

School District of River Falls
Educational Program Committee meeting

Monday, December 6, 2021 - 6:00 PM
District Office, 852 E Division Street, River Falls, Wisconsin 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 District Office.**

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

3. **HEARING OF VISITORS OR DELEGATIONS**

4. **Approve the first reading of revised Board Policy 352 - Field Trips/Extended Trips** **2**

Description: District Administration will present committee members with revisions to School Board Policy 352 - Field Trips/Extended Trips for approval.

Recommended Action: Approve the first reading of the revised School Board Policy 352 - Field Trips/Extended Trips.

5. **Approve the first reading of revised Board Policy 352 - Rule Guidelines for Field Trips/Extended Trips** **4**

Description: District Administration will present committee members with revisions to School Board Policy 352 - Rule Guidelines for Field Trips/Extended Trips for approval.

Recommended Action: Approve the first reading of the revised School Board Policy 352 - Rule Guidelines for Field Trips/Extended Trips.

6. **Update regarding the River Falls eSchool Charter School Benchmarks** **8**

Description: District Administration will provide committee members with an update regarding the current status of the River Falls School Charter School Benchmarks. Information presented is in draft form and is currently being reviewed by DPI and the Wisconsin Resource Center for Charter Schools (WRCCS) to ensure compliance. A final virtual charter school contract will be presented to the School Board for approval in January prior to the established deadline.

Recommended Action: None, informational only.

7. **2020-21 River Falls School District Report Card Presentation** **42**

Description: District Administration will present the 2020-21 River Falls School District and School Report Card information.

Recommended Action: None, informational only.

8. **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.

9. **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, January 10, 2021, 6:00 p.m.

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

10. **ADJOURN**

SCHOOL DISTRICT OF RIVER FALLS
River Falls, Wisconsin 54022

352

FIELD TRIPS ~~/EXTENDED TRIPS~~

The educational benefits of field trips and outdoor activities are recognized and encouraged by the School Board. These trips must be of an educational nature, pertain to a specific element of the curriculum, and be integrated into the curriculum.

TRIP CATEGORIES

Student trips will be categorized within three general areas:

- A. Instructional Trips: Trips that take place during the school day, related directly to a course of study, class unity/enjoyment project, and generally require student participation. These trips shall be subject to review and approval of the building principal and generally are financed by school district funds within budget constraints.
- B. Supplementary Trips: Trips in which students voluntarily participate, such as classroom, grade level, and building trips, as well as trips for student activities, **athletics**, clubs, and other special interest groups. These trips are subject to review and approval of the building principal or activities director, and may include financial contributions by students to participate.
- C. Extended Trips: Trips that require departure and/or return times that fall outside of the normal hours of the school day, involve ~~travel beyond a 150-mile one-way radius from River Falls~~, overnight trips, ~~trips to foreign countries~~, or field trips that involve student fund-raising.
- D. **Abroad Trips: Trips that involve travel to a foreign country.**

TRIP PREPARATION and ORGANIZATION

It is the general expectation of the School Board **and District Administration** that all trips will be well-planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class, organization, club, or activity for which the trip is requested.

Equity and Safety -- Every effort will be made to ensure that trips are accessible to all students and to remove barriers related to equity.

Considerations include:

- a. Trip cost to students and families;
- b. Student safety; prevention and response protocols for illness and/or injury management;
- c. Overnight accommodations;
- d. Physical access / student ability to participate; and
- e. All trips are subject to Title IX requirements

TRIP APPROVAL PROCESS

Prior Approval -- All requests for student field trips are to be submitted by the teacher(s) to the building principal for prior approval. The principal must ensure that all trips have proper chaperoning and will not create extreme problems in the total educational program of his/her building.

Instructional and supplementary trips require the approval of district administration including the school principal.

Extended trips require both Principal and Superintendent approval. All required paperwork must be submitted at least 90 days prior to the extended trip for approval when practical/reasonable.

Abroad trips first require initial support of the Principal and Superintendent before being presented for final approval by the School Board. Abroad trips should be presented to the School Board no less than 180-days prior to the date of the trip.

TRIP FINANCIAL SUPPORT

~~Field trips may be approved within the limitations imposed by the budget.~~

The School Board acknowledges and supports the efforts of booster clubs, Parent-Teacher Organizations, and similar organizations in helping to provide field trip opportunities for students. **Financial support, including fund-raising, must be in compliance with Title IX when applicable.**

If transportation is necessary, it will be provided by the district whenever possible.

The School Board directs the Superintendent to create and disseminate procedures for instructional, supplementary, extended, and **abroad** field trips.

LEGAL REF.: Sections 121.54(7), Wisconsin Statutes

REFERENCE: 352-Exhibit Procedure
352-Rule Guidelines for Extended, Overnight and Abroad Field Trips

APPROVED: March 19, 1973

REVISED: September 16, 1991
June 29, 1998
April 21, 2008
November 16, 2009
May 16, 2016
December xx, 2021

SCHOOL DISTRICT OF RIVER FALLS
River Falls, Wisconsin 54022

352-Rule

GUIDELINES FOR **EXTENDED, OVERNIGHT AND ABROAD** FIELD TRIPS / ~~EXTENDED~~
TRIPS

1. Teachers are responsible for determining appropriate field trips for students which have educational value. Teachers must submit a plan for the trip to the principal for review and approval well in advance of the trip.
2. **TRIP CATEGORIES:** The building principal is responsible for reviewing and approving all **instructional and supplementary** field trips and for providing detailed procedures for all student trips, including parental involvement, supervision, costs, accommodations, equity, safety and other factors deemed important and in the best interest of students.

Equity and Safety -- Every effort will be made to ensure that trips are accessible to all students and to remove barriers related to equity.

Considerations include:

- a. **Trip cost to students and families;**
 - a. **Student safety; prevention and response protocols for illness and/or injury management;**
 - b. **Overnight accommodations;**
 - c. **Physical access / student ability to participate; and**
 - d. **All trips are subject to Title IX requirements**
3. In approving field trips, the principal will consider frequency of field trips by students, impact of the trip on the overall education of students, and **district** budgetary constraints **that minimize family financial impact and financial impact on students and families.**
 4. Upon approval of the trip, teachers are responsible for notifying parents of the plans for the trip, receiving parent permission for participation on the trip, obtaining chaperones for the trip, submitting to the principal and Supervisor of Transportation an accurate listing of students transported on the trip, and properly handling of funds necessary for the trip. All district financial procedures will be followed. **All field trip artifacts should be on file with the building principal's office (e.g. parent letters, transportation requests, etc.**
 5. Rules of conduct and discipline for students and employees shall apply to all student field trip activities. All school district policies shall apply during field trips, and teachers are responsible for student behavior and discipline for the duration of the trip. Additional rules may be established by trip chaperones and contracted carriers to ensure student safety. Students will be expected to comply with these rules at all times.
 6. Students going on field trips shall be counted as present and permitted to make up any regular school work that has been missed. They will not be placed at a disadvantage because of participation in a school-sponsored trip.

7. The teacher shall notify the principal or district administration by telephone, immediately, in the event of an accident or other unforeseen circumstances.
8. Transportation shall generally be furnished through a school-owned vehicle **whenever possible**. The Supervisor of Transportation shall be notified at least one week in advance of the proposed field trip. In the unusual event that a private vehicle is approved for use, a certificate of insurance must be on file in the principal's office prior to the trip.
9. Proposals for Extended **Overnight** Trips shall be made to ~~the School Board upon approval of the building principal and recommendation of the Superintendent~~ **for prior approval**. Extended trips include any one of the following characteristics: ~~trips of more than a 150-mile one-way radius, trips that tour foreign countries, overnight trips and those trips involving student fund-raising. Proposals for Extended Trips shall be presented to the Board's Educational Program Committee prior to full Board action at a regular meeting.~~
10. **Abroad trips first require initial support of the Principal and Superintendent before being presented for final approval by the School Board. Abroad trips should be presented to the School Board no less than 180-days prior to the date of the trip. All required and final paperwork must be submitted at least 90 days prior to the extended trip for approval when practical/reasonable.**
11. ~~Extended~~ **and Abroad** trips should generally be scheduled during vacation times to minimize the loss of teacher/student school time. Extended **and Abroad** trips should not exceed ten (10) **calendar** days in total length during the school year ~~calendar~~ or fourteen (14) **calendar** days in total length during the summer break.
12. All proposals for school-sponsored extended trips shall be presented to the building principal and the superintendent prior to any preliminary discussion with students, fund-raising activities, or any public announcements.
13. Requests for school-sponsored extended trips should be submitted a minimum of 90 days prior to the trip and requests for school-sponsored ~~extended~~ **abroad** trips to foreign countries shall be submitted at least 180 days prior to the trip. All requests shall include the following information as appropriate to the activity:
 - a. An explanation of the instructional purposes of the trip and how it complements district curriculum objectives.
 - b. Housing and travel plans, including the length of time for travel including departure and return times and dates. **(Plans must include any COVID mitigation protocols.)**
 - c. Approximate number of students.
 - d. An explanation of all financial arrangements.

- e. The cost of the trip per participant and what is and is not included in the price.
 - f. A count of the number of free transports if any are furnished, and to whom they will be granted.
 - g. A list of the names of chaperones who will accompany the students. The trip organizer is to be an employee of the School District of River Falls. Additional supervisors are to be adults approved by the building principal.
 - h. Deadlines for forfeiture of deposit if a student signs up for a trip and then decides not to participate.
 - i. A list of fund-raising activities and/or organizations that will be solicited for support.
 - j. For overnight travel, particularly to destinations out of state or in foreign countries, a detailed proposal from the contractor planning and booking the trip, including a list of references of the contractor organizing the trip, evidence of insurance coverage, and transportation by a bonded carrier.
 - k. Any requests for modifications of this procedure
14. Participation in supplementary, extended and abroad trips should be voluntary, with no sanctions resulting from student non-participation.
15. Generally speaking, trips routinely scheduled for regional or state athletic or extracurricular events, seasonal practices, or tournaments are not considered extended trips.
- ~~16. All costs for extended trips, including costs incurred for chaperones, shall be borne by participants on the extended trip. There shall be no cost to the school district beyond evaluating and screening chaperones. In planning extended trips, staff members need to be aware of the financial and academic impact on students and families. Consideration of such impact should strongly affect the destination, frequency, and planned activities of the extended trip.~~
17. **TRIP FINANCIAL SUPPORT:** The School Board acknowledges and supports the efforts of booster clubs, Parent-Teacher Organizations, and similar organizations in helping to provide field trip opportunities for students. **Financial support, including fund-raising, must be in compliance with Title IX when applicable.**

All costs for extended and abroad trips, including costs incurred for chaperones, shall be borne by participants. **The school district will consider covering the cost of all chaperones if / when it would reduce student costs.** ~~There shall be no cost to the school district beyond evaluating and screening chaperones. In planning extended and abroad trips, staff members need to be aware of the financial and academic impact on~~

students and families. Consideration of such impact should strongly affect **impact** the **choice of** destination, frequency, and planned activities of the extended trip.

18. Supervision shall be provided in the ratio of no more than 15 students per adult. The minimum shall be 7 students to 1 adult.
19. All students participating in ~~extended~~ **and-abroad** trips are expected to abide by trip conduct rules and regulations and the rules of the school. Any student violating such rules will be subject to disciplinary action up to and including being sent home at the parent's/guardians' expense. A parent meeting will be held or a letter will be sent home, along with the parent permission form, explaining the rules.
20. A detailed itinerary and an alphabetized list of students and other individuals participating in the extended trip will be on file in the principal's office one week before departure. The list shall include emergency contacts and all medical information for individual students with specific medical needs and/or conditions. The list of students with the dates of the trip will be distributed to the faculty and/or attendance office at this time.

REFERENCE: 352 Field Trips–Extended Trips
352-Exhibit Procedure

APPROVED: June 29, 1998

REVISED: November 16, 2009
May 16, 2016
December XX, 2021

River Falls eSchool
MANDATORY BENCHMARKS
October 2021

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2. Requirements under State Law for District-Authorized Charter Schools Only

- [The status of the school as a non-instrumentality or instrumentality](#)
- [The effects of the establishment of the charter school on the liability of the school district](#)

The name of the person seeking to establish the charter school. §118.40(1m)(b)1

This contract was made in the Fall of 2021, by and between the Board of Education of the School District of River Falls, 852 E. Division Street, River Falls, WI 54022 and the River Falls eSchool.

The name of the person who will be in charge of the charter school and the manner in which administrative services will be provided. §118.40(1m)(b)2

Jennifer Peterson, current Director of Academic Services, will be the charter school program administrator. The school will be housed at the School District of River Falls, 852 E. Division Street, River Falls, WI, 54022. The status of the school is an instrumentality of the District.

A description of the educational program of the school. §118.40(1m)(b)3

The School District of River Falls, an 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.

The Board of Education and staff of the School District of River Falls believe that:

- a. Each person is unique and the resulting diversity enriches our community.
- b. All people have equal value.
- c. Engagement in lifelong learning is essential to a productive and meaningful life.
- d. The pursuit of excellence is worth the effort.
- e. Every person has a right to a safe environment.
- f. The family is the primary influence in the development of the individual.
- g. Our staff is valued, respected, and essential for the success of our schools.
- h. Proactively and creatively managing change is critical in order to thrive.
- i. Integrity, healthy relationships, and effective communication are necessary for strong communities.
- j. A commitment to service is a vital part of citizenship.
- k. People are responsible for their own choices.
- l. A global perspective and cultural understanding are necessary to effectively participate in an interconnected world.
- m. It is our responsibility to be good stewards of all resources for present and future generations.

The River Falls eSchool is an extension of our District's mission and provides students with the opportunity to enroll in our online/virtual school for students grades K-12 for fulltime virtual learning. The River Falls eSchool shall provide an environment whereby students have the freedom to study at their preferred pace, time and place under the supervision of their parent(s) and facilitated by a River Falls School District educator. The eSchool will utilize an instructional delivery model in which instruction may be done virtually with parent/guardian supervision. This may be accomplished through use of available Wisconsin Virtual School programming and/or alternate online coursework. It will also utilize various techniques of course design,

various instructional techniques, various methods of communication by electronic and other technology, as well as organizational and administrative arrangements.

Students enrolled in the River Falls eSchool will be provided with blended learning opportunities during the school year. Students will be required to complete the online curriculum assigned to them as well as attend all synchronous learning sessions. These sessions may include morning/advisory meetings, grade level meetings and a weekly individual conference with their teacher throughout the week. The instructor will communicate required meeting times with students and learning coaches.

The River Falls eSchool will be using the Wisconsin Virtual School (WVS) online platform and course content for grades K-12. All coursework will be assigned to students by their eSchool teacher. Our High School eSchool students will also have the opportunity to participate remotely in courses unique to River Falls High School via distance learning. All students will subsequently have the opportunity to have access to College and Career Readiness experiences including, but not limited to, Early College Credit Programming, Start College Now Programming, Advanced Standing, Transcribed Credits, Youth Apprenticeships, and Work-Based Learning. Our goal is to empower all students to experience educational opportunities that will prepare them for adulthood and future careers.

The River Falls eSchool supports character education, which includes and complements a broad range of educational approaches such as whole child education, service learning, social-emotional learning, and civic education. All share a commitment to helping young people become responsible, caring, and contributing citizens. To maximize growth opportunities across the district, we use common language to teach about character. This common language comes in the form of nine character traits, which are taught monthly at all RFSD schools.

Student Service needs will be provided by assigned District allocated staff. These services shall include support by a school counselor, school psychologist, social worker, special education teacher (if applicable via a student's IEP), or other identified needs.

The method used to enable pupils to attain educational goals under Wisconsin Statutes

118.01. §118.40(1m)(b)4

In order to attain the educational goals listed in Wis. Stats. §118.01, the Charter School will implement a curriculum which will empower students to master rigorous academic standards through a virtual and innovative learning environment. Without in any way limiting, or being limited by the foregoing, the Charter School shall at all times (i) observe the requirements of Wis. Stats. §118.40(8)(g) concerning pupil participation in the programs and curriculum of the Charter School and (ii) on the District's behalf, and in a fashion fully consistent with all applicable laws, at all times provide special education and related services to fulfill the educational goals of pupils with disabilities enrolled in the Charter School.

Key components of the River Falls eSchool's curriculum and instruction include:

- (1) Completion of online coursework through WVS or alternative assigned curricula
- (2) Attendance of synchronous meetings

- (3) Personalized instruction relating to students needs and interests
- (4) Integration of technical writing and critical reading skills throughout the curriculum;
- (5) Commitment to upholding the River Falls School District’s emphasis on Character Education.
- (6) Communication with parents during the year including emails, WVS guardian accounts, student progress reports and grades.

Teachers will serve as an instructional leader to build relationships and make connections with students, and champion the student’s personalized learning activities. The River Falls eSchool faculty will be comprised of River Falls School District teachers and Wisconsin Virtual School teachers who simultaneously embrace their roles as teachers and learners committing to the following:

- (1) Establish deep, lasting relationships with the students they serve;
- (2) Bridge learning between the classroom and our world;
- (3) Measure student progress in multiple real world ways;
- (4) Provide a safe environment for student inquiry;
- (5) Engage student curiosity;
- (6) Build a continuous learning culture.

The method by which evidence of student achievement or progress in attaining academic skills and knowledge will be measured. §118.40(1m)(b)5

The River Falls eSchool shall administer such standardized tests as may be required under Wis. Stats. §118.30(1m), §121.02(1)(r), 20 U.S.C. §6301 et. seq. (also known as the “No Child Left Behind Act”) (as modified periodically) and any other applicable laws to pupils enrolled in the River Falls eSchool and shall cause the testing data for the River Falls eSchool to be transmitted to the District in such form as the District shall customarily transmit such data.

In addition to the foregoing, the River Falls eSchool shall use any local progress measures promulgated by the District to measure pupil progress under §118.01. Such measures may include, but not be limited to the following:

- ❖ WI Forward Exam, ACCESS 2.0, DLM, and the ACT Suite
- ❖ Universal screening data
- ❖ Parent/Teacher Conferences
- ❖ Ongoing Student/Parent/Teacher evaluation of student academic progress
- ❖ Student self-evaluation of academic progress
- ❖ Subject area and Standards-based Tests, etc.

The governance structure of the school, including methods to be followed to ensure parental involvement. §118.40(1m)(b)6. *This provision should explain the basic structure of the governance board such as how the governance board is organized, how directors will be*

elected, and how parents will be involved (e.g., as members of the board or committee members)

Governance/Structure:

The River Falls eSchool will be directed by a “Site Council” that consists of staff, parents, and community members that will govern the school. The River Falls eSchool Site Council will determine and oversee the mission and strategic plan, coordinate public relations strategies, establish policies as well as oversee and approve the funding and expenses.

Administrative resources for the River Falls eSchool will fall under the responsibility of the District’s Director of Academic Services. Additional support will be provided to the school’s programming by the Program Coordinator. This position will work collaboratively with the Director of Academic Services and building administrators to plan, organize, and deliver quality virtual instruction to students in grades K-12. The Coordinator may be responsible for virtual teaching and learning, research and development, program planning, virtual school staff development, and virtual school budgeting and policy management.

The Site Council will meet quarterly with one of their meetings to include an Annual Meeting in June of each year with new members taking their seats at that time. Vacancies may be filled immediately for the remainder of an existing term by the Council. The Charter School will also make reports to the Board of Education as may reasonably be requested. These reports will be presented annually and include: state testing results, enrollment data, attendance data, any parents and student survey data collected, financial accountability and student academic progress.

The Board of Education shall oversee the operational, financial, educational, and collaborative aspects of the Charter School and will align to the District’s Employee Handbook.

The Board of Education shall have autonomy and decision-making authority over:

- (1) Budget expenditures of allocated budgets, grant funds, and funds donated specifically to the River Falls eSchool;
- (2) Personnel: The number of teachers (FTEs) assigned to the school will be determined no later than June 30th of the preceding year;
- (3) Calendar and daily schedule;
- (4) Curriculum and instruction;
- (5) Policies and procedures specifically unique to the daily operations of the Charter School that are not addressed in existing School District of River Falls policies;
- (6) Equipment and materials;
- (7) Marketing, registration, and enrollment;
- (8) Charter school operations and procedures.
- (9) Continuation or termination of the River Falls eSchool for any/all reasons deemed appropriate.

Methods employed to review qualifications that must be met by individuals employed by the school, assuring that every teacher, supervisor, administrator or professional staff member holds a certificate, permit or license issued by the department before entering

**duties for such a position [Wisconsin Statutes 118.19(10) and 121.02(1)(a)2.]
§118.40(1m)(b)7**

All Charter School teachers will hold a valid Wisconsin Department of Public Instruction license. All Charter School staff members will be employees of the District or Wisconsin Virtual School. When Charter school vacancies occur, the administrator will collaborate with the District Human Resources Department to fill the vacancy. Staff vacancies will be filled through a process that includes a team interview and approval of the administrator. Final recommendations will be made to the District Administrator and the Board of Education.

The administration will verify an applicant's credentials and background prior to hire. All school staff members will be employees of the District, and they will follow all employee practices and policies of the District.

Staff shall be evaluated for job performance as required by the District. The appointed eSchool Administrator will conduct such evaluations.

**Procedures the school will follow to ensure the health and safety of the pupils.
§118.40(1m)(b)8**

The River Falls eSchool shall take all reasonable and necessary steps to ensure the health and safety of its students, which shall include but are not limited to the following:

- (a) The River Falls eSchool shall comply with all Applicable Laws.
- (b) The River Falls eSchool shall ensure that all School staff receive training annually on mandatory reporter obligations under Wis. Stat. § 48.981. If the School requires employees to complete an incident report or in some other way notify supervisors/administrators when they suspect a student has been neglected or abused, the training, and any written policy on the subject, must be clear that such action does not fulfill their reporting responsibilities. The School shall also provide alternative reporting channels in the event the misconduct involves someone in the normal reporting chain such as an administrator.
- (c) The River Falls eSchool will make Students and guardians aware of emergency procedures when on campus for in person events.
- (d) Any other actions as may be reasonably requested by the Office.

The procedures used to achieve a racial and ethnic balance among pupils that is reflective of the school district population. §118.40(1m)(b)9

It is the policy of the School District of River Falls that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, co-curricular, student service, recreational or other program or activity because of the person's sex, race, national origin, religion, ancestry, creed,

pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Access to the River Falls eSchool will also not be restricted or enhanced by family income, academic performance, English Language proficiency, or athletic ability. Equal access will be provided to all students.

The River Falls eSchool will monitor demographic makeup of the student population. If specific groups are underrepresented, outreach efforts will be utilized to raise awareness and to generate enrollment interest in the River Falls eSchool. Examples may include, but are not limited to conducting informational meetings, developing marketing materials, and expanding our services to support English Learners or people with disabilities.

The requirements for admission to the school. §118.40(1m)(b)10

All students are eligible for the charter school program. Students will apply for admission by referral of administrators, staff, or parents. Students within the district are not charged tuition. Additionally, any student outside the district wishing to attend the River Falls eSchool may apply under open enrollment.

The Grantee acknowledges and agrees that if the capacity of the eSchool is insufficient to accept all pupils who apply, state law requires use of a lottery to admit students, in which case the Grantee agrees to hold such lottery no later than 30 days prior to the start of each academic year.

The following exceptions apply to this requirement:

1. The Grantee is required to give preference to pupils enrolled in the School in the prior year and their siblings.
2. The Grantee may give preference to children of the School's founders, governing board members, and full time employees, but must limit the number of such children to no more than 10% of the School's total enrollment.

The manner in which annual audits of the financial and programmatic operations of the school will be performed. §118.40(1m)(b)11

Financial audits and programmatic operations are performed through the district's business office and follow district procedures for all such reporting. The River Falls eSchool will be subject to all District budget procedures and purchasing protocols.

The River Falls School District annual audit will include the River Falls eSchool.

The procedures by which students will be disciplined. §118.40(1m)(b)12

The procedures for disciplining students are in accordance with the established River Falls School District and Board of Education policies. It is expected that the Virtual/e-School follows all District guidelines for discipline.

The development of responsible behavior and self-discipline occurs in the virtual classroom as well as in the learning management system or anywhere else that connections between students, teachers and stakeholders are held. The teacher is responsible for gaining the respect and cooperation of the students to ensure an effective learning environment online for all

stakeholders as well as the student is expected to likewise respect their teacher, classmates and the environment of the online classroom. The teacher must apply a carefully thought out approach to classroom discipline and administer it fairly.

Virtual Learning Expectations: The adult(s) leading instruction will establish expectations; however, these guidelines generally apply in all classes:

- act respectfully towards self and others
- demonstrate responsibility and respect towards the teacher by being prepared with completed coursework, necessary materials for class, and arriving on time to meetings.
- demonstrate cooperation through active participation and support of others during learning activities
- show respect to property and equipment belonging to the eSchool
- maintain a positive attitude towards learning
- demonstrate compassion towards others
- maintain academic integrity
- follow the terms laid out in the eSchool student handbook regarding online safety and behavior.

When actions taken by the teacher have failed or the rule infraction is of a serious nature, the incident will be reported to the program coordinator and eSchool administrator for investigation and action. The consequences of the infraction will depend upon the severity of the offense and the previous discipline records of the student. In order to incorporate these two factors, a progression of consequences called the step system has been adopted. A student who is referred for violating a rule contained within this code will receive the consequences that correspond to the entry-level step for that offense. With each successive referral, the student will be advanced up the step system at least one step depending upon the severity of the offense.

Step 1: Conference with teacher and parent. Coordinator may be included if the offense warrants it.

Step 2: Begin holding a weekly conference with stakeholders to review goals, progress and expectations to complete a behavioral contract.

Step 3: All stakeholders meet in person to discuss and create a behavioral plan.

Step 4: Parent conference required for pre-expulsion contract

Severe Infraction Clause

Examples of severe infractions are: These examples may lead to a student being placed on Step 4 or higher in the discipline step system on the first offense.

- Fighting, threats, or harassing students or school personnel in person or online
- Insubordination or defiance of authority. Disregard of reasonable requests, directions or commands by school personnel
- Disruptions that interfere with the online learning process
- Vandalism or theft of district/school property
- Involvement in an activity that may threaten the safety of others

- Tobacco use or possession (including vapes or e-cigarettes) anywhere in the building or on the grounds or at a school-sponsored event on or off school grounds. Police referral will accompany this
- Alcohol or drug use or possession on school grounds or at a school-sponsored event. Police referral will accompany this, School Board Policy
- Any act that is covered under the disorderly conduct statute, 947.01 Wisconsin State Statute, Violations of the Severe Clause may result in:
 - Automatic step 4 or beyond in discipline
 - Parent notification
 - Police notification when appropriate

The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school. §118.40(1m)(b)13

The River Falls eSchool is a Charter School. Students who do not attend will receive their education at their respective neighborhood school Rocky Branch Elementary School, Greenwood Elementary, Westside Elementary, River Falls Public Montessori Elementary, Meyer Middle School, River Falls High School, the Renaissance Academy or in their resident school district.

A description of the facilities and the types and limits of the liability insurance that the school will carry. §118.40(1m)(b)14

The School District of River Falls provides safe, code compliant learning spaces to the sponsored charter schools. Insurance for such facilities is also provided by the district with coverage that exceeds minimum requirements.

Facility Use

As an instrumentality of the River Falls School District, the River Falls eSchool will be entitled to use the facilities provided by the district at no cost to the charter school. The River Falls eSchool is currently located at Greenwood Elementary School at 952 E. Division St. River Falls, WI 54022. The River Falls School District will ensure that the building(s) in which the Charter School program is located meet(s) all building codes and other building requirements for a public school facility.

Insurance and Liability

The River Falls School District shall ensure all ordinary and reasonable foreseeable risks related to the operations of the River Falls including liability, property, worker’s compensation, errors and omissions, and comprehensive liability coverage.

ADA Compliance

Complete compliance with the Americans with disability Act is required and has been implemented. The facility, as it exists for the charter school, is compliant with the Americans with Disability Act.

Evidence that the contract is duly executed. §118.40(3)(a)

Dates and signatures of the authorizer and the governance board president of the charter school upon approval of the contract.

The amount to be paid to the charter school each year of the contract. §118.40(3)(b)

The River Falls eSchool will be allocated a per pupil allocation aligned to the other schools in the River Falls School district. Additionally, all FTE staffing allocations will be covered by the River Falls School district.

The term of the contract, not to exceed 5 years. §118.40(3)(b) *This must indicate the date the contract becomes effective and the date the contract terminates, a period which may not exceed five (5) years.*

This contract will be for a period of five years, from the 2022-23 to the 2026-27 school year, to be renewed by the Board of Education of the School District of River Falls, unless terminated by the Board. River Falls eSchool will annually review its goals and progress on identified objectives with the Board of Education. The eSchool is located in the school district of the authorizing school board.

The procedures school will follow to randomly select students if more students apply for admission than space available at the school. The random selection plan must give preference to students who were enrolled in the charter school in the previous year and to siblings of students who are enrolled in the school. The school may give preference to children of the school's founders, governing board members, and full-time employees, but this preference can be given to no more than 10% of school's total enrollment. §118.40(3)(g)

If the number of applicants exceeds available positions, a lottery will be employed. The names of students on the waiting list will be recorded in the order in which their name was drawn. As openings become available admittance will move down that list. The waiting list does not roll over from year to year.

Siblings of current eSchool students, children of eSchool staff and the Governance Board Members will receive enrollment preferences.

Evidence that the charter governance board is a legally incorporated governing board independent of the authorizer.

This is evidence that the charter governance board is a nonstock corporation, for profit corporation, LLC, or partnership organized under the laws of the State of Wisconsin.

***This will be secured upon approval.

If the charter school is authorized by two or more boards that have entered into an agreement under s. 66.0301, the names and locations of all school districts that are a party to the agreement. §118.40(3)(c)(1)(a)

The River Falls eSchool will solely be authorized by the River Falls School District Board.

If the charter school is authorized by two or more boards that have entered into an agreement with the board of a cooperative educational service agency, the names and locations of all school districts that are a party to the agreement. §118.40(3)(c)(1)(b)

The River Falls eSchool will solely be authorized by the River Falls School District Board.

If more than one charter school will be allowed under the charter contract, a statement authorizing the establishment of additional charter schools. §118.40(3)(f)1

The River Falls eSchool will have no other charters under their own contract.

If more than one charter school will be allowed under the charter contract, the name, location and description of each charter school.

The River Falls eSchool will have no other charters under their own contract.

The status of the school as a non-instrumentality or instrumentality of the school district. §118.40(7)(a)

The River Falls eSchool will be an instrumentality of the River Falls School District.

The effects of the establishment of the charter school on the liability of the school district §118.40(1m)(b)15

We do not anticipate any effects that the River Falls eSchool will have on the District's liability. As an instrumentality of the River Falls School District, the River Falls eSchool will fall under the umbrella of their liability insurance.

River Falls eSchool
ADDITIONAL CONSIDERATIONS FOR VIRTUAL CHARTER SCHOOLS
October 2021

Page 1

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C. Additional Considerations for Virtual Charter Schools

- [Virtual charter school under contract](#)
- [Virtual charter school location](#)
- [Teacher licensing](#)
- [Teacher responsibilities](#)
- [Educational service days](#)
- [Educational service hours](#)
- [Inquiry response](#)
- [Parent advisory council](#)
- [Written communication and contact information](#)

The virtual charter school must be under contract with a school board under Wis. Stats. §115.001 (16). §118.40(8)

The River Falls eSchool shall be under contract with the River Fall School District Board of Education.

The virtual charter school will be located in the school district of the authorizing school board or, if authorized through an agreement with one or more school boards or the board of control of a CESA, in the school district specified in the agreement. §118.40(8)(a)

The River Falls eSchool will be located within the River Falls School district boundaries.

The teacher assigned for each online course in the virtual charter school must be appropriately licensed for the grade level and subject taught. §118.40(8)(b)

The teacher is responsible for each student taught:

- o Improving learning by planned instruction**
- o Diagnosing learning needs**
- o Prescribing content delivery through class activities**
- o Assessing learning**
- o Reporting outcomes to administrators and parents and guardians**
- o Evaluating the effects of instruction**

All teachers employed by the River Falls School District for the River Falls eSchool will have an appropriate accompanying Wisconsin Department of Instruction teaching license.

The teacher is responsible for each student taught:

All teachers in the River Falls eSchool are responsible for assessing student learning both formatively as well as summatively on a regular basis. Teachers will then adjust curriculum, instruction and communication based on their evaluation of student learning and engagement. Teachers will utilize student learning and regular communications to diagnose a variety of learning needs that will inform planning and instruction. Teachers will also report student progress informally to parents and students on a regular basis and will report official student grades at the end of each term and semester which will allow for an official report made accessible to all stakeholders. Each year teachers will participate in the Educator Effectiveness program as a requirement in the River Falls eSchool aligned to District expectations listed in the Employee Handbook. School District and River Falls.

The virtual charter school provides educational services to its pupils for at least 150 school days each year. §118.40(8)(d)

The River Falls eSchool will follow the River Falls School District calendar including the number of required days for student instruction. Student contact days for the 2021-22 school year are currently scheduled for 175 school days. River Falls eSchool students and staff shall follow all district inclement weather days.

The virtual charter school must ensure that its teachers are available to provide direct pupil instruction for at least the applicable number of hours specified in s.121.02 (1)(f)2 each school year. No more than 10 hours in any 24-hour period may count toward these requirements. §118.40(8)(d)

River Falls eSchool staff will provide daily instruction for students through whole group grade level meetings, small group content area lessons and 1-1 personalized student meetings. Teachers will also be available to assist students during daily office hours, as needed. Student contact hours will be scheduled in accordance with required teacher contracted times and shall not exceed 10 hours in any 24-hour period.

The River Falls eSchool will ensure that teachers will provide direct pupil instruction through online meetings, interactions and virtual learning for the number of hours specified in s.121.02 (1)(f)2 each school year. The eSchool will not require students to complete more than 10 hours in any 24-hour period.

The virtual charter school must ensure that its teachers respond to inquiries from pupils and from parents/guardians of pupils by the end of the first school day following the day on which the inquiry is received. §118.40(8)(d)

The River Falls eSchool teachers will be required to respond to students and parents/guardians in a timely manner. Teachers will respond to inquiries by the end of the first school day following the day on which the contact was made.

The virtual charter school must ensure that a parent advisory council is established for the school and meets on a regular basis. The governing body shall determine the selection process for members of the council. §118.40(8)(e)

River Falls eSchool parents/guardians will be involved in the eSchool through representation on the governing board. Parents/guardians will also serve on a River Falls eSchool parent advisory council. We recognize that both parents and our students are an integral part of the planning and eSchool representation to include future program planning and student recruitment.

The virtual charter school must inform the parent or guardian of each pupil attending the school, in writing, the name of and how to contact each of the following persons: (1) the members of the school board that contracted for the establishment of the virtual charter school and the administrators of that school district; (2) the members of the virtual charter school's governing body (3) the members of the virtual charter school's parent advisory council; and (4) the staff of the virtual charter school. §118.40(8)(e)

The River Falls eSchool will inform the parent or guardian of each pupil attending the school, in writing, the name of and how to contact each of the following persons:

- The members of the school board who contracted for virtual charter school (all).
- The administrators of the school district
- The members of the virtual school's site council.
- The staff of the River Falls eSchool charter school.

Information required will be posted on our school website as well as shared through written communications provided by the River Falls eSchool.

River Falls eSchool
DPI RECOMMENDED BENCHMARKS
October 2021

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DPI Strongly Encouraged Benchmarks

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- [Tuition](#)
- [High school diploma criteria](#)
- [Staff members hold appropriate licenses](#)
- [Nondiscrimination clause](#)
- [Nonsectarian policies](#)
- [Withdrawal or revocation of contract](#)
- [Description of transportation](#)
- [Acceptance of all sexes](#)
- [National Association of Charter School Authorizers](#)
- [Compliance with applicable state and federal laws](#)
- [Record retention and student records disclosure](#)
- [Wisconsin Open Meeting Laws](#)
- [Adherence to authorizer’s policies](#)
- [Individuals with Disabilities and Section 504 of the Rehabilitation Act](#)
- [Authorizer’s right to inspection](#)
- [Annual reporting](#)
- [Standard contract provisions](#)

DPI Strongly Encourages Benchmarks

Specify that the program and attendance at the charter school is voluntary. §118.40(6)

Enrollments in the River Falls eSchool are voluntary for students and families. It is not a requirement to attend, it is an option part of the River Falls School District.

Clearly state that the charter school does not charge tuition. §118.40(4)(b)1

The River Falls eSchool will not charge any tuition charges to students enrolled in the program. The River Falls eSchool may charge “activity fees” for approved co-curricular activities and corresponding fees in advance.

Describe criteria for granting high school diploma, if applicable. 118.33(1)(f)2
Graduation Requirements

A total of 28 credits must be earned for a student to graduate from River Falls eSchool including the following:

English	3.5
Speech	0.5
Math	3.0
Science	3.0
Social Studies	3.5
Phy Ed	1.5
Total Core:	15.5

Elective Credits: 12.5 or more credits

Provide assurance that every teacher, supervisor, administrator or professional staff member holds a certificate, permit or license issued by the department before entering duties for such a position. §118.40(1m)(b)7

All individuals who have the desire to teach in the River Falls eSchool will be appropriately licensed teachers who have a sincere interest in the mission and vision of the school. Position descriptions for all teaching and program coordinator positions within the River Falls eSchool will be developed and approved by the Districts Human Resources Department and approved by the Site Council and School Board.

Include a nondiscrimination clause stating the charter school will not deny admission or participation in any program or activity on the basis of a person’s sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. §118.40(4)(b)2

It is the policy of the River Falls eSchool that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, co-curricular, student service, recreational or other program or activity because of the person’s sex, race, national origin, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. This policy also prohibits student discrimination under Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability).

State that the program is nonsectarian in its practices, programs, admission policies, employment practices and all other operations. §118.40(4)(a)2

The River Falls eSchool shall be non-sectarian in its programs, admissions, policies, employment practices and all other operations.

Address the procedures or reasons by which either party may withdraw or revoke the contract. §118.40(5)

Consistent with the provisions of 118.40 (3)(b), Wis. Stats., the term of this contract will be a period of five (5) teacher commencing on the first day of July 2022, and shall be automatically

extended for an additional one (1) year on each succeeding June 30th, until such time as either party gives notice on or prior to June 30th of its intent not to extend the term of this contract for an additional one (1) year term.

Pursuant to 118.40(3)(b) Wis. Stats., upon the expiration of the initial Term, the River Falls School District Board of Education and eSchool may mutually agree to renew this Contract for additional terms for up to five (5) years each as the Board of Education and the River Falls eSchool deem appropriate.

This Contract may be terminated by the River Falls School District Board of Education if it finds that:

- 1) The River Falls eSchool has insufficient enrollment to successfully operate a charter school,
- 2) The River Falls eSchool has violated this Contract,
- 3) The River Falls eSchool fails to comply with generally accepted accounting principles and standards of fiscal management,
- 4) The students of the River Falls eSchool have not shown sufficient academic progress using multiple measures,
- 5) The River Falls eSchool site council, Board Members, employees, or agents provide the River Falls School District Board of Education with false or intentionally misleading information or documentation in the performance of this Contract,
- 6) The River Falls eSchool has failed materially to comply with all applicable law,
- 7) Any administrator, coordinator, employee or agent of the River Falls eSchool has knowingly violated any statute, ordinance or Board policy with respect to the operations of the Charter School,
- 8) The River Falls eSchool knowingly violates Section 118.40 of the Wisconsin Statutes governing charter schools, or
- 9) The River Falls eSchool defaults materially in any of the terms, conditions, promises or representations listed or incorporated into this Contract.

Describe manner of transportation, if provided, to and from the charter school.

(Note—school districts are not required to provide transportation to charter schools.)

The River Falls eSchool is an online school therefore daily transportation is not necessary for students. We will make arrangements for families when in person mandated testing is required, as applicable.

If the charter school is limited to one sex, evidence that the district makes available to the opposite sex, schools or courses that are comparable to each charter school or course.

The River Falls eSchool accepts all sexes.

A statement that the parties considered the principals and standards for quality charter schools established by the National Association of Charter School Authorizers.

River Falls eSchool staff considered the principles and standards for quality identified for charter schools provided by the National Association of Charter School Authorizers in the development of this Charter School application and programming.

A statement that the charter school and authorizer will comply with all applicable state and federal laws.

The River Falls eSchool shall be governed by and is responsible under all laws of the State of Wisconsin. If, after the effective date of this Contract, there is a change in the applicable law(s) which alters or amends the responsibilities or obligations of any of the parties to this Contract, this Contract shall be revised or amended by both parties to adhere to the change in existing law as of the effective date of such change.

A statement that the charter school will adhere to state and federal laws pertaining to record retention and disclosure of student records.

The River Falls eSchool will adhere to all state and federal laws pertaining to record retention and disclosure of student records associated with the Charter School.

A statement that the charter school governance board will adhere to Wisconsin Open Meetings Laws.

The River Falls eSchool will adhere to all Wisconsin Open Meetings Laws when conducting meetings with the governing board.

A statement regarding the charter school's adherence to the authorizer's policies and a description of those from which the charter school is exempt.

The River Falls eSchool will be exempt from all state educational laws and policies to which it is entitled to by virtue of the Wisconsin State Charter School Law (Wisconsin Statute 118.40 and Wisconsin State Virtual School Law (Wisconsin Act 222)

Specifically, the River Falls eSchool and their site council will have autonomy related to:

- 1) Curriculum Development
- 2) Educational Materials Selection
- 3) Professional Staff Development
- 4) School Day Schedule
- 5) The School Calendar
- 6) Academic Universal Screening and other Districtwide Assessments
- 7) Course Offerings

A statement explaining how the charter school will meet its obligations under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

The River Falls eSchool will act in accordance with the Americans with Disabilities Act. The current district facilities used for the eSchool are compliant with the Americans with Disabilities Act.

Provisions addressing the authorizer’s right to inspect the charter school facilities and records with reasonable notice.

The River Falls eSchool will provide the River Falls School District, charter school authorizer, with the right to inspect all information, records and facilities directly associated with the River Falls eSchool with reasonable notice.

A statement that the charter school will provide the authorizer all information necessary for the authorizer’s annual report to the state superintendent and legislature under 118.40(3m)(f).

The River Falls eSchool will provide the River Falls School District, charter school authorizer, with any necessary and requested information needed for their annual report to the State Superintendent and legislature.

Inclusion of standard contract provisions related to: amendments, severability, assignment, and waiver.

This contract sets forth the complete agreement between both parties with respect to the subject matter of this Contract. All prior applications, agreements or contracts, representations, statements, negotiations, understandings and work are superseded by this Contract.

No modifications to this Contract shall be effective unless they are documented in writing and signed by authorized representatives of both parties. During any year of this Contract, either party may request to amend a provision of this Agreement. A request for amendment shall be presented in writing before March 30 of each year and identify the terms of the proposed amendment. Thereafter, the parties will promptly meet and confer in good faith with respect to the proposed amendment. Neither party shall be obligated to accept any request for amendment. Any amendment which is agreed upon will be effective July 1st or on such other date as the parties may agree.

If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provisions of this Contract. If any provision of this Contract shall be or be determined to be in violation of any federal, state or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

This Contract is not assignable.



CHARTER SCHOOL CONTRACT BENCHMARKS



In order to receive or maintain a DPI school code, or to receive federal Charter Schools Program Grant Funds for Implementation or Replication/Expansion, a charter school must have a duly executed contract on file with the DPI that satisfies all provisions required under state law and federal law, where applicable.

The purpose of these benchmarks is to provide a resource for authorizers and charter school governance boards to ensure that charter contracts contain all necessary state and federal provisions and to identify additional provisions to consider during contract development.

Please use the benchmarks below to ensure the charter school contract meets the requirements of the law. The benchmarks have been organized as follows:

MANDATORY BENCHMARKS

A. Benchmarks Required for a DPI School Code.

(A charter school will not receive a DPI code without these benchmarks)

1. Benchmarks required by state law for all charter schools (district-authorized and independent-authorized).
2. Benchmarks required by state law for district-authorized charter schools only.
3. Benchmarks required by state law for independent-authorized charter schools only.
 - For Benchmarks required by state law for 2x(cm) charter schools, contact the DPI.

B. Benchmarks Required for Federal Charter Schools Program Funds.

(A charter school will not receive Federal Charter Schools Program Funds without these benchmarks)

ADDITIONAL BENCHMARKS

C. Benchmarks for All Charter Schools from Principals and Standards Established by the National Association of Charter School Authorizers.

D. Benchmarks DPI Strongly Encourages for All Charter Schools.

E. Benchmarks for Virtual Charter Schools.

Charter School Authorizer: _____

Charter School Name: _____

DPI Reviewer (DPI USE): _____

DPI Contract No. (DPI USE) _____

As you complete your contract, please list the page number and corresponding section of the contract where each provision is located. Complete this action in the column labeled “Location in Contract”.

Submit this form along with your contract to the DPI.

MANDATORY BENCHMARKS		
A. BENCHMARKS REQUIRED FOR A DPI SCHOOL CODE		
<i>These are benchmarks that are required for any charter school to receive a DPI school code. Additional benchmarks are needed for charter schools seeking federal charter school program funds, see pg. 6.</i>		
1. Benchmarks Required by State Law for all Charter Schools (District-authorized and Independent-authorized).		
BENCHMARK	LOCATION IN CONTRACT (SCHOOL USE)	PRESENT/ ABSENT (DPI USE)
The name of the person seeking to establish the charter school. §118.40(1m)(b)1.		
The name of the person who will be in charge of the charter school and the manner in which administrative services will be provided. §118.40(1m)(b)2.		
A description of the educational program of the school. §118.40(1m)(b)3.		
The method used to enable pupils to attain educational goals under Wisconsin Statutes 118.01. §118.40(1m)(b)4.		
The method by which evidence of student achievement or progress in attaining academic skills and knowledge will be measured. §118.40(1m)(b)5.		

MANDATORY BENCHMARKS

<p>The governance structure of the school, including method to be followed to ensure parental involvement. §118.40(1m)(b)6.</p> <p><i>This provision should explain the basic structure of the governance board such as how the governance board is organized, how directors will be elected, and how parents will be involved (e.g., as members of the board or committee members)</i></p> <p><i>No more than a minority of the board members can be employees of the charter school or employees or officers of the school district in which the charter school is located.</i> §118.40(4)(ag)</p> <p><i>Under federal rules, charter schools receiving federal charter school program funds may not have any employees or officers of the authorizing entity on the charter school's governing board.</i></p>		
<p>Methods employed to review qualifications that must be met by individuals employed by the school, assuring that every teacher, supervisor, administrator or professional staff member holds a certificate, permit or license issued by the department before entering duties for such a position [Wisconsin Statutes 118.19(1) and 121.02(1)(a)2.] §118.40(1m)(b)7.</p>		
<p>Procedures the school will follow to ensure the health and safety of the pupils. §118.40(1m)(b)8.</p>		
<p>The procedures used to achieve a racial and ethnic balance among pupils that is reflective of the school district population. §118.40(1m)(b)9.</p>		
<p>The requirements for admission to the school. §118.40(1m)(b)10.</p>		
<p>The manner in which annual audits of the financial and programmatic operations of the school will be performed. §118.40(1m)(b)11.</p>		

MANDATORY BENCHMARKS

<p>The procedures by which students will be disciplined. §118.40(1m)(b)12.</p> <p><i>If applicable, this must include the grounds for dismissing a pupil from the charter school. Please note a district authorized charter school does not have authority to expel a pupil from the school district.</i></p>		
<p>The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school. §118.40(1m)(b)13.</p>		
<p>A description of the facilities and the types and limits of the liability insurance that the school will carry. §118.40(1m)(b)14.</p>		
<p>Evidence that the contract is duly executed. §118.40(3)(a) <i>Typically dates and signatures of the authorizer and the governance board president of the charter school.</i></p>		
<p>The amount to be paid to the charter school each year of the contract. §118.40(3)(b)</p>		
<p>The term of the contract, not to exceed 5 years. §118.40(3)(b) <i>This must indicate the date the contract becomes effective and the date the contract terminates, a period which may not exceed five (5) years.</i></p>		
<p>The procedures the school will follow to randomly select students if more students apply for admission than space available at the school. The random selection plan must give preference to students already enrolled in the charter school during the previous year and to siblings of students who are enrolled in the school. The school may give preference to children of the school’s founders, governing board members, and full-time employees, but this preference can be given to no more than 10% of school’s total enrollment. §118.40(3)(g)</p>		

MANDATORY BENCHMARKS

Evidence that the charter governance board is a legally incorporated governing board independent of the authorizer. <i>This is evidence that the charter governance board is a nonstock corporation, for profit corporation, LLC, or partnership organized under the laws of the State of Wisconsin. This is verified through a corporate records search with the Wisconsin Department of Financial Institutions.</i>		
If the charter school is established by two or more boards that have entered into an agreement under s. 66.0301, the names and locations of all school districts that are a party to the agreement. §118.40(3)(c)1.a.		
If the charter school is established by two or more boards that have entered into an agreement with the board of a cooperative educational service agency, the names and locations of all school districts that are a party to the agreement. §118.40(3)(c)1.b.		
If more than one charter school will be allowed under the charter contract, a statement authorizing the establishment of additional charter schools. §118.40(3)(f)1.		
If more than one charter school will be allowed under the charter contract, the name, location and description of each charter school.		
2. Requirements under State Law for District-Authorized Charter Schools Only. <i>This section does not apply to independent authorizers</i>		
BENCHMARK	LOCATION IN CONTRACT (SCHOOL USE)	PRESENT/ ABSENT (DPI USE)
The status of the school as a non-instrumentality or instrumentality of the school district. §118.40(7)(a)		
The effects of the establishment of the charter school on the liability of the school district §118.40(1m)(b)15.		

MANDATORY BENCHMARKS

3. Benchmarks Required by State Law for Independent-Authorized Charter Schools Only. *This includes all 2r and 2x schools but does not apply to district-authorized schools. These are benchmarks that are required for independent-authorized charter schools to receive a DPI school code.*

BENCHMARK	LOCATION IN CONTRACT (SCHOOL USE)	PRESENT/ ABSENT (DPI USE)
The annual academic and operational performance standards developed in accordance with the performance framework of the authorizer and a statement that the governing board must adhere to such standards. §118.40(2r)(b)2.a. and 118.40(2x)(b)2a		
The corrective measures the governing board will take if the school fails to meet performance standards. §118.40(2r)(b)2.b. and 118.40(2x)(b)2.b.		
A provision allowing the governing board to open one or more additional charter schools if all of the charter schools operated by the governing board were assigned to one of the top 2 performance categories in the most recent school and school district accountability report. §118.40(2r)(b)2.c. <i>Only applies to 2r Charter Schools</i>		
The methodology that will be used by the governing board to monitor and verify pupil enrollment, credit accrual and course completion. §118.40(2r)(b)2.d. and 118.40(2x)(b)2.d.		
A statement that the authorizer shall have direct access to pupil data and governing board shall provide data needed for the authorizer to complete its annual report under §118.40(3m)(f). §118.40(2r)(b)2.e. and i. and 118.40(2x)(b)2.e. and i.		
A description of the administrative relationship between the parties. §118.40(2r)(b)2.f. and 118.40(2x)(b)2.f.		
A statement that the governing board will hold parent-teacher conferences at least annually. §118.40(2r)(b)2.g. and 118.40(2x)(b)2.g.		

MANDATORY BENCHMARKS

A requirement that if more than one charter school is operated under the contract, the charter school governing board reports to the authorizer on each charter school separately. §118.40(2r)(b)2.h. and 118.40(2x)(b)2.h.		
A statement that the governing board will participate in any training provided by the authorizer. §118.40(2r)(b)2.j. and 118.40(2x)(b)2.j.		
A description of all fees that the authorizer will charge the governing board. §118.40(2r)(b)2.k. and 118.40(2x)(b)2.k.		
If the charter contract includes grounds for expelling a pupil from the charter school, the procedures to be followed by the charter school prior to expelling a pupil. 118.40(2r)(b)2m.b. and 118.40(2x)(b)3.b.	<i>May not apply</i>	
The effect of the establishment of the charter school on the liability of the contracting entity. §118.40(2r)(b)2 and 118.40(2x)(b)2.		

B. BENCHMARKS REQUIRED FOR FEDERAL CHARTER SCHOOLS PROGRAM FUNDS

*These are benchmarks that are required for any charter school seeking Federal Charter Schools Program Funds. These are **IN ADDITION** to all other state law requirements.*

BENCHMARK	LOCATION IN CONTRACT (SCHOOL USE)	PRESENT/ ABSENT (DPI USE)
Describes the level of autonomy afforded the charter school relative to policy, operation, budget development, staffing and evaluation. ESSA §4303(f)(2)(A)		
Addresses how the school district will allocate federal funding for which the charter school is eligible or how the independent charter school board will work with DPI to ensure the school will have access to all federal funds that the school is eligible to receive. ESSA §4303(f)(1)(A)(iii)		
Describes or identifies any waivers of school district or independent charter school authorizer policy agreed to by the authorizer and the operator of the charter school. ESSA §4303(f)(3)(B)		

MANDATORY BENCHMARKS

Describes the quality controls agreed to between the charter school and the authorizer. ESSA§4303(f)(1)(C)		
Describes how the charter school’s performance in the State’s accountability system and impact on student achievement will be one of the most important factors for renewal or revocation of the charter school’s contract. ESSA§4303(f)(1)(C)		
Describes how the authorizer will reserve the right to revoke or not renew the charter school’s contract based on financial, structural or operational factors involving the management of the school. ESSA§4303(f)(1)(C)		

ADDITIONAL BENCHMARKS

A. BENCHMARKS FOR ALL CHARTER SCHOOLS FROM PRINCIPALS AND STANDARDS ESTABLISHED BY THE NATIONAL ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS (NACSA).

All authorizers are required to consider the Principles and Standards established by the National Association of Charter School Authorizers when contracting for the establishment of a charter school. Below are select NACSA contracting provisions that should be considered for contracting purposes. See <http://www.qualitycharters.org/for-authorizers/principles-and-standards/> for the complete document containing all Principles and Standards.

BENCHMARK	LOCATION IN CONTRACT (SCHOOL USE)	PRESENT/ ABSENT (DPI USE)
States the rights and responsibilities of the school and the authorizer		
States and respects the autonomies to which schools are entitled— based on statute, waiver, or authorizer policy— including those relating to the school’s authority over educational programming, staffing, budgeting, and scheduling		
Defines performance standards, criteria, and conditions for renewal, intervention, revocation, and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions.		
States the statutory, regulatory, and procedural terms and conditions for the school’s operation.		
States reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety, and other legal requirements prior to opening and are prepared to open smoothly.		
States the responsibility and commitment of the school to adhere to essential public-education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or counseling out students except pursuant to a legal discipline policy approved by the authorizer		
States the responsibilities of the school and the authorizer in the event of school closures		

ADDITIONAL BENCHMARKS

Includes the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality		
Defines clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal, including but not limited to state and federal measures		
Includes expectations for appropriate access, education, support services, and outcomes for students with disabilities		
Defines the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including state-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews, and performance comparisons with other public schools in the district and state		
Defines the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability		
Defines the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties, and sound public stewardship		
Includes clear, measurable performance standards to judge the effectiveness of alternative schools, if applicable—requiring and appropriately weighting rigorous mission-specific performance measures and metrics that credibly demonstrate each school’s success in fulfilling its mission and serving its special population.		
For any school that contracts with an external (third-party) provider for education design and operation or management, includes additional contractual provisions that ensure rigorous, independent contract oversight by the charter governing board and the school’s financial independence from the external provider		

ADDITIONAL BENCHMARKS

B. DPI STRONGLY ENCOURAGES THESE BENCHMARKS FOR ALL CHARTER CONTRACTS

BENCHMARK	LOCATION IN CONTRACT (SCHOOL USE)	PRESENT/ ABSENT (DPI USE)
<p>Specify that, subject to the terms in the contract, the charter school governing board has all the powers necessary to carry out the terms of the contract, including:</p> <ul style="list-style-type: none"> ○ Receiving and disbursing funds for school purposes; ○ Securing appropriate insurance; ○ Entering into contracts, including contracts with institutions of higher educations for technical or financial assistance, academic support, curriculum review, or other services. ○ Incurring debt in reasonable anticipation of the receipt of funds; ○ Pledging, assigning or encumbering its assets to be used as collateral for loans or extensions of credit; ○ Soliciting and accepting gifts or grants for school purposes; ○ Acquiring real property for its use; ○ Suing or be sued in its own name. <p>§118.40(4)(d).</p>		
Specify that the program and attendance at the charter school is voluntary. §118.40(6)		
Clearly state that the charter school does not charge tuition. §118.40(4)(b)1		
Describe criteria for granting high school diploma, if applicable. 118.33(1)(f)2		
Provide assurance that every teacher, supervisor, administrator or professional staff member holds a certificate, permit or license issued by the department before entering duties for such a position. §118.40(1m)(b)7		

ADDITIONAL BENCHMARKS

Include a nondiscrimination clause stating the charter school will not deny admission or participation in any program or activity on the basis of a person’s sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. §118.40(4)(b)2		
State that the program is nonsectarian in its practices, programs, admission policies, employment practices and all other operations. §118.40(4)(a)2		
Address the procedures or reasons by which either party may withdraw or revoke the contract. §118.40(5)		
Describe manner of transportation, if provided, to and from the charter school. (Note—school districts are not required to provide transportation to charter schools.)		
If the charter school is limited to one sex, evidence that the district makes available to the opposite sex, schools or courses that are comparable to each charter school or course.		
A statement that the parties considered the principals and standards for quality charter schools established by the National Association of Charter School Authorizers.		
A statement that the charter school and authorizer will comply with all applicable state and federal laws.		
Definitions of the material terms of the contract, including: authorizer, charter school, notice, day, etc.		
A statement that the charter school will adhere to state and federal laws pertaining to record retention and disclosure of student records.		
A statement that the charter school governance board will adhere to Wisconsin Open Meetings Laws.		
A statement regarding the charter school’s adherence to the authorizer’s policies and a description of those from which the charter school is exempt.		

ADDITIONAL BENCHMARKS

A statement explaining how the charter school will meet its obligations under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.		
Provisions addressing the authorizer’s right to inspect the charter school facilities and records with reasonable notice.		
A statement that the charter school will provide the authorizer all information necessary for the authorizer’s annual report to the state superintendent and legislature under 118.40(3m)(f).		
Inclusion of standard contract provisions related to: amendments, severability, assignment, and waiver.		

C. ADDITIONAL CONSIDERATIONS FOR VIRTUAL CHARTER SCHOOLS

BENCHMARK	LOCATION IN CONTRACT (SCHOOL USE)	PRESENT/ ABSENT (DPI USE)
The virtual charter school must be under contract with a school board under Wis. Stats. §115.001 (16). §118.40(8)		
The virtual charter school will be located in the school district of the authorizing school board or, if authorized through an agreement with one or more school boards or the board of control of a CESA, in the school district specified in the agreement. §118.40(8)(a)		
The teacher assigned for each online course in the virtual charter school must be appropriately licensed for the grade level and subject taught. §118.40(8)(b)		
The teacher is responsible for each student taught: <ul style="list-style-type: none"> ○ Improving learning by planned instruction ○ Diagnosing learning needs ○ Prescribing content delivery through class activities ○ Assessing learning ○ Reporting outcomes to administrators and parents and guardians ○ Evaluating the effects of instruction 		

ADDITIONAL BENCHMARKS

<p>The virtual charter school provides educational services to its pupils for at least 150 school days each year. §118.40(8)(d)</p>		
<p>The virtual charter school must ensure that its teachers are available to provide direct pupil instruction for at least the applicable number of hours specified in s.121.02 (1)(f)2 each school year. No more than 10 hours in any 24-hour period may count toward these requirements. §118.40(8)(d)</p>		
<p>The virtual charter school must ensure that its teachers respond to inquiries from pupils and from parents/guardians of pupils by the end of the first school day following the day on which the inquiry is received. §118.40(8)(d)</p>		
<p>The virtual charter school must ensure that a parent advisory council is established for the school and meets on a regular basis. The governing body shall determine the selection process for members of the council. §118.40(8)(e)</p>		
<p>The virtual charter school must inform the parent or guardian of each pupil attending the school, in writing, the name of and how to contact each of the following persons: (1) the members of the school board that contracted for the establishment of the virtual charter school and the administrators of that school district; (2) the members of the virtual charter school’s governing body (3) the members of the virtual charter school’s parent advisory council; and (4) the staff of the virtual charter school. §118.40(8)(e)</p>		

Understanding the 2020-21 Report Card



**River Falls School District
November 2021**



“Too often we look for failure and aim to fix it, whereas we need to look for success and aim to scale it.”

-John Hattie



Report Cards

Report Card Guide Overview



Report Card Purpose

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★☆	70	82.9
Meets Expectations - ★★★☆☆	58	69.9
Meets Few Expectations - ★★☆☆☆	48	57.9
Fails to Meet Expectations - ★☆☆☆☆	0	47.9

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

“The overall goal of Wisconsin’s accountability system is to help identify areas of strength to build upon and deepen, as well as to pinpoint areas needing improvement so that all students graduate from high school ready for their next step.”

- 1) publicly report how our schools and districts are performing
- 2) to provide data to schools on specific areas of strength and areas in need of improvement



What's New in 20-21 Report Cards

- Statement of Caution
- Visual Design Changes
- Target Group Equity Measure
- Optional Narrative Statement
- Absenteeism Score Instead of Deduction
- Course & Program Data

Report Card At-a-Glance



2020-21 REPORT CARDS AT-A-GLANCE

SCHOOL/DISTRICT INFORMATION 1
School or district information, displayed towards the top of the front page, provides important context for reviewing the report card. This descriptive data include the grade span, student demographics, enrollment count, and (for public schools/districts) percent of students who were open-enrolled or (for choice schools) the percent of students participating in the choice program.

OVERALL SCORE & RATING 2
Each school or district receives an Overall Accountability Score from 0 to 100. This score is calculated by combining the weighted average of the Priority Area scores. The Overall Accountability Score places a school or district in one of five rating categories ranging from Significantly Exceeds Expectations to Fails to Meet Expectations. A five-star rating system is also provided.

STATE COMPARISON DATA 3
The priority area sections on the front page include state comparison bars, which are colored gray. For schools, state comparisons are based on one of six broad grade bands: K-5, K-8, K-12, 6-8, 6-12, and 9-12. State-level component scores are given for comparison purposes only and do not factor into the accountability scores or ratings.

COURSE DATA
Report cards for public schools/districts with grades 9-12 contain arts and postsecondary preparation course data on subsequent pages (not on the front page).



OPTIONAL STATEMENT 2
Schools and districts have the option to submit a descriptive statement that appears in the top right corner of the front page.

PRIORITY AREA WEIGHTING 4
Next to the space for the rating category is a pie chart displaying the weighting used when calculating overall scores. The weighting for Achievement and Growth varies depending on the percent of economically disadvantaged students in the school or district. For more information, see the [online weighting calculator](#).

PRIORITY AREA SCORES 5
On the bottom half of the front page, scores are provided for the four priority areas, along with bar charts showing priority area component scores.

Achievement: students' level of knowledge and skills attained compared against state academic standards in English language arts (ELA) and mathematics.

Growth: how rapidly students are gaining knowledge and skills from year to year, focusing on the pace of improvement in students' performance.

Target Group Outcomes: outcomes for students with the lowest test scores in their school - the Target Group. Outcomes are displayed for achievement, growth, chronic absenteeism, and attendance or graduation rate.

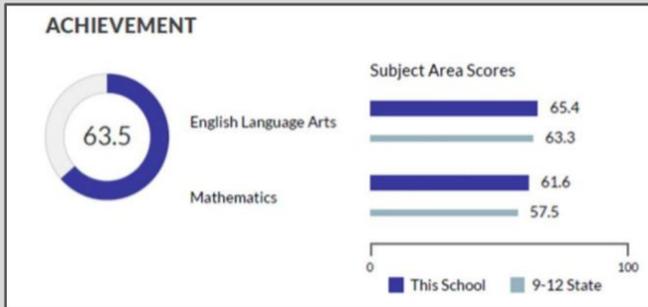
On-Track to Graduation: how successfully students are achieving educational milestones that predict later success.

Please visit the [OEA Accountability Resources](#) page to learn more about school and district report cards. Last updated: September, 2021





Priority Area #1



Achievement

Measures the students' level of knowledge and skills attained compared against state academic standards in English language arts (ELA) and mathematics



Statewide Assessment Results

In reporting summary proficiency information, non-participating students count against the proficiency rate.

Note: You will see a difference in proficiency in WISEdash Public compared to WISEdash for Districts and the report card.

ELA

32% Proficient or Advanced

84% Participation Rate

MATH

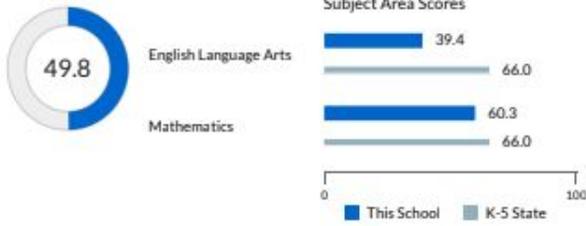
31% Proficient or Advanced

85% Participation Rate



Priority Area #2

GROWTH



Growth

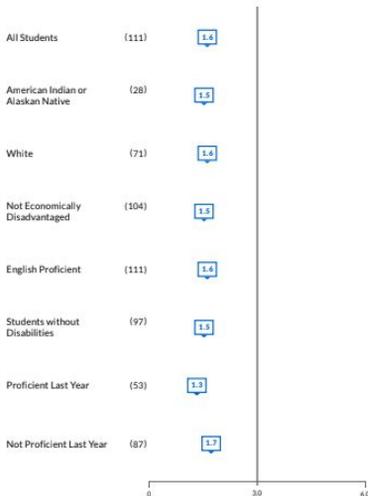
Measures how rapidly students are gaining knowledge and skills from year to year, focusing on the pace of improvement in students' performance.



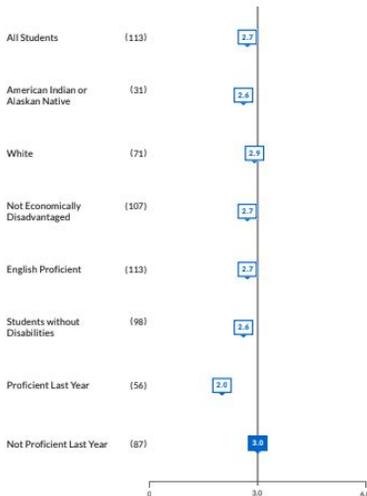
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Considerations

Informational Only
Program Evaluation

SPECIAL

If a student was in two buildings as an FAY student for 19-20 and 20-21, their growth is split 50/50 to each building

An Example



Student X

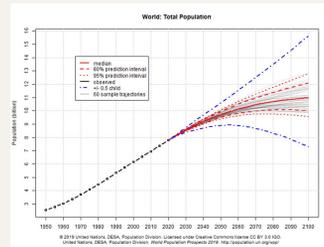
White
EcD
SwoD
Non-EL

Scale Score of 600
on 18-19 Assessment

Predicted Score

Based on Student X's past performance and trends of observationally similar students

Predicted Scale Score of 650 on 20-21 Assessment



Value-Added

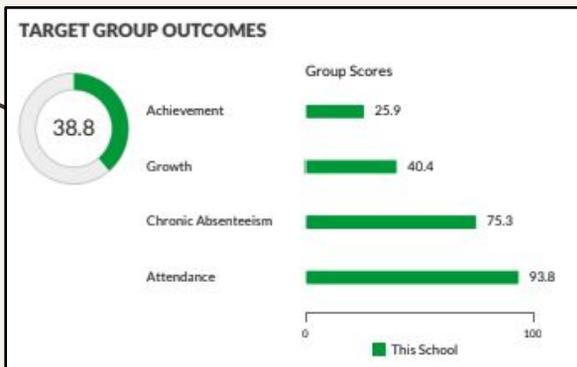
How Student X scored compared to prediction

VA >3.0 if 651 or more
VA =3.0 if 650
VA <3.0 if 649 or less

Oct/Nov '21



Priority Area #3



Target Group

Measures the outcomes for students with the lowest test scores in their school - the Target Group. Outcomes are displayed for achievement, growth, chronic absenteeism, and attendance or graduation rate



Oct/Nov '21





Target Group: Five Whys

- ❖ Focus on Students Most in Need
- ❖ Equitable Inclusion
- ❖ Score Stability
- ❖ Continuous Improvement
- ❖ Multiple Measures



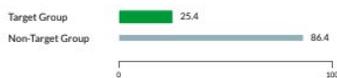
Component Scores

ACHIEVEMENT

Score: 25.9

Average points-based proficiency rates.

English Language Arts



Mathematics



CHRONIC ABSENTEEISM

Score: 75.3

Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.

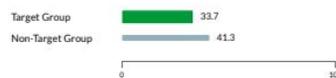


GROWTH

Score: 40.4

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



Mathematics



ATTENDANCE

Score: 93.8

This score is the overall attendance rate for the Target Group in 2019-20.



Considerations

- 1-“Mini-Report Card”
- 2-Bottom Quartile of Students
- 3-Standardized w/ Z-Scores
- 4-District TG on Report Card

Target Group Guide

The Quartile Exception

-Minimum of 40 Eligible Students needed for TG

-Up to 50% could be in TG for schools with between 40 and 99 TG eligible students

Target Group Outcomes Scoring Component	Calculation
Achievement	Multi-year weighted average of English Language Arts (ELA) and mathematics points-based proficiency rates
Growth	Value-added growth measure
Chronic Absenteeism	Multi-year weighted average of chronic absenteeism rate subtracted from one. Students with attendance rate below 90% are considered chronically absent.
Graduation or Attendance	Graduation is calculated using the average of four-year and seven-year cohort graduation rates. Attendance is calculated by dividing the number of actual days attended by the number of total days attended by students.



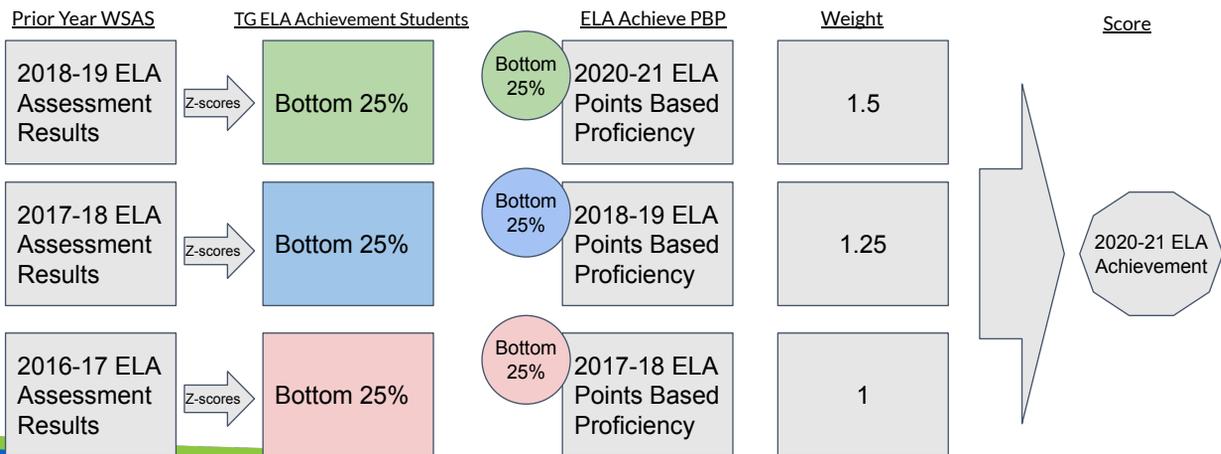
Weighting Not Variable in TGs

Target Group Outcomes Scoring Component	Weight (% of Target Group Outcomes Priority Area score) ¹
Achievement	20%
Growth	50%
Chronic Absenteeism	15%
Graduation or Attendance	15%

Target Group Achievement

TG components mirror calculations of priority areas.

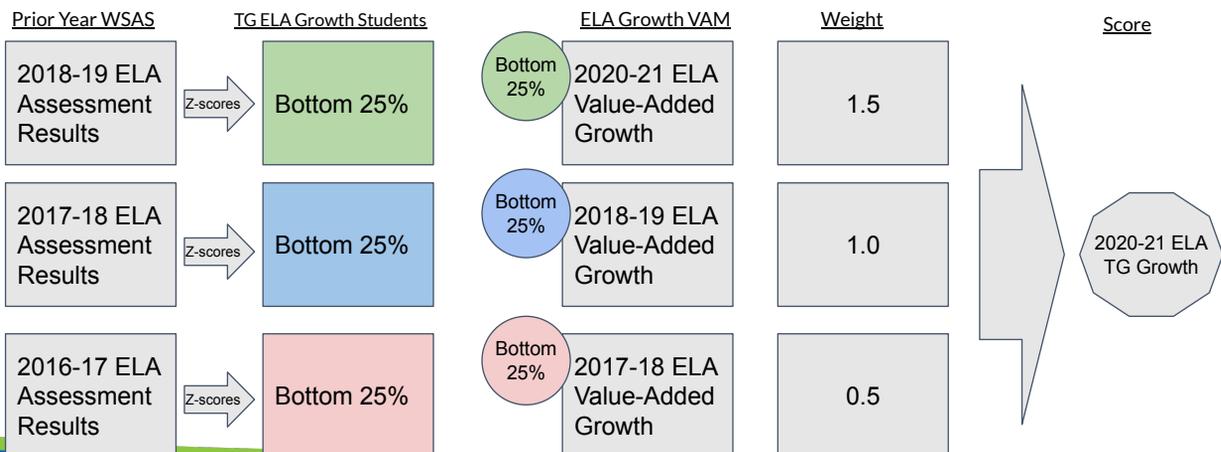
- Let's look at how this works for ELA Achievement and TG ELA Achievement on the 2020-21 report card:



Target Group Growth

TG components mirror calculations of priority areas.

- Let's look at how this works for ELA Growth and TG ELA Growth on the 2020-21 report card:

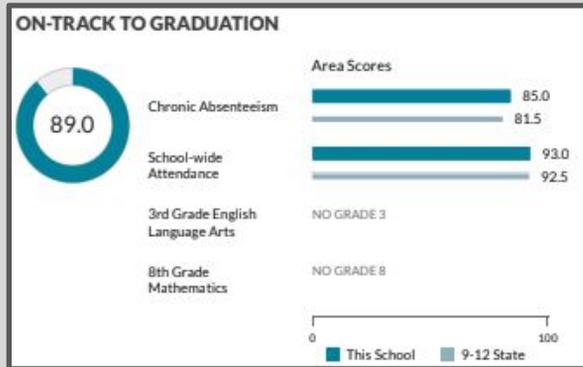




Priority Area #4

On-Track to Graduation

Measures how successfully students are achieving educational milestones that predict later success



CHRONIC ABSENTEEISM

Score: 95.3

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.6

This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 54.3

Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.

NO GRADE 8

Considerations

Absenteeism Language Building Considerations 20-25% of Overall Score

Weighted 3-Year CA Score

- 19-20 score = 1.5
- 18-19 score = 1.25
- 17-18 score = 1.0



Additional Course and Program Data

**included on the High School Report Card*

- The number and percentage of pupils participating in early college credit
- The number and percentage of pupils participating in a youth apprenticeship.
- The number of community service hours provided by pupils.
- The number of advanced placement courses offered to and the number of advanced placement credits earned by pupils.
- The number of pupils earning industry-recognized credentials through a technical education program established by a school board.
- High school students in music, dance, drama, and visual arts.



POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (d)1-5, Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
25.0%	19.2%	14.6%	17.8%	0.0%	1.4%	0.0%	2.4%

12 students successfully completed at least one Advanced Placement or International Baccalaureate course.

7 students successfully completed at least one dual enrollment course.

No students earned an industry-recognized credential.

No students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
Asian	20	10,028	*	27.3%	*	17.9%	*	1.1%	*	1.4%
Black or African American	20	24,232	*	11.5%	*	9.9%	*	0.3%	*	0.8%
Hispanic or Latino	20	31,812	*	14.7%	*	14.1%	*	0.9%	*	1.4%
White	36	188,332	25.0%	20.8%	16.7%	19.7%	0.0%	1.6%	0.0%	2.8%
Two or More Races	20	9,226	*	16.1%	*	13.3%	*	1.1%	*	1.4%
Economically Disadvantaged	20	97,617	*	11.0%	*	13.7%	*	0.8%	*	1.7%
English Learners	20	13,412	*	8.7%	*	14.1%	*	0.5%	*	1.3%
Students with Disabilities	20	34,473	*	2.9%	*	10.2%	*	0.5%	*	1.4%

Postsecondary Prep

- 1-Advanced Courses
- 2-Dual Enrollment
- 3-Industry-Recognized Credentials
- 4-Work-Based Learning

C&P Data Guide

*C&P Data is INFORMATIONAL ONLY from 19-20



ARTS COURSE INFORMATION, 2019-20

Section 115.385 (d)6, Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
23.7%	24.7%	0.7%	0.3%	18.1%	21.3%	1.5%	1.9%

127 students successfully completed at least one art & design course.

4 students successfully completed at least one dance course.

97 students successfully completed at least one music course.

8 students successfully completed at least one theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	123	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
Asian	123	10,028	*	25.8%	*	0.3%	*	21.8%	*	1.5%
Black or African American	39	24,232	33.3%	27.9%	2.6%	0.5%	10.3%	13.8%	7.7%	4.1%
Hispanic or Latino	76	31,812	18.4%	26.2%	0.0%	0.3%	9.2%	15.5%	1.3%	1.8%
Native Hawaiian or Pacific Islander	192	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	379	188,332	24.8%	23.9%	0.8%	0.3%	20.1%	23.4%	1.1%	1.7%
Two or More Races	123	9,226	*	23.9%	*	0.4%	*	19.8%	*	1.9%
Economically Disadvantaged	211	97,617	27.5%	26.9%	0.0%	0.3%	12.8%	17.4%	1.4%	2.3%
English Learners	28	13,412	21.4%	29.0%	0.0%	0.2%	7.1%	13.0%	0.0%	1.4%
Students with Disabilities	71	34,473	28.2%	25.4%	0.0%	0.3%	8.5%	14.3%	1.4%	1.9%

Arts
1-Art & Design
2-Dance
3-Music
4-Theater

C&P Data Guide

***C&P Data is
 INFORMATIONAL ONLY from
 19-20**



District Report Card



- ❖ Our “four star” rating of Districtwide performance Exceeds Expectations with an overall score of 75.4.
- ❖ Our overall student achievement on the identified assessment decreased with an overall score of 72.9, compared to 76.7 during the 2019-20 school year.
- ❖ Our overall district growth on the identified assessments decreased slightly with an overall score of 69.8, compared to 70.8 during the 2019-20 school year.
- ❖ Our overall district performance for our Target Group Outcomes was a score of 68.7. This is baseline data as it is a new scoring component on the 2020-21 Report Cards.



River Falls High School Report Card



Student Achievement in English Language Arts

- **78.4%** (School)
- **61.3%** (Statewide)

Student Achievement in Mathematics

- **67.2%** (School)
- **55.5%** (Statewide)

Student Growth in English Language Arts

- **71.7%** (School)
- **66.0%** (Statewide)

Student Growth in Mathematics

- **73.6%** (School)
- **66.0%** (Statewide)



Renaissance Charter School Report Card



Schools with minimal data to receive a score participate in an alternative accountability process and receive an "Alternate Rating" score.

The Renaissance Charter Academy annually sets individual accountability goals in English Language Arts and Mathematics.

They have demonstrated satisfactory progress toward their identified goals.



Meyer Middle School Report Card



Student Achievement in English Language Arts

- **77.2%** (School)
- **62.4%** (Statewide)

Student Achievement in Mathematics

- **63.9%** (School)
- **56.0%** (Statewide)

Student Growth in English Language Arts

- **75.5%** (School)
- **66.0%** (Statewide)

Student Growth in Mathematics

- **56.5%** (School)
- **66.0%** (Statewide)



Greenwood Elementary School Report Card



Student Achievement in English Language Arts

- **79.7%** (School)
- **60.5%** (Statewide)

Student Achievement in Mathematics

- **87.4%** (School)
- **66.8%** (Statewide)

Student Growth in English Language Arts

- **83.1%** (School)
- **66.0%** (Statewide)

Student Growth in Mathematics

- **71.7%** (School)
- **66.0%** (Statewide)



Rocky Branch Elementary School Report Card



Student Achievement in English Language Arts

- **69.2%** (School)
- **60.5%** (Statewide)

Student Achievement in Mathematics

- **85.1%** (School)
- **66.8%** (Statewide)

Student Growth in English Language Arts

- **48.9%** (School)
- **66.0%** (Statewide)

Student Growth in Mathematics

- **77.4%** (School)
- **66.0%** (Statewide)



RF Public Montessori Elementary Report Card



Student Achievement in English Language Arts

- **76.9%** (School)
- **60.5%** (Statewide)

Student Achievement in Mathematics

- **59.9%** (School)
- **66.8%** (Statewide)

Student Growth in English Language Arts

- **100.0%** (School)
- **66.0%** (Statewide)

Student Growth in Mathematics

- **77.4%** (School)
- **66.0%** (Statewide)



Westside Elementary Report Card



Student Achievement in English Language Arts

- **68.4%** (School)
- **60.5%** (Statewide)

Student Achievement in Mathematics

- **84.5%** (School)
- **66.8%** (Statewide)

Student Growth in English Language Arts

- **679%** (School)
- **66.0%** (Statewide)

Student Growth in Mathematics

- **71.7%** (School)
- **66.0%** (Statewide)



Wisconsin Report Card Results

DPI released report cards for 2,101 public schools, 376 choice schools and 421 school districts received report cards for 2020-21. However, 199 public schools and 240 choice schools did not have enough available data to receive scored report cards. The results showed:

- 1,781 schools met, exceeded, or significantly exceeded expectations (3 stars or higher) (approximately 72% of the schools with enough data for a report card)
- 399 school districts met, exceeded, or significantly exceeded expectations (3 stars or higher) (approximately 95% of the school districts with enough data for a report card).



Questions or Comments?