

School District of River Falls
Educational Program Committee meeting

Monday, September 13, 2021 - 6:00 PM
Rocky Branch Elementary School, 1415 Bartosh Lane, 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 Rocky Branch Media Center**

2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**

3. **HEARING OF VISITORS OR DELEGATIONS**

4. **Approve the requirement of an Academic Career Planning Portfolio requirement for all River Falls High School students beginning with 9th and 10th grade students for the 2021-22 school year** **2**

Description: Kit Luedtke, River Falls High School Principal, and Melisa Hansen, College and Career Readiness Coordinator, will present additional information regarding the recommended Academic Career Planning Portfolio to committee members. Information will include items to be included within the student portfolio, the progression of steps students will participate in throughout their time at River Falls High School and how this portfolio will align with their preparedness for post-secondary pursuits.

Recommended Action: Approve the requirement of an Academic Career Planning Portfolio requirement for all River Falls High School students beginning with 9th and 10th grade students for the 2021-22 school year.

5. **Approve the first reading of School Board Policy 381 - Controversial Issues** **17**

Description: District Administration will present committee members with revisions to School Board Policy 381 - Controversial Issues for approval. Revisions suggested align to current work being done through the Equity, Inclusivity and Diversity committee as well as previous feedback received from School Board members at our July 2021 Ed Programs meeting.

Recommended Action: Approve the first reading of school board policy 381 - Controversial Issues.

6. **Back to School update**

Description: Jennifer Peterson, Director of Academic Services, will provide committee members with an update regarding the District's September 2021 start of school.

Recommended Action: None, informational only.

7. **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.

8. **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, October 4, 2021, 6:00 p.m.

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

9. **ADJOURN**

9-12 Grade Academic Career Planning (ACP) Portfolio

September 13, 2021

What we previously covered:

- Redefining Ready (measures our ACP progress)
 - Ed Programs July 2021
- Portfolio introduction
 - Ed Programs August 2021
- MS/HS ACP Update
 - BOE August 2021
- Portfolio graduation requirement
 - Ed Programs September 2021

2018-19	2019-20		2020-21
CURRICULUM <ul style="list-style-type: none"> Collaborated to create a scope and sequence of lessons and activities 9-12 <ul style="list-style-type: none"> = Xello transition in August, 2019 Created a template with themes and lessons to assist with instructional delivery Identified activities for all grade levels Identified PD needs for 6-12 staff 	CURRICULUM <ul style="list-style-type: none"> 9-12 students onboarding Readjusted our scope and sequence to align for Xello implementation Staff training (fall 2019) Implemented lessons Oct.-Feb 	THE COVID SHIFT Need to Rethink and Reimagine while keeping a pulse on the state mandate	NOW (What do we need NOW?) <ul style="list-style-type: none"> Student Services Newsletter every other week Redefining Ready (part of WI's Statewide Cohort #2) **securing (locating and cleaning up the process), reviewing the data Pathways Website <ul style="list-style-type: none"> = Up by registration Online registration and planning through Xello Increased access and utilization of Xello tools and resources Launch Academy started <ul style="list-style-type: none"> = Career Exploration events, College events... each month is a different theme = Partnered with Inspire Sheboygan County Lessons planned for all students in hybrid, but the pivot forced us to get creative- Wildcat Minute (filled with connections for college, careers and life!) Increasing inclusion of student voice
COMMUNICATION <ul style="list-style-type: none"> Identified key terms and common language to used with all stakeholders to realize ACP vision Created a communication matrix with schedule of communication opportunities Initial creation of portal of communication tools Re-aligned 2019-20 coursebook Offered parent meetings Utilized newsletter communication for parents 	COMMUNICATION <ul style="list-style-type: none"> Secured CMS4Schools website for Pathways/ACP/Courses/Work Based Learning Aligned our ACP Guide 2019-20 to common language and pathways from the website to the guide, updated relevant pathway information for our region Communicated the 9-12 parent/student checklists and ACP outcomes in ACP guide 		LATER (Preparing for the future) <ul style="list-style-type: none"> Creating a proposal for the Senior Portfolio Project Sample portfolios across the State were reviewed Securing student voice in the development of the portfolio and the implementation process Initial ACP Industry/Pathways meeting (January 2021)
CONNECTIONS <ul style="list-style-type: none"> Planned and offered experiential learning activities to enhance current and cultivate new interest in student pathways <ul style="list-style-type: none"> = (Manufacturing, Healthcare, ACT Testing, Late Start opportunities) = Find your Future week activities = Late Start Career Spotlight Speakers = Connected with YA Activities <ul style="list-style-type: none"> ■ Nursing Assistant Training Planned and offered grade level activities <ul style="list-style-type: none"> = Western WI College Fair = College Visits- 11th grade = Connected with YA activities <ul style="list-style-type: none"> ■ Hiring Expo Prep and Hiring Expo 	CONNECTIONS <ul style="list-style-type: none"> Implemented Future Week each month for College/Career visits Find Your Future week activities College Fair/Registration Night Expanded Work Based Learning Opportunities and enrollment 11th grade College Fair 		

Requesting:

A graduation requirement for an Academic Career Planning (ACP) portfolio beginning in the 2021-22 school year for all students in the graduating class of 2024 & 2025.

**Current 9th and 10th grade students.*

ACP legislation and connections

ACP is mandated for students in grades 6-12 in all WI schools

On June 30, 2013, through **Act 20**, Wisconsin Statute **115.28(59)** was allocated \$1.1 million dollars of General Purpose Revenue (GPR) for 2014-15 in a new continuing appropriation by the legislature for implementing academic and career planning statewide.

- Require DPI to ensure that, beginning in 2017-18, every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district.

The ACP **administrative rule** was published on November 30, 2015

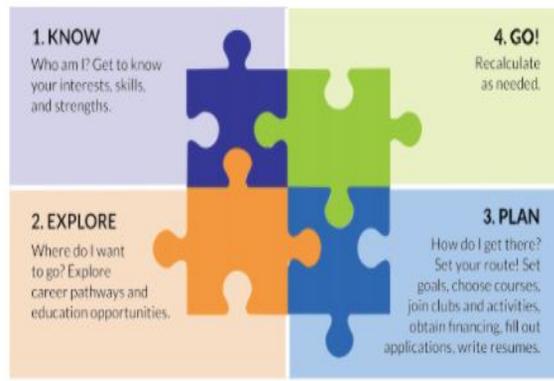
ACP is a *Process* and *Product*

Every student, Every year 6-12 (and truly K-12)

- [Academic Planning Activities on grid](#)
- [WI DPI ACP Site](#)
- [WI DPI ACP Guide](#)
- [Table of ACP Components](#)

“It’s not about career declaration, but career exploration. “

4 Stages to Successful Academic and Career Planning (ACP)



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Wisconsin:

Every Child a Graduate

OUR VISION: Every Child a Graduate, College and Career Ready

It remains unchanged. We want all students in Wisconsin to graduate from high school academically prepared and socially and emotionally competent by possessing and demonstrating...

Knowledge

Proficiency in academic content

Skills

Application of knowledge through skills such as critical thinking, communication, collaboration, and creativity

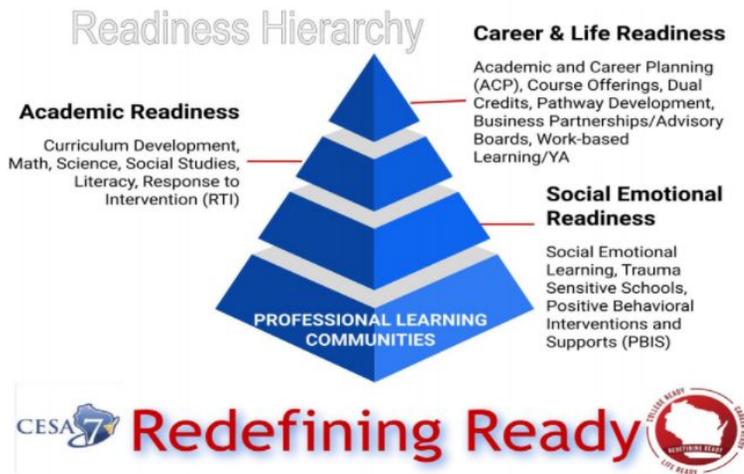
Habits

Behaviors such as perseverance, responsibility, adaptability, and leadership

These proficiencies and attributes come from rigorous, rich, and well-rounded public school experiences.

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Wisconsin:



[Ed Programs July 2021 Presentation](#)

River Falls:

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 is more important than ever!

- Increases sense of belonging and engagement in learning
- Helps students find the relevance in what they are learning and increases academic motivation
- Ensures ALL students have a plan for success after high school
- Ensures that students are more prepared and better equipped to succeed even in a tough economic situation

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ACP connects to:

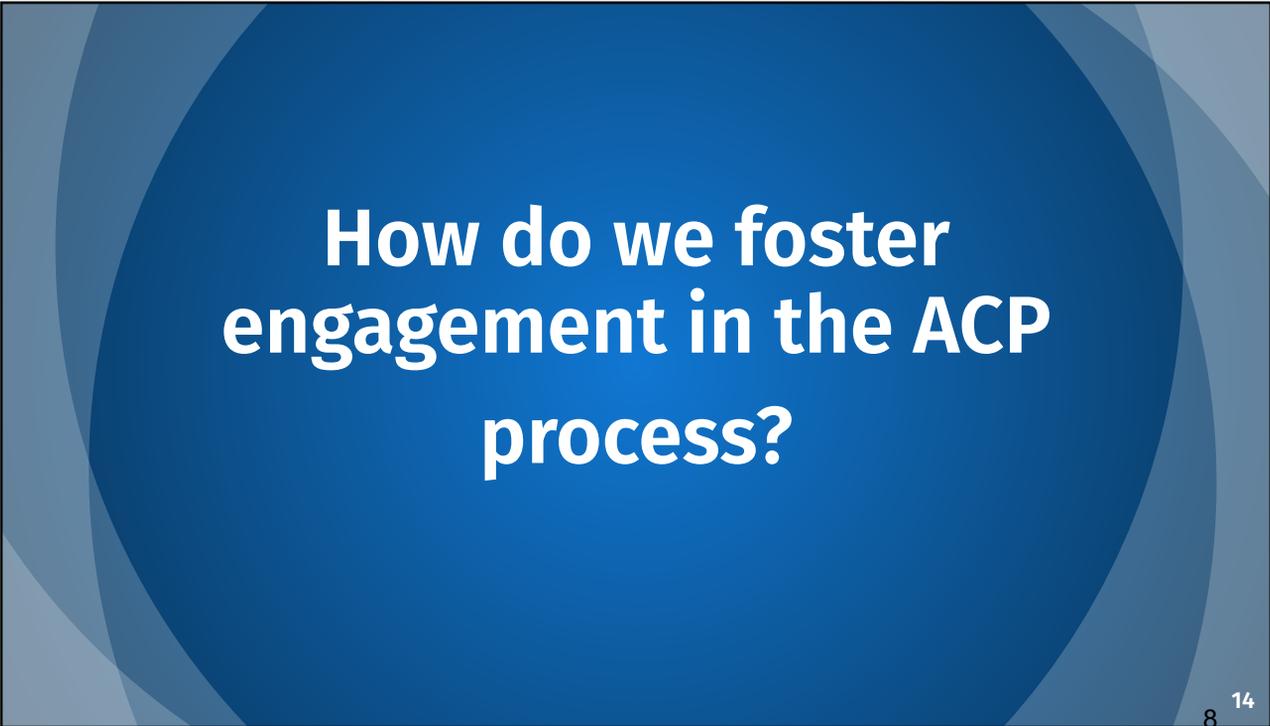
- [RFSD Strategic Vision](#)
- Our District priorities
 - Provide Social Emotional support for students and staff
 - Increase Connectedness of traditionally marginalized students
 - Address the achievement gap by focusing on growth
- [Redefining Ready](#) (measures ACP)
- [School Counseling](#)
- [Special Education \(PTP\)](#)/Equity
- [Career Technical Education](#) (CTE)
- [RTI/PBIS](#)
- Higher Education and Dual Credit
- [Work-Based Learning](#)
- It's everywhere!

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The portfolio

2



**How do we foster
engagement in the ACP
process?**

“

SEL Improves Academic Achievement

Students receiving comprehensive SEL scored 11 percentile points higher on achievement tests in reading and math than students receiving no SEL programming. (Durlak, et. al. 2011)



“

SEL Skills Are Desired by Employers

According to surveys and research, the skills most needed by employers are communication, decision making, critical thinking, problem solving, collaboration, creativity, and innovation. (Committee for Children Policy Report <https://www.cfchildren.org/wp-content/uploads/policy-advocacy/sel-employability-summary.pdf>)



Project Based Learning approach

INQUIRY

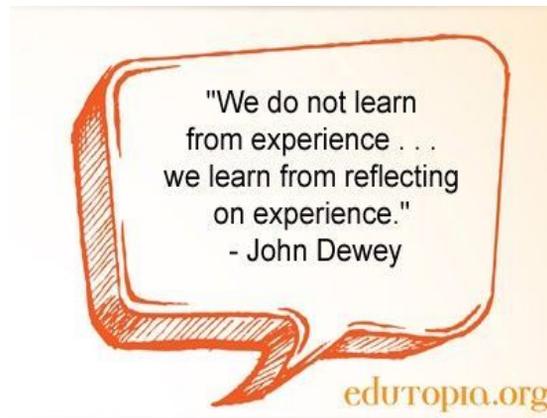
- engage in productive struggle
- driving or guiding questions

CONNECTION

- self, others, community, world

REFLECTION

- growth mindset



[Gold Standard PBL: Essential Project Design Elements](#)

ACP Final Projects or Presentations were identified as an "ACP Powerful Practice"

Wisconsin Evaluation Collaborative
["Academic and Career Planning 2018-19 Evaluation Report"](#)

WEC research shows benefits to the final project

WEC ACP Final Projects [brief](#)

ACP Final Projects

Benefits of Final Projects



1.
Recognition

Allowing students to showcase their school and work experiences and plans.



2.
Practical Experience

Providing the opportunity for students to gain interview and/or presentation experience.



3.
Accountability

A means to compel students to take ACP (and planning for the future) more seriously.



4.
Relationship Building

Providing opportunities for and capitalizing on relationships between students, schools, educators, families, community members, and employers.

 Wisconsin Evaluation Collaborative



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Stepping into the process...

This requirement will be what is needed for current 9th and 10th grade students

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	



Launching 2021-22

Learner Profile

- Leverage what MMS starts in 8th grade
- Modified (used 9-12)

Monthly

- Character trait focus
- 1-3 lessons per month (each Monday in W.I.N)
 - Social Emotional/Self or Career exploration
 - Connected to ACP outcomes/SEL
- Additional opportunities for students to choose from
 - Industry certifications, work-based learning, dual credit courses, college fair

21

Every student!

16 lessons per year
30 minute lessons
TOTAL= 480 minutes or 8 hours
with EVERY student
each year!



A minimum of 1 hour per month per student on SEL/Character/Career/Life lessons taught by the same person over the course of 4 years!

With addition of:

- **Opportunities in and outside of school**
 - **clubs/organizations/extra curricular**
 - **Industry certifications, dual credit opportunities, AP, work based learning**
 - **Community service**
 - **College fair and so much more!**

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Lessons align to outcomes

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
- Review assessment results (ASPRE, PSAT) and how they might impact post-secondary planning
- Begin developing resume
- Continue to identify and practice soft skills/employability skills
- Update six-year plan to include post-secondary options
- Analyze personal high school transcript
- 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 11

- Set appropriate career- and college-ready goals with timelines that identify effective means for achieving those goals
- Review, analyze and interpret assessment results and how they might impact post-secondary planning (ASPRE, ACT, ACT Workkeys)
- Evaluate post-secondary opportunities, participate in college or industry site visit
- Participate and reflect on a real-world experience within identified career focused area

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 secure letters of recommendation
- Update six-year plan to include post-secondary options
- Analyze personal high school transcript and submission process to colleges
- Continue to identify and practice soft skills/employability skills
- Examine and/or participate in Work-Based Learning opportunities such as job shadow, service learning, Employability Skills, Work Experience, Co-op and Youth Apprenticeship
- Continue labor market research to make more informed career and post-secondary decisions
- Ensure Academic and Career Plan and related documents, including resume, accurately reflect all honors, credentials, endorsements, etc.
- Identify meaningful and supportive adult mentors to support ACP planning



COLLEGE & CAREER READY

All RFHS graduates will be academically prepared and socially and emotionally competent by demonstrating content knowledge and career and life skills through their ACP process.

An ACP Google Site houses the lessons for W.I.N Teachers to implement

- Enhanced with lessons and emphasis on character ed and SEL
- Lessons include ALL students (addressing District Priorities)

ACP Home Grade 9 Grade 10 Grade 11 Grade 12

RIVER FALLS

ACP
Every Student, Every Year

[Connectivity Toolbox](#) (Use this for ideas to fill in with activities)

SEPTEMBER: POSITIVE ATTITUDE

Lessons are located in each of the grade level tabs. Lessons for September will be on the following dates: ** Teachers can spend the first 7 days of school during WIN making connections with students; some ideas from Inservice can be used in addition to the Connectivity Toolbox above

- September 13- Positive Attitude- Values/Personal Board of Directors lesson
- September 20- Navigating Resources/ ACP Learner Profile
- September 27- NO lesson- HOMECOMING WEEK
GO WILDCATS!

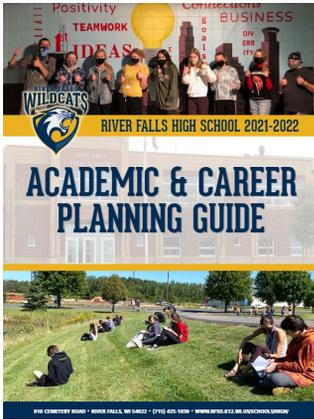
OCTOBER: RESPONSIBILITY

Lessons are located in each of the grade level tabs. Lessons for September will be on the

Be Your Best
— #RFHS —

- September- Positive Attitude
- October- Responsibility
- November- Respect
- December- Kindness
- January- Perseverance
- February- Compassion
- March- Cooperation
- April- Citizenship
- May- Honesty

Resources guide parents/families



NAVIGATING YOUR JOURNEY THROUGH GRADES 9-12



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.

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 does real?
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 and update strengths, skills, and interests using Xello
- Identify and practice soft skills/employability skills
- Reflect and update inventories and identify potential career interests to research further in Xello
- Review credits, plan courses and develop 6 year course plan to include post-secondary options
- Take ACT Aspire (understand how it relates to the ACT)
- Engage in academic practice through Method Test Prep
- Begin resume in Xello (Activities/ Organizations)
- Identify supportive adult mentors to support Academic and Career Planning
- Explore summer opportunities (courses, camps, experiential learning options)

GRADE 10 - EXPLORE

Where am I going?
How do I take care of myself?
How do I connect with my peers 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 (ASPRE, 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
- Review credits, plan courses and develop 6 year course plan to include post-secondary options
- Learn about requirements for careers of interest
- Examine work based learning experiences such as job shadowing, service learning, employability skills, Corp, and Youth Apprenticeship. Find a summer job that might be related to your career interests
- Update resume and Xello Storyboard
- Continue saving for college
- Research careers and post-secondary options further in Xello
- Update resume (with work experience if applicable) and Xello Storyboard
- Identify supportive mentors to support Academic and Career Planning
- Look for college sponsored camps/activities

GRADE 11 - PLAN

How am I going to get where I need to go?
What do I need to take the next step?
How do I connect and reflect on my progress?

- Set a SMART career and college ready goal
- Attend the College Fair at RFHS
- Consider taking the PSAT in Fall
- Take the ACT in Spring
- Strongly consider Start College Now/Early College Credit program classes
- Create a strong senior year schedule
- Consider taking the ASVAB (give another perspective of career potentials and evaluate academic knowledge)
- Review, analyze, and interpret assessment results and how they might impact post-secondary planning (ACT ASPRE, ACT, and if taken- ACT Workkeys and ASVAB)
- Evaluate all post-secondary opportunities and participate in a college or industry site visit
- Examine work based learning experiences such as job shadowing, service learning, employability skills, Corp, and Youth Apprenticeship. Find a summer job that might be related to your career interests
- Update resume and Xello Storyboard
- Maximize participation in Method Test Prep
- Consider potential resources for Letters of Recommendation
- Identify supportive mentors to support Academic and Career Planning work
- Continue to identify and practice soft skills/employability skills
- Update 6 year plan to include post-secondary options
- Research scholarship opportunities (college and Registered Apprenticeship)

GRADE 12 - GO

What is my next step?
What alternate pathways might I take?
What is my footprint?

- Set a SMART career and college ready goal
- Participate in school activities/organizations
- Continue to analyze financial implications for alternative post-secondary systems along with resources available (FASFA, Student Loans, Grants, Scholarships, Registered Apprenticeship)
- Update 6 year plan to include post-secondary options
- Analyze personal high school transcript
- Examine and/or participate in work based learning opportunities such as job shadowing, industry recognized certificates, service learning, employability skills, work experience, Corp and Youth Apprenticeship.
- Continue labor market research to make more informed career and post-secondary decisions.
- Continue to identify practices and reflect on soft skills/employability skills
- Ensure Academic and Career Plan and related documents, including resume, accurately reflect all honors, credentials, industry certifications, endorsements, etc.
- Secure letters of recommendation (if applicable)
- Identify supportive mentors to support Academic and Career Planning work
- Apply to and send transcripts (finalized and test scores to choose college (if attending college)
- Attend Free Application for Federal Student Aid (FAFSA) session at school
- Consider Start College Now/Early College Credit programs
- November is the deadline for military academy applications to some ROTC Program
- Make sure you are on track to graduate
- Attend College Fair at RFHS and determine specific college visit (make final decision if attending college)
- Attend Award Nights (generally each spring)
- GRADUATION

Additional resources can be found on the River Falls High School website as well as in the parent newsletters.

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Student accountability and engagement:

Launching 2021-22 with ALL students, stepping into the comprehensive process:

Stepping into the process...

- **Begin with class of 2024 and 2025-graduation requirement**
 - Completion noted on the transcript
- **Follow the scope and sequence of lessons for each grade**
 - Formative assessments for growth toward final product each year
 - Ease into the final product
- **Be flexible in development**
- **Foster engagement through accountability (self-reflection fosters engagement)**

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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	



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**

Requesting:

A graduation requirement for an Academic Career Planning (ACP) portfolio beginning in the 2021-22 school year for all students in the graduating class of 2024 & 2025.

**Current 9th and 10th grade students.*

THANK YOU

FIRST READING

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

381
(formerly INB and INB-R)

STUDY AND DISCUSSION OF CONTROVERSIAL TOPICS ISSUES

The purpose of this policy is to provide guidance to educators engaged in the study of controversial topics, promote civil discourse, and a pathway for families to judge if they want their children to participate in the study of certain topics. ~~The Board notes that Section 118.01 of state statutes requires public schools.~~

The District's goal is to create an educational environment to support teachers and students when they enter into discussions of controversial topics in a manner that helps them evaluate multiple perspectives and to encourage civil and constructive critical thinking skills.

It is vital to provide students with the skills needed to participate in community and political life, cope with social change, appreciate other cultures, and gain an understanding of individual responsibility and ethics.

On both a planned and unplanned basis, a topic can be considered controversial when it:

1. Can be reasonably expected to make individuals in a class or other group feel uncomfortable, distressed, or threatened;
2. Tends to elicit strong emotional reactions;
3. Challenges a person's assumptions or personal beliefs;
4. Creates or reveals real or perceived division based on differing beliefs, values, life experiences, or points of view;
5. Presents a problem over which there is significant, and often even emotional disagreement regarding the appropriate solution; and/or
6. Causes some parents/guardians to question the school's role in addressing the topic with their child, and the potential for eliciting such a reaction is reasonably foreseeable.
7. Provides an opportunity for various cultures, beliefs, traditions, and historical matters to be discussed.

~~A controversial issue is a topic on which opposing viewpoints have been promulgated by reasoned, responsible opinion and/or is likely to arouse significant community support and/or opposition.~~

FIRST READING

SCHOOL DISTRICT OF RIVER FALLS

River Falls, Wisconsin 54022

Teachers and students will engage in civil discourse when handling controversial topics in the classroom. The following guidelines are designed to protect teachers as well as students from unfair or inconsiderate criticism during the study of controversial topics.

1. Discussion should include the open expression of ideas, as long as those views are not derogatory, malicious, abusive, or discriminatory towards other's views.

~~The Board urges administrators, teachers and staff to continually exert conscientious efforts to present issues objectively, impartially, and professionally.~~

2. Educators are expected to facilitate the exploration of the topic by presenting related issues objectively, impartially, and professionally.
3. The study of controversial issues should develop students' abilities to evaluate sources of information, undertake critical inquiry, and consider differing experiences and viewpoints.
4. Schools are to be neutral grounds for rational discourse and objective study. Schools are places for students to prepare for informed and reasoned involvement in community life, including its politics, by calm and cooperative study of social issues.
5. Discussion of controversial issues is acceptable when it clearly serves an educational purpose, is age appropriate, consistent with curricular objectives, arises during the educational process, and is consistent with the district's mission statement and non-discrimination policy. Such discussion is not intended to advance the interest of any group, political or otherwise.
6. All students have a right to competent instruction in an atmosphere free from bias, prejudice and harassment.
7. Educators and presenters should have the appropriate background and preparation to academically address such issues and should do so in accordance with the best practices and accepted norms of the discipline. Generally, controversial topics should have a substantial connection to the curriculum. An exception to these guidelines may apply when, for example, a school administrator or leadership team directs or approves the examination of an issue of immediate concern that students are having to process. A school-to-family communication is normally appropriate when such exceptional situations arise unexpectedly.

FIRST READING

SCHOOL DISTRICT OF RIVER FALLS

River Falls, Wisconsin 54022

8. Although it will often be appropriate for educators to avoid revealing their personal opinions, positions, or beliefs to students on a controversial topic, if an educator determines that circumstances exist that justify making such a disclosure, the educator is expected to do so in a manner that does not denigrate the legitimacy of other responses/positions. Specifically, educators never have been nor will start to “indoctrinate” students into adoption of such personal opinions and/or beliefs.

~~Expressions of opinion that substantially interfere with school environment and discipline or the rights of others are not permitted.~~

9. Educators who are unsure whether, or how, to approach a controversial topic in class or other school activity are expected to communicate such concerns to a supervising administrator or the Director of Academic Services.
10. It is not practical for educators to provide advance notice on every topic or issue that will be covered or discussed in a class or other school activity. However when the controversial topic is foreseeable, parents/guardians will be provided with advanced notice by the teacher and have the right to judge whether certain materials are acceptable for their child(ren). No parent, guardian, or organization may abridge the rights of other parents or children to have access to materials that are a part of the school’s educational program.
11. Students, parents and/or guardians are encouraged to contact the educator and/or administrator regarding the discussion of controversial topics in the classroom to identify concerns and provide feedback.

It is the responsibility of the Principal to ensure that staff are familiar with the substance of this policy and, where appropriate, parents are consulted with regard to the participation of their children in programs dealing with controversial issues.

CROSS REF.: 871, Public Complaints about Textbooks, Instructional and Library Materials

APPROVED: March 19, 1973

REVISED: September 16, 1991

May 17, 2010

September, 2021