved and rural communities, which often lack

alternative schooling options, rely heavily on public institutions not only for academic instruction but also for essential support services. Expanding voucher programs without safeguards like the cap risks diminishing the resources available to these schools, thereby amplifying regional inequities. Legislative action in support of AB307 helps ensure balanced educational funding and protects the foundational role of public schools in communities across the state.

Policy and Resolutions Committee Notes

The committee decided to bring forward this submission with changes. Typically, WASB resolutions do not refer to specific pieces of legislation (bills) to remain relevant from year to year. The committee also expanded the scope of the resolution to apply to all current “caps” on the Wisconsin Parental Choice Program, including income caps.

2. Revisions to the School District and School Report Card Process

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **CREATE:** The WASB calls on the State Superintendent of Public Instruction and Legislature
2 to collaborate and amend the School District and School Report Card process and relevant
3 state statutes to reflect the following considerations:
- 4 a) Student achievement and growth should be valued equally.
 - 5 b) Eliminate the practice of weighting student proficiency based on free and reduced
6 lunch population sizes.
 - 7 c) Take into account schools with a high degree of Advanced Placement, International
8 Baccalaureate, Dual Credit, Career & Technical Education, and extracurricular
9 offerings.
 - 10 d) Include fiscal efficiency in report card scoring.
 - 11 e) Any changes to the report card scoring and/or relevant statutes should be
12 considered with input from school leaders from all CESA's in the state.

Rationale

The Department of Public Instruction has a history of changing elements and score ranges on school report cards and statewide assessments. These changes make it very difficult to compare data from year to year. The DPI and Legislature should undergo collaborative changes to the report card scoring process and criteria to ensure consistency from year to year and judge schools and students fairly.

Resolution as Submitted by Kettle Moraine

CREATE: The WASB calls on the State Superintendent of Public Instruction to amend the school report card process as follows:

1. Student growth and achievement should be valued equally.
2. Stop the practice of weighting student proficiency based on the free and reduced lunch population.
3. Recognize and reward schools with high Advanced Placement, International Baccalaureate, Dual Credit, and Career & Technical Education enrollment.

4. Likewise recognize and reward schools with high levels of extracurricular involvement.
5. Include fiscal efficiency in report card scoring.
6. In order to properly develop the above elements, the State Superintendent should convene a committee of school leaders representative of all CESA's in the state to develop changes that will last.

Resolution as Submitted by New London

CREATE: The WASB calls on the State Superintendent of Public Instruction to amend the school report card process as follows:

1. Student growth and achievement should be valued equally.
2. Stop the practice of weighting student proficiency based on the free and reduced lunch population.
3. In order to properly develop the above elements, the State Superintendent should convene a committee of school leaders representative of all CESA's in the state to develop changes that will last.

Rationale Provided by Submitting Districts

WHEREAS the Department of Public Instruction has a history of changing elements on school report cards; and

WHEREAS these changes make it impossible to meaningfully compare data from year to year; and

WHEREAS schools must therefore rely on other data for school improvement metrics and not school report card data; and

WHEREAS parents rely on DPI data to make home buying decisions and the community judges schools based on report card data; and

WHEREAS inconsistent weightings that lower expectations of students based on poverty levels are discriminatory; and

WHEREAS many significant changes can be made to improve DPI report cards.

Policy and Resolutions Committee Notes

The committee decided to combine both of the submitted resolutions into one proposal due to their similar wording and intent. It was also determined that some of the changes to the report card standard setting process being requested in these resolutions would require a change of state statute. Therefore, DPI would be limited in their ability to carry out these changes alone and the committee added a reference to the Legislature to the resolution to reflect this reality.

3. Amendment to Resolution 5.22 Funds Distribution

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **AMEND Existing 5.22 Funds Distribution:** The WASB recommends that the state
2 education agency be assigned the jurisdiction; to supervise the distribution of supervision
3 ~~and~~ all funds intended for educational programs serving youths of elementary and high
4 school age in ~~the public schools~~ any school system receiving public funds in Wisconsin.
5 Additionally, WASB supports state educational agency supervision and distribution of all
6 federal education funds if federal funding from the U.S. Department of Education is
7 changed to be federal block grants or other funding sent directly to states from federal
8 agencies.
- 9 **REPEAL Existing Resolution 2.62 Flow-Through:** The WASB supports all federal grants
10 flowing directly to school districts and cooperative educational service agencies.

Rationale

The state education agency has expertise, experience, and efficient structure to handle the allocation and disbursement of state and federal funds.

Resolution as Submitted by Neenah Joint

AMEND Existing 5.22 Funds Distribution: The WASB recommends that the state education agency be assigned the jurisdiction, supervision and all funds intended for educational programs serving youths of elementary and high school age in ~~the public schools~~ any school system receiving public funds in Wisconsin. Additionally, WASB supports state educational agency control and disbursement of all federal education funds if federal funding disbursement from the U.S. Department of Education is changed to be federal block grants or other funding sent directly to states from federal agencies.

Rationale Provided by Neenah Joint

The state education agency has expertise, experience, and efficient structure for allocation and disbursement of state and federal funds.

Policy and Resolutions Committee Notes

The committee determined that the resolution should move forward with modifications. The committee believed the intent of the proposed amendment to resolution 5.22 would conflict with another current WASB resolution, 2.62 Flow Through, and to avoid contradictions within the resolutions book and WASB policy positions, 2.62 should be repealed if the amendment to 5.22 passes. Therefore, the resolution before the Delegate Assembly will now both AMEND 5.22 and REPEAL 2.62 within one vote.

4. Amendment to Resolution 1.26 Authority to Schedule Referenda

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **AMEND Existing 1.26 Authority to Schedule Referenda:** The WASB opposes limits on
- 2 scheduling referenda. Further, the WASB opposes any limitation on the duration, scope,
- 3 frequency, or effect of school referenda.

Rationale

Revenue limits for districts were not set based on the cost of service causing some districts to be locked in to low spending revenue caps. Additionally, there has been a steady decline in state funding for public school operations with state aid not keeping pace with inflation, consequently there is a heavier reliance on local property taxes for districts to raise revenue. Referendums are one of the only ways that public districts can attempt to raise revenue according to the state constitution and therefore should not be limited by the legislature.

Resolution as Submitted by Neenah Joint

AMEND Existing 2.40 (a) Additional Revenue Limitations: The WASB opposes any additional limitations that will force decreases in revenue to public school districts. This includes but is not limited to: legislative limitation on public school district ability to raise the tax levy/revenue limit cap through referendums including referendum type, whether capital, recurring, or operational, the number of years for a recurring referendum, and/or the number of times a district can constitutionally go to the voters with referenda questions; freezing property tax levies; creating a moratorium on school district referenda; delaying payments to school districts; and adopting a constitutional regulation of school finance.

Rationale Provided by Neenah Joint

Public school funding occurs through a combination of state income and sales taxes, local property taxes, and federal funding. The state equalization aid formula established revenue limits for public school districts based on current spending during the 1993-94 school year.

Revenue limits for districts were not set based on the cost of service causing some districts to be locked in to low spending revenue caps.

Additionally, there has been a steady decline in state funding for public school operations with state aid not keeping pace with inflation, consequently there is a heavier reliance on local property taxes for districts to raise revenue. Referendums are one of the only ways that public districts can attempt to raise revenue according to the state constitution and therefore should not be limited by the legislature. WASB supports state funding with yearly inflationary increases and does not support separate but unequal school funding schemes.

According to the WI sec. 66.0602(4), Wis. Stats. A political subdivision may exceed its allowable levy limit if the following is completed, as provided in sec. 66.0602(4), Wis. Stats.

1. Governing body adopts a resolution proposing the amount of the levy increase and the percentage increase over the allowable levy, including the purpose of the increase and whether the increase is for the next fiscal year only, for a set number of years, or if it will apply on an ongoing basis
2. Resolution is approved via referendum

a. Odd-numbered years – may be held as a special referendum on the same election dates used by a school board under sec. 121.91(3), Wis. Stats.

b. Otherwise – must be held during a spring primary/election, partisan primary, or general election

3. Clerk must publish the proper notices under sec. 66.0602(4)(b), Wis. Stats.

Policy and Resolutions Committee Notes

The committee decided to move forward with this resolution, albeit in a different form than originally submitted. The committee determined that the intent could be achieved by making a simpler amendment to resolution 1.26 instead of the originally proposed amendment to resolution 2.40 (a).

5. Substance Abuse Disorder and Treatment Aid

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **CREATE:** The WASB supports legislation to establish a new categorical aid to fund and
- 2 support school-based substance use disorder prevention and treatment related services.
- 3 This aid should be comprehensive in order to fully fund necessary resources and staffing
- 4 that districts may need. Special provisions should be included for small schools to address
- 5 issues with economies of scale. Use of these funds should be identified and prioritized at
- 6 the local level. Such uses may include but are not limited to contracting with service
- 7 providers, employment of specialists or other professionals, training for staff, and any
- 8 other additional resources as needed.

Rationale

A new categorical aid for school-based substance use disorder prevention and treatment services is essential to addressing the growing mental health and addiction challenges faced by students. Without dedicated and targeted funding, schools often lack the resources to provide early intervention, prevention education, and access to treatment. Investing in prevention and treatment at the school level not only protects students' health but also strengthens communities by keeping students within their school district/community and reduces long-term social and economic costs.

Resolution as Submitted by Neenah Joint

CREATE: The WASB supports legislation to establish a new categorical aid, to provide new monies, to support school-based substance use disorder prevention and treatment related services. The WASB recommends that the state provide a minimum of \$25 per pupil in the first year, \$35 per pupil in the second year and \$50 per pupil in the third year and each year thereafter, with provisions for small districts to receive a minimum amount of aid designed to help them accomplish the purposes listed below. This new resource would enable school districts to provide substance use disorder prevention and treatment related services as identified, determined and prioritized at the local level. Services eligible to be funded under this categorical aid may include, but are not limited to, the following:

- a) Contracting with substance use disorder/drug addiction service providers;
- b) Employment of a substance use disorder prevention specialist coordinator;

- c) Employment of school social workers and school counselors;
- d) Employment of school-based mental health professionals;
- e) Employment of student assistance program coordinators;
- f) Resources/staffing for the implementation of connection to substance use disorder programming;

Training for staff in the areas of substance use disorder awareness and identification, trauma-informed practices, youth-focused mental health first aid, and restorative practices and alternatives to punitive discipline.

Rationale Provided by Neenah Joint

Supporting legislation to establish a new categorical aid for school-based substance use disorder prevention and treatment services is essential to addressing the growing mental health and addiction challenges faced by students. Without dedicated funding, schools often lack the resources to provide early intervention, prevention education, and access to treatment. A targeted funding stream would allow districts to hire specialized staff, build partnerships with community providers, and implement evidence-based programs that reduce substance use, improve student well-being, and support academic success. Investing in prevention and treatment at the school level not only protects students' health but also strengthens communities by keeping students within their school district/ community, and reduces long-term social and economic costs.

Policy and Resolutions Committee Notes

The committee voted to advance this proposal with modifications. Overall, committee members felt that the resolution should be less prescriptive to allow the WASB Government Relations staff more flexibility to address future legislative efforts on the subject.

6. Vocational Transition for Students with Disabilities

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **AMEND Existing 2.31(f) Funding for Children with Disabilities:** The WASB supports the
- 2 use of federal, state, and local resources in a collaborative manner with the Department of
- 3 Vocational Rehabilitation to support transition programs for students with disabilities to
- 4 achieve better employment and postsecondary opportunities for these students.

Rationale:

Improving vocational transition services for students with disabilities is critical to ensuring they have equitable access to postsecondary opportunities, meaningful employment, and independent living. The Division of Vocational Rehabilitation (DVR) and school districts often operate in silos, which leads to fragmentation of services for students with disabilities transitioning to employment of post-secondary life. Increased collaboration between school districts and the DVR is essential in addressing these challenges.

Resolution as Submitted by Neenah Joint

CREATE: The WASB supports strengthening vocational transition services for students with disabilities by fostering deeper collaboration between school districts and the Division of Vocational Rehabilitation (DVR). This partnership should focus on developing clear policies, improving transportation access, and ensuring coordinated, age-appropriate support for students ages 14–21 within the K–12 system.

Rationale Provided by Neenah Joint

Improving vocational transition services for students with disabilities is critical to ensuring they have equitable access to postsecondary opportunities, meaningful employment, and independent living. Research shows that early and well-coordinated transition planning (beginning as early as age 14) significantly increases the likelihood of successful outcomes after high school (Wisconsin Department of Public Instruction, U.S. Department of Education, & National Technical Association Center on Transitions). However, many students with disabilities face systemic barriers, such as lack of access to work-based learning, limited transportation options, and fragmented coordination between schools and vocational agencies.

DVR and school districts often operate in silos, which leads to fragmentation of services for students with disabilities transitioning to employment of post-secondary life. Increased collaboration between school districts and the Division of Vocational Rehabilitation (DVR) is essential in addressing these challenges. When schools and DVR work closely together, they can align services, streamline communication, and develop shared goals that support students' transition plans. This partnership allows for more consistent and individualized support, including job coaching, skills training, and community-based experiences, all of which are critical to helping students achieve long-term success. Strong school district collaboration with DVR not only fulfills federal mandates under IDEA but also fosters inclusion, self-determination, and economic stability for students with disabilities.

Policy and Resolutions Committee Notes

The committee decided to approve this resolution, although it was decided to amend current resolution 2.31 (f) instead of creating a new resolution. This simple change would allow the current resolution to better reflect the intent of the proposal without adding to the resolution book and creating potential redundancies.

7. Universal State Covered Meals

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **CREATE:** The WASB supports state legislation to establish and fund a universal school
- 2 meal program to cover the cost of all student meals not covered by federal programs.

Rationale

Research from the Center for Disease Control (CDC) and U.S. Department of Agriculture (USDA) shows that adequate nutrition improves student achievement, and approximately 16% of students come from food insecure households. The state covering the cost of all school meals for every student, regardless of income, will not only help alleviate student hunger but reduce the stigma some students may face by not being able to cover the full costs of their meals.

Resolution as Submitted by Eau Claire

CREATE: The WASB supports state legislation establishing and funding free, universal school meals

Rationale Provided by Eau Claire

Research from the CDC and USDA shows that adequate nutrition improves student achievement, and approximately 16% of students come from food insecure households. Given this, the current budget surplus (last estimated at roughly \$4 billion), and the estimated cost of all food service programs in the state (estimated to be roughly \$500 million), we hope to ensure each student receives proper nutrition and the best chance at success we can offer.

Policy and Resolutions Committee Notes

The committee moved forward this proposal; however, it was decided that the resolution should be changed to clarify that any future state run program would only cover costs not covered by the federal government's school meal programs.

8. Public Education Endowment Fund

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **CREATE:** The WASB supports legislation that creates a public education endowment fund
- 2 to be invested on behalf of Wisconsinites to fully and equitably fund public education
- 3 across the state.

Rationale

In 2023, voters in 121 of Wisconsin's 421 school districts approved referenda to raise funds, and voters in 145 districts did so in 2024, which some suggest points to a growing trend of systemic underfunding. Creating such an endowment fund will help Wisconsin to meet its constitutional requirement “to provide equitable educational funding across all districts.” This fund would supplement equalization aid as another aid mechanism for school districts.

Resolution as Submitted by Eau Claire

CREATE: The WASB supports legislation that creates a public education endowment fund to be invested on behalf of Wisconsinites to fully and equitably fund public education across the state.

Rationale Provided by Eau Claire

In 2023, 121 of Wisconsin's 421 school districts held referenda to raise funds, and 145 did so in 2024—more than one-half of all districts in each year—indicating a growing trend of systemic underfunding. Given this and that our state currently holds a budget surplus of roughly \$4 billion at estimate, we have a historic opportunity to take proactive steps to ensure public education is adequately funded for the future. Creating such a fund will allow us to meet the Wisconsin constitutional requirement “to provide equitable educational funding across all districts.”

Policy and Resolutions Committee Notes

The committee approved the resolution as submitted.

9. Amendment to Resolution 3.241 Early Childhood Education Funding & Public-Private Partnerships

Resolution as Forwarded by the Policy and Resolutions Committee

1 **AMEND Existing 3.241 Early Childhood Education Funding and Public-Private**
2 **Partnerships:** The WASB supports state funded public school 3K and full day 4K for all
3 Wisconsin children. The WASB also supports collaboration between public schools and
4 other public agencies and programs, private childcare providers, and Wisconsin
5 institutions of higher learning. The WASB further supports district discretionary use of
6 expanded Title I dollars to earlier grade levels by districts meeting the benchmarks for
7 National School Lunch Program (NSLP) direct and categorical participation, and 3K and 4K
8 student households meeting income eligibility for NSLP.

9
10 All publicly funded 3K and 4K schools, including schools receiving voucher funding or
11 funding through public agencies other than DPI, must have the exact same accountability,
12 reporting, and transparency standards/and requirements.

13
14 The WASB opposes a state funding mechanism to provide private childcare providers with
15 a per-pupil payment for 4K instruction. All 4K programs should be funded through school
16 districts, with local flexibility to contract with private childcare providers to provide 4K
17 instruction as determined by the school board.

Rationale

The recently created Get Kids Ready initiative administered through the Department of Children and Families creates two funding mechanisms for 4K education. This new funding mechanism threatens the variety of existing 4K education partnerships established between public schools and privately-run child care centers. In addition, the Get Kids Ready program lowers the requirements for 4K teachers in child care centers. 4K students deserve fully DPI certified teachers to meet their educational needs.

Resolution as Submitted by La Crosse

Add the following to the end of the current resolution language...

All publicly funded 3K and 4K schools, including schools receiving voucher funding or funding through public agencies other than DPI, must have the exact same accountability, reporting, and transparency standards/and requirements.

The WASB supports a single funding mechanism for 4K education. Creating two publicly supported education systems threatens the sustainability of public schools.

Rationale Submitted by La Crosse

The recently created Get Kids Ready initiative administered through the Department of Children and Families creates two funding mechanisms for 4K education. This new funding mechanism threatens the variety of existing 4K education partnerships established between public schools and privately run child care centers. In addition, the Get Kids Ready program lowers the requirements for 4K teachers in child care centers. 4K students deserve fully DPI certified teachers to meet their educational needs.

Policy and Resolutions Committee Notes

The committee approved this resolution to move forward to the Delegate Assembly with some changes. It was determined that greater clarity should be provided so that Delegates could better determine what state program the resolution was attempting to have the WASB support/oppose.

10. Supporting “Decoupling” of Public and Private School Funding

Resolution as Forwarded by the Delegate Assembly

- 1 **CREATE:** The WASB supports legislation separating funding for parental choice and
- 2 independent charter schools from the public school equalization aid formula and instead
- 3 supports the state taking full responsibility to fund payments to these schools.

Rationale

Currently, local taxpayers must offset the loss of equalization aid used to pay for a resident pupil’s voucher to attend a choice or independent charter school via increased property taxes—even though their locally elected school board has no oversight of those schools. Reassigning responsibility for funding private choice programs and independent charter schools to the state would: keep equalization aid focused on public schools, mitigate reductions to equalization aid to schools experiencing declining enrollment, provide stability in funding, and increase transparency by allowing debate of the program in the state budget conversation.

Resolution as Submitted by Kettle Moraine

CREATE: The WASB supports repealing state equalization aid reductions for payments made under the MPCP, RPCP, WPCP, SNSP, and to independent charter schools. We urge the Wisconsin State Legislature to enact legislation that eliminates these reductions and instead places responsibility for funding private school choice programs and independent charter schools on state government. This change would allow public school districts to retain their full state equalization aid, ensuring it is used exclusively for the benefit of public school students and local property taxpayers.

Rationale Provided by Kettle Moraine

Under current Wisconsin law, when a student leaves a public school district to enroll in a private voucher, special needs scholarship, or independent charter school, the state reduces that district’s equalization aid by the amount of the voucher. As a result, local

taxpayers must offset the loss through increased property taxes—even though their locally elected school board has no oversight of those schools.

Reassigning responsibility for funding private choice programs to State Level Government state’s general purpose revenue would:

- Keep equalization aid focused on public school students and local classrooms.
- Mitigate state equalization aid cuts in rural Wisconsin districts who are experiencing declining enrollment.
- Prevent hidden local property tax increases resulting from state policy decisions.
- Provide school boards with stable, predictable revenue limits to support responsible property tax levy planning Increase transparency by placing the full cost of choice programs within the state budget, where it can be properly debated.

This change would preserve the integrity of Wisconsin’s school finance system, protect taxpayers, and ensure that public funds remain accountable to the public.

Policy and Resolutions Committee Notes

The committee moved forward this resolution with some modifications. The committee members wanted to simplify the resolution while also making clear what “decoupling” is. The committee also sought to have the language of this resolution mirror, as closely as possible, the language of the next resolution in this packet (with one using the word “supports” and the other “opposes”). The goal was to make it clear to Delegates that these resolutions take contrasting positions on the same policy topic.

11. Opposing “Decoupling” of Public and Private School Funding

Resolution Forwarded by the Policy and Resolutions Committee

- 1 **CREATE:** The WASB opposes legislation separating funding for parental choice and
- 2 independent charter schools from the public school equalization aid formula and instead
- 3 supports all publicly funded schools being funded by a combination of state and local tax
- 4 dollars.

Rationale

Under current law, funding for schools receiving public funds must adhere to the state equalization aid formula from 1983-84 which is a statutorily required combination of public funding streams. Single stream public funding for private and independent charter schools does not adhere to the uniformity in education requirement of the Wisconsin constitution, would create inequality in school systems the equalization aid formula was meant to correct, and would further erode transparency and accountability for public funds used for private schools.

Resolution as Submitted by Neenah Joint

WASB opposes single stream public funding for any private education system in Wisconsin that receives public funding, where public funding is defined as funding derived from state income, property, sales, internet use, lottery or other state revenue generating tax. This includes the Wisconsin Parental Choice Program, Wisconsin Independent Charter schools, the Wisconsin Special Needs Scholarship Program, and does not include the Milwaukee Parental Choice Program, or the Racine Parental Choice Program. WASB further recognizes public funding as defined by receipt of these funds to support local education agencies whether governed by an elected board or private entity.

Resolution as Submitted by Wauwatosa

The WASB strongly encourages our State Elected officials to reject calls to decouple private school funding from state school funding.

Rationale Provided by Neenah Joint

Under current law, funding for schools receiving public funds must adhere to the state equalization aid formula from 1983-84 which is a statutorily required combination of public funding streams. Single stream public funding for private and independent charter schools does not adhere to the uniformity in education requirement of the Wisconsin constitution, would create inequality in school systems the equalization aid formula was meant to correct, and would further erode transparency and accountability for public funds used for private schools. This includes but is not limited to adherence to accountability and transparency practices required for all public schools (state accountability assessments, state required reporting, report cards, teacher licensing, state issued mandates, and school finance requirements). This proposed resolution provides information currently missing within Private School Aid/Voucher Funding (2.70). Additionally, it addresses the recent legislative movement towards moving private and charter school funding to General Purpose Revenue (GPR).

Rationale Provided by Wauwatosa

WHEREAS, the Wisconsin State Constitution's sole mandate is to establish 'district schools, which shall be as nearly uniform as practicable; and such schools shall be free and without charge for tuition'; and

WHEREAS, 'district schools' are the sole educational system that requires oversight by locally elected officials, state instruction departments, and national education departments; and

WHEREAS, public 'district schools' primarily derive their revenue from property taxes and general state aid; and

WHEREAS, the funding for public school funding – when adjusted for inflation – has lagged since 2009 to the tune of \$3,380 per student (as of 2024-2025), resulting in more than 200 school funding referenda questions in 2024 alone; and

WHEREAS, the general state aid was increased by \$0 per student in the 2025-2027 state budget; and

WHEREAS, 'decoupling' laws detach private school funding from any revenue sources, forcing them to rely on general state aid alone; and

WHEREAS, there are 33 states allow for private schools to accept public tax dollars – most notably Florida and Arizona; and

WHEREAS, both Florida and Arizona, respectively, are projected to see a \$6.9 billion and \$1.4 billion budgetary deficits as the growth voucher programs decoupled from revenue sources.

Policy and Resolutions Committee Notes

The committee moved forward these two resolutions as one consolidated resolution since they advocated for the same policy position. The committee changes were to simplify the resolution while also making clear what “decoupling” is. The committee also sought to have the language of this resolution mirror, as closely as possible, the language of the prior resolution in this packet (with one using the word “supports” and the other “opposes”). The goal was to make it clear to Delegates that these resolutions take contrasting positions on the same policy topic.

12. Encouraging Schools to Participate in WIAA Policymaking

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **REPEAL Existing 3.96 and RECREATE as follows:** The WASB encourages its members'
- 2 schools to participate and engage in the WIAA policy process when necessary and
- 3 appropriate.

Existing Resolution 3.96: Regulation of Performance Enhancing Drugs

The WASB encourages the WIAA to require the regulation of all unsafe training methods and performance-enhancing drugs, except as determined to be medically necessary. (2003-19)(2006-5)

Rationale

WASB has had a practice of avoiding adopting resolutions that attempt to dictate WIAA policy decisions. Member districts of WIAA have representation in the WIAA policy process. WASB also has representation on the WIAA Board of Control. WASB should respect the independence and process of the WIAA just as we expect the same from WIAA. Currently, 3.96 goes against WASB's practice of not having resolutions that dictate policy positions to the WIAA.

Policy and Resolutions Committee Notes

This resolution was generated by the Policy and Resolutions Committee and thus has no original submission language or rationale from a member board. Resolutions submitted by the Committee can be debated and amended like any other member submitted resolution forwarded to the Delegate Assembly.

Resolutions Turned Down by the Policy and Resolutions Committee

Resolutions turned down by the Policy and Resolutions Committee can still be brought forth to the Delegate Assembly.

- The member board that originally submitted the resolution must be present at the Delegate Assembly and make a motion that their resolution be considered.
- This motion does not require a second but requires a two-thirds vote to bring to the floor.
- Delegates may first debate consideration of the motion.
- If the motion to consider is approved by a two-thirds vote, the resolution is before the Delegate Assembly. It can then be debated on the merits, amended, and approved by a simple majority like any other resolution.

1. Fine Arts Education

Resolution as Submitted by Neenah Joint

- 1 **CREATE:** The WASB encourages all school districts to develop and implement a
- 2 comprehensive fine arts curriculum that spans from early childhood through high school,
- 3 recognizing the vital role the arts play in fostering creativity, critical thinking, cultural
- 4 awareness, a sense of belonging, and overall student success.

Rationale from Submitting Board

A comprehensive fine arts curriculum is essential to the holistic development and long-term success of all students. Participation in the arts - music, visual art, theater, and dance - enhances cognitive, social, and emotional development. Research consistently shows that students engaged in the arts demonstrate improved academic performance, stronger problem-solving and critical thinking skills, increased motivation, and higher levels of school engagement (Wisconsin Art Education, Americans for the Arts, American Academy of Arts and Sciences). The arts also nurture creativity, self-expression, collaboration, and cultural literacy. Such skills are increasingly valued in today’s diverse, interconnected, and innovation-driven world.

In early childhood, fine arts experiences support foundational brain development and language acquisition. At the elementary and secondary levels, they promote student identity, confidence, and a sense of belonging. For many students, arts programs provide a critical outlet for emotional well-being and a meaningful connection to school. By integrating a strong, sequential fine arts curriculum from early childhood through high school, schools help ensure that all students are equipped with the tools they need to thrive academically, socially, and personally.

Policy and Resolution Committee Comments

The committee decided to turn down this resolution, believing that the intent of the resolution was already covered by WASB Resolutions 3.01 Education Goals and 3.05 Educational Objectives. The committee also discussed that if a board sought to prioritize fine arts education further, this would be in line with the WASB’s overarching priority of local control.

2. Supports Beyond Punitive Student Discipline

Resolution as Submitted by Neenah Joint

- 1 **CREATE:** The WASB supports moving beyond exclusionary and punitive discipline practices
- 2 such as suspensions and expulsions by investing in proactive, preventive measures. This
- 3 includes implementing restorative practices and community-based wraparound supports
- 4 that address the root causes of behavior, promote equity, and keep students connected to
- 5 their education and support systems.

Rationale from Submitting Board

Students from minority backgrounds who also have disabilities face disproportionately high rates of school suspension. Research consistently shows that suspension increases the risk of dropping out, and dropping out significantly raises the likelihood of future incarceration. This disturbing progression - often referred to as the “school-to-prison pipeline” - is particularly evident among minority students with special needs.

According to the Department of Public Instruction (DPI), nationally, students lost more than 11 million instructional days (11,360,004) due to out-of-school suspensions. That translates to approximately 66 million hours of missed instruction - the equivalent of over 63,000 school years of lost learning.

Students most negatively affected by zero-tolerance policies include students of color, students with disabilities, and LGBTQ+ youth. These groups are disproportionately impacted by exclusionary discipline practices, which often lead to missed instructional time, increased dropout rates, and long-term negative outcomes. The overrepresentation of these students in disciplinary actions highlights the need for more equitable and supportive approaches to school discipline.

Shifting away from punitive discipline practices gives school districts the opportunity to implement more restorative and inclusive approaches. This includes reducing reliance on deferred expulsion agreements, which can jeopardize essential IDEA protections for students with disabilities. By moving beyond zero-tolerance, districts can better support student success, equity, and legal compliance.

Policy and Resolutions Committee Notes

The committee decided to turn down this resolution feeling that it conflicted with the WASB’s overarching priority of local control. The committee also believed that it potentially conflicted with existing WASB resolutions, 3.432, 3.80, 3.81, and 3.83.

3. Diversity, Equity, Inclusion, Access

Resolution as Submitted by Wauwatosa

1 The Wauwatosa School District recognizes that ensuring diversity, equity, inclusion, and
2 access is both a moral obligation and the defining civil rights challenge of the 21st century.
3 As an educational institution entrusted with shaping the lives of young people, the District
4 affirms that it has a responsibility not only to teach, but also to act, in dismantling
5 inequities and advancing justice for all students, families, and staff.

6 NOW, THEREFORE, BE IT RESOLVED, that the Wauwatosa School District, in alignment
7 with the Wisconsin Association of School Boards, formally commits to the sustained
8 advancement of diversity, equity, inclusion, and access as essential to fulfilling its mission
9 of public education; and

10 BE IT FURTHER RESOLVED, that the prioritization of policies, practices, and accountability
11 measures designed to close achievement gaps, reduce disproportionate outcomes, and
12 ensure that all students - regardless of race, ethnicity, socioeconomic status, ability,
13 gender identity, or background - have equitable opportunities to succeed; and

14 BE IT FINALLY RESOLVED, that the Wauwatosa School District affirms that schools must be
15 places of belonging where diversity is celebrated, equity is enforced, and inclusion is non-
16 negotiable, recognizing both the moral obligation and the civil rights imperative of this
17 work, and understanding that the strength of our community and the success of our
18 students are inextricably tied to these commitments.

Rationale Provided by Wauwatosa

WHEREAS, the Wauwatosa School District affirms its unwavering commitment to the principles of diversity, equity, inclusion, and access for all students, staff, and families; and

WHEREAS, the District acknowledges that equitable educational opportunity is not only a professional and legal responsibility, but also a profound moral obligation owed to every child entrusted to our care; and

WHEREAS, despite progress, the State of Wisconsin continues to post the worst academic achievement gaps in the nation and demonstrates disproportionate identification of students of color for special education services, making any suggestion to ignore diversity, equity, inclusion, and access both irresponsible and impossible; and

WHEREAS, persistent gaps in achievement and opportunity impede the educational experience of underrepresented students and their families, perpetuating systemic inequities that must be addressed with urgency; and

WHEREAS, school systems reflect the inequities present in society at large, and thus must assume an active and deliberate role in dismantling barriers, eliminating disparities, and advancing policies that affirm equity and belonging; and

WHEREAS, the pursuit of diversity, equity, inclusion, and access is inseparable from the broader struggle for civil rights in the 21st century, requiring courage, accountability, and collective will to ensure justice and opportunity for all; and

WHEREAS, genuine progress requires acknowledging and addressing implicit bias of educators, critically examining and reforming structures that perpetuate inequity, and leading with the moral clarity and resolve demanded of public institutions.

Policy and Resolutions Committee Notes

The committee turned down the resolution, believing that the intent of the resolution was already covered by existing WASB Resolutions 3.99 and 6.10.

4. Urging WIAA Hate Speech Procedure Updates

Resolution as Submitted by Wauwatosa

- 1 BE IT RESOLVED, that the Board of the WIAA is urged to develop a 2-hour training module
2 for coaches and officials to address potential hate speech use during competition; and
- 3 BE IT FURTHER RESOLVED, that the Wauwatosa School District demands that the
4 Wisconsin Interscholastic Athletic Association (WIAA) to develop a hearing process when
5 resolution of an alleged hate speech incident is not resolved between member schools and
- 6 BE IT FURTHER RESOLVED, that the Wisconsin Interscholastic Athletic Association (WIAA)
7 to develop a task force of member schools to address Diversity, Equity, and Inclusion
8 within the ever changing demographic landscape for student-athletes in the state of
9 Wisconsin, encouraging non-conference competition among schools to create greater
10 understand of different communities across Wisconsin; and
- 11 BE IT FINALLY RESOLVED, that the Wisconsin Interscholastic Athletic Association (WIAA) to
12 develop a task force of member schools to address Diversity, Equity, and Inclusion would
13 also serve as a leadership for the membership organization.

Rationale Provided by Wauwatosa

WHEREAS, participation in organized athletics contributes to the physical health, academic success and personal development of students; and

WHEREAS, the Wisconsin Interscholastic Athletic Association (WIAA) is a private nonprofit organization whose mission is to organize, develop, and operate interscholastic athletics programs for its member schools; and

WHEREAS, the Wauwatosa School District has two member schools operating within the framework of the WIAA, Wauwatosa East and Wauwatosa West, and

WHEREAS, the purpose of the WIAA is, in part, “to emphasize interscholastic athletics as a partner with other school activities in the total education process, and to formulate and maintain policies that will cultivate the high ideals of good citizenship and sportsmanship;” and WHEREAS, there have been four separate incidents at regular season games involving Wauwatosa students in which either officials failed to take immediate action in response to

harassment and hate speech, even when an official in one of the incidents acknowledged having witnessed the activity or there is a denial of the action from an alleged actor; and

WHEREAS, harassment and hate speech can have severe negative impacts on the mental health, well-being and academic performance of student-athletes; and

WHEREAS, comprehensive policies and training for officials and coaches are essential to ensure that they are equipped to handle incidents of hate speech and harassment promptly and effectively; and

WHEREAS, protecting the welfare and dignity of student-athletes is a shared responsibility that requires clear and consistent protocols.

Policy and Resolutions Committee Notes

The committee turned down this resolution, believing that it conflicted with current WASB resolution 3.98 WIAA Autonomy.

5. School Safety Spending Outside Revenue Limits

Resolution as Submitted by Wauwatosa

- 1 Let it be resolved that the Wauwatosa Board of Education fully endorses legislative
- 2 advocacy in seeking relief from the state legislature to expend school district funding
- 3 outside of the revenue limit to invest in facility projects that address security and safety;
- 4 Further, let it be resolved that the hiring of school security personnel for schools is done so
- 5 with school district funding that is deemed outside of the revenue limit and, as such, does
- 6 not adversely affect the overall budget.

Rationale Provided by Wauwatosa

Whereas, the security of the students and staff under the care of the Wauwatosa School District is the highest priority for the Superintendent and Board of Education; and

Whereas, facility upgrades to existing schools in the District lack the requisite security protections to maximize school safety; and

Whereas, the costs to address the facility changes to maximize school security and safety are cost prohibitive and require a facility referendum; and

Whereas, the security of students and faculty should never be compromised due to it being cost prohibitive; and

Whereas, the use of budget funding in Wisconsin public schools is governed by a revenue limit, restricting the amount of taxation a school board is able to levy in a community; and

Whereas, the District has an obligation to maintain the community's children and facilities safe, therefore, use of Fund 80 is an appropriate pathway to secure the resources, equipment, and renovate the community's schools to best meet the needs of security and safety.

Policy and Resolutions Committee Notes

The committee turned down this resolution, agreeing that the overall intent of the proposal was already covered in existing WASB resolutions, 2.20, 2.40, 2.42, and 6.12.

6. Local Control of Educational Programming

Resolution as Submitted by Wauwatosa

- 1 Let it be resolved that the Wauwatosa School Board is opposed to the continued erosion of
- 2 the locally elected school boards to manage and determine the academic program of their
- 3 community schools.

Rationale Provided by Wauwatosa

Whereas, The State of Wisconsin has specified in its constitution that locally elected school boards are duly authorized agents of the State to ensure that public education is effectively implemented for the citizens of their community. In recent legislative sessions; and

Whereas, the Wisconsin legislature has encroached on the statutory authority of school boards and districts; Whereas, Wisconsin Statute 120.44 states that school districts shall be under the management, control and supervision of a school board; and

Whereas, Wisconsin Statute 120.44 further states that a school board is to do all things reasonable for the performance of its functions in operating a system of public education; and

Whereas, the State of Wisconsin also has an elected Superintendent of Schools that oversees the Wisconsin Department of Public Instruction, which has oversight of the improvement of curriculum, instruction, and educational for local educational agencies according to Wisconsin Statute 20.255; and

Whereas, the state legislature has inserted itself in the local governance of school districts impacting areas that are reserved for local school boards to align policy and practice to the values and expectations of the community they serve.

Policy and Resolutions Committee Notes

The committee turned down this resolution, believing that the overall intent of the proposal was already covered in existing WASB resolutions 1.02, 3.02(a), and 3.20. In addition, the committee believed the proposal was already in line with overall mission of the WASB: to promote local control of education.

7. Civics Education

Resolution as Submitted by South Milwaukee

- 1 The WASB shall support a strategy of ensuring a comprehensive and cohesive K-12 Civics
- 2 Education curriculum, with the stated goal of supporting excellence in civic literacy and
- 3 civic engagement so all students can learn to become both engaged citizens and critical
- 4 consumers of information.

Rationale Provided by South Milwaukee

While DPI has standards related to civics education, in schools it is essential for students to be able to filter information and critically think and problem solve. The School Board of South Milwaukee believes it will be beneficial for WASB to support a resolution in this area.

Policy and Resolutions Committee Notes

The committee turned down this resolution, believing that the intent of the resolution was already covered by existing WASB resolution 3.28 Character Education. It was also stated that should school boards seek to prioritize this subject area further, this would adhere to the principle of local control.