

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

June 10, 2024 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

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

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

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

1. CALL TO ORDER - 6:00 PM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

4. Approve the River Falls School District Library Media Plan

3

Description: District Media Specialists will present the School District of River Falls' long-range plans for library services as required by the Department of Public Instruction.

Recommended Action: Approve the District Library Plan.

5. Title III Plan Presentation

17

Description: EL Program Assistant, Nataly Gomez, will present the School District of River Falls' Title III Plan as required by the Department of Public Instruction.

Recommended Action: Approve the District Title III Plan.

6. Open Enrollment Report

29

Description: Director of Student Services, Mark Inouye, will give an overview of current and past open enrollment.

Recommended Action: No action, informational only.

7. Review Policy 342 Students with Special Needs and 342.1 Programs for Children with Disabilities

30

Description: The administrative team is recommending combining these two policies into a new single policy.

Recommended Action: Approve the new School Board Policy 342.1 Programs for Children with Disabilities.

8. Review Policy 345.44 Elementary School Extra Year Program

35

Description: The administrative team is recommending revisions to Policy 345.44

Recommended Action: Approve updates to School Board Policy 345.11 Elementary School Extra Year Program.

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

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

Recommended Action: As needed.

10. SCHEDULE NEXT EDUCATIONAL PROGRAM COMMITTEE MEETING

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

Recommended Action: Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, July 15, 2024, 6:00 p.m.

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

11. ADJOURN

Long-Range Library Media Plan for the School District of River Falls



2024-2027

RFSD Library Media Program - Mission



The libraries in the School District of River Falls seek to serve as the heart of the school learning community. By offering a secure and inviting environment, the libraries nurture a passion for reading and encourage students to become self-motivated learners throughout their lives.

RFSD Library Goal for 2024-2027



Goal

Promote the media collection to ensure that the library collections remain vibrant, relevant and accessible to all members of the RFSD community.

Reasoning

Enhancing staff awareness and proficiency in utilizing these resources will maximize educators' opportunities to support teaching and learning across the district.

RFSD Library Goal for 2024-2027



Plan

- Increase staff usage of specific database resources
- Ensure resource information is extended to every staff member
 - Deliver information to new staff during inservice days, dedicated sessions at building tech meetings, regular inclusion in Library Media newsletters, and presentations at staff meetings.
- Promote resources (print and database) to families by highlighting relevant resources through various channels

Future Ready Librarian Framework focus: Personalized Professional Learning



Library Goal Completion Timeline

2024-2025

- Collaborate with a teacher on infusing their curriculum with library databases or resource
- Develop and deliver new teacher orientation materials regarding Library Media Resources

2025-2027

- Create and provide resource guides of available resources
- Plan and deliver two professional development hands-on training workshops for staff on available resources



RFSD Library Media Center School Board Policies

- [361.2 Selection of Library Media Center Materials](#)
- [362.1 Interlibrary Loan](#)
- [871 Public Complaints about Instructional/Library Media Center Materials and Resources](#)
- [871 Exhibit Request for Reconsideration of Instructional/Library Resources](#)
- [871 Rule Procedures for Handling Public Complaints about Instructional/Library Media Center Materials](#)

Future Ready Librarian Framework



The work of our K-12 Library Team is guided by the Future Ready Librarian Framework, a learner-centered road map which includes ways for librarians to lead, teach, and support, to strengthen their own programs and practice and support strategic school and system goals.

By connecting our work with the Future Ready Framework, we strengthen our professional practices, programs and spaces to enhance the educational experience for our students while supporting our school and the district goals.



Literacy



Current Status

- Create inclusive collections
- Provide reading materials in multiple formats
- Guide students in connecting with books by advising readers
- Highlight different authors and genres, as well as historical and cultural themes in literature
- Deliver literacy-based activities



Literacy



Goals

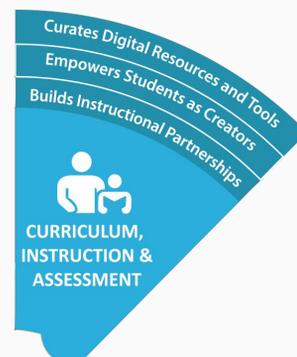
- Collaborate with ELA teams to create a “Culture of Literacy” through reading and writing initiatives
- Encourage learners to create and innovate using critical thinking skills in order to draw conclusions about the world around them
- Foster a culture of perseverance and problem solving in relation to STEAM and Information Technology Literacy



Curriculum, Instruction & Assessment

Current Status

- Teach library skills, information technology literacy skills, digital citizenship and computer science
- Maintain library web pages which house resources for students and teachers to strengthen student Information and Digital Literacy Instruction
- Purchase digital and print resources that support classroom curriculum

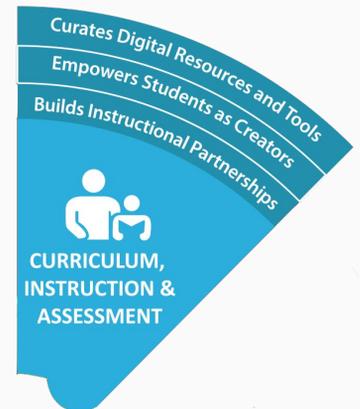


Curriculum, Instruction & Assessment



Goals

- Collaborate and develop a District scope and sequence for digital citizenship at all building levels
- Collaborate and develop a district scope and sequence for research and citations
- Create and curate an online library of how-to videos of media-related activities and the District's subscription services such as databases and extensions
- Collaborate, plan and team teach lessons incorporating research skills into the curriculum



Personalized Professional Learning



Current Status

- Support teacher technology integration
- Curate district media websites with resources and technology tools
- Share digital tools and databases to use for lessons, research and projects



Personalized Professional Learning



Goals

- Facilitate PD opportunities for teachers and staff on how to use LMC resources and databases
- Collaborate to curate a list of professional development resources
- Develop and deliver library orientation for new staff

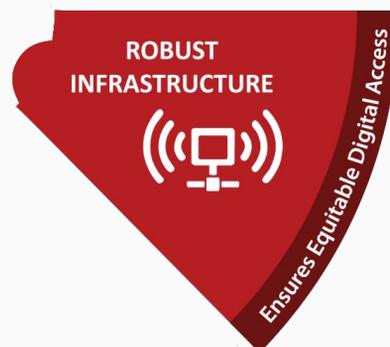


Robust Infrastructure



Current Status

- Support the IT department with 1:1 and 2:1 chromebook initiatives
- Collaborate with the District IT Department to provide access to digital resources through Classlink
- Provide access to an online library catalog and to library database subscriptions
- Advocate for equitable access to digital resources, programming and services

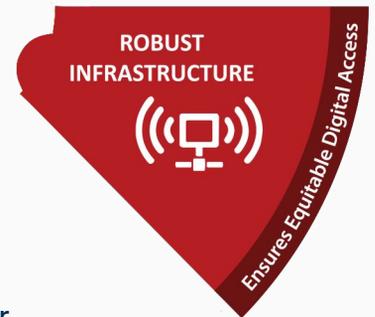


Robust Infrastructure



Goals

- Find additional ways to promote usage of our ebook collections
- Work with the technology team to investigate and research opportunities for equitable Internet access
- Continue working with the IT Department and technology team to evaluate usage agreements of digital media, apps, extensions and websites
- Promote resources and digital tools knowledge better via website presence and with flyers and tutorials



Budget & Resources



Current Status

- Use professional reviews, student interest, and staff curricular requests to guide purchases
- Manage the spending of Common School Funds to purchase resources across a variety of platforms including digital and print
- Analyze collections to support discarding and purchasing decisions



Budget & Resources



Current Status

Common School Fund: State Library Aid

Resources purchased with CSF Aid must meet the guidelines set forth by the WI State Statute.

Historical CSF Distribution

- 2023-2024 = \$265,943
- 2022-2023 = \$210,542
- 2021-2022 = \$155,592
- 2020-2021 = \$145,413
- 2019-2020 = \$139,448



Budget & Resources



Goals

- Continue to examine parameters of Common School Fund purchases
- Request district funding and seek out community donations for “expendable” items
- Explore other sources of funding for things CSF cannot cover



Community Partnerships



Current Status

- Communicate with the River Falls Public Library to promote programs
- Support and collaborate with Elementary School PTOs (author visits, book fairs, Books and Breakfast)
- Support Family Ed Night and English Language Family Night
- Utilize district volunteer programs including parents, students and volunteers from the STEP program



Community Partnerships



Goals

- Collaborate with the River Falls Public Library to promote library card sign-up.
- Increase social media presence to reach students, families and community outside the school walls.
- Increase family communication through digital newsletters to elementary families



Data & Privacy



Current Status

- Support the Technology and Curriculum departments in ensuring student data and privacy are top priority
- Curate and deliver digital citizenship lessons and activities



Data & Privacy



Goals

- Increase understanding among staff, students, and parents about the privacy laws
- Explore ways to reinforce and teach Digital Citizenship skills and common digital language at the secondary level
- Seek out quality Digital Citizenship curriculum or receive curriculum time to develop K-12 Digital Citizenship curriculum



Use of Space & Time



Current Status

- Curate a diverse, equitable and inclusive collection that offers a social-emotional lens to support all students
- Host guest speakers, book fairs, author visits, meetings, engagement activities and club use
- Create displays to promote curiosity and highlight new topics
- Provide opportunities to use makerspace manipulatives for STEAM exploration

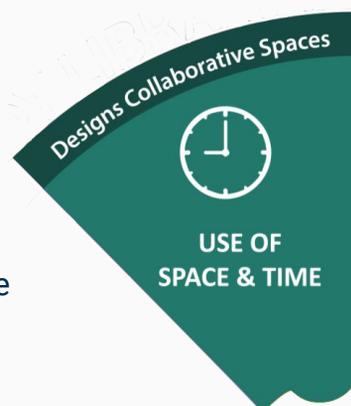


Use of Space & Time



Current Status

- Instructional space for 30-45 minute Library Media lessons (JK-5)
- MS and HS students visit the library independently and during scheduled classroom visits for academic research and ELA enrichment
- Used by flex students (study hall) and students take online courses every block



Use of Space & Time



Goals

- Continue building collections and resources for center and maker activities
- Increase space options for collaboration, quiet reading and creativity
- Continue to educate students, staff and the community about the spaces available to them in the library and how they can utilize them with their classes, groups, and organizations



Collaborative Leadership



Current Status

- Collaborate closely with the Technology Department as well as the Director of Curriculum
- Review district policies and procedures related to school libraries and update them as needed
- Memberships to WEMTA, WILS, WSDLC and the CESA 11 Library Network



Collaborative Leadership



Goals

- Foster a culture of innovation with teachers and learners
- Survey staff about ways the library staff can support them in their classrooms
- Work with School and District Leadership Teams to to vision, plan, implement and sustain programs which support our students and staff.
- Seek to align our library goals and work with our School Improvement Plans and District Strategic Plan.
- When possible, participate in building and district-wide teams and projects.



End of The Year Title III Presentation

June 10th, 2024



Title III

Mission

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



Local Plan – Sections

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

SCHOOL DISTRICT OF River Falls
 Academic Services
 832 E. Division Street, River Falls, WI 54602
 PHONE: (715) 425-1000 FAX: (715) 425-1004
 www.rfd.k12.wi.us

Title III Local Plan

A. Identification and Assessment Process:

- 1. Screening (Home Language Survey)**
 A Home Language Survey is part of our enrollment process. The survey will be filled out by every family enrolling in our school district. A copy for each child can be found in each child's Cum Folder. A copy of the Home Language Survey is attached to this plan.
- 2. Classification of English Proficiency into one of five levels**
 Students newly enrolled to our district, based on the Home Language Survey, are administered the WIDA Screener. The result/Composite Score, is recorded as their English proficiency level. Annually, students are assessed with the ACCESS for ELLs™ within the testing window given by the State of Wisconsin.
 Individualized Student Reports are sent home or personally given to families at the Title III Family Engagement Night in the Home Language that the family requested during enrollment. Parents at the meeting have the option to reach out with any questions or concerns. Parents who received their information on a later date can reach out to their EL teacher.
- 3. Placement into the appropriate learning experiences**
 Student placement is determined by the building principal, school counselor, and EL teacher. The team reviews past student records, and parent responses during the intake meeting. The EL teacher creates an Individualized Learning Plan (ILP) that reflects the student's language goals, services, accommodations to be made for assignments and assessments, (classroom, district, and statewide). The ILP is an ongoing document that will be updated by the EL teacher and shared with appropriate staff. The ILP can be found in the student's cumulative folder.
- 4. Monitoring Pupil Progress**

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Identification and Assessment Process:

Home Language Survey

Language Information

The information on this form helps us identify students who may need help to develop the English language skills necessary for success in school. Language testing may be necessary to determine if language supports are needed by your child.

Answers will not be used for determining legal status or for immigration purposes. If your child is identified as eligible for English language services, you may decline some or all of the services offered to your child.

Was the first language used by this student English?

Yes
 No

When at home, does this student hear or use a language other than English more than half of the time?*

Yes
 No

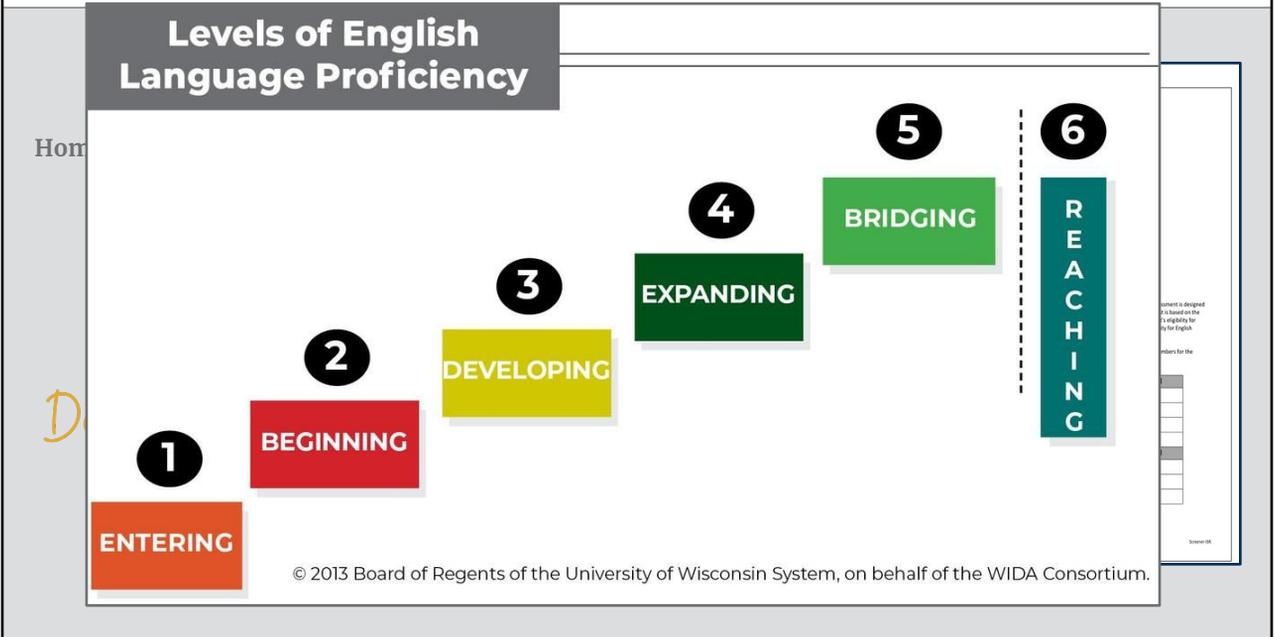
What was the first language spoken by the student?

What is the language most often spoken at home?

← Previous Next →

Parent Signature: _____

Classification of English Proficiency into 1 of 5 Levels



Monitoring Pupil Progress

District Assessments

- Fastbridge
- STAR

State Assessments

- Forward
- Pre ACT Secure
- ACT
- ACCESS for ELL's

Communication

- Progress Reports
- Parent Teacher Conferences
- Report Cards
 - ◆ All in home primary language if requested by family.

Implementation of Plans for Regular School Year

Goals

Short Term:

- This year we collected data
- Implemented WIDA Model
- Summer Team Meeting to create measurable goals

Instruction

- Newcomer ESL
- Integrated ESL
- Standalone ESL
- ESL IntegratedSPED
- Caregiver Refusal

Parents and Parental Involvement

Notices

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

Survey

- 73% of parents feel **very well** informed about activities that happen at your child's school? (parent/teacher conferences, concerts, field trips, parent group meetings, etc.)
- 45% of parents have **very much** seen their child show an increased interest in school as a result of the ELL instruction

Additional Comments from Parents:

Thank you to the program and to all the staff for all the support that we have been given.
- Parent of an Elementary EL student

Muchas felicidades para todo el equipo de trabajo.
- Parent of an Elementary EL student

The EL teacher has been amazing with my son, she communicates with me regularly to let me know how my child is doing which I really appreciate.
- Parent of an Elementary EL student

Staffing and related professional development



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

Staffing and related professional development



- The WIDA Annual Conference is the largest conference dedicated to educators of Pre-K through grade 12 multilingual learners.
- The ELL Team participates in monthly team meetings to collaborate in house.
- Attend CESA trainings.

Core Curriculum + ELL supports



& ELL

- Core Content
 - ◆ ELA
 - ◆ Math
 - ◆ Science
 - ◆ Social Studies
- Identified Benchmarks
 - ◆ By grade level
- English language instruction is supplement when provided outside of the core content instruction

Title III Annual Review

June 10th, 2024



Annual Review

7. Recommendations for the 2024-25 Title III/ESL Program
8. Prioritization of Recommendations for Program Implementation, 2024-25 School Year
9. Open Forum



SCHOOL DISTRICT OF
River Falls

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

Annual Review Agenda

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

Thank you!

Questions?





Title III Local Plan

A. Identification and Assessment Process:

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3. Placement into the appropriate learning experiences

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4. Monitoring Pupil Progress

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

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

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

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

B. Implementation of Plans for Regular School Year:

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

Short-term goals:

All goals this year included reviewing data from previous years. This led to the implementation of the WIDA Model late in the Spring with the intent to continue to track student progress. As a team, we will review data in the late summer to set program goals in the fall.

Long-term goals:

See Annual Review

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

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

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

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

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

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

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

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

3. Program Activities

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

Newcomer curriculum is available for all grade levels.

4. Program Evaluation

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

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

[Computer programs – Imagine Learning]

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

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

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

C. Parents and Parental Involvement

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

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

2. Describe the programs Parent Involvement strategies

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

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

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

Middle school parents have *Schoology* activated at the beginning of the school year to view grades. High school parents have *Infinite Campus* where they can monitor student progress.

Parents receive report cards for their children on a quarterly basis.

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

4. Describe any ongoing, systematic training program for parents

Possible parent education training:

- ESL classes for adults by Chippewa Valley Technical College
- Community Education Courses - Scholarships offered
- What parents can do to help their children in school such as reading at home, making sure their children do their homework, what's in the backpack, signing papers, etc.
- Parent rights/responsibilities in the educational process (understand handbook, what is truancy, how many credits are needed to graduate, school policies, calling when your child is sick, etc.)
- Discuss ACCESS for ELLs™ results and what the different English proficiency levels mean, how students can exit from the program.

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

D. Staffing and related professional development

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

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

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

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

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

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

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

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

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

SCHOOL YEAR	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
TOTAL Special Education OE	19	20	20	20	20	25
Spec Ed Percentage of Total OE	19.80%	14.70%	12.00%	11.3%	10.90%	12.60%
NEW Special Education OE	12	6	6	3	6	10
Continuing Special Education OE	7	14	14	17	14	15
OE CIRCUMSTANCES						
NEW Special Education OE	12	6	6	3	6	10
OE, but later returned	2	0	1	1	2	0
OE, Attended Year Prior **	6	2	0	0	2	5
OE, Never Attended	4	4	5	2	2	5
WHERE DO STUDENTS OE TO?						
SPED Virtual Program	6	4	2	1	2	7
SPED Prescott	2	1	0	1	1	1
SPED Hudson	3	1	2	1	3	2
SPED Ellsworth	1	0	1	0	0	0
SPED Baldwin/Woodville	0	0	1	0	0	0
** NOTE: 14 out of 15 students who OE out of RF after attending (last 6 years), did so to attend some sort of virtual school, most often St. Croix Central.						
43 NEW OE's (Past 6 years)						
6 Returned after a period of time OE'd.						
22 Never attended RF						
14 Who attended RF, left for a virtual school						
1 Who attended RF, Left for a neighboring district						



PROGRAMS FOR CHILDREN WITH DISABILITIES

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

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

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

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

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

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

The **School** Board supports the requirement of State and Federal law that students with disabilities be educated, to the maximum extent appropriate, with students without disabilities. Within a continuum of services, inclusion is the preferred method of providing educational

services to students, although IEP teams have flexibility to design individualized plans of instruction appropriate to individual student needs.

LEGAL REFERENCE: Chapter 115, Subchapter V Wisconsin Statutes Sections 118.13, 118.30(2)(b)1; PI 11, Wisconsin Administrative Code; Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973; No Child Left Behind Act of 2001

CROSS REFERENCE: 342 Special and Alternative Education Programs (Inclusion Services); 346 Student Assessment; 347 Student Records; 411 Equal Educational Opportunities; 423 Public School Open Enrollment; 751 Student Transportation Services; Special Education Policy Handbook

DATE OF ADOPTION: **July 22, 2024**

SCHOOL DISTRICT OF RIVER FALLS
River Falls, Wisconsin 54022

342.1

PROGRAMS FOR CHILDREN WITH DISABILITIES

In recognizing its responsibility to provide complete and appropriate educational services to all school-age children in the District, the Board of Education shall provide programs for individuals identified with a disability. Programs and services for children with disabilities may be provided in cooperation with other schools, school districts or outside agencies.

The designated authority for all aspects of the identification, placement and programming for children with disabilities shall be the Director of Student Services. Instructional supervision and evaluation of special education programs and personnel shall be the joint responsibility of the Director of Student Services and building principal. The Director of Student Services shall supervise the evaluation of the District's special education program and staff. Special education staff and developmental programs shall be evaluated annually.

Parents/guardians of children with disabilities shall be included in all activities relative to referral process, evaluation, individualized education program (IEP) team meetings, placement decisions and the development of IEPs. They shall be informed of their rights to due process throughout these procedures. Parent/guardian involvement shall be documented by signatures on appropriate forms as required. Parents/guardians shall also be encouraged to participate in study groups and to attend in-service meetings.

Children with disabilities shall participate in state-required testing, with or without modifications, or alternative assessments as outlined in the child's IEP.

The District acknowledges the Special Education Policy Handbook as a response to state and federal laws and regulations and to desirable but non-mandated practices recommended by the Department of Public Instruction (DPI).

Cooperation with Outside Agencies

In order to maximize the growth and development of students with disabilities in all of their social systems (e.g., school, home or community) and to facilitate special education placements in the least restrictive environment appropriate for them, the District shall actively cooperate with outside agencies and individuals in providing services to students with disabilities and their families.

Coordination of contacts with outside agencies shall be the responsibility of the Director of Special Education.

LEGAL REF.: Chapter 115, Subchapter V Wisconsin Statutes
Sections 118.13
118.30
PI 11, Wisconsin Administrative Code
Individuals with Disabilities Education Act
Section 504 of the Rehabilitation Act of 1973
No Child Left Behind Act of 2001

CROSS REF.: 342, Special and Alternative Education Programs (Inclusion Services)
346, Student Assessment
347, Student Records
411, Equal Educational Opportunities
423, Public School Open Enrollment
751, Student Transportation Services
Special Education Policy Handbook

APPROVED: March 19, 1979

REVISED: May 19, 1986
March 19, 1989
September 16, 1991
November 15, 2004
October 19, 2015

SCHOOL DISTRICT OF RIVER FALLS
River Falls, Wisconsin 54022

342
(formerly IGB)

STUDENTS WITH SPECIAL NEEDS
(Inclusion)

The School District of River Falls recognizes its responsibility to meet the diverse and unique learning and social needs of all students including those with special needs. This group of students includes, but is not limited to those identified as having disabilities, gifted/talented students, students with needs under Title I, English language learners, students at risk and students with needs under Section 504 of the Rehabilitation Act of 1973.

In meeting these needs, the District believes all students should have the opportunity to receive an appropriate education and related services in the least restrictive environment. Students should experience success and opportunities in appropriate school environments to the maximum extent of their abilities.

Within a full continuum of services, inclusion is the preferred method of providing educational support services to students. Inclusive practices involve any strategies, modification adaptations, and special services that would allow the student to be included in the regular classroom environment to the maximum extent appropriate. Parents/guardians, regular educators, special educators and students shall be actively involved in the inclusion process. As individualized plans are developed, inclusion practices shall be considered a part of such plans.

Although inclusion is preferred, parents/guardians, administrators and other staff shall continue to have the flexibility to design individualized plans of instruction appropriate to individual student needs.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
118.153
118.35
Chapter 115, Subchapters V and VII
Individuals with Disabilities Education Act
Section 504 of the Rehabilitation Act of 1973

CROSS REF.: 342.1, Programs for Children with Disabilities
342.3, Gifted and Talented Programs
342.4, Programs for Children-at-Risk
342.5, Programs for Disadvantaged Students (Title I Programs)
342.62, Programs for English Language Learners
Special Education Policy Handbook

APPROVED: November 27, 1995

REVISED: November 15, 2004



ELEMENTARY SCHOOL GRADE LEVEL PROMOTION

The extra year of a student should be viewed as a positive and helpful step in furthering the developmental education of the student. In most cases, **Promoting a student from one grade to the next best supports their social, emotional, and academic development. In rare cases, particularly in the earliest elementary grades, there may be a benefit of forgoing grade level promotion and providing the student with an extra year at their same grade level. A student being extremely young for their age, having very poor attendance, or experiencing trauma, coupled with low academic proficiency, are examples of reasons to consider an extra year.** an extra year provides the student with an additional opportunity to mature physically, emotionally, socially and academically. A student can grow in self-confidence and self-concept and gain academically during the extra year that is provided.

Decisions regarding an extra year for students in fourth grade shall be made in accordance with Board policy. At other grade levels, the **P**arent(s)/guardian(s), teachers, specialists and **the** building principal shall have input and make recommendations about providing an extra year for a student. However, the final decision about an extra year shall be made by the building principal with the understanding that the parent(s)/guardian(s) need to favor the final decision in order to ensure a successful experience for the student. **Decisions regarding an extra year for students in fourth grade shall be made in accordance with School Board policy 345.41.**

CROSS REFERENCE: 345.41 Promotion of Fourth and Eighth Graders

DATE OF ADOPTION: September 16, 1991

REVISED: February 28, 2005; **July 22, 2024**