

Cochrane-Fountain City School District

Board Meeting in Committee

August 5, 2024

Call to Order

Darrin Dillinger called the meeting to order at 6:00 pm in the high school board room #335. Board members present were Larry Cyrus, Lisa Wolfe, Amanda Lacey, Darrin Dillinger, Michael Ayala, Lynn Doelle, and Niki Secrist. Also present were Troy White, , Megan Prestebak, Sue Peterson, Garek Barum, and Steve Stoppelmoor.

The Pledge of Allegiance was recited, and the Mission statement was read by Darrin Dillinger.

Darrin Dillinger attested to the publication of the meeting.

Approval of the Agenda

Amanda Lacey made a motion to approve the agenda as presented. Larry Cyrus seconded the motion. Motion Carried 7-0.

Presentation

Sue Peterson from ISG & Megan Prestebak from Miron provided information on for long-range facility planning with a timeline for the district to consider a potential referendum vote in April 2025. The board received an "Identify Influencers in your community" worksheet.

Garek Barum & Steve Stoppelmoor presented the district safety procedures, security throughout the district, and staff training.

District celebrations

The list that was included in the board packet was read.

Discussion Items

- **Elementary Playground** – The offer to purchase the playground equipment from Head Start for \$16,000 was discussed.
- **2024 – 2025 Board goals** – The 2024 – 2025 board goals were reviewed. Minor edits were made.
- **Livestreaming and recording board meetings** – The Board agreed to work toward adding additional speakers to improve the audio clarity.

Information Items

- **Policy 113, 113 Rule 1, 113 Exhibit, 341.1, and 341.1 Exhibit** – Mr. White presented updates to the existing policies. He explained these were necessitated by recent legislation and new Title IX regulations.
- **Staffing Update.** Mr. White informed the Board that Marta Wendt, Lori Craig, and Becky Holzer were hired as paraprofessionals. The district is still looking for custodians and additional paraprofessionals.
- **Staff welcome back** – The board was informed of and invited to attend the dates and times of the staff welcome back during in-service.
- **WASB business honor roll** – Riverview Nutrition was nominated for the WASB business honor roll.
- **WASB state education convention** – The date for the convention was shared. Board members were asked to notify the superintendent if they plan on attending. The Board was also informed about the region 6 meeting in Sparta.

Future Agenda Items

- Continuing policy review and state assessment report on ACT & Forward exams were suggested.

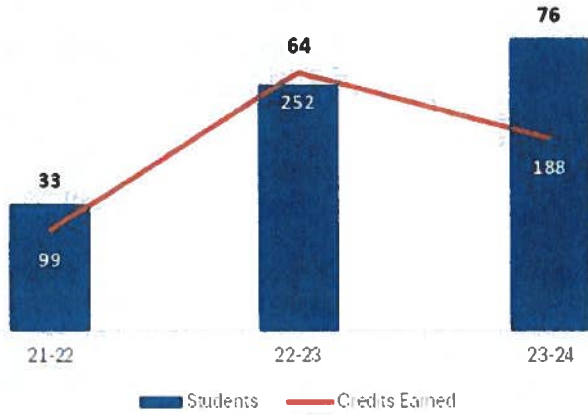
Review Timelines and Items for Future Board Agendas and Meetings.

Wednesday	August 21, 2024	Regular Meeting	6:00 p.m.
Monday	September 9, 2024	Committee of the Whole	6:00 p.m.
Wednesday	September 18, 2024	Regular Meeting	6:00 p.m.
Monday	October 7, 2024	Committee of the Whole	6:00 p.m.
Wednesday	October 16, 2024	Regular Meeting	6:00 p.m.
Monday	October 28, 2024	Budget & Annual Meeting	6:00 p.m.
		Special Meeting	Following Annual Meeting

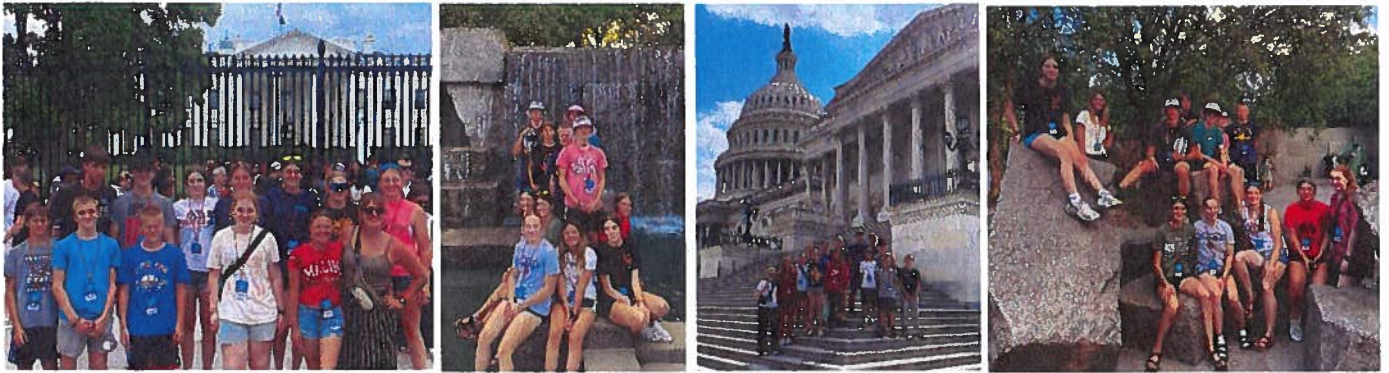
Adjourn

Amanda Lacey made a motion to adjourn 7:53 pm. Lisa Wolfe seconded the motion. Motion Carried 7-0.

Western Technical College Transcribed Credit



Lindsey Johnson Facilitated a trip to Washington D.C. July 19-2. The group of 12 students & 6 parents had an unforgettable trip! They learned all about the history of our nation!



Bert Schaffner – Donated \$20,000 for future scholarships to students going to UW-Stout in his wife's memory.

The new wrap is up in the main hallway



Newspaper articles

- VFW Post 10406 annual 4th of July parade pictures
- Hilltop Climbers 4-H Weiss family farm – June dairy month
- Fountain City Scout Troop 110 trip to the boundary waters

Timeline for CFC April 2025 Referendum

Date	Task
August 5, 2024	Board Work Session: Discuss timeline/process
August – September 2024	ISG and Miron Facility Assessment and Education Adequacy Data Collection
Week of August 26 th	Invite taskforce members
September X, 2024	Review Project Scope and Initial Costs with District Leadership
September 18, 2024	School Board Meeting: Facility Assessment and Education Adequacy Presentation to School Board Introduce potential projects
September X, 2024	Community Taskforce Meeting # 1: Facility assessment data, tour school and discuss needs/potential projects
October 16, 2024	Board Meeting: Discuss potential projects/costs Baird to discuss current debt and borrowing options Survey process review
October X, 2024	Community Taskforce Meeting #2: Scope cost discussion, Baird financing 101 and borrowing options, community survey process and timeline
November 4 – 22, 2024	Community Survey
December X, 2024	Board Work Session in Conjunction with Community Taskforce #3 Receive survey results and discuss next steps.
December 18, 2024	Board Meeting: Revised Scope and Costs Direct administration to work with bond council on referendum language. (if applicable)
January 15, 2025	Board Meeting: Board to call election (if applicable)
January 21, 2025	DEADLINE: Adopt resolution calling election
February 1, 2025	Community Engagement and Information Campaign Begins
	Early/Absentee Voting Starts
March 24 – April 1, 2025	Get out to Vote
April 1, 2025	Election Day

C-FC School Board

Purpose

Strive to achieve identified goals while advocating for students and representing the community's diverse beliefs and values.

Goals

- Enhance the culture and climate of the C-FC School District by promoting:
 - Engagement, expectations, and student ownership of their learning.
 - Attainment of grade-level proficiency.
 - Staff and student mental well-being.
- Endorse and support the "Portrait of a Pirate" academic, career, and life indicators.
- Maintain fiscal responsibility and effectively communicate the financial state of the district.
- Continue to recruit high-quality staff.
- Communicate and connect with all stakeholders.

2024 - 2025 Board focus

- Emphasis on retention of staff through helping with stress management, balancing workload, and support with students.
- Increase connections with the community through transparency and engagement.

Board Roles

- Listen & inquire
- Students focused
- Policy adherence
- Superintendent support, oversight, and evaluation
- Set the District goals and policies

Superintendent Roles

- Manages day-to-day operation
- Engages the community
- Communicates with the Board
- Student-centered
- Provides the "why"

2024 - 2025 Superintendent focus

- **Culture and Climate** – "Foster supportive, positive, and effective district-wide environment."
- **Systems for student achievement** – "Focus organizational efforts to fuel student achievement."
- **Communication** – "Open, honest dialogue to cultivate trusting, positive, collaborative relationships."

Norms

These norms reflect how we intend to interact and work with each other. They will guide our interactions and strengthen our relationships as members of one school board.

1. Respect opinions and viewpoints
 - We will speak candidly and courteously to each other.
 - We will depersonalize disagreements by discussing facts, focusing on the process not emotions.
 - We will conduct ourselves in a professional manner with honesty and integrity.
 - We will be mindful of the different roles and responsibilities of the board and superintendent.
2. Communication
 - We will maintain open communication with each other and all stakeholders.
 - Information shared with one board member will be shared with all board members.
 - We will keep confidential information "confidential."
3. Focus, Align, and Commit
 - We will focus on the best interests of a quality education for all children.
 - We will align our efforts to achieve our purpose.
 - We will stay committed to our mission, vision, and goals.

Book	SCHOOL BOARD POLICIES
Section	100 Series: Board of Education
Title	Nondiscrimination In District Programs, Activities, And Operations
Code	113
Status	Active
Adopted	August 19, 2020 _____

The Cochrane-Fountain City School District prohibits all forms of unlawful discrimination against students, employees, and other persons in all aspects of the District’s programs, activities, and operations. The term “unlawful discrimination” encompasses any unlawful policy, practice, conduct, or other unlawful denial of rights, benefits, or privileges that is based on any legally-protected status or classification (e.g., race, national origin, sex, **sexual orientation**, disability, religion, **age**, etc.). Various state and federal laws establish the actions that do (and do not) constitute unlawful discrimination with respect to each protected status or classification. Where applicable, unlawful harassment that is based on a legally-protected status is one form of unlawful discrimination. **To the extent encompassed by the applicable laws, discrimination based on “sex” can include any unlawful discrimination that is based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, or gender identity.**

The District requires and will enforce nondiscrimination in a manner that is consistent with applicable constitutional provisions and with the rights and obligations that are established under all applicable state and federal civil rights laws, including but not limited to the current provisions of the following federal laws, which jointly serve to identify and protect the rights of students, employees, and other persons:

- Title IX of the Education Amendments of 1972 (sex discrimination).
- Section 504 of the Rehabilitation Act (disability discrimination).
- The Americans with Disabilities Act (including both the employment-related provisions of the ADA as well as Title II of the ADA, which broadly prohibits discrimination on the basis of disability in state and local government services).
- Titles IV and VI of the Civil Rights Act of 1964 (addressing discrimination based on race, color, national origin, sex, or religion).
- The Age Discrimination Act of 1975 (age discrimination).
- The nondiscrimination provisions of the Elementary and Secondary Education Act.
- The civil rights provisions associated with the District’s participation in federal nutrition programs.

There are a significant number of additional state and federal nondiscrimination laws that are not listed above that further establish the rights of students and/or employees. In recognition of such laws, the District maintains additional nondiscrimination policies and rules that specifically and uniquely cover students (see, for example, Policy 411 and Policy 411.1 within the District’s policy manual) and all aspects of employment and personnel administration within the District (see, for example, Policy 511 and Policy 512).

Special Statement Regarding Sex Discrimination under Title IX

As mandated by the federal Title IX statutes and the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations (“the federal Title IX regulations”), the District does not unlawfully discriminate on the basis of sex **and prohibits all forms of unlawful sex discrimination in any education program or activity that the District operates.** Title IX’s requirement not to discriminate **on the basis of sex in any education program or activity includes, but is not limited to, discrimination affecting discrimination in extends to District students certain admissions processes, and discrimination in** District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to the District’s Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

Designation and Authorization of Nondiscrimination Coordinator(s)

~~Any questions concerning the District’s nondiscrimination and equal opportunities policies, the application of any nondiscrimination law to the District, or the District’s discrimination-related reporting and complaint procedures should be directed to the Assistant Principal who the District’s~~

Title IX Coordinator. The individual in the following position serves as the District’s designated Title IX Coordinator, who has responsibility for coordinating the District’s efforts to comply with and carry out the District’s responsibilities under Title IX and the federal Title IX regulations, including serving as the primary point of contact for any reports, complaints, questions, or concerns related to unlawful sex discrimination in any education program or activity of the District:

Assistant **Elementary Principal**
 52770 State Road 35, Fountain City WI 54629
 608-687-7771 x106
aschaefer@cfc.k12.wi.us

C-FC School Board

Purpose

Strive to achieve identified goals while advocating for students and representing the community's diverse beliefs and values.

Goals

- Enhance the culture and climate of the C-FC School District by promoting:
 - Engagement, expectations, and student ownership of their learning.
 - Attainment of grade-level proficiency.
 - Staff and student mental well-being.
- Endorse and support the "Portrait of a Pirate" academic, career, and life indicators.
- Maintain fiscal responsibility and effectively communicate the financial state of the district.
- Continue to recruit high-quality staff.
- Communicate and connect with all stakeholders.

2024 - 2025 Board focus

- Emphasis on retainment of staff through helping with stress management, balancing workload, and support with student behaviors.
- Increase connections with the community through transparency and engagement.

Board Roles

- Listen & inquire
- Students focused
- Policy adherence
- Superintendent support, oversight, and evaluation
- Set the District goals and parameters

Superintendent Roles

- Manages day-to-day operation
- Engages the community
- Communicates with the Board
- Student-centered
- Provides the "why"

2024 - 2025 Superintendent focus

- **Culture and Climate** – "Foster supportive, positive, and effective district-wide environment."
- **Systems for student achievement** – "Focus organizational efforts to fuel student achievement."
- **Communication** – "Open, honest dialogue to cultivate trusting, positive, collaborative relationships."

Norms

These norms reflect how we intend to interact and work with each other. They will guide our interactions and strengthen our relationships as members of one school board.

1. Respect opinions and viewpoints
 - We will speak candidly and courteously to each other.
 - We will depersonalize disagreements by discussing facts, focusing on the process not emotions.
 - We will conduct ourselves in a professional manner with honesty and integrity.
 - We will be mindful of the different roles and responsibilities of the board and superintendent.
2. Communication
 - We will maintain open communication with each other and all stakeholders.
 - Information shared with one board member will be shared with all board members.
 - We will keep confidential information "confidential."
3. Focus, Align, and Commit
 - We will focus on the best interests of a quality education for all children.
 - We will align our efforts to achieve our purpose.
 - We will stay committed to our mission, vision, and goals.

employee shall directly notify the District Administrator of the relevant information.

A report of possible unlawful discrimination or prohibited retaliation under this policy is to be treated as a "complaint" if (1) the report can be objectively understood as a request for the District to investigate and make a determination about alleged unlawful discrimination or prohibited retaliation under one of the District's anti-discrimination complaint/grievance procedures, **and** (2) the person making the report is authorized by law or by District policy to initiate the applicable complaint/grievance procedures.

The Board's general expectations for responding to complaints and other reports of conduct that reasonably may constitute unlawful discrimination or prohibited retaliation include the following:

1. If a report constitutes a "complaint," then the complaint will be processed according to the anti-discrimination complaint/grievance procedures that the District determines are most applicable to the facts and circumstances. Such procedures may allow for the use of an informal resolution process in some circumstances.
2. For other "reports" of possible unlawful discrimination or retaliation (e.g., when the person reporting the information is **not** requesting an investigation and determination or when the person reporting the information is **not** authorized by law or District policy to use a complaint to initiate any of the District's complaint/grievance procedures), the following apply:
 - a. The District is **not** required to (but may sometimes choose to) initiate District-established complaint/grievance procedures based on the person's report.
 - b. If the information reported by such a person could reasonably constitute unlawful discrimination or retaliation, then the expectation is that the District—usually through a designated nondiscrimination coordinator—will at least respond to the information/allegations(s) in a prompt and reasonable manner that is calculated to further determine whether unlawful discrimination may be occurring and, if so, to take prompt and effective steps intended to ensure that any discrimination is ended and does not recur.
 - c. In addition, in some situations, such as under the federal Title IX regulations, applicable law may require the District's designated nondiscrimination and equal opportunity coordinators or other agents of the District to take other specific actions in response to being notified of conduct or other reported information or allegations that could reasonably constitute unlawful discrimination.

Any Person May Submit a Complaint or Report of Discrimination to the District

The District is committed to the appropriate resolution of **any** complaint or other **and** report that alleges or otherwise presents information to the District about conduct, or about a District policy or practice, that may reasonably constitute (1) unlawful discrimination or a violation of a District nondiscrimination policy, including any form of prohibited harassment that is based on a legally-protected status; or (2) any type of retaliation that is prohibited by a nondiscrimination law or a District nondiscrimination policy.

Accordingly, except as otherwise required by law, any person (including a witness or other person who has not been harmed/victimized by the alleged conduct or challenged policy) may report a concern or allegation of prohibited discrimination or prohibited retaliation to the Assistant Principal/Title IX Coordinator, using the contact information provided above and any of the following methods:

1. By U.S. mail, by electronic mail, or by telephone, at any time; or
2. By any other means that results in the Assistant Principal/Title IX Coordinator actually receiving the person's verbal or written report, including by submitting the report to the Assistant Principal/Title IX Coordinator in person (e.g., at an arranged meeting or when the coordinator is otherwise reasonably available during normal working hours).
3. As an exception to the above reporting procedure, if the report or complaint identifies the District nondiscrimination coordinator ~~Assistant Principal/Title IX Coordinator~~ as a person responsible for the alleged prohibited conduct, or if the District nondiscrimination coordinator ~~Assistant Principal/Title IX Coordinator~~ is affected by a conflict of interest or otherwise unavailable, then the ~~person making the report may~~ be filed directly with the District Administrator ~~submit it to the Principal~~ either in person, by mail, by telephone, or by electronic mail. The contact information for the District Administrator ~~Principal~~ is as follows:

District Administrator ~~Principal~~
S2770 State Road 35, Fountain City WI 54629
608-687-7771 x313
twhite@cfc.k12.wi.us

Individuals submitting a report or complaint of prohibited discrimination under this policy are strongly encouraged to contact the District to confirm that their report was received as intended.

employees, and other persons under the state and federal nondiscrimination laws, (2) the District's nondiscrimination policies, and (3) applicable reporting and complaint procedures. Beyond meeting legal requirements and any local policy requirements, the administration is encouraged to further disseminate such information using such methods as the administration deems appropriate.

Maintenance of Complaint Records; Report Preparation

The District Administrator and the District's designated nondiscrimination coordinators share joint responsibility for ensuring that the District maintains adequate records of reports and complaints of discrimination and retaliation, including records of the District's response and disposition. Such records shall meet applicable legal requirements for documentation and records retention. The District Administrator and the applicable coordinators shall also direct and oversee the timely preparation of all annual or other reports and evaluations regarding nondiscrimination initiatives/compliance that the District is required to provide to the Department of Public Instruction or to any other oversight entity.

Legal References:

Wisconsin Statutes:

[Subch. III of Ch. 106](#)

[state equal rights programs, some of which can apply to school districts in at least some circumstances]

[Subch. II of Ch. 111](#)

[the state fair employment and nondiscrimination statutes, including specific prohibited bases of discrimination (sections 111.31 to 111.395)]

[Section 118.13](#)

[student nondiscrimination; policy/procedures required]

[Section 118.134](#)

[race-based nicknames, logos, mascots]

[Section 118.195](#)

[discrimination against teachers with disabilities]

[Section 118.20](#)

[teacher/administrator discrimination prohibited]

Wisconsin Administrative Code

[PI 9](#)

[student nondiscrimination; policy, procedures, notices, and reporting required]

[PI 41](#)

[accommodating student religious beliefs; policy required]

Federal Laws

[20 U.S.C. §1681 et seq.](#)

[Title IX of the Education Amendments of 1972, as amended, prohibiting sex discrimination in federally-supported educational programs; implementing regulations at [34 C.F.R. Part 106](#)]

[20 U.S.C. §1400 et seq.](#)

[The Individuals with Disabilities Education Act, providing for programs, services, and rights for students with disabilities; implementing regulations at [34 C.F.R. Part 300](#)]

[20 U.S.C. §6312\(e\)\(3\)\(D\)](#)

[addressing nondiscrimination in admission to federally-assisted education programs on the basis of surname or language-minority status]

[42 U.S.C. §2000e et seq.](#)

[Title VII of the Civil Rights Act of 1964, as amended, prohibiting employment discrimination based race, color, national origin, sex, pregnancy, and religion; implementing regulations at [29 C.F.R. Ch. XIV](#)]

[42 U.S.C. §2000d et seq.](#)

[Title VI of the Civil Rights Act of 1964, as amended, prohibiting discrimination on the basis of race, color, or national origin in any program or activity that receives federal funds; implementing regulations at [28 C.F.R. Part 42, Subpart C](#)]

[42 U.S.C. §12111 et seq.](#)

[The Americans with Disabilities Act, Title I, as amended, prohibiting employment discrimination based on a qualifying disability; implementing regulations at 29 C.F.R. [Part 1602](#) and [Part 1630](#)]

[42 U.S.C. §12131 et seq.](#)

[The Americans with Disabilities Act, Title II, as amended, nondiscrimination based on disability by state and local governments; implementing regulations at [28 C.F.R. Part 35](#)]

[29 U.S.C. §794 et seq.](#)

[Section 504 of the Rehabilitation Act of 1973, as amended, prohibiting discrimination based on a qualifying disability by recipients of federal funds; implementing regulations at [34 C.F.R. Part 104](#), [28 C.F.R. Part 42, Subpart G](#), and [29 C.F.R. Part 1640](#)]

[42 U.S.C. §6101 et seq.](#)

[the federal Age Discrimination Act, as applicable to federally assisted programs; implementing regulations at [34 C.F.R. Part 110](#)]

[29 U.S.C. §621 et seq.](#)

[Age Discrimination in Employment Act, as amended; implementing regulations at [29 C.F.R. Parts 1625 to 1627](#)]

[8 U.S.C. §1324b\(a\)](#)

[prohibiting employment discrimination based on national origin and citizenship status; implementing regulations at [28 C.F.R. Part 44](#)]

[42 U.S.C. §2000gg et seq.](#)

[Pregnant Workers Fairness Act; implementing regulations at [29 C.F.R. Part 1636](#)]

Cross References: SP2 7/23/2020; Board Policy 411; 411.1; 511; 512

BOOK	SCHOOL BOARD POLICIES
Section	100 Series: Board of Education
Title	District Response to Alleged Sexual Harassment Under Title IX
Code	113 RULE 1
Status	Active
Adopted	_____

This rule has been established to facilitate the District's compliance with 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 promptly, effectively, and equitably responding to complaints, reports and other notice of any conduct or policies that reasonably may constitute unlawful sex discrimination or retaliation, as prohibited in the District's education program and activities pursuant to Title IX and the federal Title IX regulations. Sex-based harassment is one form of sex discrimination that is prohibited under Title IX. The existence of this rule, as a reflection of federal regulatory mandates, is not intended to suggest that discrimination on the basis of sex is any more or any less serious, or any more or any less of a concern to the District, than harassment that is based on any other legally-protected status (e.g., race, national origin, disability, religion, etc.).

Confidentiality Requirements and Considerations Related to Title IX Compliance

No District official, District employee, or other person acting as an agent of the District may disclose personally identifiable information obtained in the course of complying with the District's obligations under the federal Title IX regulations, except in the following circumstances:

1. When the District has obtained prior written consent from a person with the legal right to consent to the disclosure;
2. When the information is disclosed to a parent, guardian, or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue;
3. To carry out the purposes of the Title IX regulations,* including action taken to address conduct that reasonably may constitute sex discrimination or retaliation prohibited under Title IX in the District's education program or activity;
4. As required by federal law, federal regulations,* or the terms and conditions of a Federal award, including a grant award or other funding agreement; or
5. To the extent such disclosures are not otherwise in conflict with Title IX or this part, when required by State or local law or when permitted under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, or its implementing regulations, 34 C.F.R. part 99.

*Note: The federal Title IX regulations expressly provide that the obligation to comply with Title IX and the Title IX regulations is not obviated or alleviated by the student education record confidentiality provisions of FERPA or the federal FERPA regulations. See 34 C.F.R. §106.6(e). That is, when a disclosure of student record information is **necessary** to comply with the Title IX regulations, and a conflict with FERPA **cannot** be avoided, the Title IX regulations serve as an exception to student record confidentiality.

No District official, District employee, or other agent of the District may disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or unless another exception to the confidentiality of personally identifiable information that is expressly allowed by the Title IX regulations applies.

In connection with the District's Title IX grievance procedures, the District and its designated employees and other agents are required to:

1. Take reasonable steps to protect the privacy of the parties and witnesses during the pendency of the District's Title IX grievance procedures, provided that the steps do not restrict the ability of the parties to (1) obtain and present evidence, including by speaking to witnesses (while still prohibiting retaliatory conduct); (2) consult with their family members, confidential resources, or advisors; or (3) otherwise prepare for or participate in the grievance procedures. See 34 C.F.R. § 106.45(b)(5).
2. Take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence that the party obtained solely through the District's grievance procedures. See 34 C.F.R. § 106.45(f)(4)(iii).

Exclude, avoid seeking, and avoid the use and other disclosure of certain protected (i.e., impermissible) types of evidence, subject only to very limited express exceptions, as further set forth in the Title IX regulations. See 34 C.F.R. § 106.45(b)(7) (addressing, for example, medical records and information that is subject to a legally-protected privilege, such as an attorney-client privilege).

- d. Upon initiating a complaint, the Title IX Coordinator does **not** become a “complainant” or a party to the complaint. Any person who meets the definition of a “complainant” found in the Title IX regulations in relation to the allegations retains his/her status as a complainant.
7. Regardless of whether a complaint is initiated, taking appropriate, prompt, and effective steps (in addition to any remedies for sex discrimination that are provided to specific individuals) to ensure that any sex discrimination that is found to have occurred does not continue or recur within the District’s education program or activities.
8. Taking steps to ensure the proper documentation and appropriate retention of records that identify the actions that the District took to meet its obligations under section 106.44 of the Title IX regulations.

Responsibilities of the Title IX Coordinator Once a Title IX Complaint Has Been Made to the District (or Initiated by the Title IX Coordinator)

A report of conduct that may reasonably constitute sex discrimination or retaliation prohibited under Title IX needs to be treated as a Title IX “**complaint**” when an eligible person (as identified in the federal Title IX regulations or in the District’s Title IX grievance procedures) has made an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about the alleged discrimination or retaliation. As further described in the previous section of this rule, above, a District Title IX Coordinator may also initiate a complaint in some situations. (Note: Not every person who is eligible to submit a Title IX “complaint” that initiates the District’s Title IX grievance procedures qualifies as a “complainant,” as the term “complainant” is specially defined in the Title IX regulations and used in this rule.)

If a complaint is made or initiated, the Title IX Coordinator (or a qualified designee whose responsibilities, in the absence of a conflict of interest or other extraordinary circumstances determined by the District Administrator, shall be overseen by the Title IX Coordinator) is responsible for the following:

1. Ensuring the equitable treatment of each “complainant” and “respondent,” as those terms are defined in the Title IX regulations.
2. Ensuring that the allegations presented as the complaint are sufficiently identified/documented, particularly when the complaint is presented orally, so that the Title IX Coordinator will be able to fulfill the Coordinator’s role and responsibilities (e.g., to provide notice of the allegations, to facilitate a prompt investigation, to consider the possible dismissal of any allegations, etc.). As needed, the Title IX Coordinator shall, without bias or favoritism and without serving as an advocate, seek confirmation of what is being alleged or request additional details or clarifications. This provision does not preclude the possibility of later changes to the scope of the allegations covered by a complaint.
3. If a complainant or respondent is a student with a disability, consulting with one or more members, as appropriate, of the student’s Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student’s placement decision under Section 504 of the Rehabilitation Act, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 throughout the implementation of the District’s Title IX grievance procedures.
4. Offering and coordinating supportive measures, as appropriate, for each complainant **and** respondent, in a manner that is consistent with subsection 106.44(g) and with other applicable subsections of the Title IX regulations. Additional procedures and requirements related to offering and coordinating supportive measures are established in a later section of this rule, below.
5. Ensuring, to the extent appropriate based on the information known to the Title IX coordinator, that appropriate administrators become involved in considering the potential use of the emergency removal procedures and/or the employee administrative leave provisions that are found in or otherwise permitted by the Title IX regulations. See 34 C.F.R. §106.44(h) (regarding emergency removal) and §106.44(i)(regarding administrative leave).
 - a. Procedures and standards established under other laws or District policies may also need to be satisfied in connection with any such emergency removal or leave decision.
 - b. With respect to individuals who are volunteers, non-employee agents, or other non-employees authorized by the District to provide an aid, benefit, or service, this may additionally include, for example, consideration of modifying or removing specific duties as a supportive measure that is instituted for non-punitive, non-disciplinary reasons.
 - c. All such decisions about emergency removal, administrative leave, etc. must adhere to the restriction found in the Title IX regulations that disciplinary sanctions for sex discrimination or prohibited retaliation under Title IX may be imposed on a respondent **only after the District has determined at the conclusion of the District’s Title IX grievance procedures** that the respondent violated the District’s prohibition on sex discrimination.
6. Initiating and following the District’s Title IX grievance procedures, subject to any decision to dismiss the complaint or utilize an informal resolution process.
 - a. As further covered in the District’s procedures, upon the initiation of the District’s Title IX grievance procedures, the Title IX Coordinator is required to provide “**notice of the allegations**” to each complainant **and** respondent whose identities are known. The notice of the allegations must include all of the information required by

access to the education program or activity, or unless another exception to confidentiality that is expressly allowed by the Title IX regulations applies.

Requests by parties to modify or reverse decisions about supportive measures. Under the federal Title IX regulations, the District must provide an opportunity for a complainant or respondent to request that an appropriately trained and impartial District employee review a District decision to provide, deny, modify, or terminate any supportive measures that are applicable to the requesting party, and, if appropriate, modify or reverse the District decision. The opportunity to make such a request applies not only to the District's initial determination and initial implementation of supportive measures, but also when specific circumstances that are relevant to a challenged decision have materially changed. The District establishes the following procedures for submitting and responding to such requests:

1. The affected party (or a parent, guardian, or other authorized legal representative) shall submit such a request to a District-designated Title IX Coordinator. The request shall identify the specific change(s) that the party seeks, and the reason that the party is seeking the changes.
2. The request shall be submitted in writing, unless the Title IX Coordinator expressly waives the requirement (e.g., if the Title IX Coordinator agrees to personally document the request during an in-person meeting related to such a request).
3. Upon receipt of the request, the Title IX Coordinator or the District Administrator acting on behalf of the Title IX Coordinator, shall promptly refer the request and any relevant records to an impartial employee who has received appropriate training covering the District's Title IX obligations and, specifically, decisions and procedures related to supportive measures. The employee assigned to make a determination with respect to the request must be someone other than the employee who made the challenged decision. A Title IX Coordinator can serve as the impartial employee if the Coordinator did not make the challenged decision.
4. Upon a review of the request, the relevant records, and other any relevant information that the employee obtains related to the request, the impartial employee shall make a determination with respect to the request and notify the requesting party and (unless the impartial employee is a Title IX Coordinator) the Title IX Coordinator, in writing, of the decision.
5. Such decisions shall be made in a prompt manner that, under the fact-specific circumstances presented by the request, reflects the District's obligation to provide equitable treatment to all parties. If the impartial employee determines that the decision will not be made and communicated within 10 business days after the date the party submitted the request/challenge, the employee shall notify the requesting party and, if applicable, the Title IX Coordinator of the expected timing of the decision and the reason for the timing.

The impartial employee assigned to conduct the review of a request to modify or reverse a District decision with respect to supportive measures shall apply the following standards:

1. The employee assigned to review the request is authorized to **unilaterally** modify or reverse the challenged decision upon a determination that the challenged decision was **inconsistent** with the definition of supportive measures found in section 106.2 of the federal Title IX regulations.
2. If the employee concludes that the challenged decision was **consistent** with the Title IX regulations, but that a modification or reversal of the decision may be a more reasonable and comparably effective approach, the employee may **not** unilaterally modify or reverse the challenged decision. However, the employee may present the alternative approach as a recommendation for consideration to the District employee who is responsible for District decisions about the supportive measures that are applicable to the party.

Grievance Procedures for Addressing Complaints of Sex Discrimination or Retaliation as Prohibited under Title IX

Introduction

Cochrane – Fountain City School District has adopted these grievance procedures that provide for the prompt and equitable resolution of complaints made by (1) students, employees, or certain other individuals who are participating or attempting to participate in the District's education program or activities, (2) by a parent, guardian, or certain other legal representatives of person eligible to make a complaint, or (3) by the Title IX Coordinator, alleging any conduct that, if proven, could reasonably constitute sex discrimination (including sex-based harassment) or retaliation prohibited under Title IX or the Title IX regulations. Collectively, such complaints may be referred to as "Title IX complaints."

Except to the extent that a Title IX complaint is dismissed (in whole or in part), withdrawn, or resolved through an informal resolution process, the District is obligated to investigate a Title IX complaint and reach a determination regarding the allegations of sex discrimination or retaliation using these grievance procedures.

When more than one complainant or more than one respondent is involved in a Title IX complaint, references to a "party," "complainant," or "respondent" include the plural, unless the context clearly requires otherwise. Also, U.S. Department of Education guidance accompanying the Title IX regulations states that prohibited retaliation is considered to

- a. Any disciplinary sanctions for engaging in sex discrimination or prohibited retaliation under Title IX may be imposed on a respondent only after the District has determined, at the conclusion of the District's Title IX grievance procedures, that the respondent violated the District's prohibition on sex discrimination or retaliation.
 - b. No person acting on behalf of the District may discipline a party, witness, or others participating in a District's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the District's determination whether sex discrimination occurred.
6. Engage in an objective evaluation of all relevant, permissible evidence—including both inculpatory and exculpatory evidence.
 7. Exclude, avoid seeking, and avoid the use and any further disclosure of certain protected (i.e., impermissible) types of evidence, subject only to very limited express exceptions, as further set forth in the Title IX regulations. See 34 C.F.R. § 106.45(b)(7). The following types of evidence are **impermissible**, unless an expressly stated exception applies:
 - a. Evidence that is protected under a privilege recognized by Federal or State law (e.g., attorney-client privilege), unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality.
 - b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures. If a party or witness is under 18 years old, then the District must obtain the voluntary, written consent of a parent or guardian.
 - c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.
 8. Use "preponderance of the evidence" as the standard of proof when making findings of fact and when determining whether sex discrimination or other alleged violations or misconduct encompassed by the allegations has occurred.
 9. Take reasonable steps to protect the privacy of the parties and witnesses during the pendency of the District's Title IX grievance procedures. These steps will not restrict the ability of the parties to (1) obtain and present evidence, including by contacting witnesses (while still prohibiting the party from engaging in retaliation, such as intimidation or coercion of a witness); (2) consult with their family members, confidential resources, or advisors; or (3) otherwise prepare for or participate in the grievance procedures.
 - a. These steps may include, for example, directing the parties, and any advisor(s) to a party, to refrain from further disseminating certain evidence, records, or information connected to proceedings under these grievance procedures. (Note: In some situations, a state or federal law may independently prohibit the further dissemination of particular evidence/records, particularly by parties who are District employees.)
 - b. As a related obligation, the District and District agents involved in implementing these grievance procedures are required to take reasonable steps to **prevent and address** the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. See 34 C.F.R. § 106.45(f)(4)(iii).
 10. Comply with the restrictions on the disclosure of personally identifiable information that is obtained in the course of complying with the federal Title IX regulations and the District's grievance procedures, as such restrictions and limited exceptions are set forth subsection 106.44(j) of the Title IX regulations.
 11. Recognize that nothing in Title IX or in the federal Title IX regulations may be read in derogation of any legal right of a parent, guardian, or other authorized legal representative to act on behalf of a complainant, respondent, or other person, including but not limited to making a complaint through the District's grievance procedures for complaints of sex discrimination.

Individuals Who May Make a Title IX Complaint that is Subject to these Grievance Procedures

An eligible person can submit a Title IX complaint using any of the methods identified in Board Policy 113, including submitting the complaint to a District-designated Title IX Coordinator using the contact information that is posted in the District's public Title IX Notice and any of the following methods:

1. By in-person delivery at the District (whether the report is made verbally or delivered in writing);
2. By U.S. mail to the Coordinator's District office location;
3. By telephone, using the Coordinator's District-issued telephone number; or
4. By electronic mail, using the Coordinator's District issued email address.

To the extent consistent with the general principle of treating the parties equitably, the need for a prompt and effective response to a complaint, and the need to avoid interfering with a party's reasonable opportunity to prepare to respond to the allegations, the following apply to providing notice of the allegations and related information, as mandated by the Title IX regulations:

1. Beyond the requirement that the initial notice of the allegations must be provided upon the initiation of the District's Title IX grievance procedures, there is not a specific or always-applicable deadline for providing the notice.
 - a. After receiving a Title IX complaint, the Title IX Coordinator or a designee responsible for providing the notice has some discretion to reasonably and promptly attempt to address some preliminary matters before moving forward with the notice of the allegations. Such preliminary matters may relate, for example, to (1) initial safety concerns; (2) initial issues regarding supportive measures; (3) obtaining relevant information concerning a student with a disability; (4) evaluation of grounds for potential dismissal of any allegations in the complaint; or (5) clarifying or confirming the identity of the parties or other particulars about the allegations.
 - b. In no case will the District conduct an investigative interview or investigative meeting with a party under these grievance procedures without first providing notice of the allegations.
2. The notice of the allegations does not necessarily have to be provided to each party simultaneously.
3. The District will typically provide notice of the allegations (and the related information that is required to be included with the notice) in writing, but written notice is not strictly required. If notice is given orally (e.g., in connection with a complaint over a District policy for which there is no respondent), the individual responsible for providing the notice shall document that the notice was given orally.

II. Investigation of the allegations

The District will designate an investigator for each Title IX complaint that is processed under the Title IX grievance procedures. The investigator is charged with conducting an adequate, reliable, and impartial investigation of the relevant allegations. An investigator may be assisted in the investigation by one or more other persons. However, the investigator retains ultimate responsibility for the investigation, and if any such assistant provides other than clerical and ministerial support, then the assistant must have completed all of the training required for an investigator.

In the investigation process, the District has the burden to conduct an investigation that gathers sufficient evidence, both inculpatory and exculpatory, to make a determination with respect to the allegations. Most typically, this means sufficient evidence to determine whether sex discrimination or retaliation prohibited by Title IX occurred or did not occur. The parties themselves do **not** have the burden to affirmatively put forth the evidence that would be necessary to either prove or defeat the allegations.

When conducting the investigation, an investigator will:

1. Adhere to the "General standards and Requirements Applicable to the District and the District Agents" for the District's grievance procedures, as listed and described above.
2. Reasonably attempt to 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.
3. Provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence. Witness testimony/statements and other evidence must be relevant and not otherwise impermissible.
 - a. Neither a party nor, if applicable, any party's representative or advisor will be permitted to conduct direct, in-person questioning of another party or of any third-party witness at any investigative interview or meeting called by the District as part of the grievance procedures.
 - b. A party may, if they desire, request that the investigator interview specific persons and/or propose questions to be asked of specific persons. The investigator shall determine whether to attempt to conduct such interviews and ask such questions in light of the District's burden to gather sufficient relevant evidence, the obligation to conduct an adequate and reliable investigation, and the obligation to provide parties an equal opportunity to present witnesses and evidence.
 - c. If the investigator declines to interview a witness identified by a party or is unable to interview a party or a witness (e.g., because the party or witness refuses to participate or is not reasonably available), then the investigator shall document the reason the witness was not interviewed.
 - d. If the investigator declines to accept evidence proffered by a party (e.g., due to lack of relevance), then the investigator shall document the reason for that evidentiary ruling.
 - e. Investigations under the grievance procedures are not subject to the rules of evidence that apply in court proceedings. Accepting evidence into the record does not, by itself, constitute a decision that the evidence is relevant, reliable, or persuasive.

- c. The investigator shall provide the complete evidentiary record and the other records from the investigation phase of the grievance procedures to the decisionmaker (or to the Title IX Coordinator on behalf of the decisionmaker).
3. At the discretion of the investigator, a written investigative report may be clarified, corrected, or amended prior to the conclusion of the grievance procedures provided that the investigator documents the reason for the change(s) and provides immediate notice of any such changes to the decisionmaker.

III. Pre-determination procedures that apply if the investigator does not also serve as the decisionmaker

At the District's discretion, the designated investigator for a complaint may serve as the designated decisionmaker for the same complaint. However, the following procedures apply if the investigator does **not** also serve as the decisionmaker:

1. To the extent the credibility of any party or witness is both in dispute and relevant to evaluating one or more allegations of sex discrimination or retaliation, the decisionmaker **shall** arrange an opportunity for the relevant individuals to appear for questioning by the decisionmaker, the responses to which shall supplement the evidentiary record.
 - a. At the discretion of decisionmaker, but giving the same opportunities to all parties, any such appearance may be in person, by telephone, or via an online meeting. However, reasonable efforts to arrange for an in-person appearance should normally be attempted before considering the other options.
 - b. The decisionmaker may additionally request a party or witness to respond to one or more written questions, but written questions may not be entirely substituted for reasonable attempts to arrange an in-person, telephonic, or online appearance.
 - c. If such questioning to assess credibility results in the submission of new evidence that, in the judgment of the decisionmaker, is highly material to the allegations and beyond what the parties had a reasonable opportunity to address during the investigation phase, then the decisionmaker shall provide an opportunity for each party to respond to the new evidence
2. Any supplemental processes or procedures instituted by the decisionmaker, such as providing an opportunity for a party to provide new evidence or to further respond to evidence must not conflict with the District's Title IX grievance procedures and must be offered to all parties equally. "However, neither a decisionmaker nor any person acting as the decisionmaker's designee may hold a live, adversarial hearing involving the parties under these grievance procedures.
3. The decisionmaker may consult with the investigator regarding the evidentiary record and/or ask the investigator to clarify statements included in an investigative report. If appropriate and with immediate notice to the decisionmaker, the investigator may amend the investigative report for purposes of clarity, accuracy, or completeness, with documentation of the reason for the change(s).

IV. Determination of the allegations

A decisionmaker designated by the District will make a determination regarding the allegations that have been subject to an investigation under these grievance procedures, based on an evaluation of the relevant and permissible evidence and using the preponderance of the evidence standard of proof.

The designated decisionmaker shall notify the parties, in writing, of the following:

1. The determination whether sex discrimination or prohibited retaliation occurred under Title IX.
2. The rationale for any such determination(s).
3. If applicable, the permissible bases for the complainant and respondent to appeal the determination(s) made under Title IX.

If applicable, the decisionmaker shall also notify the appropriate parties, in writing, of the following:

1. Any conclusion regarding whether any of the conduct encompassed by the allegations brought under Title IX and that is found to have occurred violated other laws or District policies or otherwise constituted misconduct within the scope of the District's disciplinary jurisdiction. In the event a decisionmaker defers making or neglects to make any such additional conclusions, the District may still make such additional conclusions after the conclusion of the Title IX grievance procedures using the evidence gathered during the investigation phase of the Title IX grievance procedures.
2. The determination regarding any alleged conduct that, although not a component of any of the Title IX allegations, was investigated using the grievance procedures and assigned to the same decisionmaker, except that any such determination may be shared with a party only if the determination is relevant to that party and if applicable law permits the disclosure of the determination to that party.

I. Dismissals of complaints

Following the receipt of a Title IX complaint made through the District's Title IX grievance procedures that alleges or purports to allege unlawful sex discrimination or retaliation that is prohibited under Title IX, including at points following the initiation of the District's Title IX grievance procedures, the District has authority to determine whether, consistent with the federal Title IX regulations, to dismiss a complaint in whole or in part for purposes of Title IX and the District's Title IX grievance procedures. The District expects its Title IX Coordinator(s) and its designated complaint investigators and decisionmakers to promptly raise the issue of dismissal as needed.

1. **Mandatory dismissal for purposes of Title IX.** For purposes of Title IX and the District's Title IX grievance procedures, the District will dismiss a complaint that was initially identified as a complaint of sex discrimination or retaliation under Title IX if the District concludes that either the following applies:
 - a. The complaint does not present any allegation that, even if proved, would constitute sex discrimination or prohibited retaliation under Title IX. This includes dismissal due to none of the allegations, even if proved, having a sufficient connection to the District's education program or activity.
 - b. The complainant voluntarily withdraws any or all of allegations in the complaint; the District's Title IX Coordinator declines to initiate a Title IX complaint on any of the withdrawn allegations; and, as to any remaining conduct that has been alleged, the District concludes that the remainder of the complaint does not present any allegation that, even if proved, would constitute sex discrimination or prohibited retaliation under Title IX.

Except in the case of the complainant's voluntarily withdrawal of **all** allegations, prior to dismissing a complaint on the basis that no allegations (or remaining allegations) would constitute sex discrimination or prohibited retaliation, the Title IX Coordinator or a designee must make a reasonable effort to clarify the allegations (or remaining allegations) with the complainant.

2. **Discretionary dismissal of the complaint or specific allegations.** The District may dismiss a complaint or dismiss specific allegations within a complaint, for purposes of Title IX and the District's Title IX grievance procedures, if the District concludes that any of the following apply:
 - a. The relevant respondent is not participating in the District's education program or activity and is not employed by the District.
 - b. The District is unable to identify the relevant respondent (if any) after taking reasonable steps to do so.
 - c. The complainant voluntarily withdraws one or more, but not all, of the allegations presented in the complaint, and the District's Title IX Coordinator declines to initiate a Title IX complaint on the withdrawn allegations. In this instance, the withdrawn allegations will be dismissed, but the remaining allegations will proceed, subject to the rules set forth above regarding mandatory dismissals.
 - d. The District determines that specific allegations made in the complaint, even if proven, would not constitute sex discrimination or prohibited retaliation under Title IX **and** elects to dismiss those specific allegations from the complaint even though other allegations are **not** being dismissed. Prior to dismissing any allegation on this basis, the Title IX Coordinator or a designee must make a reasonable effort to clarify the allegations with the complainant.

3. Dismissal procedures.

- a. At least one of the following administrators, acting in consultation as needed with District legal counsel, must authorize the dismissal of a complaint made through the District's Title IX grievance procedures or any individual allegations included in such a complaint: *The District Administrator, the Title IX Coordinator, or an administrative-level designee acting on behalf of the Title IX Coordinator.*
 - b. The administrator authorizing the dismissal shall ensure that District Administrator and Title IX Coordinator are notified of a decision to dismiss a complaint, in whole or in part.
 - c. The administrator authorizing the dismissal, the Title IX Coordinator, or their designee must:
 - i. Promptly notify the complainant of the basis for the dismissal and that the dismissal may be appealed on any of the bases set forth in subsection 106.46(i)(1) of the federal Title IX regulations (i.e., certain procedural irregularities, new evidence, or conflicts of interest/bias).
 - ii. If the dismissal occurs after the respondent has been notified of the allegations, promptly notify the respondent of the dismissal and the basis for the dismissal, as well as that dismissal may be appealed on any of the bases set forth in subsection 106.46(i)(1). When required, notice to the respondent shall be provided promptly after notification is given to the complainant, or, any time the notification is provided in writing, it shall be provided simultaneously to both parties.
4. **Appeal of a dismissal.** A dismissal of the complaint or the dismissal of a specific allegation is an appealable decision to the extent required by the federal Title IX regulations. See 34 C.F.R. §§106.45(d)(3) and 106.46(i)(1).

The District normally intends to conclude the grievance procedures within approximately 90 calendar days of the date that a Title IX complaint is made by a party or initiated 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.

The following are general timeframes that apply to the major stages of the grievance procedures, unless tolled by the parties' voluntary attempt to reach an informal resolution or unless materially extended for good cause and with notice to the parties (as further described below):

Pre-investigation screening and evaluation of the complaint:	15 calendar days from the date the complaint is made
Investigation and determination:	
1. When the same person serves as the investigator and decisionmaker:	60 calendar days from the date the notice of the allegations is provided to the complainant
2. When assigned to different individuals:	
• Investigation:	• 40 calendar days from the date the notice of the allegations is provided to the complainant.
• Determination:	• 20 calendar days from the date the decisionmaker receives the investigatory record and report and evidence.
Appeal:	20 calendar days from the date a request for an appeal is filed.

Regarding the general timeframes identified above:

1. Notice of an extension decision does not need to be provided for any de minimis deviation from the general timeframes provided above (e.g., a deviation of one or two days to account for a deadline that would otherwise fall on a weekend, holiday, etc.).
2. The 90-day approximation for typical completion of the grievance procedures assumes that, in the typical case, one or more of the major stages will be finished earlier than general timeframe established for that stage, and it also assumes that not every determination of a complaint will be appealed.
3. If it is known at the outset of the grievance procedures that the general timelines for the major stages will be materially affected by, for example, school break schedules, the Title IX Coordinator may immediately notify the parties of the expected adjustments to the general timeframes. However, the District will continue to process pending complaints during the summer months.
4. It is expected that the general timeframes for the investigation stage (or the joint investigation and determination stage) will have the greatest variability and is particularly likely to encounter good cause for an extension.
5. If the target date for completing a major stage of the grievance procedures passes and if a party has not received a notice of an extension and a reason for the extension, the party's primary remedy is to contact the Title IX Coordinator, who will ensure that the District communicates a prompt update regarding the timeframes to all parties.

Any party or witness may, for good cause, request (1) the rescheduling of an investigative interview or other meeting; or (2) a limited extension of a specific deadline that applies to the party or witness. Any such request shall be submitted in writing to the Title IX Coordinator, investigator, decisionmaker, or appeal decision-maker, as applicable to the relevant stage of the proceedings. Upon request, the Title IX Coordinator will assist a party or witness in making and routing such requests to the appropriate person.

The Title IX Coordinator, investigator, decisionmaker, or appeal decisionmaker (as applicable to the specific stage of the proceeding) 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 procedures.

The appropriate agent of the District or a designee shall provide the complainant and respondent with prompt written notice of any decision to extend a timeline or to grant or deny a request for an extension of a specific 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.

Supportive measures, as described and defined in the Title IX regulations and elsewhere in this rule, are to be offered and coordinated based on notice to the Title IX Coordinator of conduct that reasonably may constitute sex discrimination or prohibited retaliation under Title IX. When a complaint alleging sex discrimination (including sex-based harassment) or retaliation has been made, the obligation to consider, offer, and coordinate supportive measures extends to both “complainants” and “respondents.” Supportive measures are available at least through the resolution of a pending complaint.

Supportive measures are intended to be individualized and context-sensitive. The range of possible supportive measures that, in appropriate cases and when consistent with Title IX, may be available to complainants and respondents in connection with a **complaint of sex-based harassment** includes the following:

1. Possible changes in class schedules, for a student.
2. Extensions of time for coursework, rescheduling of tests and examinations, or the provision of alternatives for course completion or other academic support or accommodations, including providing support in structuring academic support or accommodations with applicable District staff.
3. Possible changes in work schedules, work locations, or work duties, for an employee.
4. Modified participation by a party in a District-sponsored activity.
5. Permitting/approving an authorized temporary leave of absence.
6. The imposition of “no contact” directives between or among parties.
7. Adjustments to the supervision provided by the District.
8. The creation of a personal safety plan.
9. The provision of counseling services or referrals for professional support services.
10. Scheduled “check ins” between the party and an appropriate administrator or supervisor to discuss current circumstances and any new or modified needs.
11. Jointly planned and District facilitated communications to specific persons that are intended to facilitate meeting the party’s individual needs for support and/or to help protect the party’s privacy.
12. Individualized prevention and awareness training.
13. Such other supportive measures as may be appropriate and consistent with the definition and purpose of supportive measures as set forth in the federal Title IX regulations.

In addition, as described elsewhere in this rule, the parties to a complaint of sex-based harassment or other forms of sex discrimination may submit requests to have a District decision relating to supportive measures reviewed by an impartial employee, and, if appropriate, having the District decision modified or reversed.

IX. Range of disciplinary sanctions for sex-based harassment

After a determination through these grievance procedures that a party is responsible for sex-based harassment prohibited under Title IX, any disciplinary sanctions that the District may impose will depend on the nature of the misconduct and the individual’s then-current status as a student, employee, or other person connected to the District’s education program or activity. Disciplinary sanctions that are issued or recommended as a result of such a determination of responsibility are intended as consequences for past misconduct and/or as a deterrent against any future sex-based harassment.

1. **Students.** The range of possible disciplinary sanctions or recommended sanctions for students includes but is not limited to suspension from school, expulsion from school, and disciplinary suspension of eligibility to participate in District-sponsored extracurricular activities. The District may also prohibit the student from being present on District property or at certain District-sponsored events or activities to an extent that exceeds actions that would be allowable as supportive measures. A disciplinary no-contact directive may be put in place. 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.** The range of possible disciplinary sanctions or recommended sanctions for employees includes but is not limited to a formal reprimand, an indefinite demotion or salary reduction, a disciplinary reassignment exceeding what may be allowed as a supportive measure, an unpaid suspension, contract nonrenewal, and termination of employment. At the District’s discretion, such sanctions may be structured with or without special conditions, such as notice of a zero-tolerance policy for any prospective related violations, or a directive prohibiting the employee from being present on District property or at certain District-sponsored events or activities to an extent that exceeds actions that would be allowable as supportive measures. A disciplinary no-contact directive may be put in place.
14. **Other persons.** The range of possible disciplinary sanctions or recommended sanctions for other persons includes but is not limited to suspension from or the termination of a District-authorized role (e.g., volunteer),

- **Complaint** means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX or the Title IX regulations.
- **Supportive measures** means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:
 - Restore or preserve that party’s access to the District’s education program or activity, including measures that are designed to protect the safety of the parties or the District’s educational environment; or
 - Provide support during the District’s grievance procedures under § 106.45, and if applicable § 106.46, or during the informal resolution process under § 106.44(k).
- **Disciplinary sanctions** means consequences imposed on a respondent following a determination under Title IX that the respondent violated the District’s prohibition on sex discrimination (or retaliation as prohibited under Title IX).
- **Remedies** means measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District’s education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person’s access to the District’s education program or activity after the District determines that sex discrimination occurred.
- **Relevant** means related to the allegations of sex discrimination under investigation as part of the District’s Title IX grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.
- **Discrimination on the basis of sex**, for purposes of the federal Title IX regulations and to the extent required by federal law, includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.
- **Sex-based harassment** prohibited by the Title IX regulations is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the bases described in § 106.10, that is any of the following:
 - **Quid pro quo harassment.** An employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District’s education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.
 - **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the District’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 1. The degree to which the conduct affected the complainant’s ability to access the District’s education program or activity;
 2. The type, frequency, and duration of the conduct;
 3. The parties’ ages, roles within the District’s education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 4. The location of the conduct and the context in which the conduct occurred; **and**
 5. Other sex-based harassment in the District’s education program or activity.
 - **Sexual assault** meaning 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, sexual assault with an object, and groping.
 - **Dating violence** meaning violence committed by a person:
 1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; **and**
 2. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
 - **Domestic violence** meaning felony or misdemeanor crimes committed by a person who:
 1. Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the District, or a person similarly situated to a spouse of the victim;
 2. Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 3. Shares a child in common with the victim; **or**
 4. Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

BOOK	SCHOOL BOARD POLICIES
Section	100 Series: Board of Education
Title	Nondiscrimination in District Programs, Activities, and Operations
Code	113 Exhibit
Status	_____
Adopted	_____

**COCHRANE – FOUNTAIN CITY SCHOOL DISTRICT
NOTICE OF NONDISCRIMINATION BASED ON SEX UNDER FEDERAL TITLE IX**

Title IX Nondiscrimination Policy Statement – As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Part 106 of Title 34 of the Code of Federal Regulations (“the federal Title IX regulations”), the District does not unlawfully discriminate on the basis of sex and prohibits all forms of unlawful sex discrimination in any education program or activity that the District operates. Title IX’s requirement not to discriminate on the basis of sex in any education program or activity includes, but is not limited to, discrimination affecting students and discrimination in District employment.

Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to a District Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both. The District’s commitment to nondiscrimination under Title IX and under other state and federal laws is further defined in the following policies of the School Board: Policy 113, Policy 411, Policy 411.1, Policy 511, and Policy 512. The District’s grievance procedures for addressing complaints of sex discrimination under Title IX are designated as 113-Rule.

District Title IX Coordinator – Each District employee holding the position(s) identified below serves as a Title IX Coordinator for the District:

Elementary Principal
S2770 State Road 35, Fountain City WI 54629
608-687-7771 x106
aschaefer@cfc.k12.wi.us

How to Report or Make a Complaint of Sex Discrimination – Any person (including a person who is not claiming to have been personally harmed/victimized by the alleged conduct or challenged policy) may report information about or, if eligible, a person may submit a complaint alleging sex discrimination (or prohibited retaliation) as follows:

1. To any District Title IX Coordinator, using the contact information designated above.
2. By any other means that results in a District Title IX Coordinator actually receiving the person's verbal or written report.

**COCHRANE – FOUNTAIN CITY SCHOOL DISTRICT
NOTICE OF NONDISCRIMINATION BASED ON DISABILITY UNDER
SECTION 504 OF THE FEDERAL REHABILITATION ACT**

Nondiscrimination Policy Statement – As mandated by Section 504 of the federal Rehabilitation Act and by the regulations set forth in Part 104 of Title 34 of the Code of Federal Regulations (“the Section 504 regulations”), the District does not unlawfully discriminate on the basis of disability and prohibits all forms of unlawful disability discrimination in any program or activity that the District operates, including but not limited to admission or access to, and employment in, any District program or activity. Inquiries regarding how Section 504 and the Section 504 regulations apply to the District, including inquiries regarding filing a report or complaint of possible violations of Section 504, may be referred to the District’s Section 504 Coordinator (as designated below). The District’s commitment to nondiscrimination against qualified individuals on the basis of disability under Section 504 and under other applicable state and federal laws is further defined in the following policies of the School Board: Policy 113, Policy 411, Policy 411.1, Policy 511, and Policy 512.

District Section 504 Coordinator – The contact information for the District employee(s) who serve as the District’s designated Section 504 Coordinator(s) is as follows:

School Psychologist
S2770 State Road 35, Fountain City WI 54629
608-687-7771 x256
kdemers@cfc.k12.wi.us

Book	School Board Policies
Section	100 Series: Board of Education
Title	Expectations for Employees to Report Discrimination and Harassment
Code	113 RULE 2
Status	Active
Adopted	September 16, 2020

Expectations for employees to report discrimination and harassment

113 Policy, Rule 2

The guidelines and expectations established in this rule apply to all District employees and to all non-employee authorized agents of the District who perform a compensated role for the District that requires a DPI license (e.g., licensed professionals working for the District in the capacity of contracted service provider) The District may further apply this rule to other non-employees who provide services to the District by including appropriate provisions in any applicable contract, memorandum of understanding, or other agreement, or by issuing any other sufficient notice or directives to such persons.

In the remainder of this rule:

1. "Agent" means any non-employee agent, contractor, or service-provider to whom the guidelines and expectations established in this rule apply.
2. "District nondiscrimination policy" includes the following School Board policies: 113, 411, 411.1, 511, 512

Reporting Responsibilities

Any employee or agent of the District who has knowledge of conduct by any other person that constitutes, or is reasonably suspected to constitute, unlawful discrimination in violation of a legal obligation of the District, or in violation of any District nondiscrimination policy, is responsible for promptly reporting such conduct. Similarly, an employee or agent who reasonably suspects that any District policy or District operating procedure unlawfully discriminates against any person in violation of a legal obligation of the District, or in violation of any District nondiscrimination policy, is also responsible for promptly reporting that knowledge, claim, or concern.

The District's established procedures for making a report or complaint of prohibited discrimination, or alleged discrimination, are found in Policy 113. Employees and agents of the District may, and generally should, use those established methods to satisfy the reporting obligations established in this rule. However, an employee or agent may also satisfy the reporting obligations established in this rule if they submit the relevant report directly to the School Principal, Assistant School Principal, or the District Administrator, provided that the person to whom the report is made is someone other than a person who is alleged to be responsible for the reported discrimination. Particularly if such a report was not submitted in person (e.g., it was submitted via mail or electronic mail), employees and agents are strongly encouraged to personally contact the intended recipient to confirm that the report was received as intended.

The obligation established in this Rule to report conduct by any other person that constitutes, or that is reasonably suspected to constitute, unlawful discrimination (including unlawful harassment) applies to such conduct occurring within any aspect of the District's programs, activities, or operations and also applies regardless of:

1. Whether the person alleged to be responsible for the conduct is a student, an employee, a supervisor/administrator, a School Board member, or other person over whom the District exercises relevant authority, control, or responsibility;
2. Whether the person alleged to be the victim of the conduct is a student, an employee, or other person who is legally protected from the alleged discrimination;
3. How the employee or agent obtained their knowledge of the conduct or alleged conduct (e.g., as a direct witness to the conduct/incident, as a victim or target of the conduct, or after receiving a report or other relevant information from a third-party); and

Book	School Board Policies
Section	300: Instruction
Title	Reading Instruction
Code	341.1
Status	
Adopted	11-15-2023

The District Administrator, working in conjunction with other administrators and appropriate instructional staff, including the certified reading specialist(s) with primary authority for the monitoring of the district's reading curriculum, shall propose for School Board approval a program of reading goals for grades kindergarten to 12. Such a proposal shall be submitted upon request by the Board or whenever the administration determines that it would be beneficial or prudent to revisit existing goals.

Following approval by the Board, the District's reading goals shall be a part of the District's annual evaluation of the reading curriculum and the District's regular assessment of reading-related needs across all instructional levels.

The 4K through grade twelve (12) reading program shall contribute to the total development of students. The program shall be designed to help students acquire reading competence, which enables them to experience success as citizens of the community. The program will prohibit three-cuing instruction and consist of all the following:

- Phonological awareness
- Phonemic awareness
- Phonics
- Oral language development
- Vocabulary building
- Instruction in writing
- Instruction in comprehension
- Reading fluency

The goals for the Cochrane-Fountain City School District 4K through grade twelve (12) reading program shall be as follows:

- To guide each student toward a level of achievement in reading at or above their grade level that approaches the limit of his/her full potential.
- To help students develop functional reading skills in addition to interrelated speaking, listening, writing, and thinking skills.
- To help each student apply reading skills which are directly related to his/her needs in practical situations.
- To help build student attitudes toward an interest in reading as a recreational and functional skill.
- Every 5K-3rd grade student is administered the state-determined reading readiness screener three times a year.
- Students who score below the 25th percentile on this assessment will have diagnostic assessments administered and a personal reading plan developed.
- To provide interventions and remedial reading services for students in need of such services in grades 4-12.
- To evaluate the reading program and student achievement annually.

State-Mandated Early Literacy Reading Readiness Assessments

The District Administrator, or a designee who is licensed either as a reading specialist or as an administrator with curricular and instructional responsibilities, shall (1) determine the annual dates (or date ranges) during which the District will administer the early reading screening assessments required by state law and (2) establish procedures to facilitate and monitor the timely administration and scoring of the screening assessments and, as applicable, any state-mandated reading diagnostic assessments. All District-selected dates for the administration of reading readiness assessments must meet the timing parameters found in state law.

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

Early Literacy Remediation Plan (effective beginning in the 2024-25 school year)

The District Administrator is responsible for overseeing the development and future maintenance of the Early Literacy Remediation Plan required by state law. The district administrator shall directly involve one licensed reading specialist or other licensed administrator who has direct professional training in the measurement of students' reading skills and the diagnosis of reading difficulties in formulating the substantive content of the plan, including any future substantive amendments.

Book	School Board Policies
Section	300: Instruction
Title	Early Literacy Remediation Plan
Code	341.1 - Exhibit
Status	_____
Adopted	_____

**Cochrane – Fountain City School District
Early Literacy Remediation Plan**

This *Early Literacy Remediation Plan*, which is required by state law, addresses reading instruction, assessment, and remediation with a primary, but not exclusive, focus on five-year-old kindergarten through third grade. See § [118.016\(6\)](#).

The plan is intended to help the District and staff achieve district-established goals for reading, identify students struggling with reading and literacy development, structure and provide literacy interventions, and improve the District's reading curriculum and instructional practices.

The Cochrane-Fountain City School District is committed to high levels of learning for every student. As developed and approved pursuant to School Board authority, the following are the District's current reading and literacy-related goals:

- Students are provided grade-level instruction in literacy using approved literacy resources.
- The grade level teacher(s) provide additional instruction for students who are not meeting essential learning outcomes in a unit of study.
- 4-year-old Kindergarten
 - Every student is administered the state-determined reading readiness screener twice, once mid-year and once in the spring.
 - Guardians are notified of the assessment results within 15 calendar days after the assessment is scored.
- 5-year-old Kindergarten – 3rd grade
 - Every student is administered the state-determined reading readiness screener once in the fall, once mid-year, and once in the spring.
 - Guardians are notified of the assessment results within 15 calendar days after the assessment is scored.
- All Students 4K – 3rd Grade
 - Students scoring below the 25th percentile on this assessment will have additional diagnostic assessments administered.
 - Guardians are notified of the assessment results within 15 calendar days after the assessment is scored.
 - Students who receive diagnostic assessments will have a Personal Reading Plan developed. This plan will be developed by a qualified reading teacher through collaboration with guardians. This plan will include a student-specific goal, a progress monitoring plan, and an action plan. This plan may include research-based interventions for the student in addition to their daily grade-level instruction.
 - Students on a personal reading plan who, by the end of the school year, still perform below the 25th percentile, will be recommended for a summer intervention program.
 - Students who, by the end of their third-grade year, do not complete their learning plan and are performing below the 25th percentile, will be recommended for a summer intervention program and provided a continuing intervention plan for their 4th-grade school year.
- To provide interventions and remedial reading services for students in need of such services in grades 4-12.
- To evaluate the reading program and student achievement annually.

Fundamental Skills Screening Assessment (4K)

Assessment Tool – AIMS web is the fundamental skills screening assessment administered to students enrolled in four-year-old kindergarten (4K). This is the state-required benchmark and progress monitoring assessment to measure reading. It is a state-mandated and state-selected reading readiness screening tool. See § [118.016\(2\)](#). State law does not allow families to choose whether to have their child(ren) participate in this assessment.

Purpose – To evaluate students on phonemic awareness and letter-sound knowledge.

Family History Survey – In connection with a diagnostic assessment, the District will also provide an opportunity for the student’s parent to complete a family history survey to provide additional information about any learning difficulties in the student’s family.

Eligible Students and Timing – The District must administer a diagnostic assessment to a student if either of the following applies:

- The results of a universal screening assessment indicate that the student is “at-risk” for early literacy learning.
 - If the student’s “at-risk” status relates to the first screening assessment of the school term, then the diagnostic assessment is to be completed by the second Friday of November.
 - If the student’s “at-risk” status relates to the second or third screening assessment of the school term, then the diagnostic assessment is to be completed within 10 calendar days of the screener.
- A teacher or parent who suspects that the student may be demonstrating characteristics of dyslexia submits a request for a diagnostic assessment.*
 - The assessment must be conducted within 20 calendar days of the request. * *Note: This requirement applies to requests submitted beginning January 1, 2025.*

The District may determine that other students could benefit from completing a diagnostic assessment that is not mandatory under state law.

Notice of Assessment Results

Parents/guardians will be notified of the assessment results within 15 calendar days after the assessment is scored. The District will provide information about dyslexia to the parent/guardian of each student the District is required to assess using a diagnostic assessment. If a student’s score on a diagnostic assessment places the student in the “at-risk” classification, then the District is also required to provide special education referral information to the student’s parent.

Use of Assessment Results – As defined in state law, a student is considered to be “at-risk” with respect to early literacy learning if the student scores below the 25th percentile on a diagnostic assessment. For each student who is “at-risk” the District will start or, if applicable, continue the process of developing and implementing a personal reading plan for the student. If a student already has a personal reading plan in place at the time that the student completes a diagnostic assessment, the results of the diagnostic assessment will be used to inform possible changes to the plan and may be used to help monitor the student’s progress. For students who are not considered “at-risk,” the District will use the assessment results as one data point to help determine if the student should be monitored or otherwise further considered for possible interventions or services.

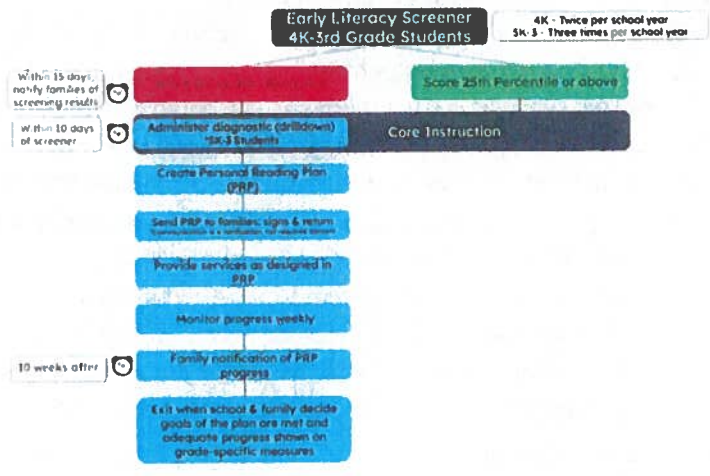
Early Literacy Learning Supports and Interventions

What are Interventions

Research-based support is provided to students in need of additional support. C-FC maintains a menu of interventions used in our response to intervention (RTI) process. This is a menu of possible interventions to be used for academic interventions. This list should not be seen as an exhaustive list or in limiting School Intervention Team options for intervention. However, interventions outside of this list should be vetted to ensure research-based validity. (*) Denotes that the intervention is considered for use in a personal reading plan following our early literacy remediation plan.

Universal Interventions

- Delivering instruction through multimodal strategies, such as audible, verbal, visual, and tactile methods (i.e., tracing, writing, using manipulatives, etc.).
- Using targeted repetition and reinforcement of explicit instruction through re-teaching, teaching using alternative strategies, and/or using alternative materials.
- Identifying critical points during instruction for providing the student with prompts, coaching, learning checks, and specific feedback.
- Making ongoing adjustments to a student’s placement in instructional groups (whole group, small group, and/or individual) for different learning objectives and skill practice.



Plan Creation and Implementation

The District will follow any applicable statutory deadlines for the initial creation of a personal reading plan for an “at-risk” student. As of the date this Early Literacy Remediation Plan was written, the statutory deadlines were as follows:

- By no later than the 3rd Friday of November* if the student is identified as “at-risk” based on the results of either (1) the first universal screening assessment that is administered in any school year or (2) the results of a diagnostic assessment that was administered due to the results obtained from that first universal screening assessment.
- Within 10 calendar days after the administration of any other universal screening or diagnostic assessment required by state law that has identified the student as “at-risk” (i.e., excluding the assessments that are covered by the November deadline specified in the previous paragraph).

* Note: This deadline is inapplicable during the 2024-25 school year.

Once a personal reading plan has been created for an “at-risk” student, the District shall begin providing the interventions described in the plan as soon as practicable. To the extent permitted by applicable law and when not in conflict with other possible obligations (e.g., under the IDEA for a student with a disability), the District retains discretion to modify the content of a student’s personal reading plan.

Administrative Procedures and Oversight

The elementary principal or designee will have primary administrative responsibility for the creation, dissemination, and monitoring of administrative procedures and protocols that District staff will use to create and manage the implementation of student personal reading plans. Changes to such supplemental procedures and protocols would not be considered amendments to the Plan. Those procedures and protocols will address the format/template, authority to modifying a student’s plan, expectations for documentation of intervention delivery, expectations for documentation of progress monitoring activities, format and standards for relevant parent notifications, content and format of 10-week progress reports, and standards and procedures for determining plan completion and “exiting” a student from interventions.

Monitoring Activities for Students Receiving Reading Interventions

Purpose of Monitoring

As a student receives literacy-related interventions or remedial reading services, it is critical to monitor the student’s learning to (1) assess the student’s progress, (2) confirm and better understand the student’s learning needs, and (3) evaluate the effectiveness of the interventions.

Examples of Monitoring Methods and Tools

Monitoring activities during the implementation of reading interventions for a student may include activities such as:

1. A review of relevant schoolwork completed by the student.
2. Observations of the student’s demonstration of knowledge and skills that are relevant to the student’s area(s) of deficiency and to the goals and benchmarks that may be defined for the interventions.
3. Structured curriculum and assessments of specific knowledge and skills.
 - Heggerty – Explicit, systematic instruction covering all 8 phonological awareness skills plus 3 early literacy skills, including phoneme-grapheme connections.
 - AIMSweb Plus – A brief and valid assessment system for screening and monitoring a combination of fluency measures.
 - i-Ready Diagnostic – A brief, computer-delivered, periodic adaptive assessment in reading/English language arts (ELA) for students in grades K–8, assessing Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension of Informational Text, and Comprehension of Literature.

Frequency of Monitoring under a Personal Reading Plan for an “At-Risk” Student

When any “at-risk” student is receiving reading interventions defined in a personal reading plan, monitoring activities shall occur on at least a weekly basis, as further described in the student’s plan.

- The primary focus of the weekly monitoring will be on specific skill areas, goals, and benchmarks that were targets of recent interventions, services, and instruction.
- Each week’s monitoring activities do not need to address all skill areas, goals, and benchmarks identified within the student’s plan.

In the aggregate, the weekly monitoring activities shall be structured to permit timely determinations of whether the student is demonstrating an adequate rate of progress toward reaching grade-level literacy skills, including for purposes of the initial 10-week progress report and any follow-up reports of the student’s overall progress. Under state law, decisions whether the student is demonstrating an adequate rate of progress under a personal reading plan (and, therefore, at least some of the planned monitoring activities) must include an assessment of the following:

Specific Notifications Relating to Assessments

• **Notice of the Results of Reading Readiness Assessments**

- “Reading readiness assessments” include the fundamental skills screening assessment (4K), the universal screening assessment (5K through third grade), and any diagnostic assessments (5K through third grade).
- The District will provide the results of each reading readiness assessment, in writing, to each student’s parent no later than 15 calendar days after the student’s assessment is scored.
- The notification of results will include at least all of the information required under state law. (See § [118.016\(4\)](#).)

• **Notice of Special Education Referral Information**

- If a **diagnostic assessment** indicates that a student is “at-risk,” then information about how to make a special education referral under section [115.777](#) of the state statutes must be included **with the results** of the diagnostic assessment.

• **Parent Notification of Information about Dyslexia**

- The District will provide a notice of information about dyslexia, in writing, to the parent of each student that the District is required to assess for early literacy development using a diagnostic assessment.
- When required, the information about dyslexia may be provided any time after it is known that the parent’s child will be taking a diagnostic assessment, but it shall be provided no later than the date on which the District provides the parent with notice of the results of the diagnostic assessment
- The notification will cover at least all information specified in state law.

Specific Notifications Relating to Student Personal Reading Plans

• **Parent Copy of a Personal Reading Plan; Parent Signature**

- The District will promptly provide a copy of an initial personal reading plan that has been developed for an “at-risk” student to the student’s parent.
- The District will promptly notify the student’s parent of any substantive modifications to a personal reading plan by providing a copy of the amendment(s) or an entire revised copy of the plan.
- The District expects that a copy of an “at-risk” student’s personal reading plan (or an amended plan) will normally be provided to a parent within 5 school days after District staff have finalized the plan (or a substantive amendment to the plan).
- State law requires a parent to return a signed copy of the student’s personal reading plan to the school. Unless otherwise required by the Department of Public Instruction, a signed acknowledgement of receipt of the plan shall be sufficient.

• **Parent Notification of Pupil Progress under a Personal Reading Plan**

- After the school has been providing the interventions described in an “at-risk” student’s personal reading plan for 10 weeks, a member of the District’s instructional staff shall prepare a written progress report and provide the report to the student’s parent.
- Subsequent reports of overall progress under a personal reading plan.
 - Subject to a determination that the student has completed the plan, the initial 10-week progress report and each subsequent report of a student’s overall progress under a personal reading plan shall specify a date by which the school will provide the next overall progress report.
 - The date of the next progress report shall normally be no later than a date that is promptly after the interventions have been provided for another 10 school weeks, but it may be an earlier date.
- The reports of overall progress described in this subsection will include at least the following content:
 - A summative determination as to whether the student is making an adequate or inadequate rate progress with their literacy skills under the personal reading plan. (Note: State law defines the term “inadequate rate of progress” and establishes criteria for measuring progress. See §§ [118.016\(1\)\(g\)](#) and [118.016\(5\)\(c\)](#).)
 - A brief summary of the information that supports the determination of the student’s overall progress.
 - A statement of specific changes or recommendations that the school is making (if any) with respect to interventions, monitoring, etc.
 - Subject to a determination that the student has completed the personal reading plan, a date by which the school will provide the next overall progress report. (See above for timing expectations).

• **Parent Notification of Completion of a Personal Reading Plan**

- The District will promptly notify the student’s parent if the District determines that a student has successfully completed a personal reading plan and that the student will “exit” the plan and plan interventions.

BOARD OF EDUCATION
COCHRANE-FOUNTAIN CITY SCHOOL DISTRICT

Notice is hereby given that a **Special Meeting** of the Board of Education of the School District of Cochrane-Fountain City will be held on **Monday, August 5, 2024, immediately following the Committee meeting that starts at 6:00 p.m.**, in the High School Board room # 335, located at S2770 State Road 35, Fountain City, Wisconsin.

- 1. Call to Order**
 - **Statement of Notice Pursuant to Wisconsin Statute Section 19.84**
 - **Approval of the Agenda**

- 2. Discuss, Consider, and Take Action, if appropriate, regarding strategic initiatives**
 - Discuss and consider recommendations to purchase the playground equipment from Western Dairyland Head Start.

- 3. Adjourn**

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public hearing. The regular Board of Education meeting is scheduled following the committee of the whole meeting where information is gathered and discussed.

Go to: <https://www.cfc.k12.wi.us/district/board-agendas.cfm> for the most updated version of the agenda.