

School District of River Falls
Educational Program Committee meeting

Monday, August 2, 2021 - 6:00 PM
River Falls High School Media Center, 818 Cemetery Road, River Falls, WI 54022

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

1. **CALL TO ORDER - 6:00 p.m. in the River Falls High School Media Center**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS**
4. **Approve the 2021-2022 Assessment Calendar** **3**
Description: Jennifer Peterson, Director of Academic Services, will present committee members with the 2021-22 Assessment Calendar for the School District of River Falls for approval. Assessments scheduled include both state-mandated and district assessments that have been priorities and identified to be administered at each building during the upcoming school year.
Recommended Action: Approve the 2021-2022 Assessment Calendar.
5. **Summer School 2021 update** **5**
Description: Jennifer Peterson, Director of Academic Services, will provide committee members with an update on summer school programming for the Summer of 2021.
Recommended Action: None, informational only.
6. **New Teacher Orientation and August Inservice update** **9**
Description: Jennifer Peterson, Director of Academic Services, will provide committee members with an update regarding the upcoming New Teacher Orientation schedule of events. New Teacher Orientation is scheduled for August 23-24, 2021. Additional information shared will include the August Inservice schedule for all staff. The August Staff Inservice will be held on August 25-26 and 30-31, 2021.
Recommended Action: None, informational only.
7. **Approve Recommended Substitute Pay Rate at \$160 per day for the 2021-22 School Year.** **12**
Description: David Bell, Director of Human Resources and Leadership Development, will present an administrative recommendation to set the 2021-22 substitute teacher pay rate at \$160 per day.
Recommended Action: Approve the 2021-2022 Substitute Teacher Pay Rate at \$160 per day.
8. **Meyer Middle School Standards-Based Grading presentation** **13**
Description: Mark Chapin, Meyer MS Principal, will present committee members with information regarding the Middle School action steps and timeline to implement standards-based grading at Meyer Middle School. Information will also be shared regarding the rationale for this transition and how staff will be supported in their upcoming work.
Recommended Action: None, informational only.
9. **8th Grade student leadership program presentation** **34**
Description: Mark Chapin, Meyer MS Principal, will provide committee members with information regarding a new leadership program that will be starting at Meyer MS this upcoming school year for 8th grade students.

Recommended Action: None, informational only.

10. eSchool update

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Description: District staff will present an eSchool update to committee members specific to both the K-8 and 9-12 virtual options for students for the 2021-22 school year. Information provided will include current enrollment information, programming, and current action steps to ensure successful programming is in place for students this fall for the upcoming school year.

Recommended Action: None, informational only.

11. River Falls High School ACP Portfolio Presentation

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Description: Kit Luedtke, River Falls High School Principal, and Melisa Hansen, College and Career Readiness Coordinator, will share current high school planning specific to high school students in River Falls. Students will be creating a student portfolio during their high school years that aligns to Academic and Career Planning goals. Portfolio content will align with student Academic and Career Plans (ACP) and administration will be requesting future approval to offer this option to students for credit toward graduation elective requirements.

Recommended Action: None, informational only.

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

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

Recommended Action: As needed.

13. Schedule next Board/Committee meetings

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

Recommended Action: Set the meeting schedule as follows:

Educational Program Committee meeting, Monday, September 13, 2021, 6:00 p.m.

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

14. ADJOURN

**School District of River Falls
Assessment Schedule
2021-22 School Year**

Dates	Assessment	Grade Level
Fall Assessments		
September 13 – September 24, 2021	AIMSweb Screening	1 – 5
September 2021	Renaissance STAR Screening	6 – 8
September 20 – October 1, 2021	Fountas & Pinnell (BAS) Leveling	1 – 5
October 12 – November 5, 2021	PALS 4K and K Screening Window	4K – K
Winter Assessments		
January 10 – January 21, 2022	Fountas & Pinnell (BAS) Leveling	Grade K – 2 all; Grades 3 – 5 as needed and new students
December 1, 2021 – January 28, 2022	ACCESS for ELLs 2.0	K – 12
January 10, 2022 – February 4, 2022	PALS 4K and K Screening	4K – K
January 10 – January 21, 2022	AIMSweb Screening	K-2 all; Grades 3-5 bottom 25% and new students
December 2020	Renaissance STAR Screening	6 – 8
Spring Assessments		
March 8, 2022 (March 22 make-up)	ACT with Writing <i>Paper Administration (Initial)</i> <i>(Window 1)</i>	11
March 8-11, 2022 March 14-18, 2022	ACT with Writing <i>with Accommodations</i> <i>Paper Administration (Initial)</i> <i>(Window 1)</i>	11
March 8-10, 2022 March 15-17, 2022	ACT with Writing <i>Online Administration (Initial)</i> <i>(Window 1)</i>	11
March 22, 2022	ACT with Writing (Make-up) <i>Paper Administration</i> <i>(Window 2)</i>	11
March 22-25, 2022 March 28-31, 2022 April 1, 2022	ACT with Writing <i>with Accommodations</i> (Make-Up) <i>Paper Administration</i> <i>(Window 2)</i>	11

March 22-24, 2022 March 29-31, 2022	ACT with Writing (Make-Up) <i>Online Administration</i> (Window 2)	11
April 12, 2022	Emergency Test Date - ACT with Writing <i>Paper Administration</i> (Window 3)	11
April 12-15, 2022 April 18-22, 2022	Emergency Test Date - ACT with Writing <i>with Accomodations</i> <i>Paper Administration</i> (Window 3)	11
April 12-14, 2022 April 19-21, 2022	Emergency Test Date - ACT with Writing <i>Online Administration</i> (Window 3)	11
March 22 - May 14, 2022	WI Forward Assessments <i>*ELA and Math grades 3-8; Science grades 4 and 8; Social Studies grades 4, 8, and 10</i>	3 – 8, 10
March 22 - May 14, 2022	Dynamic Learning Maps <i>*ELA and Math grades 3-11; Science grades 4, 8-11 Social Studies grades 4, 8, and 10</i>	3 – 11
April 4 – May 4, 2022	ACT Aspire	9 – 10
April 25 – May 20, 2022	PALS 4K and K Screening Window	4K – K
May 9 – May 20, 2022	Fountas & Pinnell (BAS) Leveling	K – 5
May 9 – May 20, 2022	AIMSweb Screening	1 – 5
May 2021	Renaissance STAR Screening	6 – 8
May 2 – 13, 2021	Advanced Placement Exams	9 – 12
May 17 – 20, 2022	Advanced Placement Late-Testing Dates	9 – 12
June 16-18, 21-25, 23-26, 2022	Advanced Placement: Administration 4	9 – 12
August 9-12, 16-19, 23-26, 2022	Advanced Placement: Administration 5	9 – 12

**Assessments shaded in GREY are state-mandated assessments. All other identified assessments are based on best-practices in using assessments to drive instruction or are based on student choice.*

River Falls School District Summer School 2021



ENGAGING THE ESSENTIALS



Engaging the Essentials

June Session:

(June 14-30)

18 Class Sections (PreK-Pre5)
218 students participated

July Session:

(July 12-23)

18 Class Sections (PreK-Pre5)
191 students participated



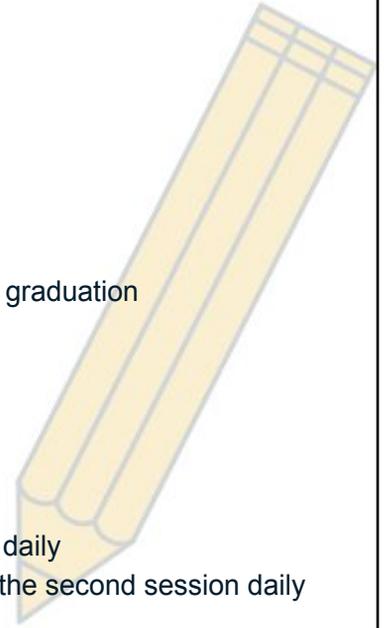
Secondary Summer School

Pre-6 to Pre-9 Class

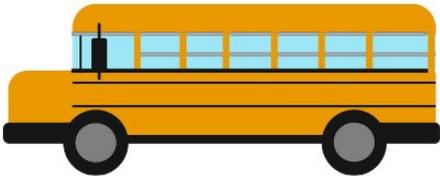
- Located at Meyer Middle School
- 3 Classes; 29 Students
- HS Health - 16 Students earned their Health (.5) credit toward graduation
- Summer School Musical

High School Opportunities

- FFA Elective Courses & Leadership Development
- Online Odysseyware Credit Retrieval Courses
 - 2 Sessions: 8:00 - 10:00 a.m. and 10:00 a.m. - 12:00 p.m. daily
 - 19 students participated in the 1st session; 14 students in the second session daily
 - 24 - half (.5) credits were earned by students this summer



Transportation 2021

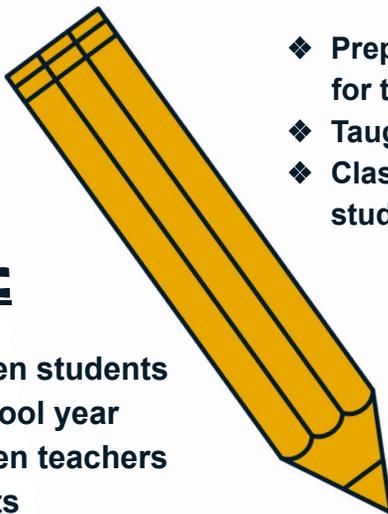


- ❖ Transportation was offered to all families through the Summer School registration process
- ❖ Transportation routes were offered BOTH in-town and for rural students.
- ❖ Two (2) in-town routes were offered
 - 88 Students
 - Pick-up locations included: WS, RB, RFHS, Wasson St. and RFPME
- ❖ Four (4) rural routes ran to support additional students
 - 40 Students

August 2021

K-Boost:

- ❖ Preparing Kindergarten students for the upcoming school year
- ❖ Taught by Kindergarten teachers
- ❖ Typically 6-10 students



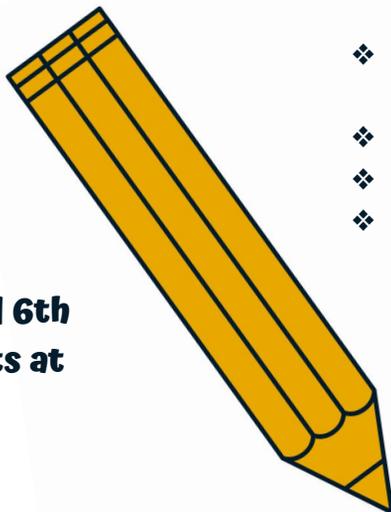
1-Boost:

- ❖ Preparing Kindergarten students for the upcoming school year
- ❖ Taught by 1st grade teachers
- ❖ Class sizes TBD; supporting VES students from 2020-21.

***Offered at all four (4) Elementary Schools**

August 2021

You In The Middle:



***Offered to all 6th
grade students at
Meyer MS**

- ❖ Preparing 6th grade students for the upcoming school year
- ❖ Taught by MS 6th grade teachers
- ❖ All incoming 6th grade students
- ❖ All RFPME & virtual students entering MMS for 7th grade

Questions & Comments



New Teacher Orientation Agenda
School District of River Falls
Day 1

Monday, August 23, 2021 – River Falls High School Library Media Center

- 7:30 - 8:00 Breakfast
Hot Breakfast provided by RFSD
River Falls High School Commons Area
- 8:00 - 8:30 Welcome – District and Building Administrators
Jamie Benson, Superintendent
Introduction of New Staff and Administrative Team (Goose Chase)
Jennifer Peterson, Director of Academic Services
- 8:30 - 8:50 [District Mission, Vision, Strategic Plan, and Priorities](#)
David Bell, Director of Human Resources and Leadership Development
- 8:50 - 9:15 [Character Education](#)
Mark Chapin, Meyer Middle School Principal
- 9:15 - 9:45 Equity, Inclusivity, and Diversity [Integrated Comprehensive Systems for Equity](#)
Nate Wells, RFPME Principal
David Bell, Director of Human Resources and Leadership Development
- 10:00 - 10:30 Infinite Campus/Employee Access/ AESOP
Brian Dado, Jim Helgeson, Michelle Olson, & Brittany Kaufer - Technology Support
- 10:30 - 10:45 Break
- 10:45 - 12:30 Personalized Learning in the School District of River Falls
District Technology Vision Training and Support Google Suite, Schoology,
Chromebooks, Tablets and Professional Development Opportunities
Ashley Bingenheimer, Educational Technology Integration Specialist, LMC
- 12:30 - 1:30 Lunch provided by the district
Mentors and Buddies invited for lunch
Westwind Supper Club
- 1:30 - 3:00 Building Specific Tour and Orientation
Building Principal, Mentor
****Tour, keys?, room time, troubleshooting for new staff, introduce to other staff in the building, etc. login to home room desktop*
- 4:00 - 5:30 School Board Meet & Greet
Junior's Restaurant and Tap House

**New Teacher Orientation Agenda
School District of River Falls
Day 2**

Tuesday, August 24, 2021 – RFHS Library Media Center (LMC)

- 7:30 - 9:00 Breakfast
**Sponsored by local businesses & the River Falls Chamber of Commerce*
**Juniors*
- 9:00 - 10:00 District Safety, Crisis Prevention, and Response
Nate Schurman, Greenwood Principal
Bryan Jensen, Police Liaison Officer
Medical Emergency Response Team
Karin Branvold, School Nurse
- 10:00 - 10:30 [Human Resources Update](#)
Educator Effectiveness, Required Trainings, Degree/Credit Approval, Wellness
David Bell, Director of Human Resources and Leadership Development
- 10:30 - 10:45 Break
- 10:45 - 11:15 Academic Services Update
Curriculum and Professional Compensation
Jennifer Peterson, Director of Academic Services
- 11:15 - 12:00 Student Services Update
Seclusion and Restraint, MLSS, Special Education, Mandatory Reporting,
and Student Records/Confidentiality
Jackie Steinhoff, Director of Student Services
- 12:00 - 1:00 Lunch
Sponsored by Teachers' Education Association
- 1:00 - 1:30 [Know Your Benefits](#)
Sue Tobias, Health Partners,
- 1:30 - 2:00 [Employee Assistance Program](#)
Diane Cragoe, Family Means
- 2:00 - 2:30 [WEA Presentation Benefits](#)
Paul Rushman, WEA Trust,
- 2:30 - 3:15 Q & A / Grand Finale / Wrap-Up

Back-to-School District Inservice
August 25-31, 2021

***New Teacher Orientation - August 23-24, 2021

Wednesday, August 25, 2021 – Building-Level Inservice

7:30-3:30 Building-Level Professional Development and Staff Meetings
8:00 - 10:00 Transportation Meeting (*transportation staff only*)
Bus Garage

Thursday, August 26, 2021 – Building-Level Inservice

7:30-3:30 Building-Level Professional Development and Staff Meetings
1:00 - 3:30 K-12 Special Education Meeting (teachers)

Monday, August 30, 2021 – River Falls High School Commons and Auditorium – ALL STAFF

7:30 - 8:00 All Staff breakfast - RFHS Commons

8:00-10:30 Welcome, Introduction, and Presentations (*RFHS Auditorium*)

- **United Way Campaign**
Lisa Murphy, St. Croix Valley United Way
- **Welcome and Introduction of Building Association Representation**
Chris Muenich, RFEA President
- **Opening Address & New Staff Welcome**
Jamie Benson, Superintendent
- **Board of Education Welcome**
Stacy Johnson Myers, School Board President
- **Introduction of Guest Speaker - TBD**
Jennifer Peterson, Director of Academic Services

*****CLARIFICATION***** **Paraprofessionals and Bus Drivers welcome and encouraged to attend breakfast and our opening address from 7:30 - 10:30, and will be paid **2.5 hours** for your attendance. Please submit your time in True Time and note "Back to School Kick-off."*

10:30-3:30 Teacher Work time/Building-Level Professional Development and Staff Meetings
**Unless identified to attend a school level breakout session identified above.*

**MMS Back to School Night - Wednesday, August 25th (12:30 - 7:00 p.m.)*

**RFHS Parent Night Open House - Thursday, August 26th (5:00 - 8:00 p.m.)*

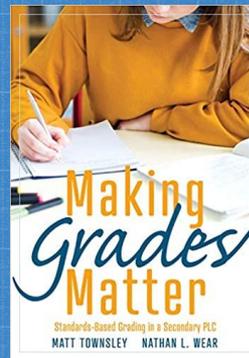
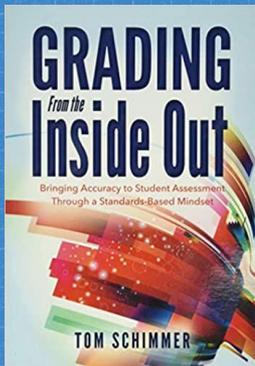
Tuesday, August 31, 2021 – Building-Level Inservice

7:30-3:30 Building-Level Professional Development and Staff Meetings

**Building Principals will be providing staff with their specific building meeting times & expectations for your convenience.*

V.3 Substitute Employees

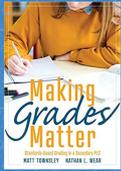
SUBSTITUTE POSITION	RATE
Bus Driver, Route	<p>\$21.30/hour (Route Driver Step 2)</p> <p>Sub Drivers who accumulate 925 hours of substitute route driver hours will advance a step in the following fiscal year.</p>
Custodian	<p>\$14.30/hour</p> <p>Starting 7/1/18, Sub Custodians who accumulate 925 hours of substitute custodian hours will advance to \$17.48 (Custodian Step 1) in the following fiscal year.</p> <p>Starting 7/1/18, Sub Custodians at Step 1 who accumulate 2,080 hours of substitute custodian hours will advance to \$17.88 (Custodian Step 2) in the following fiscal year.</p>
Kids' Club, Assistant Care Giver	\$11.30/hour (Kids Club Assistant Step 1)
Kids' Club, Lead Care Giver	\$14.25/hour (Kids Club Lead Step 2)
Paraprofessional, General Ed	\$14.00/hour
Paraprofessional, Bilingual, Health <u>and</u> Special Education	\$15.35/hour
Secretary	\$15.90/hour
Support Long-Term Sub	Group Step 1
Teacher	\$160.00/day



Standards Based Grading

(grading for learning)

@ Meyer Middle School



Standards-based grading

A philosophy of learning & assessment that centers on 3 core principles:

- Grades should communicate students' current levels of learning based on standards.
- Homework should serve as ungraded practice.
- Students should have multiple opportunities to demonstrate their learning.

Why Standards Based Grading?

Alignment to Professional Learning Communities and the BIG 4 + 1 . . .

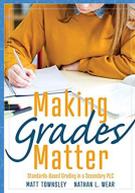
- 1.) What knowledge, skills, and dispositions should every student acquire as a result of this unit, this course, or this grade level?
- 2.) How will we know when each student has acquired the essential knowledge and skills?
- 3.) How will we respond when some students do not learn?
- 4.) How will we extend the learning for students who are already proficient?

+ 1.) What students? (SPED? Economically Disadvantaged? Students of color? Other?)

Why Standards Based Grading?

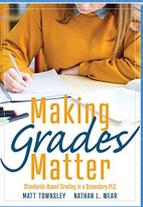
Standards based grading is a starting point for professional learning communities that will allow us to focus on student learning rather than focusing on points or a letter grade.

Our current reporting/recording practices (gradebook & report card) do not allow us to meet our mission. Our reporting of grades are not specific enough (by standard/by student) to achieve district goal #3: Address the achievement gap by focusing on growth.



Standards Based Grading & Professional Learning Communities

“As authors and educators, we believe that secondary schools cannot accomplish standards-based grading practices without a strong foundation in the PLC process.” (P.3)



Chapter 1: SBG in a PLC

Three Big Ideas Drive all PLCs:

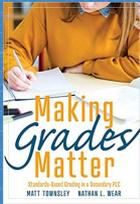
- 1.) All students can learn at high levels
- 2.) Teachers must work together to meet the needs of each student
- 3.) Schools must demonstrate a results orientation

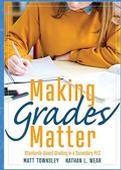
Connections Between the Four PLC Critical Questions and Standards-Based Grading Principles



Chapter 1: SBG in a PLC

Critical Questions of a PLC	SBG Principles		
	1. Grades should communicate students' current levels of learning based on standards.	2.) Homework should serve as ungraded practice.	3.) Students should have multiple opportunities to demonstrate their learning.
1.) What knowledge, skills, and dispositions should every student acquire as a result of this unit, this course, or this grade level?	X	X	
2.) How will we know when each student has acquired the essential knowledge and skills?	X	X	
3.) How will we respond when some students do not learn?	X	X	X
4.) How will we extend the learning for students who are already proficient?	X		





Points Based Gradebook vs. Standards Based Grading



English Language Arts

Date	Assignment or Task	Score
9/15	Test 1	20/20
9/20	Worksheet 1	5/5
9/25	Rough Draft of Essay	10/10
10/15	Second Draft of Essay	17/20
10/20	Worksheet 2	5/5
10/30	Final Draft Essay	12/20

Does this gradebook clearly communicate a student's current level of learning based on a standard?

How should a teacher respond to this particular student's current level of learning?

Does this student need reteaching and another opportunity to demonstrate mastery? Which standard?

Is this student ready to move on or in need of an extension activity?



Points Based Gradebook vs. Standards Based Grading

Does this gradebook clearly communicate a student's current level of learning based on a standard?

How should a teacher respond to this particular student's current level of learning?

Does this student need reteaching and another opportunity to demonstrate mastery? Which standard?

Is this student ready to move on or in need of an extension activity?

English Language Arts

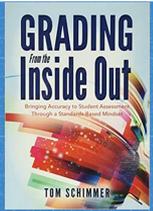
Date	Practice or Standard	Score
9/8	Practice: Worksheet 1	✓
9/15	Standard: Identifying the theme or central idea of a text	4
9/22	Practice: Worksheet 2	L
10/1	Standard: Cite evidence to support analysis	3
10/8	Practice: Worksheet 3	✓
10/14	Standard: Write arguments to support analysis	4
10/21	Practice: Worksheet 4	X
10/30	Standard: Analyze the author's claim	2
10/30	Standard: Determine the author's point of view	1

✓ = Collected
X=Missing
L=Late
Ab=Absent

KEY

0=No evidence of learning
1=minimal understanding
2=partial understanding
3=Proficiency with standards
4=Mastery of standards
*=Does not count toward course grade

21



5 Myths of Standards Based Grading



Myth 1: Standards-Based Grading Makes It Easier For Students

(A collective movement to standards based instruction has nothing to do with making school easier for students; it's about more students reaching proficiency through authentic demonstrations of learning. Rather than simply accumulating points to receive a passing grade, students must now reach a minimal level of proficiency on a maximum number of subject-specific standards.)

Myth 2: Standards-Based Grading Is More Work for the Teacher

(Once the dust settles on the implementation of standards-based grading, many teachers find it's no more or less work; it's just a different routine. It's important to recognize that best interests of students and the best interest of teachers' workloads can, at times, be at odds; what is most efficient for teachers is sometimes not most effective for students.)

Myth 3: There Is Only One Way to Implement Standards-Based Grading

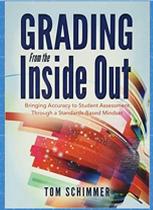
(Our goal is to accurately report student proficiency while maintaining students' confidence in their continued growth. Beyond that, the decisions about grading practices are more local than universal.)

Myth 4: Students Are No Longer Held Accountable

(The focus on learning shifts teachers from a task completion paradigm to a learning paradigm. Real accountability means teachers deem no essential evidence or demonstrations optional and that students are responsible for all of the learning.)

Myth 5: Students Will Be Unprepared for the Real World

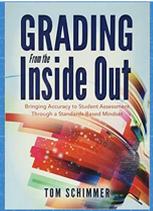
(If we are going to proclaim the importance of life lessons, habits and characteristics that ensure students are ready for life after high school, then we need to assess them with accuracy and develop them through support and instruction.)



Assessing Student Attributes & Competencies

If our objective is to improve student behavior, then our first obligation as teachers and leaders is to describe with clarity and specificity the behavior that we wish to achieve.

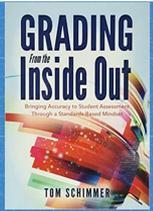
-Douglas Reeves



Assessing Student Attributes & Competencies

Teaching attributes separately aligns with the grading true north. It passes the accuracy test because it ensures that subject grades only reflect learning and important student attributes receive the attention they deserve.

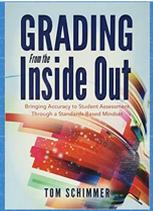
It also passes the confidence test, as it helps students know what it takes to develop and sustain habits for lifelong success, which are every bit as important as subject specific proficiency to ensure that they are prepared to take on the challenges of college or career.



Assessing Student Attributes & Competencies

Attribute	Success Criteria
Responsibility:	(insert here)
Respect:	(insert here)
Work Ethic:	(insert here)
Citizenship:	(insert here)
Organization:	(insert here)

Once teachers decide what attributes matter, they will establish clear performance criteria (Ex: Advanced, Proficient, Basic, Below Basic)



Assessing Student Attributes & Competencies

SAMPLE RUBRIC: [Orland School District Standards Based Grading Handbook](#)
P. 20-21

Standards Based Grading Roadmap

Step 1: Establish Power Standards

1

Step 3: Build Assessments

3

Step 5: Set Up Report Card

5

SEPTEMBER
2021

Step 2: Establish Proficiency Levels and Clear Performance Criteria

2

Step 4: Set up Gradebook

4

Step 6: Pilot

6

JUNE
2022

How to Establish Power Standards

Directions: Select a standard, and use each column to assess whether the standard meets or does not meet the priority standard criteria found in the column heading. A yes in more than three columns indicates this is a priority standard. If there is a no in three or more columns, it is likely not a priority standard. Results in between indicate a need to further review and assess the standard's importance.

Standard: _____

Teacher Input: Is this standard important to know? Can a student learn the content-the big concept-without having this information? (Circle yes or no.)		Endurance: Do we really expect our students to retain the knowledge and skills over time, as opposed to merely learning them for a test (Circle yes or no.)		Readiness: Is the standard essential for success in the next unit, course, or grade level? (Circle yes or no.)		Leverage: Will proficiency in this standard help our students in other areas of the curriculum and in other academic disciplines? (Circle yes or no.)		State or National Testing: Is the standard tested? (Circle yes or no.)	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
My reasoning:		My reasoning:		My reasoning:		My reasoning:		# of related questions on the test:	



St. Croix Central Template

Guaranteed and Viable Curriculum

Unit (link to lesson)	Length of Unit (Days)	Essential Teaching Standard	Depth of Knowledge	Essential Question/Learning Targets	I Can Statement	This Means Statements	Formative Assessment	Summative Assessment
		Supplemental Teaching Standards						



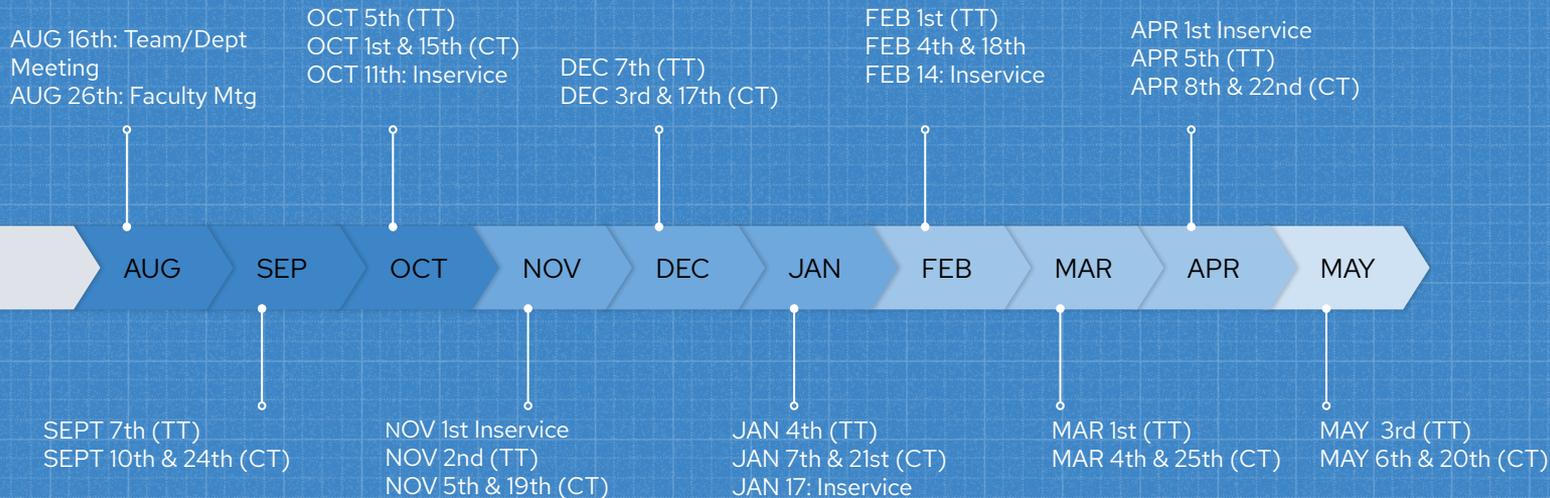
MEYER MIDDLE SCHOOL POWER STANDARDS IDENTIFIED (TO BE DETERMINED)

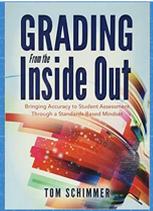
Power Standards Linked Below for Each Course

6-SCI	6-SS	6-LA	6-LIT	6-MATH	6-SPANISH	6-French	6-Health	6-G2T	6-CONNECT	6-MIE	6-Art	6-BAND	6-CHOIR
7-SCI	7-SS	7-LA	7-LIT	7-MATH	7-SPANISH	7-French	7-Health	7-G2T	7-CONNECT	7-STEM	7-Art	7-BAND	7-CHOIR
8-SCI	8-SS	8-LA	8-LIT	8-MATH	8-SPANISH	8-French	8-Health	8-G2T	8-CONNECT	8-CAREERS	8-Art	8-BAND	8-CHOIR

PD & Planning Time for Teachers

(9) TT=Team Time PD (44 min)
(18) CT=Collaboration Time (44 min)
(5) Inservice (3-6 hours)





Getting Parents on Board

- Parents are familiar with standards based grading at the elementary level.
- Communication on our website (exemplars from other districts)
- Design a Standards Based Grading Handbook for staff, students and parents ([sample](#))
- Grading From the Inside Out: Each chapter has a section on how to bring parents on board
- Parent communication in early spring regarding this transition (exemplars from other districts).



QUESTIONS?



Meyer Middle School Character & Leadership Development Program

Introductions

John Witt: 7th Grade Math Teacher at Meyer Middle School

Mel Hoffman: Community Volunteer & Vice Commander at American Legion Post 121

Mark Chapin: Principal at Meyer Middle School



Biography–Mel Hoffman

- ⊙ Retired Sergeant Major / 34yrs Army
- ⊙ Various Leadership positions
- ⊙ Numerous Deployments / OIF 07-08

- ⊙ American Legion Post 121
 - 2nd Vice Commander
 - Honor Guard Commander

- ⊙ Travis Manion Foundation
 - “Character Does Matter” Mentor / Volunteer



Biography–John Witt

- ⊙ Father of four that have all graduated from RFHS
- ⊙ 35 years of teaching experience including
 - 5th Grade
 - MS Math
 - Summer School
 - Knight School Program
- ⊙ Coaching experiences including T-Ball to HS level



Biography–Mark Chapin

- ⊙ 13 years of administrative/leadership experience
- ⊙ Doctorate Degree from Bethel University with a dissertation focused on leadership, character education and the change process
- ⊙ Lead administrator for Character Education in the SDRF
- ⊙ Character Education Coach through Alverno College's LACCS program
- ⊙ Member of the Wisconsin Character Education Partnership Advisory Committee



Mission & Purpose

- ⊙ Develop Character, Leadership & Teamwork Skills
- ⊙ Build Individual Confidence
- ⊙ Team Collaboration



Goals

- ⦿ Introduce students to leadership styles, character traits, & skills using classroom instruction, discussion & reflection.
- ⦿ Develop leadership confidence & character thru hands-on leadership scenarios including a community service learning project



Age Group

8th Grade



Main Resource

- © [Travis Manion Foundation Character Does Matter \(guide\)](#)
- © [Sample Lesson](#)



Sample Lesson Overview

Featured Character Strength

- Students discuss and record a working definition of the character strength.
- Ask a few students to share how they use that character strength in their lives.

Character in Action Story

- Each lesson plan includes a story of a veteran, fallen hero, family member of the fallen, or student/community member who displayed the day's character trait during his or her life.
- Mentors can either share the provided character in action story, or offer one of their own for the group to discuss.

Experiential Learning Activity

- Students directly apply their knowledge and use of the character strength within the activity.

Activity Reflection-Guided Discussion:

- These discussions take place with the whole group.
- It is designed to help students reflect on what they saw and how they experienced the character strength in action.



Character & Leadership Development Program Timeline

All sessions will take place on our inservice days from 8:00AM to 12:00PM

Initial Meeting: Sharing Scope & Sequence, Goals, Dates & Expectations with students

Character Focus:

Hands on Activity:

Resource:

Character Focus:

Hands on Activity:

Resource:

Graduation Ceremony

SEP 10

OCT 11

NOV 1

DEC

JAN 17

FEB 14

MAR

APR 1

MAY 26

Character Focus: Leadership Traits, Styles & Strengths

Hands on Activity: Strengthsfinder

Resource: Everyday Leadership Lesson

Character Focus:

Hands on Activity:

Resource:

Character Focus:

Hands on Activity:

Resource:

Parent Communication

- 1.) Informational Meeting (May 2021)
- 2.) Expectations, dates, times and scope and sequence will be shared with parents in September.



Important Points

- 1.) The Character & Leadership Development Program and the Travis Manion Foundation (TMF) trained mentors are NOT here to recruit for the military.
- 2.) There are many ways to serve and lead others. The TMF's motto is "if not me, then who". The examples of character and leadership shared will be from a variety individual backgrounds, both military and nonmilitary alike while providing on opportunities for students to practice and reflect on their character, leadership and service to others.
- 3.) Completely Voluntary
- 4.) No cost
- 5.) Transportation to MMS will need to be provided by parents

QUESTIONS?



Meyer Middle School
Character & Leadership
Development Program

Education Programs K-8 eSchool Update

August 2, 2021

K-8 eSchool Staffing

Administrator - Jennifer Peterson

Program Secretary - Lesley Schradle

K-8 Program Coordinator - Erin Cramer

Grades K-5 Educator - Erin Kost

Grades 6-8 Educator - Erin Cramer



Current Work

- ❖ Weekly Team Collaborative Meetings
- ❖ Developed and Published our K-8 eSchool Handbook
- ❖ Collaboration with WVS to set up teachers and student courses
- ❖ Attending WVS scheduled trainings and implementation preparation
- ❖ Working on Curriculum for all courses and grades levels
- ❖ Initial Charter School Application work

Upcoming Work

- ❖ eSchool Family Communications (August)
- ❖ Back-to-School Welcome Night (August 26)
- ❖ Family Orientation (August 30)
- ❖ Attending WVS scheduled trainings and implementation preparation
- ❖ Working on Curriculum for all courses and grades levels
- ❖ Finalized Charter School Application
 - Obtain BOE approval
 - Submit to DPI - January 2022

Enrollments 2021- 2022 School Year

Elementary (10)

Kindergarten - 2 Students

1st Grade - 2 Students

2nd Grade -

3rd Grade - 3 Students

4th Grade - 1 Student

5th Grade - 2 Students

Middle Grades (10)

6th Grade - 1 Student

7th Grade - 4 Students

8th Grade - 5 Students

****Program Coordinator/Shared Responsibilities*

Updated 7/26

eSchool Programming for 2021-2022

Curriculum -

The eSchool will utilize Wisconsin Virtual School curriculum for grades K-8. Educators in the eschool will alter course content if needed to reflect Wisconsin State Standards and RFSD curriculum goals. The Middle School Mathematics curriculum will be taught daily by an onsite MMS teacher as Mathematics was determined to be a high priority for daily instruction.

School Calendar -

The eSchool will run off of a semester calendar with midterm grade check points.

The School Day At-a-Glance

Families throughout River Falls and Wisconsin have enrolled in our eSchool for a large variety of reasons. We allow for flexibility for our families as well as a personalisation of learning for our students. There are times during the school day where students are expected to participate in meetings with their peers or individually with their teacher. Educators, students, and guardians will work together to set up a schedule for each student to complete their coursework outside of those scheduled hours.

Scheduled Meetings Throughout the Week:

- Morning Meeting/Advisory (multiple grades meeting)
- ELA Grade Level Meetings
- Math Grade Level Meetings
- Project; Other Support Meeting
- Individual Meeting with Teacher 1/student/week

Student Course Enrollment:

Elementary

Mathematics
Language Arts
Science
Social Studies
Digital Citizenship & Literacy

Middle Grades

Mathematics
Language Arts
Science
Social Studies
Digital Citizenship (1 Semester)
Phy Ed (1 Semester)
Elective Choice Per Semester
(Digital Art and Design OR Career Explorations)



Questions & Comments



River Falls High School Virtual Academy

Bird's eye view of progress and next steps: July/August 2021

Our Mission:

The core purpose of RFHS Virtual Academy is to provide a personalized, engaging, and relevant educational plan for all students grades 9-12.

Our Vision:

To create a strong, viable virtual program with three to five year goals of allowing students to have more voice and choice in their daily schedules. Students will take advantage of robust blended coursework closely aligned with RFHS curriculum and utilizing RFHS teaching staff in both synchronous and asynchronous environments. Wisconsin Virtual School coursework may also supplement students' schedules.

Socialization:

Even though we are a fully online school, student interactions and socialization with others in classroom learning is a core principle of who we are. Students enrolled in courses taught by RFHS instructors will have a minimum of 2 hours of synchronous/social interaction and instruction per course per week. This may include but is not limited to daily activities, check-ins, small group work, individual conferences, and synchronous teaching/learning discussions.

RFHS Virtual Academy Staff

- RFHS teachers (most core content areas, some electives)
- Matt Smith, Program Coordinator
- Molly Chapman, Special Education teacher
- Cal Johnson, School Counselor
- Lisa Goihl, Virtual Academy Administrator

What we have accomplished so far...

- **Survey of teacher interest: March 2021**
- **Initial planning: July 1, 2021**
- **Planning Retreat with interested teachers: July 19-20, 2021**
 - **Input**
 - **Ideas**
 - **Discussion**

Current and Next Steps

- Scheduling students (RFHS courses & WVS courses)
- Family communication
 - Sharing expectations and other info
 - Open House--format TBD
- Finalizing enrollment and schedules
- Making sure RFHS teachers have what they need

THANK YOU!



ACP

Senior Portfolio

Ed Programs
August, 2021



What is ACP?

It is part of DPI's overall vision for every student to graduate high school and be college and career ready. That means students must be competent both socially and emotionally. We want our students to be strong critical thinkers, collaborate and solve real-world problems, and persevere when things aren't quite going their way.

A PROCESS & A PRODUCT

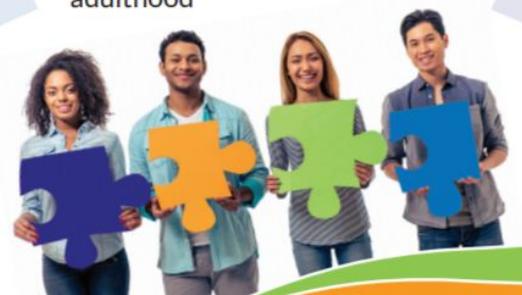
The term ACP refers to both a *process* that helps students engage in academic and career development activities as well as a *product* that is created and maintained for students' academic, career, and personal advancement.

Every student; Every year.



Academic and Career Planning is:

- a student driven vision of personal future goals
- based on deep understanding and reflection of strengths and interests
- connecting goals to college and career exploration and planning
- supported by meaningful adult relationships
- making informed choices for post-secondary transitions to adulthood



The graphic features a logo at the top right with the text 'WISCONSIN ACP Academic and Career Planning' and an icon of a person and a child. Below the logo is a list of five bullet points describing the components of ACP. At the bottom, four diverse students (two women and two men) are shown holding large, colorful puzzle pieces (purple, orange, green, and blue) that fit together. The background of the graphic includes faint puzzle pieces in various colors.



RFSD and ACP

The School District of River Falls, innovative leader in **personalized learning**, ensures the development of every student's unique potential in order to excel as responsible, productive, global citizens, facilitated by forward-thinking staff in a safe, nurturing and **collaborative environment**.



ACP Readiness

Methods to Get Your Students Ready:



Academic Readiness

- Relevant academics
- Connected sequence of courses
- College credit rigor



College and Career Readiness

- CTE student organizations
- Career-based learning
- Work-based learning
- Industry-recognized certifications



Social Emotional Readiness

- Practice in Class and real-world settings
- Embedded instruction on SEL knowledge, skills, and habits

[flyer](#)

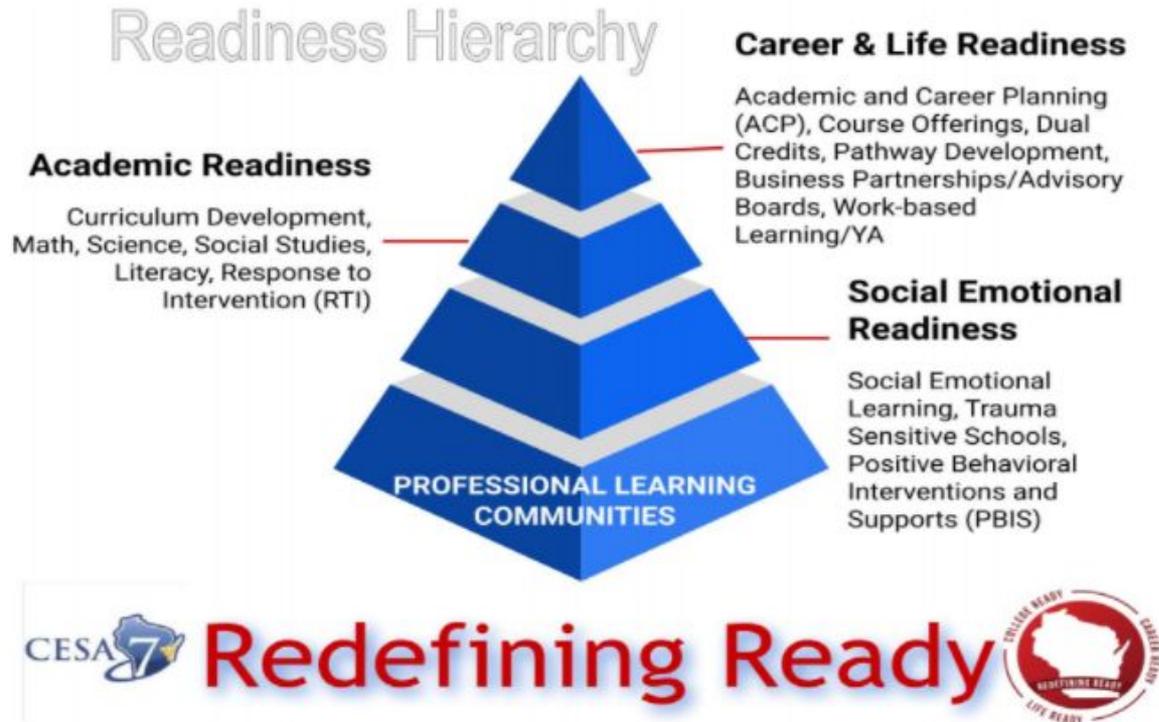
Redefining Ready and ACP



“ While all research tells a story,
Local data is the most powerful tool for changing and evolving the narrative. ”

Kevin J Fleming Ph.D

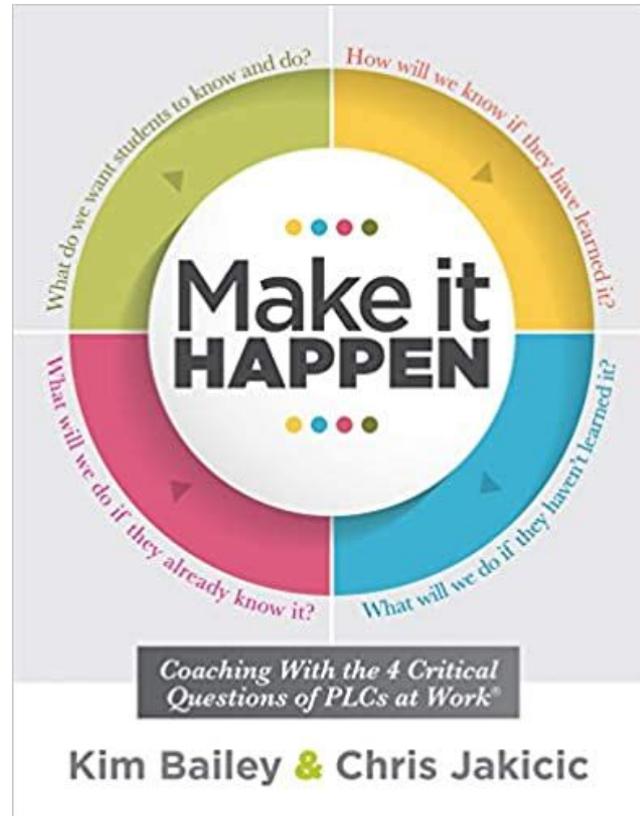
WI College and Career Readiness



PLC HALLMARK: take collective responsibility for student learning

4 critical questions

1. What do we want students to know?
2. How will we know if they have learned it?
3. What will we do if they haven't learned it?
4. What will we do if they already know it?



What do we want students to know and do?



RFHS ACP STUDENT LEARNING OUTCOMES

GRADE 9

- Set appropriate career-and college-ready goals with timelines that identify effective means for achieving those goals
- Reflect and update inventories and identify potential career interests to research further
- Research career of interest and compare to other saved careers from previous grades
- Identify strengths, interests, and learning styles based on assessments
- Identify and practice soft skills/employability skills
- Update six-year course plan to include post-secondary options (AP, TC, Academics, Work Based Learning, Transcript)
- Identify meaningful and supportive adult mentors to support ACP planning

GRADE 10

- Set appropriate career-and college-ready goals with timelines that identify effective means for achieving those goals
- Reflect and update inventories and identify potential career interests to research further
- Conduct research on potential careers

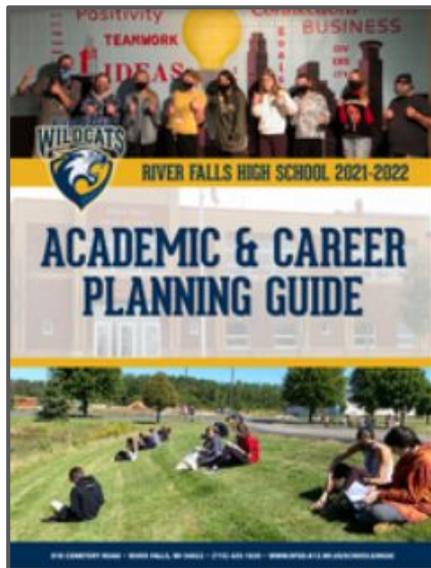
GRADE 11 (Cont.)

- Understand financial implications for alternative post-secondary options along with resources available (FAFSA, Student Loans, Grants, Scholarships)
- Update resume
- Update six-year plan to include post-secondary options
- Analyze personal high school transcript
- Continue to identify and practice soft skills/employability skills
- Examine Work-Based Learning opportunities such as job shadow, service learning, Employability Skills, Work Experience, Co-op and Youth Apprenticeship
- Identify meaningful and supportive adult mentors to support ACP planning

GRADE 12

- Set appropriate career-and college-ready goals with timelines that identify effective means for achieving those goals
- Continue to analyze financial implications for alternative post-secondary options along with resources available (FAFSA, Student Loans, Grants, Scholarships)
- Update resume and cover letter of recommendation

Examples of supportive resources



ACP guide with a multitude of resources

NAVIGATING YOUR JOURNEY THROUGH GRADES 9-12

Use the checklists below as a guide for you to navigate your journey at RFHS. Not all areas may be applicable depending on your post-secondary choices.

GRADE 9 - KNOW

What am I curious about?
What drives me?
How do I connect to my school?
How do I know where to go for help?

- Practice asking questions face to face
- Learn and practice good time management skills
- Set a SMART career and college ready goal
- Learn how to calculate GPA - the importance of GPA (grade point average)
- Become involved in school activities and organizations
- Explore your interests through volunteering
- Identify/ update strengths, skills, and interests using Kelo
- Identify and practice soft skills/employability skills
- Reflect and update inventories and identify potential career interests to research further

GRADE 10 - EXPLORE

Where am I going?
How do I take care of myself?
How do I connect with my inner self?

- Set a SMART career and college ready goal
- Attend the college fair at RFHS
- Consider taking the PSAT
- Begin discussions with your family about plans after high school
- Take and review assessment results (ASPIRE, Forward) and how they may impact post-secondary planning
- Engage in academic lessons through Method Test Prep
- Explore interests and all post-secondary options
- Identify and practice soft skills/employability skills
- Research college costs, scholarships and other financial aid

Checklists to guide students/families

ACP website

RIVER FALLS HIGH SCHOOL

Student Services Student and Parent Connection

IN THE SPOTLIGHT: WORK - BASED LEARNING

CHECK OUT THE VIDEO BELOW TO LEARN MORE ABOUT YOUTH APPRENTICESHIP!

WESTCONSIN REDIT UNION

Also in this issue:

ACADEMIC AND CAREER PLANNING

- Work Based Learning
- Registration reminder
- College and Career
- Events in Schoology
- Career Technical Education Month

ASSESSMENT INFORMATION

- ACT for Juniors
- Pre-ACT info

POST SECONDARY CONNECTIONS

- AP testing registration deadline
- Early College Credit and Start College Now program deadlines

ACADEMIC & CAREER PLANNING GUIDE

- [single page \(PDF\)](#)
- [double page \(PDF\)](#)
- [Flip version](#)

Learn more about this capstone learning program and others on pages 11-12 of the ACP guide or see Mr. Miller, RFHS Work Based Learning Coordinator

Newsletters for families

Schoology resource page for students and so much more!



Guiding lessons and ways to measure progress

 <p style="text-align: center;">GRADE 9 - KNOW</p> <p style="text-align: center;">What am I curious about? What drives me? How do I connect to my school? How do I know where to go for help?</p>	<p>STUDENT NAME: _____</p> <p>FOCUS TEACHER: _____</p> <p>I hereby verify that the above student has completed all necessary requirements.</p> <p>Focus Teacher signature _____ date _____</p>
---	--

The following is a list of tasks and a checklist for the graduation requirements as you work toward the completion of your ACP Portfolio.

TASKS	CHECKLIST	date	Initial Focus Teacher
Set an annual College and Career S.M.A.R.T goal (fall)	Connections reflections (co-curricular, community)		
Quarterly reflections for Parent/Teacher/Student conferences (all year)	Parent/Teacher/student reflections for growth		
Update all inventories in Xello and save three careers of interest (fall)	Personal Profile updated		
Research career of interest and compare to other saved careers from previous grades (spring)	Three artifacts (3) in Xello Storyboard		
Identify strengths, interests, and learning styles based on assessments (fall)	Evidence and reflection of annual college and career S.M.A.R.T goal		
Create a 6 year plan (fall/spring)	Service activity evidence/reflection		
Identify meaningful and supportive adult mentors to support ACP planning (spring)	6 year plan		
Identify 2-3 clubs, organizations, co-curriculars of interest (fall)			
Service experience participation (fall/ spring)			

How do we know they have learned it?

Scope and Sequence of Lessons

- WIN teacher supported
- Student self selected (personalized)
- Learner Profile

ACP formative assessments

- Discussions as RFHS PLC

Senior Portfolio



How do we know they have learned it?



RIVER FALLS HIGH SCHOOL ACADEMIC and CAREER PLANNING PORTFOLIO		
Portfolio Contents		
Student Introduction		STUDENT NAME:
Personal Vision Statement		
Resume		GRAD YEAR
Cover Letter		FOCUS TEACHER:
Letter of Recommendation		Signature:
Career Experience Reflection		
Personal Experience Reflection		
Character reflection		The above noted student has completed all the requirements for the River Falls High School Academic and Career Planning Portfolio Requirement.
Final exit reflection		
Student Achievements		Name of Reviewer:
Recognitions/honors/awards		Date:
Evidence of things they are proud of--- math example, science example, how they served our community, learned through organizations or clubs (3 artifacts per year)		Signature
Post secondary/military/job visit - reflection/evidence		Name of Reviewer:
Evidence of applied learning		Date:
4 project reflections		Signature:

Project Based Learning approach

INQUIRY

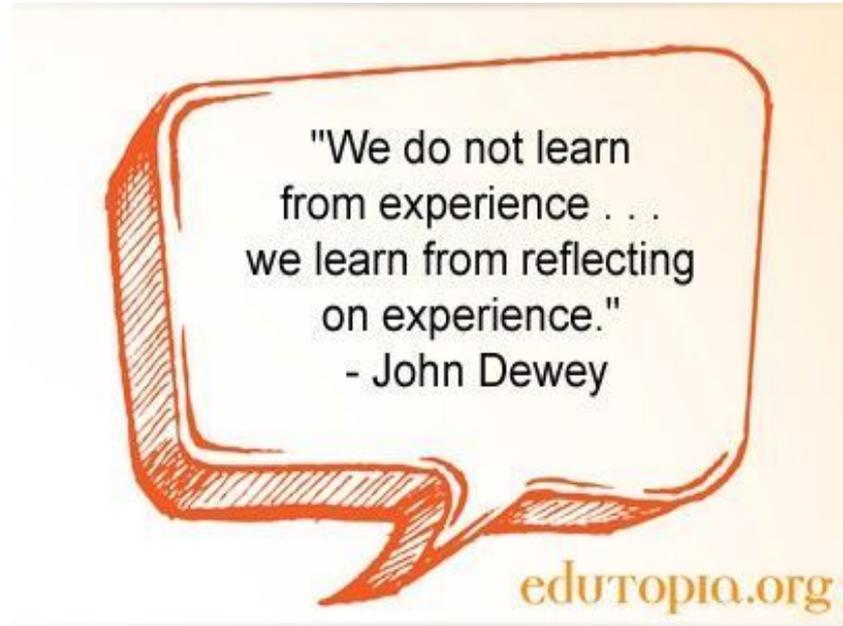
- engage in productive struggle
- driving or guiding questions

CONNECTION

- self, others, community, world

REFLECTION

- growth mindset



Project Based Learning approach



- Public product adds to motivating power
- Encourages high quality work
- Makes learning tangible
- Effective way to communicate to parents, community members, and world
 - Here's what our students can do... we're more than a test score



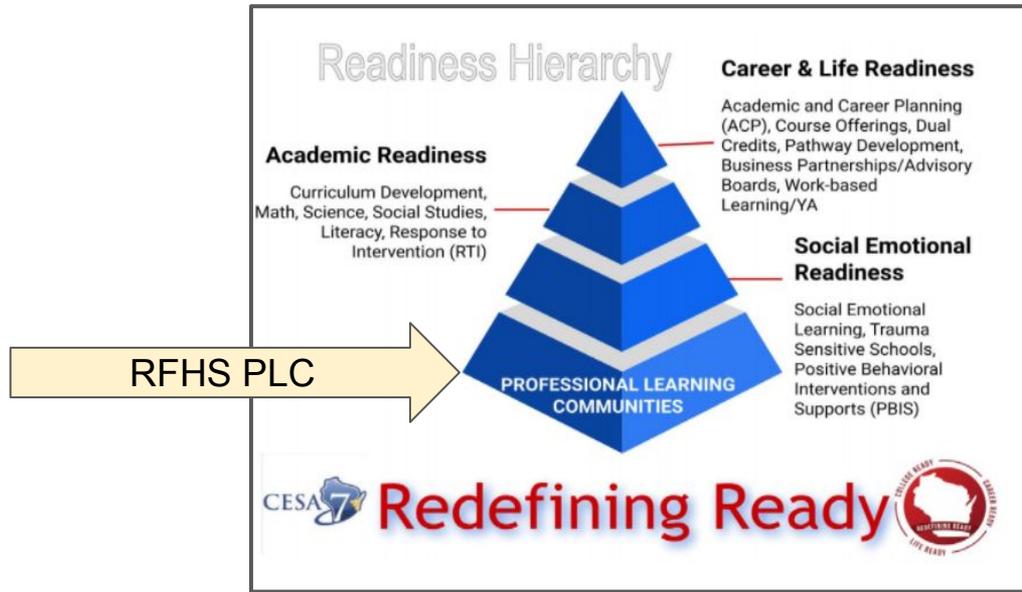
Research supports PBL approach

Build the Culture

Like all learning, Project Based Learning occurs most effectively in a **trusting and caring environment**. Two components create this environment: **1) Student – teacher relationships**; and **2) Student – student relationships**. In most classrooms, teachers' actions first set the tone and expectations for student behavior. **Trust is built through teacher modeling, through interactions with students, and by making explicit the expectations for everyone's behavior**. Classroom cohesion – or the attraction classroom members feel for each other and the class as a whole – and **positive peer relationships can support a learning-focused PBL culture, where students are willing to try and persevere in new and difficult tasks**. Hattie has shown empirically that the emotional dimensions and tone of classrooms matter: **students learn more in classrooms characterized by trust, caring, and support**. We have found that they are also able to do PBL more effectively.

What will we do if they haven't learned it?

What will we do if they already know it?



Stepping into the process...

- **Begin with class of 2025- graduation requirement**
- **Follow the scope and sequence of lessons as we do**
 - Formative assessments for growth toward final product each year
 - Ease into the final product
- **Be flexible in development**

RIVER FALLS HIGH SCHOOL ACADEMIC and CAREER PLANNING PORTFOLIO	
Portfolio Contents	
Student Introduction	
	Personal Vision Statement
	Resume
	Cover Letter
	Letter of Recommendation
	Career Experience Reflection
	Personal Experience Reflection
	Character reflection
	Final exit reflection
Student Achievements	
	Recognitions/honors/awards
	Evidence of things they are proud of--- math example, science example, how they served our community, learned through organizations or clubs (3 artifacts per year)
	Post secondary/military/job visit - reflection/evidence
Evidence of applied learning	
	4 project reflections

