

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

Monday, February 7, 2022 - 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 RF4C provider contract for the 2022-23 school year** **3**

**Description:** Nate Wells, River Falls Public Montessori Elementary Principal, and Becky McAleavey, RF4C Program Coordinator will present the 2022-23 RF4C provider contract for approval. Additional information will be shared regarding the use of a RF4C Fidelity Checklist and an annual verification form that will be used for ongoing program review and monitoring.

**Recommended Action:** Approve the RF4C provider contract for the 2022-23 school year.

5. **Recognition of February as Career and Technical Education (CTE) month** **21**

**Description:** February is Career and Technical Education (CTE) Month. We are grateful for the opportunities provided in the River Falls School District for our students to support career opportunities in technical education. Additionally, we are grateful to our staff who provide instruction and leadership in these instructional areas. Committee members will be provided with proclamations from both the Governor and State Superintendent recognizing Career and Technical Education in our State.

**Recommended Action:** None, Information Only.

6. **Renaissance Charter School programming discussion and updates** **23**

**Description:** Chris Silver, Program Coordinator, will provide committee members with a current update regarding Renaissance Charter Academy programming and share future programming goals and vision for their students moving forward.

**Recommended Action:** None, Information Only.

7. **Update regarding the Western WI College Fair and high school registration night** **33**

**Description:** Melisa Hansen, College and Career Readiness Coordinator, will provide committee members with an update regarding the recent Western WI College Fair event at River Falls High School and the registration activities that also took place that evening.

**Recommended Action:** None, Information Only.

8. **Discussion regarding the RFSD high school student graduate profile** **51**

**Description:** Kit Luetdke, River Falls High School Principal, will provide committee members with an update regarding the various components that make up our District's High School Graduate Profile. Information will be shared that aligns to the vision of student support, targeting four (4) identified areas including: academic, social-emotional wellness, college and career readiness and moral and performance character.

**Recommended Action:** None, Information Only.

9. **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.

10. **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, March 7, 2022, 6:00 p.m.

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

**11. ADJOURN**



## AGREEMENT

This Agreement regarding the River Falls 4 Children program (“RF4C”) is between, (Provider), a partner, and the School District of River Falls (“RFSD”). This Agreement shall be for the ~~2021-2022~~ **2022-2023** school year. It is agreed between Provider and RFSD as follows:

### I. OPERATIONS

- A. Provider shall hold and maintain a valid child care license issued by the Wisconsin Department of Children and Families and not be subject to or have been subject to any “enforcement actions” for a period of 2 years before the effective date of this Agreement and throughout the term of this Agreement.
- B. Provider shall provide all required teacher(s), teacher assistant(s) and site for delivery of RF4C services under this Agreement (“RF4C services”).
- C. RF4C services shall include minimum student contact time of 437 hours per school year.
- D. A school schedule of days and hours must be provided to the RF4C Coordinator by August 1, each school year.
- E. Childcare and/or extended services are an option for preschool participants but not a condition of enrollment in the RF4C program at the Provider’s facility. It is understood and agreed that RFSD has no involvement of any kind with any other services and/or care given by Provider.
- F. Provider will comply with the site technology requirements, which require, at a minimum, maintaining email and internet capabilities.
- G. The RF4C Coordinator shall be advised by the Site Coordinator of current enrollments, attendance reports and all other reports requested by RFSD in accordance with determined deadlines.

## II. LOCATION/FACILITIES

- A. The RF4C services will be provided, pursuant to this Agreement, at facilities located at **<INSERT NAME HERE>**, River Falls, Wisconsin 54022. (“Site”).
- B. The Provider will maintain an appropriate environment for four-year-olds. The appropriateness of the environment is subject to the approval of RFSD. An appropriate environment includes, but is not necessarily limited to:
- (i) Maintaining indoor/outdoor space/equipment and toys in good condition;
  - (ii) Indoor play space with equipment appropriate for early childhood;
  - (iii) Outdoor play space with equipment appropriate for early childhood;
  - (iv) Maintain a clean, well-lit, secure site;
  - (v) Provide adequate personal storage space for children (i.e. “cubbies”);
  - (vi) A private and confidential space to meet with parents and or specialists;
  - (vii) A space which complies with the requirements imposed by the Establishment Clause of the First Amendment to the United States Constitution;
  - (viii) A private and confidential space with a table and a minimum of four chairs to meet with parents and specialists, and to provide special education and related aids and services; and
  - (ix) Handicap accessibility in accordance with applicable laws and regulations.
- C. Custodial services for the Site will be provided at the sole cost and expense of the Provider. Custodial services shall be performed daily so that the Site remains in a safe, clean and sanitary condition.

### III. STAFF

- A. The RF4C Coordinator is Becky McAleavey.
- B. The Site Coordinator is <INSERT NAME HERE> . The Site Coordinator may be replaced from time to time at Provider's discretion.
- C. Provider shall provide a DPI certified teacher, who meets DPI licensure requirements for four-year-old kindergarten, for each RF4C classroom in the program.
- D. Provider shall also provide a teacher assistant, with a minimum of a high school diploma and Early Childhood I Certification (or the equivalent), for each RF4C classroom when the enrollment exceeds 13 children in the program.
- E. Provider shall obtain background checks on all its employees or independent contractors who have any involvement with the RF4C program and provide copies of each background check to the RF4C Coordinator. The background checks shall be provided before the start of the school year or, for any employees or independent contractors who begin mid-school year, before the employee starts working in the RF4C program.
- F. Provider shall ensure that each RF4C classroom has a consistent teacher and a teacher assistant.
- G. CPR and first aid trained staff are available at all times when providing RF4C services.
- H. Provider will ensure a duty-free planning time that will be equal to 2.5 hours per week. A schedule of planning time will be provided to the RFSD by the Provider for each DPI certified teacher and will be subject to the approval of RFSD.
- I. In addition to the duty-free planning time, paid preparation/collaboration time will be provided to the DPI certified teacher to collaborate with RFSD staff members, co-teachers and others. A schedule of collaboration time will be provided to the RFSD by the Provider for each DPI certified teacher and will be subject to the approval of RFSD.
- J. RF4C staff will participate in required joint training and professional development as may be required from time to time by RFSD.
- K. RFSD will provide an opportunity for teachers and directors of the RF4C program to participate in an exit survey or interview to discuss the program's strengths and weaknesses.

- L. For any DPI licensed teacher hired by the Provider, the Provider will pay the teacher a minimum of \$18.00 per hour for RF4C work performed for the Provider including time worked during instruction for the Provider and during planning for instruction. SDRF will provide a transition period for providers to attain the required minimum wage by request only and will consider such requests when submitted to the RF4C Coordinator.

#### IV. ACTIVITIES/CURRICULUM

- A. A developmentally appropriate preschool model shall be used by the Provider to deliver RF4C services and meet the RF4C Learner Outcomes.
- B. Site classrooms shall not be segregated by family income or a child's ability or/disability.
- C. Cultural and/family values shall be incorporated into the program.
- D. The RFSD has provided the Creative Curriculum and its components to be used in each RF4C classroom. All other materials including consumable supplies shall be provided by Provider, at its sole cost and expense.
- E. Provider shall adequately maintain all materials, equipment, supplies provided or loaned to it by RFSD. ~~RFSD will provide an annual inventory checklist of equipment, materials, and supplies that will be completed by the Provider.~~ **Provider shall provide a current list of provided or loaned materials, equipment, supplies upon request or if terminated from the RF4C Program.**
- F. Common documentation of Early Learner Outcomes will be completed using the assessment and screening tools selected by RFSD.
- G. Provider shall participate in any data collection, reporting process, and goal setting as directed by RFSD. Data and reports shall be provided in a timely manner.
- H. Wis. Stat. §118.016 requires an early literacy screener to be administered to all 4-year-old kindergarten. ~~Each RF4C classroom will administer the Phonological Awareness Literacy Screening in the Fall and Spring of the school year. Materials will be provided by the RFSD.~~ **Each RF4C classroom will administer the universal screener identified by the RFSD for implementation during the school year. Assessment materials will be provided by the RFSD.**
- I. RFSD reserves the right to monitor curriculum implementation in each RF4C classroom throughout the school year.

## V. FUNDING

- A. No fees may be required of a parent(s) or guardian(s) to enroll their child in the RF4C program.
- B. Collection of all childcare/tuition fees associated with childcare and/or extended services provided outside the RF4C program, as set forth below, shall be the sole responsibility of the Provider.
- C. Participants arriving or remaining more than 10 minutes before or after defined preschool hours are subject to childcare fees which may be assessed by the Provider, directly to the participant's parent(s) or guardian(s). In this regard, the Provider shall provide appropriate notification to parents of all fees and financial expectations.
- D. The per pupil amount to be provided by RFSD to the Provider is ~~two thousand four hundred eighty-four (\$2484)~~ **two thousand five hundred ten (\$2510)** per school year for each eligible student enrolled in the RF4C program.
- E. Provider will receive four payments from RFSD based on pupil count and compliance with this Agreement. The first payment will occur on Oct. 15<sup>th</sup> and will be 20% of the total due. The second payment will occur on November 15<sup>th</sup> and will be 20% of the total due. The third payment will be on March 1<sup>st</sup> and will be 20%, and the final payment will occur on April 15<sup>th</sup> - or after the Provider has completed all year end activities and provided all required documentation to RFSD, whichever is later. The amount of each payment will be based on the student count taken 2 weeks prior to payment date.
- F. RFSD reserves the right to withhold any or all installment payments in the event the Provider does not comply with any of the requirements of this Agreement, including without limitation the completion of all year-end activities and the provision of all required documentation. Withheld installment payments will be made once the Provider has complied with the Agreement to the satisfaction of RFSD.
- G. If the conditions in this paragraph are met, an additional per pupil amount of \$80 will be provided by RFSD to the Provider per school year for each eligible student enrolled in the RF4C. Provider will receive payments in accordance with the payment schedule in Section V., paragraph E. To receive these payments, Provider must provide sufficient documentation to the District 4 weeks after each payment to show that Provider made the bonus payments to all 4k teachers in an amount equivalent to the per pupil amount in this paragraph. This distribution of the

increase should be in a uniform manner per teacher, and any increase should not impact other existing benefits.

## VI. PARENT INVOLVEMENT

- A. Parents shall have input into their child's educational program and care.
- B. Parents are encouraged to be involved with governance.
- C. Parents and/or community members may serve as volunteers, if appropriate screening is conducted by Provider, under circumstances the Provider deems safe and appropriate and which do not violate any provision of this Agreement.
- D. Providers shall collaborate to offer a total of 87.5 hours of required parent involvement activities and will actively participate to fulfill the annual RF4C Parent Involvement Plan.

## VII: SUPPORT SERVICES

- A. The Provider shall actively participate in the Student Support Team (SST) process which helps to identify students who may need additional support for learning.
- B. The River Falls School District will provide Special Education support by providing consultation and coaching through a special education teacher.
- C. If the level of need for special education support is greater than the consultation and coaching provided then the IEP team will convene to determine if additional special education support and/or alternative placement is needed.
- D. Support services provided by Provider shall include:
  - (i) Immunization records on file;
  - (ii) Information on health and safety;
  - (iii) Integration of special education students, when appropriate;
  - (iv) Maintenance of student records.
  - (v) Staff background checks; and
  - (vi) Crisis planning to consist of protocols for staff and students, submission of safety drill schedule, and documentation.

## VIII. STANDARDS

- A. The recommended RF4C enrollment is 21 four-year-olds per classroom with up to a maximum of 24 based on district administrative recommendation and need. Classroom enrollment is aligned with the licensing regulations for square footage of 35 sq. ft. per child. Total classroom enrollment shall not exceed a staff-child ratio of 1:13 as required in state child care licensing regulations.
- B. Should the Provider fail to attain an initial enrollment of at least 10 students by August 1<sup>st</sup>, it shall have the right to withdraw from this Agreement by providing written notice to RFSD by August 5<sup>th</sup>.
- C. Non-RFSD students may participate in the 4K program, but enrollment priority must be given to RFSD students. Provider further agrees to notify RFSD of the enrollment of any and all non-RFSD students.
- D. Non-RFSD students who are not eligible for open enrollment in RFSD will be subject to tuition charges. RFSD shall be responsible for the billing and collection of such charges. In the event of non-payment of tuition charges, RFSD will notify Provider, and Provider agrees to exclude the affected student until RFSD advises that payment has been made to its satisfaction.
- E. The Provider and the RF4C classroom are subject to, and agree to comply with all applicable Wisconsin Department of Children and Families child care licensing regulations, DPI standards, Wisconsin Statutes, RFSD policies and appropriate early childhood education procedures.
- F. Prior to providing any services under this Agreement, the Provider shall review the River Falls 4 Children Manual provided by the RFSD and Provider shall comply with all requirements set forth in the Manual at all times.
- G. The Provider must remain in good standing with the Wisconsin Department of Children and Families licensing authority. Any violation documented by the Wisconsin Department of Children and Families, whether or not it results in an "enforcement action," shall be immediately reported to RFSD. Failure to report within 7 days of the issuance of the violation shall constitute a breach of this Agreement.

## IX. EVALUATIONS

- A. Program: An evaluation process of the RF4C Program shall be conducted annually **by the RF4C Coordinator**. ~~The RF4C site will participate in the Early Childhood Environmental Rating Scale (ECERS) and will develop and implement an annual Quality Improvement Plan.~~ **The RF4C Fidelity Checklist will be used to help create consistency and best practices in implementing the most positive outcomes.**
- B. Staff: Evaluation of staff shall be conducted by the Provider as required by the Provider contracts, policy and procedures. Provider shall be solely responsible for staff evaluation, however, Provider will seek input from the Program Coordinator regarding concerns, if any.

## X. INSURANCE AND INDEMNIFICATION

- A. Additional Insured Endorsement. Before commencing any services under this Agreement Provider shall provide RFSD with a Certificate of Insurance showing the coverage specified below as being in force during the terms of the Agreement. The "School District of River Falls" shall be named as an additional insured on the General Liability coverage and a copy of the specific or blanket additional insured endorsement must accompany the Certificate of Insurance along with assurance that the insurance will not be canceled or changed except upon 30 days written notice to RFSD.
- Provider shall send Certificates of Insurance and supporting documentation directly to RFSD at the address provided for notice below.
- B. General Liability Insurance. Provider shall provide the RFSD with a certificate of General Liability Insurance. General Liability Insurance limits shall be no less than \$1,000,000 per occurrence and \$1,000,000 aggregate or \$500,000 General Liability and \$500,000 Umbrella.
- C. Professional Liability Insurance. Provider shall provide the RFSD with a certificate of insurance evidencing Professional Liability Insurance. The Professional Liability limits shall be no less than \$1,000,000 and the insurance shall not exclude coverage for liability for Corporal Punishment, Sexual Abuse/Molestation or any similar intentional conduct. The coverage shall include coverage for claims covered by standard educators legal liability coverage.

- D. Workers Compensation Insurance. Provider shall provide the RFSD with a certificate of insurance evidencing Workers Compensation in an amount equal to that required by statute.
  
- E. Auto Liability Insurance. In the event Provider will be using vehicles to transport students (either owned by Provider or its employees or volunteers), Provider shall provide the RFSD with a certificate of insurance evidencing insurance limits of no less than \$500,000 combined single limit.
  
- F. Provider agrees to defend, indemnify, and hold harmless RFSD, its school board, administration, employees, and volunteers, individually and collectively, from and against all costs, losses, claims, actions, attorney fees, and judgements arising from personal injuries, property damage, or otherwise, that may arise from or alleged to be caused by Provider's negligence as a result of Provider's use or occupancy RFSD's land, facilities, or equipment.
  
- G. Provider agrees to defend, indemnify, and hold harmless RFSD, its school board, administration, employees, and volunteers, individually and collectively, from and against all costs, losses, claims, actions, attorney fees, and judgements arising from personal injuries, property damage, or otherwise, that may arise from or alleged to be caused by Provider's negligence as a result of Provider's performance or providing of RF4C services under this Agreement.

## XI. BREACH

- A. If either party breaches any term, covenant, or condition of this Agreement, the breaching party shall notify the non-breaching party and advise the non-breaching party of its efforts to cure the breach. This Agreement may be terminated by the non-breaching party immediately, or the non-breaching party may, at its sole discretion, provide the breaching party with a time period to achieve compliance, at the option of the non-breaching party.
  
- B. This Agreement may be terminated by the RFSD immediately, without payment or penalty of any sort, if it deems that the health or safety of participants is in jeopardy, regardless of whether the jeopardy results from a breach of this Agreement or any other reason.
  
- C. If, at any time during the term of this Agreement, it is found that Provider has not performed fully its obligations under any other agreement with any party, or that the financial credit of the Provider has changed, been misrepresented or has been impaired, RFSD may terminate the Agreement immediately.

## XII. MISCELLANEOUS

- A. Notice: Except as otherwise expressly provided in this Agreement, all notices and communications regarding this Agreement shall be in writing and shall be addressed to:

Notice to RF4C Provider:

or such other place as such party may subsequently be designated in writing.

Notice to School District: Nathan Wells  
RF4C Program Administrator  
River Falls School District  
852 E Division St  
River Falls, WI 54022  
FAX: 715-425-1804

or such other place as such party may subsequently be designated in writing.

Notices shall be sent by registered or certified U.S. mail, postage prepaid, or by commercial overnight delivery service and shall be deemed delivered to the addressee on the date of the return receipt acknowledgment (in the case of notices sent via U.S. mail) or on the next day after the date the notice was sent (in the case of notices sent by overnight delivery service).

- B. Effects of Headings: Headings to articles and paragraphs of this Agreement are to facilitate reference only, and do not form a part of this Agreement, and shall not in any way affect the interpretation of the Agreement.
- C. Non Waiver: No course of dealing or failure of RFSD to strictly enforce any term, right or condition of this Agreement shall be construed as a waiver of such term, right or condition.
- D. Severability: Should any part of this Agreement be declared invalid, such order shall not affect the validity of any remaining portion, which shall remain in force and effect as if this Agreement had been executed with the invalid portion eliminated.
- E. Assignment: Neither party may transfer or assign its rights under this Agreement without prior written consent of the other party.

- F. Governing Law: This Agreement is governed by and construed in accordance with the laws of the State of Wisconsin.
  
- G. Entire Agreement: This Agreement constitutes the entire Agreement of the parties regarding the subjects addressed herein and shall supersede all previous agreements between the parties, written or verbal. The Agreement may not be altered or amended except by written amendment signed by both parties.
  
- H. Counterparts: This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same Agreement.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in duplicate, each constituting an original, by their duly-authorized representatives.

Dated this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

RF4C Provider Name

School District of River Falls

By: \_\_\_\_\_  
 Name:  
 Title:

By: \_\_\_\_\_  
 Name: Nathan Wells  
 Title: RF4C Program Administrator

By: \_\_\_\_\_  
 Name:  
 Title:

By: \_\_\_\_\_  
 Name: Becky McAleavey  
 Title: RF4C Coordinator

Addendum A:

## RF4C Fidelity Checklist

Component	Criteria	Evidence within Environment	Directly Observed in Practice	Evident Through Teacher/Student Behavior	Notes
<p><b>Standards</b></p> <p>Specific information, skills, or both that a child should know and be able to do.</p>	<p>RF4C teachers plan activities for children that align with the Wisconsin Model Early Learning Standards (WMELS)</p> <p>Teachers address the whole child;</p> <ul style="list-style-type: none"> <li>• Health and Physical Development</li> <li>• Social and Emotional Development</li> <li>• Language Development and Communication</li> <li>• Approaches to Learning</li> <li>• Cognition and General Knowledge</li> </ul>				
<p><b>Curriculum &amp; Resources</b></p> <p>The knowledge and skills that students are expected to learn as they progress through the standards.</p>	<p>RF4C teachers use Creative Curriculum guides and resources to meet the needs of all students;</p> <ul style="list-style-type: none"> <li>• Intentional Teaching Cards, Mighty Minutes, Book Discussion Cards, Learning Games, Teaching Guides.</li> <li>• Scope &amp; Sequence for 4-5 year olds: content goals and the order children generally achieve them.</li> <li>• Objectives for Development &amp; Learning</li> </ul> <p>RF4C teachers plan &amp; engage students in developmentally appropriate activities that support children’s learning in the areas of science &amp; social/emotional as they apply skills in literacy, language, math, and art.</p> <p>RF4C teachers present activities that foster literacy development that would include oral language and vocabulary, phonological awareness, print functions and units, writing, and knowledge of the alphabet.</p> <p>Intentional teaching is used to plan for children’s needs and to direct learning appropriately.</p>				

## RF4C Fidelity Checklist

	<p>RF4C teachers use Learning Without Tears and resources to develop</p> <ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Familiarity with print</li> <li>• Knowledge of letters and numbers</li> </ul> <p>RF4C Teachers use PALS PreK to learn what students currently know and what they are ready to learn next, and to identify strengths and needs in language-based literacy instruction within the curriculum.</p> <p>Classroom materials support awareness of diversity and include photos of the children’s families.</p> <p>RF4C teachers present concepts and skills so that more complex learning builds on easier concepts/skills.</p>				
<p><b>Environment</b></p> <p>The overall space of a classroom and its interest areas as well as social environments.</p>	<p><u>Physical</u></p> <p>Classrooms that are divided into Interest Areas for dramatic play, block building, toys and games, art, books and writing, sand and water play, and a discovery area:</p> <ul style="list-style-type: none"> <li>• Are organized to support learning</li> <li>• Are available as a choice daily</li> <li>• Are adequately supplied with developmental appropriate materials</li> <li>• Are a balance of quiet and active spaces</li> </ul> <p>There is a designated quiet and comfortable space available for children to be alone.</p> <p>To support independence, daily routines are taught and visuals are displayed and referenced.</p> <p>Children can move easily around the classroom.</p> <p>Label and identify where most materials belong using pictures/photos and written words in several locations of the classroom.</p> <p>The outdoor area has varied materials in a sunny as well as shaded space.</p>				

# RF4C Fidelity Checklist

	<p><u>Social</u> The tone in the environment is friendly, calm, supportive and welcoming.</p> <p>The materials that support awareness of diversity, including photos of families and community events, culture and life experiences are represented.</p> <p>To support children’s regulation skills, flexible seating, sensory materials and “fidget toys” are available and children are taught how to use them effectively.</p> <p>RF4C teachers and paras use specific and descriptive encouragement for children’s skills, behavior, and activities.</p> <p>RF4C teachers and paras circulate through the room during children’s play and support and expand their interactions.</p> <p>Class rules that are identified with children’s input, are posted in an understandable format.</p> <p>Materials and activities help the children explore feelings and what to do in social situations.</p> <p>Identify ways to have conversation with children who are non-verbal, language delayed, or speak English as a second language.</p>				
<p><b>Activities &amp; Instructional Strategies</b></p>	<p><u>Routines</u> Routines are taught and reviewed and referred to frequently.</p> <p>Include a balance of teacher-directed and child-directed activities.</p>				<p>17</p>

<p>How and what teachers do to support learning</p>	<p>Facilitate smooth transitions between activities (give advance notice, minimize wait time, have material ready for the next activity, minimize the number of transitions during the day.)</p> <p>Cues are provided for students (visual for lining up, carpet spots, visual timer, songs/chants for transitions, advanced warning of approaching transitions.</p> <p><u>Classroom Rules and Behavior Management</u> Rules are stated positively and clearly taught and reviewed often.</p> <p>Teachers and paras are consistent when addressing rules and behaviors.</p> <p>There is a system for addressing challenging behavior (Calming Corner, taking a break, behavior plan)</p> <p><u>Student Engagement</u> Ask open ended questions that help children explain, predict, and apply knowledge to solve a problem, evaluate, or consider consequences.</p> <p>Adapt instruction to include all children in the class.</p> <p>Demonstrate affection and caring by smiling, responding to a child in distress, greeting each child by their name.</p> <p>Teachers make adjustments according to individual strengths and needs identified by their observations and assessment findings to building skills as the year progresses.</p> <p>Conducts large group time for flexible periods of time (5-20 minutes depending on the age, interests, and abilities of the group and to include interactive experiences.</p>				
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## RF4C Fidelity Checklist

	<p>Structure activities so that children are actively engaged almost all of the time (actively participating).</p> <p>Students have opportunities to share their thoughts during group time.</p>				
<p><b>On-Going Assessment</b></p> <p>Data collection to guide program planning and monitor child's learning towards goals and outcomes.</p>	<p>RF4C teachers have a management system in place for collecting data and work samples for each child.</p> <p>Summarize collected observations and work samples and record final assessments 3 times a year on Teaching Strategies Gold.</p> <p>RF4C teachers screen children 2-3 times a year for phonetic awareness and letter recognition (PALS PreK )</p> <p>RF4C teachers analyze and respond to children by considering their skills in relation to specific objectives in Creative Curriculum and LWT, and then scaffolding their learning.</p> <p>ASQ:3 and ASQ:SE2 are administered at the beginning of the school year. RF4C teachers evaluate the screener by comparing a child's skills and behaviors to indicators of learning and development for their age range and make adjustments as needed.</p>				

Site: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

This document was created by reviewing DAP Guidelines from NAEYC, the checklist from Creative Curriculum, UDL Checklist for Early Learning Environments, The Teaching Pyramid Implementation Checklist, and the Early Childhood Curriculum Framework Rubric.



# Annual Verification Process

**Purpose: To create consistency across sites**

## Operations

- Child Care License
- Violation Enforcement Check
- Date of Notice \_\_\_\_\_
- Date of Compliance \_\_\_\_\_
- Certificate of Liability Insurance
- Student Contact Time (437 hours)
- Schedule and hours to Coordinator (Aug 1)

## Location/Facilities

- First Amendment Space
- Private Space for SPED and Related Services

## Staff

- Teacher License Check
- Background Checks
- First Aid and CPR
- Covered in Child Care Licensure
- Duty Free Planning (2.5 hrs/wk)
- Teacher Evaluation
- Para Evaluation

## Standards

- Dept of Child and Family Services Regulations
- Ratios 1:13 OR 2:21

## Activities/Curriculum

- [RF4C Fidelity Checklist](#)
- Creative Curriculum
- Learning Without Tears Curriculum
- Early Learner Outcomes** ([TSG](#))
- Fall Checkpoint
- Winter Checkpoint
- Spring Checkpoint
- ASQs** (Parent fill out in September)
- ASQ-3
- ASQ-SE
- Phonological Awareness Screener
- Fall
- Midyear
- Spring

## Funding

- Confirmation of teacher per pupil payout
- Confirmation of Minimum Wage

## Parent Involvement

- Parent Involvement (87.5 hours)

## Support Services

- SST
- Special Education

# STATE of WISCONSIN



## OFFICE of the GOVERNOR

# Proclamation

*WHEREAS*; career and technical education improves academic performance, increases graduation rates, and prepares high school students across Wisconsin for postsecondary education and career success; and

*WHEREAS*; by providing students with core skills and meaningful experiences, career and technical education improves the quality of education in schools, engages students, and provides them with leadership opportunities in their fields and in their communities; and

*WHEREAS*; career and technical education programs serve as a foundation for our state's strong and highly educated workforce, offering Wisconsin students a reliable school-to-career connection; and

*WHEREAS*; while profound economic and technological changes in our society have been rapidly reflected in the structure and nature of work, career and technical education in Wisconsin and across the United States continues to foster the spirit of productivity, innovation, and entrepreneurship that has maintained our leadership in the global marketplace; and

*WHEREAS*; on this occasion, we recognize our career and technical educators for their cooperative efforts with business and industry to stimulate the growth and vitality of our local economies, meet the challenges of new and additional responsibilities on our educational systems, and prepare graduates for career fields that are expected to see major growth in the next decade; and

*WHEREAS*; this month, the state of Wisconsin joins all Wisconsinites in celebrating our state's proud history as leaders in career and technical education, and in reflecting on the importance of career and technical education to our collective future;

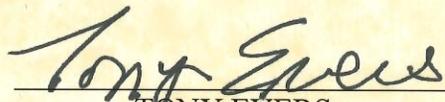
*NOW, THEREFORE*, I, Tony Evers, Governor of the State of Wisconsin,  
do hereby proclaim February 2022 as

## CAREER AND TECHNICAL EDUCATION MONTH

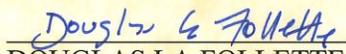
throughout the State of Wisconsin and I commend this observance  
to all our state's residents.



IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done at the Capitol in the City of Madison this 14<sup>th</sup> day of January 2022.

  
TONY EVERS  
GOVERNOR

By the Governor:

  
DOUGLAS LA FOLLETTE  
Secretary of State

STATE *of* WISCONSIN  
DEPARTMENT *of* PUBLIC INSTRUCTION

*Proclamation*

*Whereas*, the Association for Career and Technical Education has designated February 2022 as Career and Technical Education Month; and

*Whereas*, career and technical education increases graduation rates and improves academic performance through meaningful experiences, thus engaging students, improving the quality of their education, preparing them for careers and postsecondary education, and giving all students leadership opportunities in their fields and in their communities; and

*Whereas*, career and technical education programs provide students with school-to-career connections, foster productivity, innovation, and entrepreneurship, and are the backbone of a strong, well-educated workforce in business and industry, which contributes to America's leadership in the global marketplace; and

*Whereas*, profound economic and technological changes in our society are rapidly reflected in the structure and nature of work, thereby placing new and additional responsibilities on our educational system; and

*Whereas*, the ever-increasing cooperative efforts of career and technical educators with business and industry stimulate the growth and vitality of our local and national economy by preparing graduates for career fields experiencing significant growth.

*Therefore*, be it resolved that, I, Jill K. Underly, PhD, State Superintendent of Public Instruction, do hereby proclaim in the state of Wisconsin,

**Career and Technical Education Month**

February 2022



*Jill Underly*  
\_\_\_\_\_  
Jill K. Underly, PhD, State Superintendent

# Renaissance Charter Academy Mission and Vision

# Our Mission

The Renaissance Academy models acceptance, compassion, and dignity. We nurture independence, responsibility, and individual strengths to foster personal growth and academic success.



# Our Values

- Our students and their families are at the center of each decision.
- Dignity and self-worth are paramount to everything we do.
- Parents, guardians, and community members are active partners in helping our students grow.
- Each student has different learning needs and we will strive to meet them.
- Our school is a welcoming, safe space where all students, regardless of where they come from, belong.



# Current Challenges

Students who have experienced trauma struggle with change.

- ⇒ Virtual, Hybrid, In-Person
- ⇒ Renaissance moved twice in one year and one more coming soon!
- ⇒ Economic impact of Pandemic
- ⇒ Growing number of students who are living in poverty, homeless, malnourished



# Current Successes

- ⇒ School climate that fosters trust, caring, and belonging
- ⇒ Strong student support team
  - Career/College Planning
- ⇒ Resource connections
- ⇒ Mental health support through Restorative Services
- ⇒ High graduation rate
- ⇒ On site food shelf
- ⇒ Improved student achievement (GPA) after entering the program
- ⇒ Learning to become adaptable to change



# Our Vision - Foundational Components

## Commitment to Excellence

- ⇒ Promoting high level learning through best practice review, standards based instruction, meaningful professional development and full implementation of PLC model.

## Commitment to Student Achievement

- ⇒ Develop the academic and workforce skills necessary to be successful in their lives.
- ⇒ Provide a flexible environment that accommodates diverse learning and life situations in which students are encouraged to expand their horizons through academic, vocational and technology training

## Commitment to Family and Community Involvement

Continue to encourage consistent communication with families

Provide needed resources and community connections for students and families who are struggling.



# Our Vision - High Impact Programming Focused on Career Connections

## Health Care Certification

- ⇒ CNA
- ⇒ EMT
- ⇒ Phlebotomy
- ⇒ Lab Technician

## Digital Manufacturing

- ⇒ CAD/CNC
- ⇒ Quality Control
- ⇒ Designer

## Automotive Technician

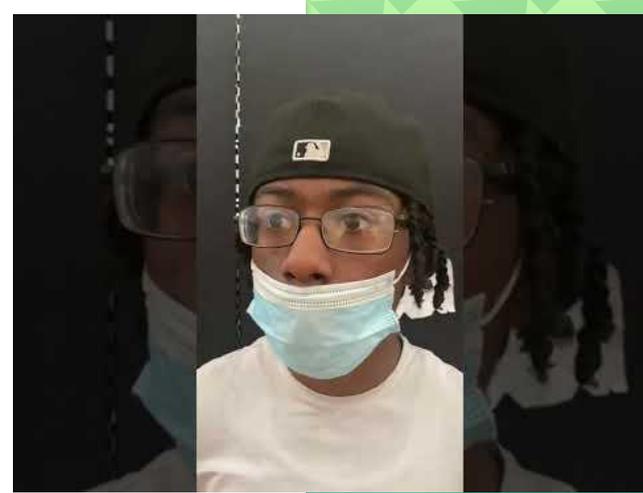
- ⇒ Partnership with Newgate Programs and CVTC

## Culinary Arts/Hospitality

Goal: Each student's ACP includes a career pathway component. All students have a postsecondary goal and multiple experiences that support that goal.

# Enrollment

- ⇒ Instructional staff to student ratio. What is the sweet spot? 1:12 to 1:14 depending on the class. CNC vs. English 10
- ⇒ Enrollment has been limited to 65-70 students for the past four years (Infinite Campus)
- ⇒ More square footage allows us to serve more students. Larger open enrollment and ability to serve students who need our program.
- ⇒ Enrollment of 100 - 120 student possible and probable within three years



# Facility Vision

Middle School Component (8th Grade)

Science and Consumer Science Labs

Library and quiet study area /Commons

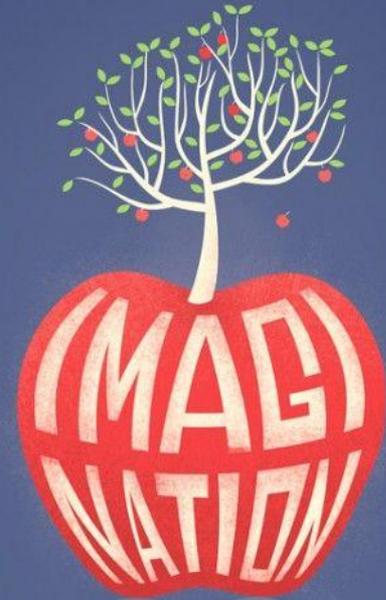
Classrooms that comfortably accommodate up to 20 students.

Space for PE activities and exercise equipment

Food preparation area meeting health code

Health aid room similar to HS





is the beginning of  
**CREATION.**

George Bernard Shaw

# ACP Highlights

- RFHS Registration
- Western WI College Fair

Ed Programs Presentation  
February 7, 2022



# Tonight

- Quick check in for ACP connectedness
- Highlights
  - RFHS registration
  - Western WI College Fair
- Next steps

ACP



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

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

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

The ACP [administrative rule](#) was published on November 30, 2015

# ACP lives in all we do...



# Every student!

lessons for  
ALL students  
in W.I.N



student  
selected  
options

## Lessons for all students:

- **Once a week during W.I.N for all students**
- **Structured lessons provided by ACP Team**
- **All lessons housed on ACP Google Site**

## With addition of:

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

# Status Check 1.17.22

## 5 direct lessons by teachers

- Value/Board of Directors
- Learner Profile
- Responsibility/SMART goals
- Respect/Compassion
- Perseverance (9-11)

## Others you supported:

- 2 grade checks (T2)
- Learner profile individual meetings
- YRBS survey
- Navigating resources video
- CVTC Academies video
- ACT (11th grade) live
- UWRF Pres (12th grade) live



2021-2022 Terms 1 and 2 ACP/SEL Tracking Document				
Lesson/Task	DONE	Date	Teacher Initials	Student Signature
Values Activity	<input type="checkbox"/>	__/__/__		
Board of Directors activity	<input type="checkbox"/>	__/__/__		
SMART Goals created	<input type="checkbox"/>	__/__/__		
Learner Profile completed	<input type="checkbox"/>	__/__/__		
Learner Profile discussion	<input type="checkbox"/>	__/__/__		
Matchmaker (Xello)	<input type="checkbox"/>	__/__/__		
Learning Styles Inventory (Xello)	<input type="checkbox"/>	__/__/__		
Interest Inventory (Xello)	<input type="checkbox"/>	__/__/__		
My Skills (Xello)	<input type="checkbox"/>	__/__/__		
College and Career Readiness Profile	<input type="checkbox"/>	__/__/__		
Transcript lesson	<input type="checkbox"/>	__/__/__		
6 year plan	<input type="checkbox"/>	__/__/__		
College Fair Activity	<input type="checkbox"/>	__/__/__		
SEL lessons				
Respect Lesson	<input type="checkbox"/>	__/__/__		
Compassion Lesson	<input type="checkbox"/>	__/__/__		
Perseverance Lesson	<input type="checkbox"/>	__/__/__		
	<input type="checkbox"/>	__/__/__		
	<input type="checkbox"/>	__/__/__		

**Let's take a look at all we have accomplished...  
and this is only a snapshot!**

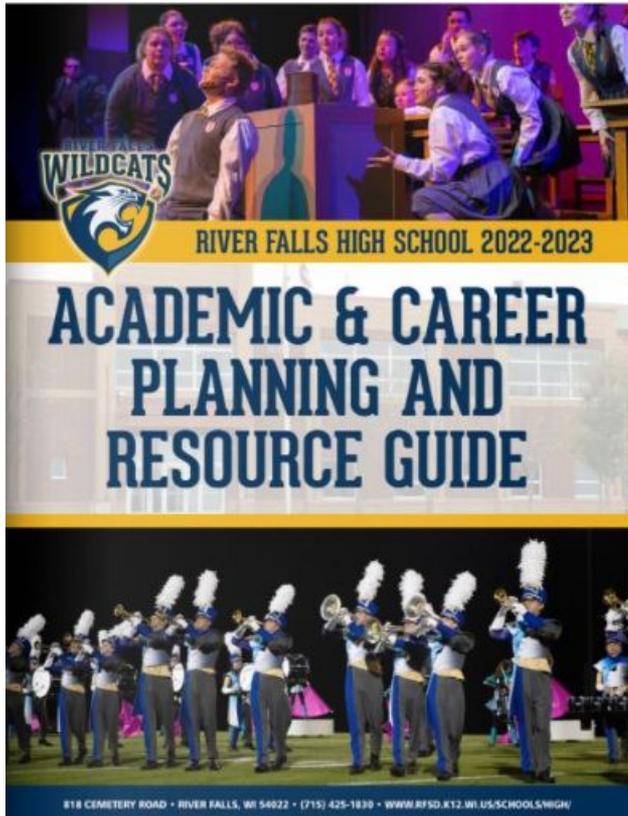


**CELEBRATING  
ACP  
2021-22**

This video was created to share with RFHS staff at the 1.17.22 PD day

# Registration





[EXPLORE](#) the guide  
[VIDEO](#) of the guide

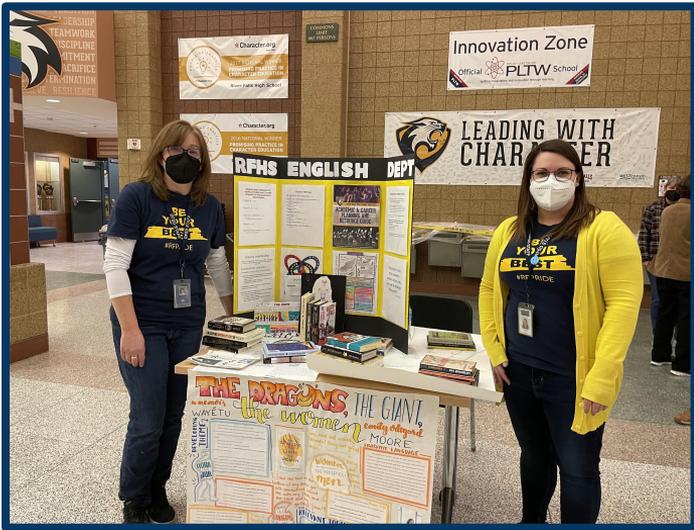
## NEW ITEMS:

- **SECTION 1**
  - “How to” at the front
  - Mental health resources
  - DACP
    - Speech/Communications 101
    - AP Chem (pending)
  - CVTC Academies
    - Updated information
- **SECTION 2**
  - Link to Wisconomy
  - Xello info on pathways pages
- **SECTION 3**
  - Laude info
  - Department classes
    - Order
    - Core area charts



All RFHS Departments had tables set up for students and parents to meet the instructors and discuss opportunities.





# Western WI College Fair



# WESTERN WI COLLEGE FAIR & HIGH SCHOOL REGISTRATION NIGHT



**JANUARY 24, 2022**  
**RIVER FALLS HIGH SCHOOL**

**5:00pm or 7:00pm** Classes of 2023-2025 meeting

**6:00pm** Class of 2026 student/parent meeting

**6:00-8:00pm** Western WI College Fair

- Learn more about the registration process
- Connect with instructors
- Learn more about a wide variety of high school programming options
- Visit the college fair
  - Over 75+ reps from Tech Colleges, Military, Universities, and Apprenticeships
  - Over 10 states represented
  - FREE to attend
- Scan the QR code or connect using the URL
- Masks REQUIRED



**shorturl.at/nstBU**

WW College Fair

Home Colleges / Universities Attending Questions to A

## Western Wisconsin College Fair



**Monday, January 24, 2022**

**River Falls High School**

818 Cemetery Road  
River Falls, WI 54022

**6:00 - 8:00 PM**





71  
Post  
Secondary  
Program  
Reps



“It was by far the best recruitment even I have participated in over the last 20 years.”

~Kris Bignell, CVTC



“I don't think this fair needs to improve- It was truly one of the best planned College Fairs I have been apart of.”

-Bemidji State





26  
Survey  
responses

All said  
that they  
would  
return

“This is a vital event for the St. Croix Valley -  
thank you for coordinating it!” ~CVTC



# Thank you!



# Educational Programs

## 02.07.22

"Portrait of a graduate"



River Falls High School is a community of care that serves students to be their personal best.

# Our Mission —→

River Falls High School is a community of care that serves students to be their personal best.

- River Falls High School is an inclusive community that fosters growth in academics, character development, resilience, service to others, and instills lifelong learning to be our personal best.
- We strive to maintain a safe, healthy, and challenging environment in and out of the classroom for students to learn, make mistakes, explore, and take healthy risks.
- Our Foundational Pillars
  - Academic Growth
  - Social Emotional Development
  - Moral and Performance Character
  - College and Career Ready



# Academic Growth

- Academic growth is the process of measuring student learning between at least two points of time.
  - Growth data within a course (grading for learning 80/20)
  - Standardized ACT data measured over 9-11 grade years
  - High School Transcript
  - Laude system
  
- Multi Tiered Systems of Support
  - Classroom Level
    - 70% Retake Policy
    - Classroom interventions/supports
  - Additional Supports
    - Academic interventions in Math and Language Arts (Small Groups of 8 or fewer)
  - "Flex Time"
    - System needs staffing commitment on supervision and labs

#0080 RIVER FALLS HIGH SCHOOL			
Course	Mark	Weight	Credit
<b>2018-2019 Grade 09 Term 1</b>			
4114 ENGLISH 9	A	1.0000	0.5
4000 HEALTH	A	1.0000	0.5
3022 SPANISH II	A	1.0000	0.5
Credit: 1.500 U/W GPA: 4.00000			
<b>2018-2019 Grade 09 Term 2</b>			
5045AB CONCERT BAND	B-	1.0000	0.5
4114 ENGLISH 9	B+	1.0000	0.5
5516 GEOGRAPHY	B	1.0000	0.5
4216AB GEOMETRY	A	1.0000	0.5
3022 SPANISH II	A	1.0000	0.5
Credit: 2.500 U/W GPA: 3.40000			
<b>2018-2019 Grade 09 Term 3</b>			
5512 CIVICS	A	1.0000	0.5
5222 GEN SCI CHEMISTRY	A	1.0000	0.5
5108 INTRO TO PHY ED	A	1.0000	0.5
Credit: 1.500 U/W GPA: 4.00000			
<b>2018-2019 Grade 09 Term 4</b>			
1108 CERAMICS	A	1.0000	0.5
2006 COMPUTER TECHNOLOGY	B-	1.0000	0.5
5045AB CONCERT BAND	B+	1.0000	0.5
5224 GEN SCI PHYSICS	A	1.0000	0.5
4216AB GEOMETRY	A	1.0000	0.5
Credit: 2.500 U/W GPA: 3.60000			

# Social Emotional Development

- Social and emotional development means how students start to understand who they are, express what they are feeling, and what to expect when interacting with others. It is the development of being able to:
  - Form and sustain positive relationships.
  - Experience, manage, and express emotions.
  - Explore and engage with the environment.

Positive social and emotional development is important. This development influences a teen student's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships, and a sense of importance and value to those around him/her.



- Opportunities for social emotional growth
  - Courses rich in exposure to relevant new learning of concepts
  - Clubs, organizations, activities, and athletics
  - W.I.N. monthly social emotional lessons
  - Expanded services in school counseling staffing, supports, and programs

# Moral and Performance Character

- Moral Character is a relational orientation. It consists of those qualities- such as integrity, justice, caring, and respect needed for successful interpersonal relationships and ethical behavior.
- Performance character is a mastery orientation. It consists of those qualities- such as effort, diligence, perseverance, a strong work ethic, positive attitude, ingenuity, and self-discipline needed to realize one's potential for excellence in academics co-curriculars, and the workplace.



# College and Career Ready

- [College and Career Readiness Dashboard](#)
- Dual Credit Programs
  - UW-River Falls
  - CVTC
- Work-Based Learning for Credit, Apprenticeships, Capstone Courses, Independent Study, Hybrid Courses, and much more!





# COLLEGE READY INDICATORS

## Academic Indicators



### 2.8 GPA

High School Grade Point Average is consistently the strongest predictor of 4 year college outcomes for all academic disciplines, campuses and freshman cohorts



### % Passing AP Test

With a 3 or higher  
Provided as an indicator of academic rigor and component of college readiness

- AP Courses**
- Biology
  - Calculus BC
  - Chemistry
  - Computer Science A
  - English Language & Composition
  - English Literature & Composition
  - Human Geography
  - Psychology
  - Statistics
  - U.S. Government & Politics
  - U.S. History

### AP Online Courses-WVS

- Environmental Science
- French Language
- Macroeconomics
- Microeconomics
- Physics B
- Spanish Language
- World History

<b>2018-19</b>	# of students tested:	206
	# of exams taken:	280

### AP ADVANCED PLACEMENT SUMMARY

**2017-2018**  
# of Students Tested: 183  
# of Exams Taken: 266  
% AP Students with 3+: 66.6

**2016-2017**  
# of Students Tested: 151  
# of Exams Taken: 210  
% AP Students with 3+: 77.5

**2015-2016**  
# of Students Tested: 134  
# of Exams Taken: 184  
% AP Students with 3+: 73.1

**2014-2015**  
# of Students Tested: 122  
# of Exams Taken: 176  
% AP Students with 3+: 88.5



### % of students Earning a C or Higher in Algebra II

Success in Algebra II in high school is linked to both college enrollment and bachelor's degree attainment.

2018-19*	214 students	87.9%
*data not grade/class specific		
Class of	% of C or better (as a class)	
2019	83.48	
2018	73.62	
2017	74.25	

Additional Factors that Contribute to College Success  
Earning As, Bs, Cs; FAFSA Completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II

## Standardized Testing Indicators



### % of ACT Scores meeting benchmarks

College and Career Indicators for Wisconsin postsecondary institutions predict a score of 18 and above as being technical college ready. An ACT score of 21 and above indicates a student is four-year college ready.

2018-19	English	Math	Reading	Science	composite	All 4 met
CR Benchmark	18	22	22	23	21	
RF Avg	20.4	21.5	22.6	22.2	21.8	
State Avg	18.5	19.5	20.1	19.9	19.6	
% meeting benchmark RF	65	50	51	48		31%
% meeting benchmark WI	52	31	38	33		21%



### % of Composite ACT Scores

The ACT assessment is administered to 11th grade students in the State of WI. This data provides important insight into the academic preparedness of students, particularly, readiness for postsecondary education.

	National	2018-19	2017-18	2016-17	2015-16	2014-15
English	18	20.4	20.4	21.6	20.5	21
Math	22	21.5	21.1	21.6	21.2	21.3
Reading	22	22.6	22	22.7	21.8	22
Science	23	22.2	22.3	22.3	21.8	21.8
Composite*	21.8	21.6	22.1	21.4	21.4	21.6

\*denotes the GPA for initial testing

## LIFE READY INDICATORS

Being LIFE READY means students leave high school with the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of self-awareness, self-management, social-awareness, responsible decision making, and relationship skills. Students who are LIFE READY possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big.

# CAREER READY INDICATORS



### Attendance Rate 9th grade year

Course attendance is eight times more predictive of course failure in the freshman year than 8th grade test scores

Class of	90% + Attendance in 9th grade year
2021	92%
2022	92.89%
2023	94.51%



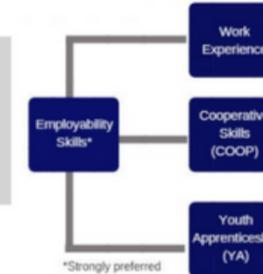
### Workplace Learning Experience

#### RIVER FALLS HIGH SCHOOL WORK-BASED LEARNING

Youth Apprenticeship  
Est. \$109,363 in wages earned  
\$11.05/hour avg.



2018-19  
ES-44  
YA-22  
COOP-21



### Co-Curricular

#### 2 or more organized activities

Extracurricular activities are one of the best investments that a school can make to promote achievement, student engagement, and the attitudes and habits that lead to college aspirations and ultimate success

class of 2017= 51%	class of 2018= 45%
class of 2016= 44%	class of 2019= 50%



### CTE or Dual Enrollment/ Pathway Courses

2017-18	A or B	Total who Passed	Participation Rate
	302	410	42.62%

	2018-19 Students
Business Mgmt. COHORT 2021	21*
Business Mgmt. COHORT 2022	17*
Welding Academy	11 completers 2018-19

- plus 2 juniors
- Drops pending



### Community Service

River Falls High School offers a variety of Community Service activities within specific courses and organizations. Each year all seniors take part in a service learning project.



### Industry Certifications

River Falls High School offers a variety of Community Service activities within specific courses and organizations. Each year all seniors take part in a service learning project. Certifications that fall under ACT 59 funding are eligible for grant reimbursement of up to \$1000/student. Funding is used to support current and cultivate new certification opportunities for students within CTE areas. In 2018-19 RFHS took part in DPI's Imagine Academy; therefore, the Microsoft certifications for earned during this school year are not eligible for ACT 59 reimbursement.

Certificate	2018-19 # earned
Youth Apprenticeship (DWD)	22*
Cooperative Skills (DPI)	21*
OSHA 10	11
Nursing Assistant (CVTC)	21*
Microsoft Office (various)	51
Welding Academy (CVTC)	11

pending final assessments

# Learning the Basics @RiverFallsHS



ACP Guide  
Tutorial  
Video



The video thumbnail features a group of students in a classroom setting. A male student in the foreground is speaking into a microphone at a podium. Other students are visible in the background, some looking towards the speaker. The River Falls Wildcats logo is overlaid on the left side of the image. Below the image, a yellow banner contains the text 'RIVER FALLS HIGH SCHOOL 2022-2023'. The main title 'ACADEMIC & CAREER PLANNING AND RESOURCE GUIDE' is displayed in large, bold, blue letters over a background image of a school building.

**RIVER FALLS WILDCATS**

RIVER FALLS HIGH SCHOOL 2022-2023

**ACADEMIC & CAREER  
PLANNING AND  
RESOURCE GUIDE**

*Click ACP Guide for Digital Version*



# Maintaining Perspective

- Last opportunity for a kid to be a kid... pressures to be an adult now more than ever.
- Find balance in your family with your high school student. Family meal nights, attending activities together, volunteering.
- Encourage balance in their academics, activities, social media and work.
- Continue to support, develop, and encourage healthy habits in decision making, independence, and choices.
- Find ways to keep and maintain open communication between you and your teen. Stay connected anyway possible.

