

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

Monday, September 28, 2020 - 6:00 PM

River Falls High School Media Center, 818 Cemetery Road, River Falls, WI 54022  
or view via YouTube- [https://www.youtube.com/channel/UC\\_ayO-dibHH1kd9TSzRbBA](https://www.youtube.com/channel/UC_ayO-dibHH1kd9TSzRbBA)

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 p.m. in the River Falls High School Media Center also available via YouTube**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS**
4. **INFORMATIONAL ITEMS**
  - A. **Equity, Inclusivity, and Diversity Committee Report**  
**Description:** (Presentation link)
  - B. **"Wildcat Roadmap" updates (the COVID-19 pandemic related school plan document for the 2020-21 school year)**
  - C. **Virtual/e-School update**
5. **ACTION ITEMS**
  - A. **Consideration and/or Action to determine a change/pivot from the "HYBRID Learning Environment" and athletic/co-curricular programs and spectator updates**
    1. **Staff and Student COVID-impact in District**
    2. **Regional and school district COVID-statistics****Description:** Administration will discuss existing COVID-statistics in our region and local school district criteria and if there is a perceived need to shift into an alternative learning environment. (Presentation link)  
**Recommended Action:** Determine if we need to pivot/shift the "Learning Environment" and related programs.
  - B. **Consideration and/or Action to approve the Virtual/e-School job descriptions**  
**Description:** Director of Human Resources and Leadership Development, David Bell, will present the following job descriptions for approval.  
**Recommended Action:**  
Approve job descriptions for:
    1. Program Administrator (Director of Academic Services)
    2. Virtual/E-School Secretary
    3. Admin. Liaison (Elementary Principal, MS Assistant Principal, and HS Assistant Principal-Instructional Leadership)
    4. Virtual/E-School Program Instructor
    5. Virtual/E-School Paraprofessional
  - C. **Consideration and/or Action to approve 2020-21 Employee Handbook Revisions**  
**Description:** Director of Human Resources and Leadership Development, David Bell, will present the recommended 2020-21 Employee Handbook revisions for approval.  
**Recommended Action:** Approve 2020-21 Employee Handbook Revisions.

**D. Consideration and/or Action to approve the first reading of revisions to Policy 411.1 Harassment and 411.1-Rule Harassment Complaint Procedures**

**Description:** These revisions are in response to changes to Title IX regulations. Director of Human Resources and Leadership Development, David Bell, will share a presentation to summarize the changes.

**Recommended Action:** Approve the first reading of revisions to Policy 411.1 Harassment and 411.1-Rule Harassment Complaint Procedures

**E. Consideration and/or Action to approve the first reading of Policy 411.11 Title IX Sexual Harassment and Policy 411.11-Rule Title IX Sexual Harassment Complaint Procedures**

**Description:** These additions are also in response to changes to Title IX regulations.

**Recommended Action:** Approve the first reading of Policy 411.11 Title IX Sexual Harassment and Policy 411.11-Rule Title IX Sexual Harassment Complaint Procedures.

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

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

**Recommended Action:** As needed.

**G. Schedule next Board/Committee meetings**

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

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

Special Board of Education meeting: Monday, October 5, 2020, 6:00 p.m.

Special Board of Education meeting: Monday, October 12, 2020, 6:00 p.m.

Regular Board of Education meeting, Monday, October 19, 2020, 6:00 p.m.

*All above meetings will be held at River Falls High School, 818 Cemetery Road*

**6. ADJOURN**

**DATE: 9/28/20**

**TO: Board of Education -- Board Meeting Update**

**FROM: Jennifer Peterson**

**RE: Virtual/e-School Experiences, Concerns, Progress & Resolutions**

Edgenuity (K-5) BUZZ used with our K-2 students has remained relatively stable on their web-based platform since the beginning of our implementation. Teacher training was provided on August 20th and September 23 with a 3rd training scheduled for October 12th. Teachers are continuing to learn the platform and how to better support parents, students and their teacher team.

### **Odysseyware Technical Glitches, Concerns, Progress, Resolutions**

#### 1) Odysseyware Online Platform

- a) Due to the high volume of usage over the local, state and nation, Odysseyware has had periodic issues with their server going down. This has been experienced from the teacher, student and parent level. We report the issue regularly and it is fixed. To date, downtime has been ~15-20 minutes as a maximum.
- b) Early on OW was showing student answers (only one answer to select) on student selection questions. OW was contacted and it was identified that the “student answer key” was enabled. This was taken care of on the software, programming end. I haven’t had any recent issues shared with me.
- c) During the first two days of instruction (9/8-9/9) OW had our concurrent licenses still activated instead of our District license. The allowed for only 25 students to be logged into the system at one time. This was taken care of by the end of the day 9/9.
- d) Communication with parents regarding OW & Technology Issues  
I send out weekly updates to all Virtual/e-School Parents to provide support and follow-up with issues that are brought to our attention. Please see the information provided to them as a weekly reminder. The IT Department and VES staff follow-up on all work tickets as quickly as possible.

#### **(09.18.20 UPDATE to Parents) Technology Support for Parents and Students**

*We are aware that the Odysseyware web platform has had intermittent times when it has bumped students out or has been unavailable to log-in periodically. We apologize for the inconvenience and know that this is not optimal for our students. Additionally, please rest assured that students will NOT be penalized in their coursework for circumstances that are beyond their control or that of the District. Please be aware that we have been in contact with the company multiple times regarding these issues and will continue to address any concerns that may arise moving forward. Thank you for your understanding.*

*If you have any technology issues, please complete a technology help ticket using the link provided. Our IT Department is best equipped to assist you.*

Technology Request ([LINK](#)).

- 2) Students getting timed-out of Odysseyware during an Assessment.
  - a) When a student gets timed-out during an assessment in OW, their assessment is submitted. Their assessment is incomplete and this is easily identifiable to our teachers. Their teachers will then reassign students the questions that they haven't completed for submission. (Completed problems aren't reassigned.) Students are able to complete the remaining questions on their assessment and re-submit. They are not penalized academically for this. They will receive the grade assigned upon their final completion. Students will also be encouraged to notify their teacher if this happens to them. Staff will continue to monitor this concern with students and provide revised recommendations to administration, if necessary.
  - b) Due to inactivity, students will be logged out of OW. This is meant to minimize student academic dishonesty. Students who are not fully engaged in the program or taking an assessment could be searching online for the answers, etc.
  - c) There are numerous writing components (open-ended questions) on assessments as well.
  - d) Teachers have encouraged students to use Google Docs to write out their responses, essays, etc. then copy and paste their responses into OW. This can trigger inactivity.
  
- 3) Lack of Synchronous Instruction
  - a) Our communications with families was that we would provide students with a blend of BOTH synchronous and asynchronous instruction to supplement their online virtual curriculum that is delivered through OW & Edgenuity.
  - b) At this time, based on our current staffing model, the number of students and the multiple grade levels our staff are providing instruction for, it is not realistic to provide content-specific synchronous instruction to all students at all times due the multi-grade level class assignments.
  - c) Synchronous instruction is also difficult for teachers due to virtual learning promoting student individualization so students might progress at a varied learning pace. As students become more comfortable with online learning, they are adjusting their pace accordingly.
  - d) Teachers are getting creative as they are becoming more familiar with the program and are providing increased clarity regarding weekly expectations for students as well as providing more personalized asynchronous instructional opportunities for learning. (e.g. creating LOOM support videos, providing reteaching/responsive instruction during small group meetings)

- e) Our Morning Meetings/TA/Focus meetings are synchronous and focused on Connections and social-emotional supports for students. (including weekly connections with their homeschool principal, counselor, school psych, etc.)
  - f) Weekly grade level (smaller) group meetings have an academic focus providing responsive instruction, remediation, enrichment, etc.
- 4) Reading Expectations - In face to face instruction, learning often takes place through lectures and verbal instruction. In a virtual school setting, students primarily obtain their instruction through OW videos and provided readings. This is similar to other online schools/programs and one of the key differences from distance learning last spring or classroom instruction. Students who have difficulty reading or have a low reading level may struggle in this environment. OW does have a read out-loud.component within their program. The program read out-loud option allows students to select from several different voices, but they are not the same as hearing a professional audio recording. Students will be exposed to texts that align to grade level reading expectations as well as the grade below and the grade above. This is similar to what we do in a face-to-face setting with exposing students to a range of texts (e.g. a 4th grade student would be exposed to texts with reading levels from 3rd - 5th grade).

Virtual, online learning is not a one-size fits all approach. Some students enjoy and thrive in this environment and others struggle. We recognize that some students would prefer to be in school with their friends and classmates. It is the intent that we provide the best possible alternative for these students with the desire to make sure our students are being provided with a grade level curriculum to support their educational needs. Additionally, I provide families with a weekly update each Friday with information needed

**School District of River Falls**  
**Job Description**  
**DIRECTOR OF ACADEMIC SERVICES**

**MINIMUM QUALIFICATIONS:**

A valid license for Director of Instruction and Principal issued by the State of Wisconsin Department of Public Instruction (DPI), and such qualifications of academic, professional, and personal experience as specified by the River Falls Board of Education. Must have strong human relations skills.

**POSITION SUMMARY:**

The Director of Academic Services directs and coordinates the curriculum, instruction, and assessment needs of the educational programming of the District. Responsible for the implementation, monitoring, and evaluation of various District grants, management of curriculum budgets, and implementation of District instructional technology initiative. Works collaboratively with administrators, staff, and community to provide outstanding educational programs for the District. Performs all other duties as assigned.

**REPORTS TO:**

Superintendent of Schools

**SUPERVISES:**

District Elementary Math Coach, Educational Technology Specialist, English Second Language (ELL) Teacher, Academic Services Secretary, Virtual/e-School Secretary, Virtual/e-School Teachers

**PERFORMANCE RESPONSIBILITIES:**

**1. Teaching and Learning Research and Development**

- a. Review curriculum
  - i. Design and develop curriculum review processes.
  - ii. Provide oversight of the review process.
  - iii. Manage curriculum adoptions.
- b. Lead District Academic Grants
  - i. Alcohol and Other Drug Abuse (AODA), Carl Perkins
  - ii. Manages Federal Title II A Program (Increase Student Academic Achievement by Improving Teacher and Principal Quality).
  - iii. Elementary and Secondary Education Act (ESEA) grants including Title I, Title II, Title III, Title IV, and CARES
  - iv. Title I A Federal Program (High Standards for Improving Achievement of Educationally Disadvantaged Students).
  - v. Writes/approves grants.
  - vi. Provides oversight/evaluation/reporting of grants.
- c. Assist in educational technology
  - i. Develop a three-year technology plan with Supervisor of Information Technology Services.
  - ii. Identify district instructional technology priorities.
  - iii. Provide staff development.
  - iv. Co-facilitate District Technology Committee
- d. Staff Development
  - i. Research best practice and develop innovation in curriculum and instruction delivery district-wide.
  - ii. Identify District priorities in curriculum, instruction, and staff development.
  - iii. Develop District instructional training for new staff.

iv. Communicate annual in-service schedule to all stakeholders.

## 2. Assessment and Accountability

a. Act as District Assessment Coordinator (DAC) – manage national, state, and testing programs.

Assessment programs include, but are not limited to the:

i. Wisconsin State Assessment System

ii. Wisconsin Forward Exam Knowledge and Concept Examination (WKCE)

iii. ACT Suite (Aspire, ACT, ACT WorkKeys)

iv. Assessing Comprehension and Communication in English from State to State (ACCESS)

v. State Career Assessments

vi. State and District Assessments and Screeners (e.g. PALS, AIMSWEB, etc.)

b. Oversee Wisconsin WISEDASH reporting systems. Student Locator System (WSLS) and Individual Student Enrollment System (ISES)

c. Lead implementation analysis of local assessments. Provides internal assessment

i. Identification of grade/course outcomes and common assessments

ii. Data warehousing and dissemination

iii. Provides district-wide data to all stakeholders

d. Create an annual report to the Board of Education that summarizes district assessment progress.

e. Responsible for Response to Intervention (RTI) Co-facilitated with Director of Student Services

i. Tier I Classroom Intervention

ii. Tier II & III Specialist Intervention

iii. Early Reading Intervention (ERI)

## 3. English Language Learner Programming

a. Develop and facilitate ongoing, differentiated professional development for ELL practitioners, general education teachers, administrators, and special service providers regarding best practices in English language development.

b. Provide leadership in the development of ELL programming and scaffolded content instruction through data analysis of ELL performance and knowledge of current ELL research.

c. Support schools with identification, placement, and annual progress monitoring of ELLs.

d. Respond to teacher, school, parent, and community needs including informal requests regarding policies, procedures, and programming for ELL students.

e. Research and coordinate the selection of ELL instructional materials.

f. Assist in data collection and analysis to monitor ELL programming and student academic success during and after receiving ELL services.

## 4. Gifted and Talented Programming

a. Build capacity to advocate for our academically talented students through collaborative relationships between community, school, and family.

b. Ensure personalized learning services are provided for underachieving or twice exceptional gifted learners.

c. Identify opportunities and resources for all students

d. Develop a Differentiated Education Plan (DEP) when appropriate for identified students through a team process. Each plan will be reviewed annually and student progress monitored.

e. Identify increased academic achievement through differentiated instruction, compacted curriculum, flexible student grouping, personalized learning, and academic programming.

## 5. Virtual/e-School Programming

a. Serve as Virtual/e-School Program Administrator

i. Human Resources Leadership

1. Organize the recruitment and selection of staff

2. Assign teachers and instructional staff
3. Provide performance evaluation and feedback
4. Proactive communication with administrative liaisons to ensure staffing and program alignment with other district schools.

ii. Instructional Leadership

1. Exemplify the school's vision and mission
2. Maintain a focus on student achievement
3. Promote the use of data school-wide

iii. School Management

1. Create a positive school culture through proactive and consistent communication to all stakeholders
2. Troubleshoot obstacles to student learning
3. Align expectations to traditional schools (when plausible)
4. Responsible for the oversight of all safety and emergency planning and procedures.
5. Create an environment conducive to student academic, social, and emotional success.
6. Create a positive work environment for educators and staff.
7. Organize and coordinate the work of all secretarial help.
8. Supervise the development of attendance accounting procedures for students and maintenance of adequate student records

iv. Financial Management

1. Provide input during budget development by identifying learning priorities and the financial needs to support them.
2. Manage funds flexibly and responsibly, and monitor budget to assure spending aligns with school improvement goals and promotes equitable practices.
3. Work with faculty to determine immediate and long-range financial needs for the instructional program, and relate needs to the Superintendent or designee to ensure fiscal responsibility of the total program for the school system

v. Policy Management

1. Promote understanding, implementation, and compliance with policies, procedures, laws, and regulations to meet the needs of students and staff.
2. Work with the Superintendent in carrying out Board of Education policies pertaining to the operation of the virtual/e-school.

**6. Community Partnerships**

- a. Pursue state and community relationships
  - i. Cooperative Educational Service Agency (CESA) 11 – curriculum and instruction, assessment,
  - ii. University of Wisconsin-River Falls – curriculum and instruction, staff development
  - iii. Chippewa Valley Technical College and Wisconsin Indianhead Technical College – curriculum and instruction, staff development
  - iv. Youth Partnership – district and community Alcohol Tobacco and Other Drug Abuse (ATODA) Coalition
- b. University of Wisconsin-Extension
- c. Local Agencies

**7. District Academic Programming**

- a. Provide oversight of District Summer School.
  - i. Coordinate instructional programming offered to students (e.g. curriculum maps, teacher materials).
  - ii. Hire staff to serve as summer school instructors and paraprofessionals (both in-district and out-of-district).

iii. Facilitate Summer School Student Registration

iv. Collaborate with the Summer School Site-Based Principal in preparation for instruction.

b. Act as liaison to the Board Educational Program Committee.

c. Act as liaison to District Library/Media.

**8. Responsible for all of the above duties and any other assignments delegated to him/her by the Superintendent of Schools.**

**DAYS OF EMPLOYMENT:**

Twelve month year (230 work days) and in accordance with individual contract.

**EVALUATION:**

Performance in this position will be evaluated by the Superintendent.

**Revised: 9-21-20**

**School District of River Falls**  
**Job Description**  
**ELEMENTARY SCHOOL PRINCIPAL**

**MINIMUM QUALIFICATIONS:**

A valid license for Principal by the State of Wisconsin Department of Public Instruction (DPI), and such qualifications of academic, professional, and personal experience as specified by the River Falls Board of Education. Must have strong human relations skills.

**POSITION SUMMARY:**

The Elementary School Principal is responsible for the overall operation of the elementary school and for promoting an atmosphere conducive to successful student learning in alignment with the District Mission, Core Values and Strategic Plan. The principal is an educational leader in the school district and the administrator of the building. Although the principal may delegate authority, he/she is the person ultimately responsible for decisions in the school.

**SUPERVISES:**

All elementary school staff in accordance with District policy.

**PERFORMANCE RESPONSIBILITIES:**

**1. Human Resources Leadership**

- a. Organize the recruitment and selection of staff
  - i. Recommend to the Director of Human Resources employment, transfer, and discharge of all professional and support staff employed in the building.
  - ii. Use a systematic, fair, and consistently applied hiring process so that staff have the competencies to contribute to the school's mission and goals.
  - iii. Take an active role in recruiting a diverse staff and involve other staff in the recruitment and hiring process.
- b. Assign teachers and instructional staff
  - i. Provide equitable access to effective instruction and support, by anticipating staff vacancies, planning for new staff recruitment, changing assignments of existing staff, and making assignments based on both student needs and staff qualifications and effectiveness.
  - ii. Consider the composition of grade or subject teams to facilitate staff cooperation and build a professional community.
  - iii. Provide all new staff with orientation to the school's goals, policies, and procedures.
  - iv. Support the transition of new employees into their new roles.
- c. Provide performance evaluation and feedback
  - i. Strive to assess professional practice, provide high quality feedback and offer other coaching supports.
  - ii. Foster a cycle of continuous improvement as a cooperative process involving teachers.
  - iii. Engage regularly in calibration activities to improve evaluation accuracy.
  - iv. Responsible for the coordination and supervision of student teaching and/or intern programs in his/her building.
- d. Lead professional learning
  - i. Work with staff to set learning goals and monitor learning accomplishments.
  - ii. Provide staff with learning opportunities that improve practice and the ability to respond positively to student diversity.
  - iii. Use staff practice and student learning data to inform the design and monitor the impact of the professional learning provided.
  - iv. Responsible for meaningful in-service experiences for his/her staff.

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- v. Participate in the development, implementation and evaluation of curriculum using appropriately designated procedures, which involve faculty, Director of Academic Services, Superintendent and other district personnel as appropriate.
- e. Foster distributed leadership and staff collaboration
  - i. Encourage staff to take on leadership roles that contribute to meeting school goals, and support emerging leaders with feedback, coaching, and mentoring.
  - ii. Create opportunities for collaboration aligned to school and district goals and that focus on instruction, teaching, and learning.

#### 2. Instructional Leadership

- a. Exemplify the school's vision and mission
  - i. Cultivate collective responsibility for student learning through the collaborative development of the vision and mission that emphasizes the shared belief that each student is an active learner.
  - ii. Align initiatives to school goals and engage stakeholders in goal assessment.
  - iii. Provide leadership and direction for an educational program, which includes all activities that occur in the school. Coordinate such activities so that students will have a sequential program designed to most effectively promote growth and development.
- b. Maintain a focus on student achievement
  - i. Monitor and address achievement gaps in and across student groups.
  - ii. Ensure equitable access to quality programs and instruction.
  - iii. Foster community partnerships to enhance access to rich curriculum and authentic learning experiences.
- c. Promote the use of data school-wide
  - i. Provide the time and space for data based cycles of inquiry.
  - ii. Model, facilitate and empower staff in the use of relevant data to make instructional decisions.
  - iii. Use School and Student Learning Objective data to address equitable opportunity and achievement gaps in and across groups of students.

#### 3. Personal and Professional Growth

- a. Model professionalism
  - i. Exhibit ethical and respectful behavior in interactions with students, staff, parents, and the community.
  - ii. Maximize time focused on student learning, and use feedback to improve personal performance and student achievement.
  - iii. Participate in school district and state workshops and conferences, which deal with topics of self-improvement.
  - iv. Pursue programs of post-certification and university coursework, which will enhance instructional leadership skills and administrative expertise, and contribute to improved performance.
  - v. Remain current on important issues in education through comprehensive professional reading.
  - vi. Demonstrate a positive demeanor and set an example for professional behavior in others.
  - vii. Contribute to the profession by participating in, and occasionally leading, activities that promote school leadership and organizational effectiveness.
- b. Set priorities
  - i. Set clear and realistic action steps that adhere to identified goals and engage in decision-making that prioritizes time for teaching and learning.

#### 4. School Culture

- a. Promote a positive school climate

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- i. Shape and support the school climate by fostering a shared understanding of the school's values, beliefs, goals, and standards for interactions that are inclusive and representative of the different perspectives.
- ii. Develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals.
- b. Communicate
  - i. Use effective communication strategies to provide direction and develop understanding and motivation around school goals and improvement efforts.
  - ii. Tailor messages to the audience (i.e., staff, parents, students, community), evaluate and modify to increase effectiveness.
  - iii. Respond in timely and meaningful ways to inquiries.
- c. Manage change by cultivating collaborative leadership, building consensus and integrating district and state initiatives into school improvement goals.

#### 5. School Management

- a. Responsible for the oversight of all safety and emergency planning and procedures.
- b. Manage the learning environment
  - i. Create an environment conducive to student academic, social, and emotional success.
  - ii. Create a positive work environment for educators and staff.
  - iii. Organize and coordinate the work of all secretarial help in the school office.
- c. Supervise the development of attendance accounting procedures for students and maintenance of adequate student records.

#### 6. Financial Management

- i. Provide input during budget development by identifying learning priorities and the financial needs to support them.
- ii. Manage funds flexibly and responsibly, and monitor budget to assure spending aligns with school improvement goals and promotes equitable practices.
- iii. Work with faculty to determine immediate and long-range financial needs for the instructional program, and relate needs to the Superintendent or designee to ensure fiscal responsibility of the total program for the school system.

#### 7. Policy Management

- i. Promote understanding, implementation, and compliance with policies, procedures, laws, and regulations to meet the needs of students and staff.
- ii. Work with the Superintendent in carrying out Board of Education policies pertaining to the operation of the schools.
- iii. Determine, with the faculty, school policies and procedures; implements, evaluates and periodically review school policies and practices.

#### 8. Additional Building Specific Responsibilities

##### a. The Greenwood Elementary Principal is the District Safety Coordinator

- i. Lead district wide safety programs including site based emergency response protocols, school based educational programming, organization of district crisis response team, and coordination with community and emergency service providers. District Safety Coordinator responsibility requires five additional workdays.

##### b. The Rocky Branch Elementary Principal is the administrative liaison to the Kids' Club Before and After School Care Program.

- i. Supervise and evaluate the Kids Club Coordinator.

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- ii. Provide program support by ensuring that Kids Club has consistent access to districtwide resources, program support will include, but is not limited to, support during budget and staffing development, program advocacy, scheduling, and facility needs.

#### **c. The Montessori Elementary Principal is the administrative liaison to the Four-Year-Old Kindergarten Program and to the Virtual/e-School.**

##### i. RF4C

1. Supervise and evaluate the RF4C Coordinator.
2. Provide program support by ensuring that RF4C has consistent access to districtwide resources, program support will include, but is not limited to, support during budget and staffing development, program advocacy, scheduling, and facility needs.

##### ii. Virtual/e-School

1. Communicate with families and Virtual/e-School staff so that all stakeholders understand the similarities and differences in programming at the Virtual/e-School and the student's traditional school.
2. Coordinate with student services, special education, Title I, English language, academic-career planning, and gifted-talented staff so that Virtual/E-School students are connected with these supports and opportunities at the student's traditional school.
3. Supervise efforts to maintain accurate student records.
4. Develop and implement procedures to ensure that student records are accurate and up-to-date.
5. Address Virtual/E-School student discipline and attendance concerns with families in alignment to the philosophy and procedures outlined in the elementary handbook.
6. Assist the program coordinator and work collaboratively with the administrative team in implementing and monitoring staff supervision.
7. Support the implementation of the Student and Parent e-School Contract ([LINK](#))
8. Monitor and oversee student program metrics in Infinite Campus, Edgenuity and Odysseyware specific to attendance and academic progress
9. Participate in on-going and proactive communication with the Director of Academic Services and Virtual/E-School instructors to ensure:
  - a. The mission, vision, and goals of the Virtual/E-School are understood and implemented.
  - b. Virtual/e-School Instructors and students have the supplies, materials, and resources needed to effectively teach and learn.
  - c. Consistent expectations of school-based staff providing services to Virtual/e-School Students.

#### **d. The Westside Elementary Principal, collaboration with the Director of Academic Services, is the administrative liaison to the Title I Program**

- i. Review, understand, and implement the requirements of the Title I program.
- ii. Complete all federal and state reporting requirements, including financial reimbursements.
- iii. Monitor annual Title I program changes and ensure compliance.
- iv. Coordinate bi-annual (spring and fall) Title I planning meetings with Title I staff.
- v. Facilitate the development and communication of Title I program needs assessment, goals setting, and program monitoring.
- vi. Organize and lead quarterly meetings with all Title I staff to review goals progress, student assessment data, and intervention implementation.
- vii. Participate in CESA 11 Title network and share updates with appropriate staff.

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- viii. Oversee the consistent implementation of district's Title I and Early Intervention Programs.
- ix. Provide support and professional development to Title I paraprofessionals.
- x. Meet and collaborate at least quarterly with Title I staff with regard to student progress, assessment data, and interventions.
- xi. Be available to parents with questions regarding their child's Title I program and progress.

**9. Responsible for all of the above duties and any other assignments delegated to him/her by the Superintendent of Schools.**

**DAYS OF EMPLOYMENT:**

Twelve-month year (215 workdays) and in accordance with individual contract.

**EVALUATION:**

The Superintendent will evaluate performance in this position.

**Approved by the Board on 5/16/11**

**Revised: 3-10-20**

**School District of River Falls**  
**Job Description**  
**MIDDLE SCHOOL ASSISTANT PRINCIPAL**

**QUALIFICATIONS**

The Assistant Middle School Principal must meet the standards of the Department of Public Instruction; have a good understanding of adolescent psychology and have the ability to work well with young adults and have developed leadership and decision-making skills in his/her previous educational experience. Must have strong human relations skills.

**POSITION SUMMARY**

The major duties of the Assistant Middle School Principal center on assisting the Middle School Principal in carrying out the efficient operation of the middle school. This also implies that the Assistant Middle School Principal and Middle School Principal work together as a team in carrying out the aims and philosophy of the school and the district in promoting high standards of student behavior, achievement and instructional excellence.

**REPORTS TO:**

Middle School Principal

**SUPERVISES:**

Middle School certified and support staff as assigned by the Middle School Principal.

**PERFORMANCE RESPONSIBILITIES**

- 1. Assist the Middle School Principal in Human Resources Leadership:** assistance will include, but is not limited to:
  - a. Recruit and Select Teachers and Support Staff
    - i. Responsible for discussing the employment, transfer, and discharge of all professional and support staff and providing recommendations to the Middle School Principal.
    - ii. Support a systematic, fair, and consistently-applied hiring process so that staff have the competencies to contribute to the school's mission and goals.
    - iii. Take an active role in recruiting a diverse staff and involving other staff in the recruitment and hiring process.
  - b. Assignment of Teachers and Staff
    - i. Review the annual staffing plan and schedule created by the Middle School Principal to ensure staff qualifications and strengths are used to provide equitable access to effective instruction and support.
    - ii. Collaborate with the Middle School Principal to provide all new staff with orientation to school goals, policies, and procedures.
  
- 2. Lead the management of student attendance, discipline, and student behavior. Specific responsibilities include, but are not limited to:**
  - a. Develops the master schedule and schedules students.
  - b. Administer and manage the school conduct/disciplinary code.
  - c. Serve as the primary referral source for teachers.
  - d. Administer and maintain constant supervision of school attendance.
  - e. Supervises the development of attendance accounting procedures for students and maintenance of adequate student records.
  - f. Enforce local and state attendance and truancy statutes.

- g. Communicate school behavioral expectations to students and families.
- h. Implement and manage of daily student discipline and behavioral supports.
- i. Support building staff in best practices related to student behaviors and classroom management.

**3. Performance Evaluation and Feedback to assigned staff.**

- a. Strive to accurately assess professional practice, provide high quality feedback and other coaching supports.
- b. Foster a cycle of continuous improvement as cooperative process involving classroom teachers.
- c. Engage in calibration activities to improve evaluation accuracy.

**4. Work collaboratively with the Middle School Principal to lead all school operations.**

- a. Organize and supervise the substitute teacher program.
- b. Administer the school in the absence of the Middle School Principal.
- c. Promote a positive school culture
  - i. Climate
    - 1. Shape and support the school climate by fostering a shared understanding of the school's values, beliefs, goals, and standards for interactions that are inclusive and representative of the different perspectives.
    - 2. Develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals.
  - ii. Communication
    - 1. Use effective communication strategies to provide direction and develop understanding and motivation around school goals and improvement efforts.
    - 2. Tailor messages to the audience (i.e., staff, parents, students, community), evaluate and modify to increase effectiveness.
    - 3. Respond in timely and meaningful ways to the inquiries.
- d. Leading Professional Learning
  - i. Work with staff to set learning goals and monitor learning accomplishments.
  - ii. Provide staff with learning opportunities that improve practice and the ability to respond positively to student diversity.
  - iii. Use staff practice and student learning data to inform the design and monitor the impact of the professional learning provided
  - iv. Responsible for meaningful in-service experiences for his/her staff.
- e. Manage school operations
  - i. Responsible for the oversight of all safety and emergency planning and procedures.
  - ii. Create environments conducive to student academic, social, and emotional success.
  - iii. Create a positive work environment for educators and staff.
  - iv. Organize and coordinate the work of all secretarial help in the school office.
- f. Develop school policy
  - i. Promote understanding, implementation, and compliance with policies, procedures, laws, and regulations to meet the needs of students and staff.
  - ii. Work with the Superintendent in carrying out Board of Education policies pertaining to the operation of the schools.
  - iii. Determine, with the faculty, school policies and procedures; implements, evaluates and periodically reviews school policies and practices.
- g. Lead staff collaboration
  - i. Encourage staff to take on leadership roles that contribute to meeting school goals, and support emerging leaders with feedback, coaching, and mentoring.

- ii. Create opportunities for collaboration aligned to school and district goals and that focus on instruction, teaching, and learning.

**5. Serve as the administrative liaison to the Virtual/e-School.**

- a. Communicate with families and Virtual/e-School staff so that all stakeholders understand the similarities and differences in programming at the Virtual/e-School and the student's traditional school.
- b. Coordinate with student services, special education, Title I, english language, academic-career planning, and gifted-talented staff so that Virtual/E-School students are connected with these supports and opportunities at the student's traditional school.
- c. Supervise efforts to maintain accurate student records.
- d. Develop and implement procedures to ensure that transcripts are accurate and up-to-date;
- e. Address discipline and attendance concerns with families.
  - i. Investigate absences, interpret and enforce state attendance laws, issue warnings to violators, file complaints to appropriate agencies, and, if necessary, participate in court hearings with repeat offenders;
  - ii. Develop and administer disciplinary procedures in accordance with district policies and state laws; respond to and resolve parent, student, and staff concerns and complaint
- f. Assist the program coordinator and work collaboratively with the administrative team in implementing, monitoring, and staff supervision.
- g. Support the implementation of of the Student and Parent e-School Contract ([LINK](#))
- h. Monitor and oversee student program metrics in Infinite Campus, Edgenuity and Odysseyware specific to attendance and academic progress
- i. Participate in on-going and proactive communication with the Director of Academic Services and Virtual/E-School Instructors to ensure:
  - i. The mission, vision, and goals of the Virtual/E-School are understood and implemented.
  - ii. Virtual/E-School Instructors and students have the supplies, materials, and resources needed to effectively teach and learn.
  - iii. Consistent expectations of school-based staff providing services to Virtual/E-School Students.

**6. Personal and Professional Growth**

- a. Model professionalism by exhibiting ethical and respectful behavior that is displayed in the interactions with students, staff, parents and the community.
- b. Maximize time focused on student learning, and use the feedback to improve personal performance and student achievement.
- c. Participate in school district and state workshops and conferences which deal with topics of self-improvement.
- d. Pursue programs of post-certification and university coursework which will enhance instructional leadership skills and administrative expertise, and contributes to improved performance.
- e. Remain current on important issues in education through comprehensive professional reading.
- f. Demonstrate a positive demeanor and set an example for professional behavior in others.
- g. Contribute to the profession by participating in and occasionally leading activities that promote school leadership and organizational effectiveness.
- h. Set clear and realistic action steps that adhere to identified goals and engage in decision-making that prioritizes time for teaching and learning.

**7. Responsible for all of the above duties and any other assignments delegated to him/her by the Middle School Principal or Superintendent of Schools.**

**School District of River Falls**  
**Job Description**  
**HIGH SCHOOL ASSISTANT PRINCIPAL-INSTRUCTIONAL LEADERSHIP**

**QUALIFICATIONS:**

A valid license for Principal by the State of Wisconsin Department of Public Instruction (DPI), and such qualifications of academic, professional, and personal experience as specified by the River Falls Board of Education.

**REPORTS TO:**

River Falls High School Principal

**SUPERVISES:**

- River Falls High School (RFHS) certified and support staff as assigned by the River Falls High School Principal.

**PERFORMANCE RESPONSIBILITIES**

1. **Professional Learning Leadership-** The HS Assistant Principal-Instructional Leadership will be responsible for collaborating with teachers, support staff, and administrators to create coherent, aligned development opportunities for educators at RFHS. This will include, but is not be limited to:
  - a. Professional learning communities (PLC)
    - i. Support faculty understanding of the purpose and goal of RFHS professional learning communities.
    - ii. Listen and respond to faculty feedback related to RFHS professional learning communities.
    - iii. Develop clear protocols that support a collaborative culture that is focused on student learning.
    - iv. Establish a commitment to continuous improvement.
    - v. Align to professional learning community goals to building and district priorities.
  - b. Faculty Development
    - i. Leverage faculty feedback to organize meaningful inservice experiences that support building and district priorities.
    - ii. Communicate the vision of the annual professional development calendar.
    - iii. Monitor development opportunities to ensure the equitable access for all staff.
    - iv. Lead the mentorship and onboarding of new faculty.
    - v. Collaborate with the RFHS Principal to create a staffing plan that meets student needs.
  - c. Curriculum, Instruction, and Assessment
    - i. Lead the development, implementation, and evaluation of curriculum by designing appropriate cycles of research, analysis, and implementation in all areas.
    - ii. Proactively plan with the Director of Academic Services, the RFHS Principal, and other district personnel so that consistent goals and expectations are communicated to faculty.
    - iii. Provide staff with learning opportunities that improve practice and the ability to respond positively to student diversity.
2. **Innovative and personalized student programming**
  - a. Research and share flexible student programming that maximizes personalized learning options.
  - b. Coordinate an alternative credit program that provides meaningful personalized learning options for students during the academic year and summer.
  - c. Collaborate with the Director of Academic Services to ensure the alternative credit program is appropriately staffed and scheduled.

**3. Serve as the administrative liaison to the Virtual/e-School.**

- a. Communicate with families and Virtual/e-School staff so that all stakeholders understand the similarities and differences in programming at the Virtual/e-School and the student's traditional school.
- b. Coordinate with student services, special education, Title I, english language, academic-career planning, and gifted-talented staff so that Virtual/E-School students are connected with these supports and opportunities at the student's traditional school.
- c. Supervise efforts to maintain accurate student records.
- d. Develop and implement procedures to ensure that transcripts are accurate and up-to-date;
- e. Address discipline and attendance concerns with families.
  - i. Investigate absences, interpret and enforce state attendance laws, issue warnings to violators, file complaints to appropriate agencies, and, if necessary, participate in court hearings with repeat offenders;
  - ii. Develop and administer disciplinary procedures in accordance with district policies and state laws; respond to and resolve parent, student, and staff concerns and complaint
- f. Assist the program coordinator and work collaboratively with the administrative team in implementing, monitoring, and staff supervision.
- g. Support the implementation of of the Student and Parent e-School Contract ([LINK](#))
- h. Monitor and oversee student program metrics in Infinite Campus, Edgenuity and Odysseyware specific to attendance and academic progress
- i. Participate in on-going and proactive communication with the Director of Academic Services and Virtual/E-School Instructors to ensure:
  - i. The mission, vision, and goals of the Virtual/E-School are understood and implemented.
  - ii. Virtual/E-School Instructors and students have the supplies, materials, and resources needed to effectively teach and learn.
  - iii. Consistent expectations of school-based staff providing services to Virtual/E-School Students.

**4. Work collaboratively with the Assistant Principal-Student Services to proactively manage student attendance, discipline, and student behavior. Specific responsibilities include, but are not limited to:**

- a. Enforce local and state attendance and truancy statutes.
- b. Communicate school behavioral expectations to students and families.
- c. Implement and manage daily student discipline and behavioral supports.
- d. Support building staff in best practices related to student behaviors and classroom management.

**5. Performance Evaluation and Feedback to assigned staff.**

- a. Strive to accurately assess professional practice, provide high quality feedback and other coaching supports.
- b. Foster a cycle of continuous improvement as a cooperative process involving classroom teachers.
- c. Engage in calibration activities to improve evaluation accuracy.

**6. Work collaboratively with the High School Administrative team to lead all school operations.**

- a. Ensure equitable access to achievement for all students.
  - i. Evaluate programming so that all students' college and career planning needs are met.
  - ii. Monitor and address achievement gaps in and across student groups.
  - iii. Strive for proportional representation of students in curricular and co-curricular programs.
- b. Promote a positive school culture
  - i. Climate

1. Shape and support the school climate by fostering a shared understanding of the school's values, beliefs, goals, and standards for interactions that are inclusive and representative of the different perspectives.
  2. Develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals.
  3. Identify and recommend students, in a timely and proactive manner, who would benefit from attending RCA.
- ii. Communication
    1. Use effective communication strategies to provide direction and develop understanding and motivation around school goals and improvement efforts.
    2. Tailor messages to the audience (i.e., staff, parents, students, community), evaluate and modify to increase effectiveness.
    3. Respond in timely and meaningful ways to the inquiries.
    - 4.
  - iii. Change Management and Shared Commitment
    1. Effectively manage change by cultivating collaborative leadership, building consensus and integrating district and state initiatives into school improvement goals.
- c. Manage school operations
    - i. Responsible for the oversight of all safety and emergency planning and procedures.
    - ii. Create environments conducive to student academic, social, and emotional success.
    - iii. Create a positive work environment for educators and staff.
    - iv. Organize and coordinate the work of all secretarial help in the school office.
  - d. Develop school policy
    - i. Promote understanding, implementation, and compliance with policies, procedures, laws, and regulations to meet the needs of students and staff.
    - ii. Work with the Superintendent in carrying out Board of Education policies pertaining to the operation of the schools.
    - iii. Determine, with the faculty, school policies and procedures; implements, evaluates and periodically reviews school policies and practices.
  - e. Lead staff collaboration
    - i. Encourage staff to take on leadership roles that contribute to meeting school goals, and support emerging leaders with feedback, coaching, and mentoring.
    - ii. Create opportunities for collaboration aligned to school and district goals and that focus on instruction, teaching, and learning.

## **7. Personal and Professional Growth**

- a. Model professionalism by exhibiting ethical and respectful behavior that is displayed in the interactions with students, staff, parents and the community.
- b. Maximize time focused on student learning, and use feedback to improve personal performance and student achievement.
- c. Participate in school district and state workshops and conferences which deal with topics of self-improvement.
- d. Pursue programs of post-certification and university coursework which will enhance instructional leadership skills and administrative expertise, and contributes to improved performance.
- e. Remain current on important issues in education through comprehensive professional reading.
- f. Demonstrate a positive demeanor and set an example for professional behavior in others.

- g. Contribute to the profession by participating in and occasionally leading activities that promote school leadership and organizational effectiveness.
- h. Set clear and realistic action steps that adhere to identified goals and engage in decision-making that prioritizes time for teaching and learning.

**8. Responsible for all of the above duties and any other assignments delegated to him/her by the River Falls High School Principal or Superintendent of Schools.**

**REVISION DRAFT: 2.11.19**

**School District of River Falls**  
**Job Description**  
**VIRTUAL/E-SCHOOL PARAPROFESSIONAL**

**MINIMUM QUALIFICATIONS:**

1. High school diploma
2. Exhibit good listening and comprehension.
3. Strong written and verbal communications skills.
4. Demonstrate knowledge and understanding of effective uses of technology in an educational setting.
5. Understand how to support students with unique learning needs.
6. Strong organizational and time management skills.

**POSITION SUMMARY:**

The Virtual/e-School Paraprofessional assists in a support capacity with the instruction, communication, and overall care of students while promoting their growth cognitively and emotionally.

**REPORTS TO:**

Director of Academic Services

**PERFORMANCE RESPONSIBILITIES:**

**1. Classroom**

- a. Organize and lead virtual meetings with individual students or small groups of students to reinforce and support understanding of assigned curriculum.
- b. Help students master instructional materials.
- c. Communicate with the Program Instructor when a student needs assistance.
- d. Monitor and communicate student progress as directed by the Program Instructor.
- e. Help students troubleshoot technology problems. Report concerns that can't be resolved to the Program Instructor and Technology Department.
- f. Contribute to a trusting, respectful, and positive virtual learning environment.
- g. Understand the students' individual needs. As directed by the Program Instructor or assigned support teacher, follow students' Differentiated Education Plan (DEP), Individual Education Plan (IEP) and/or 504 Plan.
- h. Monitor student attendance and follow up on attendance concerns.
- i. Report student misbehavior to the Program Instructor.
- j. Respond to student misbehavior in a consistent, compassionate, and professional manner.

**2. Clerical**

- a. Prepare academic, attendance, or other progress monitoring reports as directed by the Program Instructor.
- b. Maintain, record, and file records as directed by the Program Instructor.
- c. Aid in the creation of a resource bank for students, which includes recordings, handouts, and materials for the content.

Approved: September 21, 2020

**School District of River Falls**  
**Job Description**  
**VIRTUAL/E-SCHOOL PROGRAM INSTRUCTOR**

**MINIMUM QUALIFICATIONS:**

Must have or be eligible for a valid Wisconsin Department of Public Instruction (DPI) teaching license for the developmental level of assigned students.

- Experience teaching in an online, hybrid, or virtual classroom.
- Exhibit good listening and comprehension;
- Strong written and verbal communication skills;
- Demonstrate an advanced knowledge and understanding of effective uses of technology in an educational setting;
- Experience leading, motivating, and developing positive relationships with students;
- Understand how to support students with unique learning needs.
- Strong organizational and time management skills.

**POSITION SUMMARY:**

The Virtual/e-School Program Instructor facilitates the learning of students in the Virtual/e-School Program. The Virtual/e-School Program Instructor provides guidance, instruction, support, and manages the learning process as students learn through a virtual instructional platform. The Virtual/e-School Program Instructor is a highly qualified instructional teacher responsible for the delivery of specified course content in an online virtual environment. The Virtual/e-School Program Instructor is expected to challenge and encourage all students to reach their full potential while learning in a positive and safe virtual learning environment. The Virtual/e-School Program Instructor is expected to build successful relationships with students, parents and colleagues by providing clear expectations, ongoing communication, and support.

**REPORTS TO:**

Director of Academic Services

**PERFORMANCE RESPONSIBILITIES:**

**A. Planning and Preparation**

- a. Organize parent and student Virtual/e-School orientation.
- b. Communicate school enrollment, attendance, and behavioral expectations.
- c. Ensure students and families complete required school contracts and documents.
- d. In coordination with school counselors, develop an appropriate schedule that includes access to student services and ensures the student will make appropriate progress throughout the year.
- e. As applicable, create a schedule that aligns to each student's academic and career planning goals.
- f. Design coherent schedules with appropriate levels of independent work expectations.
- g. Ensure student access to required hardware and software. Anticipate and troubleshoot common technology issues. Collaborate with the technology department if more serious technology issues arise.
- h. Develop and maintain a strong understanding of students' instructional outcomes and ensure that virtual learning activities are appropriate.
- i. Understand the strengths and weaknesses of virtual resources.
- j. As applicable, follow students' Differentiated Education Plan (DEP), Individual Education Plan (IEP) and/or 504 Plan. Work collaboratively with assigned support teachers to ensure modifications and accommodations are implemented.

## School District of River Falls

### Job Description

#### VIRTUAL/E-SCHOOL PROGRAM INSTRUCTOR

##### **B. Classroom Environment**

- a. Create a trusting, respectful, and positive virtual learning environment.
- b. Provide multiple opportunities for student, parent, and teacher communication.
- c. Establish daily routines that support synchronous and independent student learning.
- d. Organize differentiated online and personal resources for students to use when they are experiencing learning difficulties.
- e. Monitor student attendance and follow up on attendance concerns.
- f. Develop methods to ensure that student social and emotional needs are being met.
- g. Create opportunities for students to virtually interact with others in the community.
- h. Respond to student misbehavior in a consistent, compassionate, and professional manner.

##### **C. Instruction**

- a. Conduct daily meetings with students.
- b. Facilitate and supervise core and elective learning for all students.
- c. Examine academic progress and activity of students on their caseload on a daily and weekly basis
- d. Utilize online summative and formative assessment tools to monitor student progress.
- e. Intervene frequently if a student is showing signs of falling behind or not understanding online assignments.
- f. Coordinate with academic tutors to provide targeted academic support as needed.
- g. Daily/weekly contact with students who are showing signs of failing.
- h. Maintain a resource bank for students, which includes recordings, handouts, and materials for the content.

##### **D. Professional Responsibilities**

- a. Reflect on the effectiveness of curriculum resources and provide supplemental or alternative learning resources as necessary.
- b. Effective and efficient record keeping methods for student work completion..
- c. Ensure that students have access to information about completed and/or missing assignments.
- d. Effective and efficient process for recording student attainment of learning goals.
- e. Ensure that students are able to see how they are progressing.
- f. Provide consistent updates to families.
- g. Listen to feedback from students and families and make adjustments as necessary.
- h. Seek regular opportunities for professional development, specifically in the area of virtual learning or educational technology.
- i. Plan meaningful classroom activities for a substitute in case of absence.
- j. Perform other duties as assigned.

Approved: 9/21/20

**School District of River Falls**  
**Job Description**  
**VIRTUAL/E-SCHOOL SECRETARY**

**MINIMUM QUALIFICATIONS:**

1. High School diploma.
2. Telephone reception experience.
3. Strong human relations and communication skills.
4. Computer skills including word processing and spreadsheets.
5. The ability to take initiative, work independently, and manage diverse personalities.
6. The ability to work on multiple projects at the same time and meet deadlines.
7. Experience working in a confidential work environment.

**POSITION SUMMARY:**

The Virtual/e-School secretary is responsible for providing receptionist duties, coordinating student enrollment in Virtual/e-School programming, student/family orientation, maintaining the Virtual/e-School webpage, and proactive communication with Virtual/e-School stakeholders (students, families, instructors, liaisons, and other support staff)

**REPORTS TO:**

Director of Academic Services

**PERFORMANCE RESPONSIBILITIES:**

1. Serve as building receptionist.
2. Direct callers and visitors to accurate information to meet their needs.
3. Prepare and process correspondence and other materials that support the principal and staff.
4. Troubleshoot problems with the office machines (copiers, laminator, fax, binding) and call for service as needed.
5. Handle all aspects of registration and enrollment.
6. Maintain attendance records and behavior reports.
7. Prepare announcements and deliver them when needed.
8. Maintain building and principal calendars and schedule meetings.
9. Prepare orientation materials.
10. Prepare and process correspondence (newsletters, emails, attendance letters, etc).
11. Maintain school website and Facebook group if applicable.
12. Manage absences and organize coverage for unfilled positions.
13. Approve time off and timesheets for staff.
14. Update building information such as calling tree, phone directory, birthday groups, etc.
15. Schedule interviews, and organize interview packets.
16. Maintain a thorough and efficient filing system.
17. Serve as school budget officer
18. Work independently and take initiative.
19. All other duties as assigned.

Approved: 9/21/20

# 2020-21 RFSD Employee Handbook Revision Summary

## I.1.2 Definitions

H. Teachers: “Teachers” are defined as persons hired under a contract under 118.22, Wis. Stats.

1. Permanent Substitute Teachers are not hired under a contract under 118.22 Wis. Stats. because these positions are part-time.

## I.2.8 Harassment and Bullying of Students

All employees of the School District are required to intervene to stop or prevent and report any suspected or blatant acts of harassment of students. When reporting a harassment complaint, employees should follow the complaint procedures outlined in ~~Board Policy 411-Rule (1) Student Discrimination Complaint Procedures.~~ [Board Policy 411.1 Rule Harassment Complaint Procedures](#) (*correct the policy reference*).

[Board Policy 411.11: Sexual Harassment and Sexual Violence](#) addresses the definition, reporting, notifications, and training requirements related to sexual harassment and sexual violence. Students, parents/guardians, and employees are encouraged to review this policy. Individuals who feel they have been sexually harassed may process a complaint pursuant to [Board Policy 411.11-Rule Sexual Harassment and Sexual Violence Complaint Procedures](#) (*link policy reference when they are formally approved*)

## I.3.58 Required Annual Trainings

All regular employees are responsible for completing the following annual required trainings. These trainings are required by state statute and school district policy and are designed to ensure that all employees understand their responsibilities and duties as representatives of the district. In response to new state statutes or school district policies additional trainings may be added at any time. Annual required trainings will be completed and verified using an online training system (i.e. SafeSchools). New employees will be required to complete within in six months of employment. On-going employees will have the opportunity to complete trainings during normal working hours. Employees who fail to complete required trainings are subject to disciplinary actions. Trainings include, but are not limited to:

- Recognizing Child Abuse and Neglect
- Reporting Threats of School Violence (all regular employees)
- Bloodborne Pathogens
- Employee Handbook Acknowledgement
- Access to District Technology Tools
- Harassment Policy and Complaint Procedures
- Sexual Harassment and Sexual Violence Policy and Complaint Procedures
- Equal Educational Opportunities Policy and Student Discrimination Complaint Procedures
- Equal Employment Opportunities Policy and Employee Discrimination Complaint Procedures
- Work Safety Guidelines and Expectations

## I.3.60 Title IX Coordinators (p.42)

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

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

Jackie Steinhoff, Director of Student Services

852 E. Division Street

River Falls, WI 54022

715-425-1800

jackie.steinhoff@rfsd.k12.wi.us

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

David Bell, Director of Human Resources  
852 E. Division Street  
River Falls, WI 54022  
715-425-1800  
david.bell@rfsd.k12.wi.us

### III.3 Employee Furlough (p.82), place before Reduction in Force and then switch Reduction in Force to III.4

The District may furlough employees for budgetary or organizational reasons. A furlough is an involuntary, unpaid leave of absence from work for a specific period of time. The decision to implement a furlough will be made by the Superintendent or designee after consultation with the School Board. Employees will be given as much advance notice as possible, but not less than fourteen (14) calendar days prior to implementation of the furlough. Employees will receive written notification of the furlough. The notice will include the expected dates of furlough. The length of the furlough can be changed at the sole discretion of the Superintendent or designee after consultation with the Board of Education. Failure to return to work if called back will result in a voluntary resignation on the part of the employee. The following guidelines apply during furlough periods:

1. Employees shall not receive any wages from the District and are not permitted to use District-provided accrued time off, such as vacation, sick or personal leave.
2. Employees will retain their accrued time off subject to the Handbook provisions during the furlough and will be eligible to use it upon their return.
3. Employees who are otherwise eligible for District-provided benefits, such as health insurance and dental insurance, may continue participation in the benefits during the furlough period, provided such employees remit their required contributions towards the premium as directed.
4. Employees are prohibited from working for the District during a furlough, but may work for another employer.
5. Employees to be furloughed will be selected first by classification and building or department (as appropriate) and then taking into consideration the following criteria in order of importance:
  - a. Educational Needs of the District: Will be those needs as identified by the Board through normal channels in accord with its constituted authority.
  - b. Qualifications as established by the Board: Including, but not limited to, to specific job skills, certification (if applicable), training, and district evaluations.
  - c. Length of Service of the Employee
    - i. Length of service is defined as length of service with District commencing on the most recent date of hire. No distinction will be made between full-time and part-time employees in calculating the length of service.

A furlough is not a reduction in force. The procedures for a reduction in force are outlined in III.4 Reduction in Force.

## V.2 SUBSTITUTE TEACHERS, PARAPROFESSIONALS, AND SUPPORT STAFF

### V.2.1 Regular Substitute

A regular or “mod” substitute teacher is a regular, full-time teacher who is substituting during a period of the day normally used to prepare for student instruction. Regular or “mod” substitutes are compensated as outlined in section C.2.4.A because they are expected to complete preparation for student instruction outside of their normal work day. A regular full-time teacher substituting for an absent teacher shall be compensated at Tier 1, Level 0 hourly rate, pro-rated in quarter hour intervals if more or less than an hour. (removed because it is redundant with V.2.4.A)

### V.2.2 Permanent Substitute Teacher or Paraprofessional

At the sole discretion of the Superintendent or designee, permanent substitute teachers or paraprofessionals may be hired on an annual basis. Permanent substitute teaching and paraprofessional positions will be used to ensure the quality delivery of instruction to students in an in-person or distance learning environment. The primary responsibility of a permanent substitute teacher will be to provide short-term, day-to-day instruction or to provide supervision/instructional support as directed by a building principal. Permanent Substitute Teachers are not hired under a contract under 118.22 Wis. Stats. because these positions are part-time.

### **V.2.3 Short Term Substitute/Guest Teacher, Paraprofessionals, or Support Staff**

Short term substitutes are expected to follow established school rules and the plans provided to ensure the safety and wellbeing of all students. Notice of absence will be provided using an automated system that all substitutes will have access to. A representative from the district may contact a substitute/guest employee individually to inquire about filling open positions. Permanent Substitute Teachers are not hired under a contract under 118.22 Wis. Stats. because these positions are part-time.

### **V.2.4 Licensure and/or Permit**

All substitute teachers and paraprofessionals shall have the necessary license and/or permit required by state law to serve in the substitute teaching assignment.

### **V.2.5 Assignment and Professional Responsibilities**

A. Assignments: Substitutes shall be assigned at the discretion of the District.

B. A copy of the appropriate school policies, an outline of the absence and tardiness procedures, recess schedule (if applicable), teacher's daily schedule, general class schedule (bell schedule when applicable), name of any individual designated in charge of discipline, seating charts, class schedule and lesson plans for all classes to be taught shall be made available to the substitute. School Board policies will be available to the substitute upon request.

C. Notifying/Declining Daily Substitute Call/Mistaken Acceptance of Assignment

1. A substitute teacher may refuse an automated or personal daily call. The District may, in its sole discretion, unilaterally remove individuals from the substitute teacher list if the substitute demonstrates a pattern or practice of declining assignments.
2. A substitute who accepts a job by mistake will contact the district as soon as possible to rectify the error. A substitute teacher may also cancel a teaching assignment using the automated system in advance of the current day without providing notification to the Building Secretary. A substitute who wishes to cancel an assignment on the current date must inform the Building Secretary by phone. Any substitute teacher who abuses the cancellation privilege, in the District's discretion, will have their cancellation privileges revoked.

D. Professional Responsibilities: The professional responsibilities and duties of substitutes shall be consistent with the regular teacher's responsibilities and duties for whom they are substituting. When a substitute is employed as a long-term substitute teacher, or is employed at the end of the semester, and is expected to close out school records, do report cards, and inventories, he/she may be given up to one day to complete these tasks if deemed necessary by the principal. The substitute will be compensated at the applicable substitute rate.

E. Long-Term Substitute Assignment

1. As employees of the school district, long-term substitutes will have to meet all new staff requirements including but not limited to a health screening including a physical examination and tuberculin test/or chest x-ray if deemed necessary, and a criminal background check.
2. When a substitute is assigned for more than ten consecutive days in the same position, then the long-term rates begin on day 11, unless the long-term nature of the assignment is known in advance, in which case payment will begin on the first day.
3. Responsibilities of the long-term substitute teacher shall be the same as the regular classroom teacher.

F. Substitute Teaching Day: A substitute's teaching day shall be eight hours, including lunch, when subbing for a full-time teacher who is absent for a whole day. If a teacher does not have a full schedule of classes the time will be prorated. A substitute's teaching day may be less than eight hours if the substitute is replacing a teacher on a partial absence.

### **V.2.6 Compensation**

- A. Regular Substitute: A regular full-time teacher substituting for an absent teacher shall be compensated at the Tier 1, Level 0, hourly rate, pro-rated in quarter hour intervals if more or less than an hour.

- B. Permanent Substitute Teacher: A permanent substitute teacher shall be compensated at the daily rate of \$170 per day.
- C. Permanent Substitute Special Education Paraprofessional: A permanent substitute paraprofessional will be compensated at an hourly rate of \$15.05 (plus any step movement based on years of experience)
- D. Daily/Short-term Substitute Teacher: A daily/short-term substitute teacher shall be compensated at the daily rate of \$125.
- E. Short-term Paraprofessional or Support Staff: Hourly rates of pay are outlined in the Section V.3 Substitute Support Staff Employees.
- F. Long-term Substitute
1. When a substitute teacher is assigned for more than 10 consecutive days in the same position, the long-term substitute shall be paid at the rate of a beginning level teacher at Tier 1, Level 0 on the salary schedule.
  2. When a substitute school psychologist is assigned for more than 10 consecutive days in the same position, the long-term substitute shall be paid at the rate of a beginning level teacher at Tier 2, Level 0, plus the \$1,500 Master's Degree Stipend (divided over 188 days) on the salary schedule.
  3. If a daily substitute falls into this category after continuous service in the same position for at 10 consecutive days because the regular teacher/school psychologist's absence has been extended for reasons not known at the time of original employment, the substitute shall be paid the long-term substitute rate as noted above from the start of the 11th consecutive day of work in the same position.
  4. No fringe benefits, other than sick leave, will accrue to long-term substitutes except as provided below. Sick leave will be granted at the rate of one day per month of employment, such time to begin after the initial 10 school days of employment. Sick leave will be cumulative only through the period of employment of each teacher and will be cancelled at the end of the school year.
  5. Long-term substitute teachers under contract for a full school year shall receive the same health insurance benefit provided to regular full and part-time teachers as described in this handbook, Part II.10.2 Health Insurance).
- G. Homebound or Alternative Site Instruction: Substitute teachers who are contracted to provide homebound or alternative site instruction to a student of this school district, shall be compensated at the rate of \$25 per hour.

### SCHOOL DISTRICT OF RIVER FALLS River Falls, Wisconsin 54022

411.1

#### HARASSMENT

The School District of River Falls is committed to providing an environment that:

1. Treats all students and staff with dignity and respect
2. Provides students with a learning experience that is physically and emotionally safe
3. Promotes respect, tolerance, and acceptance of others

To accomplish this mission, all students and employees must be allowed to learn and work in an environment free from harassment; therefore, harassment is prohibited on school property and at all school-sponsored programs and activities off school property, such as school-sponsored field trips/activities, and co-curricular activities at other schools or designated/determined locations. This policy prohibits students harassing students, students harassing staff, staff harassing students and staff harassing staff.

For purposes of this policy, “harassment” means striking, shoving, kicking, throwing objects at, or otherwise subjecting another person to physical contact or attempting or threatening to do the same; name calling or other verbal conduct; or engaging in a course of conduct or repeatedly committing acts which intimidate, cause discomfort to or humiliate another person, or which interfere with the recipient’s academic or work performance. “Intimidate” means to make timid or fearful, to frighten or to compel or deter by threats. Harassment includes but is not limited to verbal comments or other expressions which insult, degrade or stereotype any person, or group on the basis of sex (including gender identity, gender expression, and nonconformance with 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.

Examples of conduct and behavior prohibited under this policy include, but are not limited to, the following:

1. Physical or mental abuse.
2. Discriminatory remarks which are offensive or objectionable to the recipient or which cause the recipient discomfort, anger, or humiliation, or which interfere with the recipient’s academic or work performance.

Individuals who experience harassment may process a complaint pursuant to 411.1-Rule.

**No district official, employee, or agent may retaliate against any individual because the individual has made a report or complaint, or participated in an investigation of harassment. Complaints of alleged retaliation in violation of this provision may filed according to the reporting and complaint procedures outlined in [District Policy 411-Rule Student Discrimination Complaint Procedures](#).**

**[Board Policy 411.11: Title IX Sexual Harassment](#) addresses the definition, reporting, notifications, and training requirements related to Title IX sexual harassment. Students, parents/guardians, and employees are encouraged to review this policy. Individuals who feel they have been sexually harassed in violation of Title IX may process a complaint pursuant to [Board Policy 411.11-Rule Title IX Sexual Harassment Complaint Procedures](#).**

~~**Sexual harassment means unwelcome sexual advances, unwelcome physical contact of a sexual nature or unwelcome verbal or physical conduct of a sexual nature. “Unwelcome verbal or physical conduct of a sexual nature” includes, but is not limited to, the deliberate, repeated making of unsolicited gestures or comments or the deliberate, repeated display of offensive sexually graphic materials which is not necessary for business purposes. Sexual harassment may include, but is not limited to, actions such as:**~~

~~**1. Unwelcome or unwanted sexual advances. This includes, but is not limited to, acts such as patting, pinching, brushing up against, hugging, coercing, kissing, fondling or any other similar physical contact which is considered unacceptable by another individual.**~~

~~**2. Requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one’s grade status or employment.**~~

~~**3. Verbal abuse or joking that is sexually oriented and considered unacceptable by another individual. This includes commenting about an individual’s body or appearance where such comments go beyond mere courtesy, telling “dirty jokes” that are clearly unwanted and considered offensive by others or any other tasteless, sexually oriented comments, innuendos or actions that offend others.**~~

~~**4. Engaging in any type of sexually oriented conduct that would unreasonably interfere with another’s learning performance or work. This includes extending unwanted sexual attentions to someone such that personal productivity or time available to work at assigned tasks is reduced.**~~

~~**5. Creating an environment that is intimidating, hostile or offensive because of unwelcome or unwanted sexually oriented conversations, suggestions, requests, demands, physical contacts, attentions or sexually oriented materials including but not limited to photographs, posters, websites, or other electronic means.**~~

Harassment complaints shall be taken seriously and shall be subject to review and investigation by the administration. All individuals included in the investigation of these matters are charged with the responsibility to hold such matters in the strictest confidence to the extent possible and permitted by law, so as to guard against inadvertent disclosure of information relative to anyone.

The District shall not tolerate harassment in any form and shall promptly take all necessary and appropriate action to eliminate harassment, up to and including discipline of offenders. Upon investigation, individuals who are determined to have engaged in harassment under the provisions of this policy may be subject to disciplinary action. This may include, but shall not be limited to, reprimand, detention, suspension, expulsion and/or discipline up to and including termination, as well as being reported to law enforcement officials.

The administration shall maintain a written report of the findings pertaining to a complaint and the action taken to eliminate the harassing conduct. **Copies of the written harassment reports shall be forwarded to and maintained by the Director of Student Services (Title IX Coordinator-Student) if the alleged victim is a student and the Director of Human Resources (Title IX Coordinator-Student) for harassment reports in which the alleged victim is an employee. Title IX Coordinator for the purpose of documenting compliance.** The district shall, at periodic intervals, follow up to make sure that any harassment that has been found to have occurred has not been repeated and to ensure that no retaliatory action has been taken against the complainant or anyone who participates in a harassment investigation.

All employees are required to intervene in and report any suspected or blatant acts of harassment of students. Informal efforts to resolve acts of harassment are encouraged by staff, but the harassment still must be reported.

Building principals shall be responsible for informing students and staff annually of this policy and its accompanying complaint procedures.

**The Board should receive a summative report each June that would include information on:**

- **Reported incidents of harassment of students and employees and resolution(s) of the incident(s).**
- **Prevention measures such as in-service and educational presentations.**

LEGAL REF.: Sections 111.32(13) Wisconsin Statutes  
111.36  
118.13  
PI 9, Wisconsin Administrative Code  
Title IX, Education Amendments of 1972  
Title VI, Civil Rights Act of 1964  
Section 504 of the Rehabilitation Act of 1973  
Americans with Disabilities Act of 1990  
Individuals with Disabilities Education Act  
Civil Rights Act of 1991  
EEOC Guidelines (29 C.F.R.-Part 1604.11)

CROSS REF.:  
411.1-Rule, Harassment Complaint Procedures  
**411.11: Title IX Sexual Harassment**  
**411.11-Rule: Title IX Sexual Harassment Complaint Procedures**  
447, Student Discipline  
Current Employee Agreement(s)

APPROVED: September 16, 1991

REVISED: August 19, 2002  
April 17, 2006  
October 19, 2015

**September 21, 2020**

# FIRST READING

## SCHOOL DISTRICT OF RIVER FALLS River Falls, Wisconsin 54022

411.1-Rule

### HARASSMENT COMPLAINT PROCEDURES

**The purpose of these procedures is to provide an orderly means of resolving disputes within the School District of River Falls or against the District for alleged harassment. Retaliation against parties who file informal or formal complaints is prohibited.**

**The following supports are available to any person who believes he/she has a valid basis for a complaint (grievance).**

- **The Director of Student Services (Title IX Coordinator-Student) shall be available as a consultant upon request at any step.**
- **The Director of Human Resources and Leadership Development (Title IX Coordinator-Staff) shall be available as a consultant upon request at any step.**
- **Any party to the complaint (grievance) may retain and have counsel present at any or all steps.**
- **A complaint may be withdrawn by the complainant at any step.**

**A student, parent/guardian, or an employee can report an allegation of harassment to any school employee. The following school employees are trained to receive complaints of harassment.**

- **Building Principals**
- **District Office Administrators (Director of Academic Services, Student Services, Human Resources and Leadership Development, and Finance and Facilities)**
- **Superintendent**
- **All of these employees can be reached at (715) 425-1800**

### General Complaint Procedures

**Any complaint regarding the interpretation or application of the District's harassment policy shall be processed in accordance with the following complaint procedures. If the complaint (grievance) involves alleged Title IX sexual harassment, the complainant should follow the procedures outlined in 411.11-Rule: Title IX Sexual Harassment Complaint Procedures.**

**No district official, employee, or agent may retaliate against any individual because the individual has made a report or complaint, or participated in an investigation of harassment. Complaints of alleged retaliation in violation of this provision may filed according to the reporting and complaint procedures outlined in [District Policy 411-Rule Student Discrimination Complaint Procedures](#).**

### Step 1:

Anyone who believes that he/she is the subject of harassment or any parent/guardian who believes that his/her child has been subjected to harassment should report the conduct to the building principal verbally or in writing. If an individual is not comfortable with making a complaint to the building principal, the complaint may be made to a teacher, a counselor, the individual's immediate supervisor, **district office administrators, the Title IX Coordinator, or the superintendent** with the understanding that incidents must be reported to the administration for review and action. The **employee teacher, counselor, the individual's immediate supervisor or Title IX Coordinator** receiving the <sup>33</sup> complaint shall report the complaint to the building principal or Superintendent.

Anyone making a complaint is to report the specific nature of the harassing conduct/behavior the individual is experiencing, the times and dates of the harassing behavior/conduct, name(s) of the person(s) doing the alleged harassing, name(s) of any witnesses and what strategies were used to try to stop the harassment, if any. **Individuals filing a complaint are strongly encouraged, but not required, to submit the initial complaint in writing.** Any written report of harassment received must be signed.

If the parent(s)/guardian(s) have not been notified of a report of harassment made by a student, the building principal or Superintendent shall notify the student's parent(s)/guardian(s) of the matter immediately.

All complaints of harassment shall be handled in a confidential manner, to the extent possible.

**Step 2:**

The building principal, or Superintendent if the building principal is the alleged harasser, shall investigate the harassment thoroughly. He/she shall notify the person who has been accused of harassment of the nature of the harassment complaint and permit the accused person to respond to the harassment allegations. The building principal or Superintendent shall make arrangements for a private meeting to discuss the harassment complaint with the individual being harassed and interview witnesses. The purpose of this step is to resolve the complaint with all concerned parties within a reasonable period of time after receipt of notice of the harassment complaint. The building principal or Superintendent shall issue a written decision to the parties **as promptly as possible after receipt of the complaint (when possible, within three school days of the receipt of the complaint).**

**Step 3:**

If the complainant is not satisfied with the resolution of the harassment complaint in Step 2, he/she may refer the matter to the Superintendent or, if the Superintendent is the alleged harasser, the Board. The appeal should be made to the Superintendent or Board in writing within five school days following the receipt of the written reply in Step 2. (Complaints forwarded to the Board shall be handled in accordance with Step 4.) The Superintendent shall review the decision reached in Step 2, and arrange a private meeting with the parties to discuss the harassment matter. The Superintendent shall determine what action should be taken and provide a written response to the parties **as promptly as possible after receipt of the complaint (when possible, within 10 school days) of receiving the complaint).**

**Step 4:**

If the complainant is not satisfied with the resolution of the harassment complaint in Step 3, he/she may appeal the matter in writing to the Board. The appeal shall state the specific reason for disagreement with the response provided in Step 3. **3. The appeal to the Board should be filed with the Board within five school days following the receipt of the written reply in Step 3 in a reasonable period of time. The Board shall arrange one or more closed session meetings for the purpose of considering a paper review of the appeal. The parties may be asked to attend a meeting at the discretion of the Board. The Board shall make its decision in writing within 15 school days after the any Board**

**review of the ~~appeal~~ and appeal and copies of the written decision shall be mailed to the parties and the Superintendent if he/she made the decision in Step 3.**

**Step 5:**

If the complaint is not resolved to the satisfaction of the complainant, it may be appealed to the appropriate governmental agency. This may include, but is not limited to, the following: State Superintendent of Public Instruction, U.S. Office of Civil Rights, Equal Employment Opportunity Commission and Equal Rights Division of the Wisconsin Department of Workforce Development.

**NOTE: A complainant may file a complaint directly, or on appeal, with designated agencies as authorized by state and federal law: Equal Rights Division of the Department of Workforce Development, U.S. Office for Civil Rights-Region V in Chicago, and/or courts having proper jurisdiction.**

**Maintenance of Complaint Records**

**Complaint records will be retained in accordance with state record retention laws. Formal complaint records will include:**

- 1. Name and address of complainant.**
- 2. The date the complaint was filed.**
- 3. The allegation made and corrective action requested by the complainant.**
- 4. The name and address of the respondents.**
- 5. The formal complaint level, the resolution, description of any corrective or remedial action taken, and date of resolution.**
- 6. The Director of Student Services (Title IX Coordinator-Student) will maintain complaint records in which the alleged victim is a student.**
- 7. The Director of Human Resources and Leadership Development (Title IX Coordinator-Staff) will maintain complaint records in which the alleged victim is an employee.**

**Any questions regarding this policy may be directed at the district's Title IX Coordinators.**

**Title IX Coordinator for Students Complaints**

**Jackie Steinhoff, Director of Student Services**

**852 East Division Street**

**River Falls, WI 54022**

**715-425-1800**

**Title IX Coordinator for Employee Complaints**

**David Bell, Director of Human Resources and Leadership Development**

**852 East Division Street**

**River Falls, WI 54022**

**715-425-1800**

REVISED:

August 19, 2002

March 20, 2006

**September 21, 2020**

## **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES**

The purpose of these procedures is to provide an orderly means of resolving disputes within the School District of River Falls or against the District for alleged Title IX sexual harassment and to facilitate the District's compliance with the requirements of the federal regulations issued under Title IX of the Education Amendments of 1972 ("Title IX"). Specifically, this rule establishes expectations and procedures for the prompt and equitable resolution of reports and complaints that allege unlawful sexual harassment, as defined by the Title IX regulations, within the District's education program and activities or workplace. Nothing in this rule diminishes the District's obligations to respond to Title IX sexual harassment or allegations of Title IX sexual harassment in a prompt manner that is not deliberately indifferent under all circumstances in which the federal regulations deem the District to have actual knowledge of such harassment. Retaliation against parties who file informal or formal complaints is prohibited.

A student, parent/guardian, or an employee can report an allegation of sexual harassment to the District Title IX Coordinator.

## **DISTRICT ROLES AND RESPONSIBILITIES**

*All Employees:* Are responsible for reading applicable sexual harassment policies and complaint procedures. Employees are expected to provide notice to the appropriate Title IX Coordinator if they observe sexual harassment as defined by policy 411.11 Title IX Sexual Harassment.

*Title IX Coordinators:* For the purpose of this policy, the Title IX coordinator is responsible for monitoring the implementation of a complaint (grievance) procedure that is in compliance with Title IX regulations. Specific duties are outlined below.

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

Jackie Steinhoff, Director of Student Services  
852 E. Division Street  
River Falls, WI 54022  
715-425-1800

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

David Bell, Director of Human Resources  
852 E. Division Street  
River Falls, WI 54022  
715-425-1800

*Investigator:* An investigator assigned by the District will conduct an investigation into the allegations of which the parties have been notified. The purpose of the investigation is to gather evidence. The District has the burden of gathering evidence, sufficient to reach a determination regarding responsibility. The Title IX Coordinators, District Social Worker, Director of Academic Services, Director of Finance and Facilities, or a qualified third party will be assigned to investigate formal complaints of Title IX sexual harassment.

*Decision Maker:* A decision-maker assigned by the District will make a determination of responsibility with the respect to the allegations of which the parties have been notified and that have been subject to investigation based on an analysis of the relevant evidence. The decision maker can not serve as both the investigator and decision maker during the course of a formal investigation. The Superintendent, District Social Worker, Director of Academic Services, Director of Finance and Facilities, or a qualified third party will be assigned as a decision maker for formal complaints of Title IX sexual harassment.

*Appeal Decision Maker:* If an appeal of a decision is deemed necessary, then an appeal decision maker assigned by the District will make a determination on an appeal of responsibility with the respect to the allegations of which the parties have been notified and that have been subject to investigation based on an analysis of the relevant evidence. The appeal decision maker cannot serve as either the investigator and/or the decision maker during the course of a formal investigation. The Superintendent, District Social Worker, Director of Academic Services, Director of Finance and Facilities, or a qualified third party will be assigned as an appeal decision maker for appeals of formal complaints of Title IX sexual harassment.

### **SCREENING OF REPORTS OR COMPLAINTS OF SEXUAL HARASSMENT**

The Title IX Coordinator is responsible for promptly reviewing all notices of sexual harassment or allegations of sexual harassment that would be prohibited by any law or District policy, rule, or code of conduct. The Title IX Coordinator will determine if the report or allegations could constitute:

1. Sexual harassment under Title IX;
2. A form of unlawful discrimination other than sexual harassment under Title IX;
3. A violation of District policies or rules applicable to District students or employees.

The Title IX coordinator will investigate all reports or allegations of sexual harassment according to appropriate District procedures, or inform the person who reported the incident that the report or allegations do not meet the standard on which the District could proceed under this policy or procedure.

### **RESPONSE TO TITLE IX SEXUAL HARASSMENT WHEN NO FORMAL COMPLAINT HAS BEEN FILED**

If the District Title IX Coordinator determines that the District has notice of Title IX sexual harassment or allegations of Title IX sexual harassment, but no formal complaint of Title IX sexual harassment has been filed by a complainant or signed by a Title IX Coordinator the procedures will be as follows:

1. The Title IX Coordinator will contact the complainant to:
  - a. Discuss the availability of supportive measures;
  - b. Consider the complainant's wishes with respect to supportive measures;
  - c. Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
  - d. Explain to the complainant the process for filing a formal complaint.
2. In consultation with other District administrators as needed, the Title IX Coordinator will coordinate the identification, offering, and implementation of appropriate supportive measures for the complainant.
3. If an eligible complainant elects to file a formal complaint of Title IX sexual harassment at any point, the formal complaint shall be processed as provided within this Rule.

### **COMPLAINT (GRIEVANCE) PROCEDURES FOR FORMAL COMPLAINTS OF SEXUAL HARASSMENT UNDER TITLE IX**

These complaint procedures apply to formal complaints of Title IX sexual harassment. Except to the extent a formal complaint is dismissed (in whole or in part), the District is obligated to investigate a formal complaint of Title IX sexual harassment pursuant to this process. No Title IX complainant is obligated to file a formal complaint, but a qualifying formal complaint is necessary for the District to start an investigation of Title IX sexual harassment allegations using this formal grievance process.

District Standards.

1. The District shall apply any provisions, rules, or practices other than those required by this section equally to all parties.
2. Unless required by law, the District shall follow this grievance process before imposing disciplinary sanctions or other punitive actions against a respondent for any alleged Title IX sexual harassment, subject to the allowances made in the federal Title IX regulations for implementing supportive measures, implementing an emergency removal, and placing an employee, while a formal complaint is pending, on administrative leave in accordance with the Employee Handbook.
3. The District shall presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process by the preponderance of the evidence standard.
4. The District shall treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent.
5. All persons who are authorized to act as agents in connection with the grievance process shall:
  - a. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility without respect to a person's status as a complainant, respondent or witness.
  - b. Ensure that they are free from any conflict of interest or bias for or against complainants or respondents generally, or for or against an individual complainant or respondent.
  - c. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client privilege), unless the person holding such privilege has waived the privilege.
  - d. Refrain from accessing, considering, disclosing, or otherwise using a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's voluntary, written consent to do so for purposes of the grievance process (if a party is under 18 years old, then the District must obtain the voluntary, written consent of a parent or guardian).
  - e. Avoid restricting the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence, except as expressly permitted or required by applicable law. This provision does not restrict the District or its agents from requiring the parties to a formal complaint (including their advisors) to refrain from disseminating certain evidence or other records to others, provided that any such requirements must be lawful and must not unreasonably interfere with the purposes of this grievance process. In some situations, established law may independently prohibit any such dissemination of particular evidence/records.
6. Emergency Removal.
  - a. The District may act to remove a student respondent entirely or partially from its education programs or activities on an emergency basis when an individualized safety and risk analysis has

determined that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal.

- b. In all cases in which an emergency removal is imposed, the student will be given notice of the action and the option to request to meet with the Title IX Coordinator prior to such action/removal being imposed, or as soon thereafter as reasonably possible, to show cause why the action/removal should not be implemented or should be modified.
- c. Any emergency removal shall be in accordance with all rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act, as appropriate.
- d. The District may place a non-student employee respondent on administrative leave during the pendency of a grievance process under existing procedures, without modifying any rights provided under Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

#### Written Notice.

1. Normally within 15 business days of receiving a formal complaint, and always at least 5 calendar days before a party will be required to appear for an initial investigative interview, a Title IX Coordinator or his/her designee shall provide all known parties (i.e., complainants and respondent(s)) with written notice of the following:
  - a. The District's grievance process for formal complaints of Title IX sexual harassment, including a description of any informal resolution process.
  - b. Notice of the allegations potentially constituting sexual harassment as defined under the Title IX regulations, including sufficient details known at the time. Sufficient details include:
    - i. The identities of the parties involved in the incident(s), if known;
    - ii. The conduct allegedly constituting sexual harassment under Title IX, and
    - iii. The date and location of the alleged incident, if known.
  - c. The written notice must also:
    - i. Include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
    - ii. Inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, who may accompany the party when the party attends any District meeting or proceeding that is part of the grievance process (including investigative interviews).
    - iii. Inform the parties that they will have the right to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint.
    - iv. Inform the parties that, by policy, the District prohibits a person from knowingly making false statements or knowingly submitting false information during the grievance process.
2. If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that were not included in the initial notice of allegations, the Title IX Coordinator must provide written notice of the additional allegations to all parties whose identities are known.

#### Investigation

1. An investigator assigned by the District will conduct an investigation of the allegations of which the parties have been notified. The purpose of the investigation is to gather evidence.

2. The District has the burden of gathering evidence, both inculpatory and exculpatory, sufficient to reach a determination regarding responsibility. In addition, the District shall conduct a balanced and thorough investigation.
3. When conducting the investigation, an investigator will:
  - a. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of any investigative interview or other meeting held as part of the investigation, with sufficient time for the party to prepare to participate.
  - b. Allow any party to be accompanied to any investigative interview or other meeting held as part of the investigation by one advisor of their choice. Under any circumstances where a parent or guardian has a legal right to act on behalf of a party (e.g., because the party is a minor), the party's parent or guardian may also accompany the party to any such hearing.
  - c. Conduct one or more investigative interviews of the complainant(s), the respondent(s), and such witnesses as the investigator determines may provide relevant evidence that is able to be considered and that is not unduly duplicative.
  - d. Offer each party an opportunity to identify fact and expert witnesses who the party believes should be interviewed as part of the investigation, along with the nature of the evidence that the party believes the witness may be able to provide. If the investigator declines to interview a witness identified by a party or is unable to interview a witness (e.g., because the witness is not willing to participate or is not reasonably available), the investigator shall document the reason for such decision or unavailability and, unless prohibited by law from doing so, provide the parties with such explanation upon request.
  - e. Consider such documentary and other evidence as a party may wish to provide, except that no party or his/her advisor will be permitted to conduct direct, in-person questioning of another party or of any third-party witness. If the investigator rules that any evidence provided will not be accepted into the record of the investigation, the investigator shall document the reason for such ruling; return the evidence to the party that offered it (in the case of physical evidence); and, unless prohibited by law from doing so, provide the parties with the reason the evidence was rejected upon request.
  - f. Accept such other evidence into the record as the investigator deems relevant and directly related to the allegations, recognizing that nothing prohibits an investigator from initially accepting evidence that may not be relevant.
4. After the investigator completes the process of gathering evidence:
  - a. An investigator, or a designee acting on his/her behalf, must send to each party and the party's advisor, if any, the relevant evidence obtained from the investigation that is subject to inspection and review. Such evidence may be provided in an electronic format or as a hard copy, and consists of the evidence obtained as part of the investigation that is directly related to the pending allegations, including:
    - i. Evidence upon which the District does not intend to rely in reaching a determination regarding responsibility; and
    - ii. ~~Both inculpatory or~~ Both inculpatory and exculpatory evidence, whether obtained from a party or other source.
5. Beginning from the date that the evidence is delivered to the parties, the investigator must give the parties at least 10 calendar days to submit a written response to the evidence. It is optional for parties to provide a response.

6. After receiving and giving due consideration to any timely written responses received from the parties, the investigator shall complete an investigative report that fairly summarizes the relevant evidence.
  - a. In the report the investigator may convey facts, observations, or impressions that address the credibility of particular persons or other evidence, but any such credibility determinations conveyed in the investigative report are not binding on the decision maker.
  - b. The report shall not advocate for a specific determination or outcome.
7. An investigator or his/her designee shall send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy.
8. Beginning from the date that the investigative report is delivered to the parties, there must be at least 10 calendar days between the sending of the report and the time of the written determination regarding responsibility from the decision-maker.
9. The investigator will forward the final investigative report and complete investigative record to the District-designated decision maker for a determination of responsibility.

Determination of Responsibility.

1. A decision maker assigned by the District will make a determination of responsibility with the respect to the allegations of which the parties have been notified and that have been subject to investigation based on an analysis of the relevant evidence. During this stage of the proceedings:
  - a. When the District sends the final investigative report to the parties, or shortly thereafter, the decision maker, or his/her designee, shall inform each party that they have the opportunity to submit written, relevant questions that a party wants asked of any party or witness prior to the determination of responsibility, subject to the following:
    - i. The notice of the opportunity to submit such questions shall identify a submission deadline and the allowable method(s) of submission. The District shall allow the parties at least 5 calendar days to submit the questions.
    - ii. If any questions are submitted by the parties, the decision-maker shall either:
      1. Pose the submitted questions to the relevant person(s) and provide each party with the answers; or
      2. Explain to the party proposing the questions any decision to exclude a question as not relevant or as otherwise impermissible in the context of this grievance process.
    - iii. If any questions were submitted, posed, and answered as provided immediately above, then the decision maker shall permit a limited opportunity for the parties to submit follow-up questions. Any such follow-up questions must be directly related to the initial question and answers, and must not be duplicative of other evidence that is already in the record.
      1. The decision maker shall identify a submission deadline for such follow-up questions, which shall be a minimum of 3 calendar days from the date that the parties are provided with the answers to the initial questions.
      2. The decision maker shall either pose the follow-up questions and provide each party with the answers or explain any decision to exclude a question, in the same manner provided above with respect to the initial questions.
2. In making determinations of responsibility with respect to the allegations addressed in the relevant investigative report, the decision maker shall (in all cases) evaluate the available evidence and apply the

preponderance of the evidence standard to determine whether any allegation has been substantiated and whether a party has committed any misconduct with respect to such allegation(s).

3. A decision maker or any person acting as the decision maker's designee may not hold a live, adversarial hearing involving the parties as part of this Title IX complaint (grievance) process.
4. The decision maker must issue a written determination regarding responsibility that includes all of the following:
  - a. Identification of the allegations potentially constituting sexual harassment under Title IX.
  - b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence;
  - c. Findings of fact supporting the determination;
  - d. Conclusions regarding the application of the relevant legal standards and the District's code of conduct (i.e., District policies and rules that apply to the party in question);
  - e. A statement of, and rationale for, the result as to each allegation, including all of the following:
    - i. A determination regarding responsibility;
    - ii. Any disciplinary sanctions the District imposes on the respondent or, in cases where a particular disciplinary sanction is beyond the direct authority of the decision maker, a statement of the disciplinary sanction(s) that the decision-maker is recommending as an appropriate consequence;
    - iii. Whether the District will provide the complainant with any remedies designed to restore or preserve the complainant's equal access to the District's education program or activity; and
    - iv. The District's procedures and permissible bases for the complainant and respondent to appeal. If a formal complaint of Title IX sexual harassment also constitutes a complaint of pupil discrimination under Wis. Adm. Code PI ch. 9, the District may also use this notice to inform the complainant of their right to appeal any adverse final determination of their complaint under state law to the State Superintendent of Public Instruction (DPI), as well as the procedures for making such an appeal to DPI.
5. The decision maker or a designee acting on his/her behalf must provide the written determination to the parties simultaneously.
6. Disciplinary sanctions and any remedies that could not be offered as supportive measure shall not be enforced until the determination of the complaint becomes final. The determination regarding responsibility becomes final either:
  - a. If no appeal is filed, on the date on which an appeal would no longer be considered timely; or
  - b. If an appeal is filed, on the date that the recipient provides the parties with the written determination of the result of the appeal (see below).

### **DISMISSAL OF FORMAL COMPLAINTS**

Upon receipt of a formal complaint that alleges or purports to allege Title IX sexual harassment and at other points in the grievance process while a formal complaint is pending, the District is responsible for evaluating whether, pursuant to the federal Title IX regulations, the complaint must be dismissed (whether in whole or in part); or may be dismissed (whether in whole or in part) as an exercise of District discretion.

*Mandatory Dismissal.* The District must dismiss a formal complaint, for purposes of Title IX and the District's Title IX grievance process, to the extent the conduct alleged in the complaint:

Even if proved, would not constitute sexual harassment as defined in the federal Title IX regulations; or

1. Did not occur within the scope of the District’s education program or activity; or
2. If at the time of filing a formal complaint, a complainant is not participating in or attempting to participate in the education program or activity of the District.

*Discretionary Dismissal.* The District may dismiss the formal complaint, or any allegations therein, if at any time during the investigation and prior to the determination of responsibility:

1. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; or
2. The respondent is no longer enrolled in the District or employed by the District; or
3. Specific circumstances prevent the District from gathering evidence that is sufficient to reach a determination as to the formal complaint or any allegations therein.

The Title IX Coordinator or his/her designee shall promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to all parties (to the extent known). A dismissal is an appealable decision to the extent identified elsewhere in this complaint (grievance) process. If a formal complaint or any allegation within a complaint is dismissed for purposes of Title IX, the District retains discretion to take action with the respect to the dismissed allegations under other District policies and procedures (e.g., if such alleged conduct could constitute discrimination other than Title IX sexual harassment or if such conduct could constitute a violation of any District policy, rule or code of conduct).

### **VOLUNTARY INFORMAL RESOLUTION OF FORMAL COMPLAINTS**

To the extent permitted by the Title IX regulations, the District may offer and facilitate a strictly voluntary informal resolution process which may resolve the allegations of a formal complaint of Title IX sexual harassment, in whole or in part, without a full investigation and adjudication at any time prior to reaching a determination of responsibility. An informal resolution process may not be used in connection with allegations that a District employee sexually harassed a student.

In order to offer and attempt an informal resolution process, a formal complaint must have been filed and the District must:

1. Provide both parties with a written disclosure notice, as further outlined in the federal Title IX regulations, which includes written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process, including information regarding any records that will be maintained or shared by the District; and
2. Obtain each party’s voluntary, written consent to participate in the informal resolution process.

As examples of informal processes that may be appropriate in some circumstances, the District’s agents may offer to:

1. Mediate a resolution between the parties identified in a formal complaint; or
2. Explore the parties’ willingness to voluntarily proceed without a full investigation and/or adjudication when the facts may be undisputed or where there appears that there may be an opportunity to reach stipulated facts.

If a voluntary informal resolution has not reached a conclusion within 15 business days of the date that the District received the consent of the parties, the District and the parties may mutually and voluntarily agree to extend the timeframe for attempting an informal resolution. In the absence of a mutual agreement to extend the timeframe, the District will provide reasonably prompt written notice to the parties that the informal process is being abandoned and that the District will resume the formal process.

## **CONSOLIDATION OF FORMAL COMPLAINTS**

The District may consolidate formal complaints of Title IX sexual harassment where the allegations of sexual harassment in the different complaints arise out of the same facts or circumstances.

## **CONFIDENTIALITY**

All persons acting as agents of the District must keep confidential the identity of any individual who has made a report or filed a formal complaint alleging Title IX sexual harassment; any complainant; any individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX; any respondent; and any witness, except as may be permitted by the Family Educational Rights and Privacy Act and its implementing regulations, or as required by law, or to carry out the purposes of the federal Title IX regulations, including the conduct of any investigation, hearing, or judicial proceeding arising under the federal Title IX regulations.

## **SUPPORTIVE MEASURES, SANCTIONS AND REMEDIES**

### *Supportive Measures.*

1. Supportive measures are designed to restore or preserve equal access to the District's education program, activity, or workplace without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment or workplace, or deter sexual harassment.
2. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, additional supervision or planned accompaniment, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security, supervision, or monitoring of certain areas of school grounds, and other similar measures.
3. The District will provide supportive measures to complainants to the extent required by the Title IX regulations. The District may provide supportive measures to a respondent, but it is not required to do so in all cases.
4. The District must maintain as confidential any supportive measures provided to the complainant or respondent to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.
5. The range of supportive measures available to complainants and respondents during and in connection with this grievance process does not materially change based on the fact that a formal complaint of sexual harassment under Title IX is pending. At the same time, supportive measures are intended to be individualized and context-sensitive. If the proceedings related to this complaint (grievance) process create any changed circumstances or special needs for a party, the party may contact the District Title IX Coordinator for the purpose of discussing potential modifications to supportive measures.
6. The Title IX Coordinator shall coordinate the identification, offering, and implementation of supportive measures that the District provides to a complainant or respondent, including appropriate monitoring of the implementation process, coordinating potential modifications to the measures, and, as applicable, determining the appropriate time to end specific supportive measures.

### *Disciplinary Sanctions.*

After a determination that a party is responsible for Title IX sexual harassment as a result of this grievance process, the disciplinary sanctions that the District may impose will depend on the nature of the misconduct and the individual's then-current status as student, employee, or other person connected to the District's education<sup>45</sup>

program or activity. Disciplinary sanctions that are issued or recommended as a result of a determination of responsibility for Title IX sexual harassment are intended as consequences for past misconduct and may also serve to deter future sexual harassment. To the extent that the District reaches a determination using this grievance process that a party engaged in conduct that was or was not Title IX sexual harassment but did violate some other law, regulation, or District policy or rule, this Rule does not directly address the disciplinary consequences for such conduct, even though the District may impose disciplinary consequences for such conduct.

1. *Students:* Possible disciplinary sanctions or recommended sanctions include but are not limited to suspension from school, expulsion from school, suspension of eligibility to participate in co-curricular activities, or suspension of eligibility to participate in other District-sponsored events. The District may also restrict or deny permission to be present on District property or at certain District-sponsored events or activities. This provision does not modify any student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.
2. *Employees:* In accordance with the Employee Handbook, possible disciplinary sanctions or recommended sanctions include but are not limited to a formal reprimand, a demotion or other disciplinary reassignment, suspension from work, contract nonrenewal, termination of employment, or restrictions on permission to be present on District property or at certain District sponsored events or activities.
3. *Other persons:* Possible disciplinary sanctions or recommended sanctions include but are not limited to suspension from or termination of a District authorized role (e.g., volunteer); termination or nonrenewal of third-party contracts; and restrictions on permission to be present on District property or at District-sponsored events or activities.

#### Remedies to Benefit Complainants.

After a determination that a party to the complaint (grievance) process was responsible for Title IX sexual harassment, the District may provide the complainant with remedies designed to restore or preserve equal access to the District's education program or activity, including providing for a safe educational or working environment. Such remedies may include the continuation or addition of individualized accommodations, services, and interventions that could have been provided as "supportive measures" prior to the determination of responsibility. However, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent. For example, as a means of limiting or preventing future contact between the complainant and respondent, the respondent may be burdened by an involuntary and long-term, perhaps even permanent, change in his/her educational program or in his/her work schedule, work location, or work assignment.

#### APPEAL

1. A complainant or respondent may file an appeal following:
  - a. Receipt of the written determination regarding responsibility; or
  - b. Receipt of notice of dismissal of a formal complaint or of any allegations within a complaint.
2. Any appeal filed by a party is strictly limited to the following bases:
  - a. A procedural irregularity that affected the outcome of the matter;
  - 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 in the case or a bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

3. An appeal must be filed in writing and submitted either in person, via U.S. Mail, or via email to the Title IX Coordinator with a copy provided to the initial decision-maker. An appeal must be delivered to the District within 5 calendar days from the date the written determination or notice of dismissal is delivered to the party. The notice of appeal submitted by a party must do all of the following:
  - a. Clearly identify the specific bases, from those listed above, on which the party is appealing; and
  - b. With reasonable specificity, state the factual basis for the appeal and the reasoning as to why the decision or dismissal being appealed should be reversed or modified.
  - c. In connection with an appeal, a party may not introduce new evidence that is outside of the existing record of the complaint proceedings except as an offer of proof to support a conflict of interest or bias claim or in the case of an appeal that is premised on a claim that the new evidence was not reasonably available at an earlier time.
4. Upon receiving a notice of appeal from a party, the Title IX Coordinator, appeal decision maker, or a designee acting on their behalf, shall promptly notify the other party (or parties), if known, that an appeal has been filed and provide a copy of the appeal to the other party.
5. The appeal decision maker will establish and inform all parties of a deadline for submitting any additional written statement the party may wish to submit in support of, or challenging, the original outcome on the grounds raised by any pending appeal. The deadline for such submissions shall be at least five calendar days following the date such notice is delivered to the parties.
6. An appeal decision maker shall deny an appeal that merely asserts that the District's decision is wrong or that fails to present a reasonably developed argument in support of the appeal.
7. If the appeal decision maker determines that there is a need to open the record to obtain and consider any additional evidence in order to resolve an appeal, the appeal decision maker may offer additional equal opportunities for the parties to address and respond to any such new evidence if doing so is necessary to preserve the fairness of the proceedings.
8. The District may continue an ongoing investigation into a formal complaint during an appeal with respect to dismissal of a complaint in part (i.e., dismissal of specific allegations). However, the investigation shall not be concluded until the appeal over the dismissed allegation(s) is decided.
9. The appeal decision maker shall:
  - a. Issue a written decision describing the result of the appeal and the rationale for the result; and
  - b. Provide the written decision simultaneously to both parties.
10. The appeal decision maker shall render the written decision within 15 business days of the receipt of the notice of appeal unless he/she communicates an extension of such time frame, as further described below.

## **MISCELLANEOUS CONSIDERATIONS**

### ***Time Frames, Extensions and Voluntary Waivers of Time Frames.***

1. The District normally intends to conclude the complaint (grievance) process within 90 calendar days of the date that a formal complaint is filed or signed by a Title IX Coordinator, recognizing that in certain circumstances it may be practical to complete the process in less time, and in other circumstances the process may reasonably require more time.
2. Any party or witness may, for good cause, request a temporary delay in the complaint (grievance) process, the rescheduling of an investigative interview or other meeting, or a limited extension of a deadline that applies to the party. The party shall direct the request in writing to the investigator, decision maker, or appeal decision maker, given the applicable stage of the proceedings.

3. The investigator, decision maker, or appeal decision-maker (as applicable) may grant such a request, and may also self-initiate such a delay, rescheduling, or extension upon determining that there is good cause and that approving the request would not be unduly prejudicial to any of the parties or unreasonably extend the conclusion of the grievance process. Though the agents of the District are expected to make reasonable efforts to accommodate the schedules of parties and witnesses, the District also may not, without good cause, deviate from its own designated timeframe for the process.
  - a. In some cases, the District may make the decision to deny a scheduling request and proceed with the grievance process in the absence of a party, witness, or a party's advisor.
  - b. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; the complexity of the allegations; or the need for language assistance or accommodation of disabilities.
4. In the absence of extraordinary circumstances, a party's or witness's request for an extended deadline or rescheduled meeting shall normally be limited to no more than 5 calendar days. The District may grant a shorter delay or extension than was requested.
5. If a formal complaint of Title IX sexual harassment also constitutes a complaint of pupil discrimination under Chapter PI 9 of the Wisconsin Administrative Code, and if a requested or contemplated delay/extension would prevent the District from reaching a determination of the complaint within 90 calendar days, the District's agents shall evaluate whether it is necessary or appropriate to request the parties' consent to the delay/extension.
6. The appropriate agent of the District or a designee shall provide the complainant and respondent with prompt written notice of any decision to delay the grievance process or grant an extension of a deadline. Such notice shall include the reason(s) for the action. To the extent a given deadline applies to multiple parties, any extension of the deadline automatically applies to all such parties.
7. In instances where this grievance process gives the parties a minimum period of time to prepare and submit a response or prepare for an interview or meeting, a party may voluntarily waive all or part of such period of time if they communicate their voluntary waiver to the applicable investigator or decision maker in writing.

Restrictions on Participation of Advisors.

1. An advisor of the party's choosing shall be permitted to accompany the party to any investigative interview or other meeting held in connection with this grievance process. However, no person who accompanies a party to a meeting or otherwise serves as an advisor to the party may unreasonably interfere with or unreasonably delay the District's investigation. Unreasonable interference by an advisor includes, for example:
  - a. Answering the District's questions on behalf of the party during an investigative interview, such that the District is denied the party's own, direct response.
  - b. Interrupting District questioning with the goal of signaling, prompting, or suggesting responses for the party
  - c. Interrupting District questioning in an attempt to conduct his/her own questioning of the party.
2. The District may place further reasonable restrictions on the extent to which an advisor may participate in the proceedings, provided that such restrictions apply equally to both parties.

Concurrent Investigation and Consideration of Multiple Potential Grounds for a Determination of Responsibility/Misconduct.

1. If the allegations set forth in a formal complaint of Title IX sexual harassment also constitute or fairly encompass allegations of conduct that could constitute discrimination under a different law; a violation of a District policy or rule (including any District code of conduct that may be applicable to the respondent); or any other established grounds for the imposition of possible disciplinary sanctions, then the District may investigate the facts and circumstances related to such other allegations using this grievance process and apply the facts, as found through the investigation, to all potential grounds for a finding of responsibility/misconduct and possible discipline. Unless otherwise required by law, the investigation and determinations reached through this grievance process shall constitute sufficient processing of any such overlapping/intertwined complaint(s), allegations, or charges that may arise out of the same facts or circumstances as the allegations of Title IX sexual harassment.
2. In all cases involving the concurrent investigation and concurrent consideration of any such overlapping/intertwined complaint(s), allegations, or charges, the District's agents in the grievance process are responsible for giving the parties adequate notice of the scope of the allegations to be investigated and of the different grounds for a potential finding of liability/responsibility (e.g., federal law, state law, or a local policy or rule). The District's agents are also responsible for adequately identifying the specific basis for any determinations of responsibility or substantiated misconduct. For example, a decision-maker might conclude in a given case that the facts as found do not rise to the level of Title IX sexual harassment, but that the complaint is substantiated with respect to prohibited harassment as defined under Chapter PI 9 of the Wisconsin Administrative Code and under District policy.

**MAINTENANCE OF RECORDS.** The District's Title IX Coordinator shall be responsible for maintaining adequate records of each report or formal complaint of sexual harassment filed with the District as required by law, including but not limited to the District's investigation, any determination of responsibility, any disciplinary sanctions imposed, and remedies provided to the complainant to restore or preserve equal access to the District's education program or activity or workplace, any appeal and the result therefrom, any informal resolution and the result therefrom, any actions (including supportive measures) taken in response to a report or formal complaint of sexual harassment, and all materials used to train District staff responsible for carrying out these procedures.

**TRAINING.** The District will provide training for all appropriate individuals regarding sexual discrimination, sexual harassment, and Title IX. The District will also provide additional training to all staff responsible for implementing the complaint procedures.

#### LEGAL REFERENCE

Sections 111.32(13) Wisconsin Statutes 111.36, 118.13, 118.195, 118.20

PI 9, Wisconsin Administrative Code

Title IX, Education Amendments of 1972 as amended

Title VI, Civil Rights Act of 1964 as amended

Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act of 1990

Individuals with Disabilities Education Act

Civil Rights Act of 1991

EEOC Guidelines (29 C.F.R.-Part 1604.11)

CROSS REFERENCE

411.1-Rule, Harassment Complaint Procedures

411.1: Harassment

411.11-Rule: Title IX Sexual Harassment Complaint Procedures

447, Student Discipline

Current Employee Handbook

District Policy 411.11

APPROVED: **September 21, 2020**

### SCHOOL DISTRICT OF RIVER FALLS River Falls, Wisconsin 54022

411.11

#### TITLE IX SEXUAL HARASSMENT

##### GENERAL PROVISIONS

The School District of River Falls is committed to providing an environment that:

- treats all students and staff with dignity and respect
- provides students with a learning experience that is physically and emotionally safe
- promotes respect, tolerance, and acceptance of others

To accomplish this mission, all students and employees must be allowed to learn and work in an environment free from Title IX sexual harassment. Title IX sexual harassment is prohibited on school property and at all school-sponsored programs and activities off school property. This policy prohibits students sexually harassing students, students sexually harassing staff, staff sexually harassing students and staff sexually harassing staff. Individuals who experience Title IX sexual harassment may process a complaint pursuant to 411.11-Rule Sexual Harassment Complaint Procedures.

[Board Policy 411.1: Harassment](#) addresses the definition, reporting, notifications, and training requirements related to general forms of harassment. Students, parents/guardians, and employees are encouraged to review this policy. Individuals who experience harassment that doesn't fit the definition of Title IX sexual harassment may process a complaint pursuant to [Board Policy 411.1-Rule Harassment Complaint Procedures](#).

##### TITLE IX

Discrimination on the basis of sex is prohibited in the School District of River Falls. The District is required by Title IX of the Education Amendments of 1972 and 34 C.F.R. ch106 not to discriminate in this manner. Title IX's requirement not to discriminate in any education program extends to District students, certain admissions processes, and District employment.

Inquiries regarding the application of federal Title IX regulations may be directed to the District's Title IX Coordinators (designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or both.

##### DEFINITIONS

*Actual Knowledge* Actual knowledge means notice of Title IX sexual harassment or allegations of Title IX sexual harassment to the District's Title IX Coordinator or any District official who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary and secondary school other than the respondent (in circumstances where the respondent is a District employee).

*Complainant*. Complainant means an individual who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.

*Consent* Consent means engaging in sexual activity knowingly, voluntarily, and with clear permission by word or action. Reasonable reciprocation can be considered implied consent. Consent will be interpreted in accordance with Wisconsin law.

Dating Violence Dating violence, as defined in 34 U.S.C. §12291(a)(10), means violence on the basis of sex committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Complainant.

1. The existence of such relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
2. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
3. Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence. Domestic violence, as defined in 34 U.S.C. §12291(a)(8), includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Education Program or Activity. Education program or activity means locations, events or circumstances where the District exercises substantial control over both the respondent and the context in which the Title IX sexual harassment occurs. For purposes of Title IX, the sexual harassment must occur within the United States.

Formal Complaint. Formal complaint means a document filed by an eligible complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment under Title IX.

Notice. Notice as used in this policy includes, but is not limited to, a report of Title IX sexual harassment to the District's Title IX Coordinator.

Preponderance of the Evidence Standard. The preponderance of the evidence standard means the evidence must show that the act of Title IX sexual harassment more likely than not did occur and more likely than not the respondent(s) committed the act.

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

Retaliation. Acts of retaliation include, but are not limited to, harassment escalation, unsatisfactory academic evaluation, threats, and differences in academic treatment, sarcasm or unwanted comments to or by peers.

Sexual Assault. Sexual assault, as defined in 20 U.S.C. §1092(f)(6)(A)(v), means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation, including but not limited to rape, incest, sexual assault with an object, and fondling.

Title IX Sexual Harassment. Title IX sexual harassment means conduct on the basis of sex in any District education program or activity and in the United States that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or
3. Any of the following, as defined under the Title IX regulations by reference to other federal statutes:
  - a. Dating violence;
  - b. Domestic violence;
  - c. Sexual assault; or
  - d. Stalking.

Stalking. Stalking, as defined in 34 U.S.C. §12291(a)(30), means engaging in a course of conduct on the basis of sex directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress. For the purposes of this definition:

1. Course of conduct means two or more acts including, but not limited to, acts in which the stalker directly, indirectly or through third parties by any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.
2. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
3. Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily, require medical or other professional treatment or counseling.

Supportive Measures. Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment under Title IX or where no such formal complaint has been filed.

### **REPORTING A COMPLAINT**

Individuals who experience Title IX sexual harassment may process a complaint pursuant to 411.11-Rule Sexual Harassment Complaint Procedures.

### **RETALIATION IS PROHIBITED**

No district official, employee, or agent may retaliate against any individual for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, or because the individual has made a report or complaint, or participated in an investigation.

Complaints of alleged retaliation in violation of this provision may be filed according to the reporting and complaint procedures outlined in [District Policy 411-Rule Student Discrimination Complaint Procedures](#).

### **JURISDICTION**

This policy will apply to alleged conduct that takes place on property owned or controlled by the District or at District-sponsored events.

### **CONFLICT OF INTEREST**

If the formal complaint identifies the District Title IX coordinator as a respondent, then a formal complaint may be filed directly with the Director of Academic Services, either in person, by mail, or using the following contact information.

Director of Academic Services  
River Falls School District

852 E. Division Street  
River Falls, WI  
715-425-1800

### **TITLE IX COORDINATOR**

Any questions regarding this policy or the District's Title IX requirement may be directed to the District's Title IX Coordinators.

Title IX Coordinator-Student (i.e. when the complainant is a student)  
Jackie Steinhoff, Director of Student Services  
852 E. Division Street  
River Falls, WI 54022  
715-425-1800

Title IX Coordinator-Staff (i.e. when the complainant is an employee)  
David Bell, Director of Human Resources  
852 E. Division Street  
River Falls, WI 54022  
715-425-1800

### **NOTICE**

Notice of this policy will be circulated to all schools and departments in the District on an annual basis and incorporated in employee and student handbooks.

Nothing in this policy shall preclude or restrict rights guaranteed by the U.S. Constitution or the Civil Rights Act of 1964.

Nothing in this policy shall preclude an individual from filing a criminal complaint with outside law enforcement agencies. Such agencies independently determine the extent to which any given complaint falls within their realm of authority.

### **LEGAL REFERENCE**

Sections 111.32(13) Wisconsin Statutes 111.36, 118.13, 118.195, 118.20  
PI 9, Wisconsin Administrative Code  
Title IX, Education Amendments of 1972 as amended  
Title VI, Civil Rights Act of 1964 as amended  
Section 504 of the Rehabilitation Act of 1973  
Americans with Disabilities Act of 1990  
Individuals with Disabilities Education Act  
Civil Rights Act of 1991  
EEOC Guidelines (29 C.F.R.-Part 1604.11)

### **CROSS REFERENCE**

411.1-Rule, Harassment Complaint Procedures  
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APPROVED: **September 21, 2020**