

School District of River Falls
Educational Program Committee meeting

Monday, November 7, 2022 - (Immediately following the 6:00pm Personnel Committee)

District Office

852 E Division Street

River Falls, Wisconsin 54022

Educational Program Committee members: Alan Tuchtenhagen (Chair), Lindsey Curtis, & Cindy Holbrook

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

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

4. HS Academic Career Planning and Redefining Ready Data Presentation

2

Description: River Falls High School administration and staff will present committee members with data specific to post-secondary readiness.

Recommended Action: None, informational only.

5. Approve New Policy 448 Police Interview of Students and the accompanying 448 Rule

43

Procedures for Police Interview of Students

Description: District Administration will present committee members with a new policy on Police Interview of Students and the accompanying rule Procedures for Police Interview of Students.

Recommended Action: Recommend the Board approves Policy 448 Police Interview of Students and the accompanying Rule 448 Procedures for Police Interview of Students.

6. Approve New High School Course Offerings

46

Description: Kit Luedtke, High School Principal will present two (2) new course offerings for Board approval. Course offerings include Mindful Movement & Aerobic Fitness and International Culinary Arts.

Recommended Action: Approve both Mindful Movement & Aerobic Fitness and International Culinary Arts.

7. Proposed/suggested items for the next regular and future Educational Program meeting agenda(s)

Description: As always, committee members will be given the opportunity to suggest items for future committee and/or Board meeting agendas.

Recommended Action: As needed.

8. Schedule next Board/Committee meetings

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

Recommended Action: Set the meeting schedule as follows:

Educational Program Committee meeting, Monday, December 5, 2022, 6:00 p.m.

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

9. ADJOURN

ACP and Redefining Ready Update

**Ed Programs
November 7, 2022**



#FUTUREREADY



Our time together will include:

01

FOUNDATION

02

CELEBRATIONS

03

ACP
THEN and NOW

04

DATA

05

NEXT STEPS

06

QUESTIONS

Our ACP Team

Hannah Wachtler, Science Instructor

Kris Thompson, Business Instructor

Kayte Borchardt, FCS Instructor

Courtney Peter, FCS Instructor

Jennifer Powell, Transition Coordinator

Sarah Cornell, Sped Instructor

Jenna Hanson, Work-Based Learning Coordinator

Logan Moe, School Counselor

Geri Muller, School Counselor

Tracy Klein, School Counselor

Whitney Sutton, School Counselor

Taryl Graetz, Associate Principal

Lisa Gohl, Associate Principal

Kit Luedtke, Principal

Melisa Hansen, College/Career Readiness Coordinator



01

FOUNDATION

College and Career Readiness- [National Redefining Ready](#)



Our nation's high schools provide students with rigorous academic programs, personalized and career-specific learning experiences, along with social and emotional skills that prepare them to be global citizens in an ever-changing world.

Students learn in a variety of ways. They should be able to demonstrate readiness in a variety of ways.

Academic Career Planning



RFSD Strategic Plan

OUR MISSION

Inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment.

OUR VISION

In partnership with families and the community, the School District of River Falls is an innovative PK-12 grade educational leader committed to the academic, social, emotional, and physical well-being of every student.

OUR VALUES

STUDENTS
FIRST

PEOPLE
MATTER

EQUITY

RESPECT

INTEGRITY

EXCELLENCE

INNOVATION

COMMUNICATION



SCHOOL DISTRICT OF
River Falls

STRATEGIC PLAN
2022-2027

GOAL 1:

Hold High Expectations for Student Learning

- 1.1 Support collaborative teaching culture focused on student learning.
- 1.2 Identify & monitor academic readiness benchmarks.
- 1.3 Implement equitable systems of support & resources for every learner.
- 1.4 Ensure high quality, accessible, & meaningful early childhood, 4K, and kindergarten programming.
- 1.5 Increase student career & college planning and experiences.

GOAL 2:

Provide a Safe, Welcoming, and Healthy School Environment

- 2.1 Monitor safety plans & crisis response protocols
- 2.2 Develop school-wide behavior expectations that align to district core values.
- 2.3 Increase participation in afterschool & co-curricular activities by removing barriers.
- 2.4 Conduct bi-annual school culture & climate surveys.
- 2.5 Create multi level student support system for social, emotional, & mental health.
- 2.6 Review & update curriculum & library resources to be age- and developmentally-appropriate with a diverse balance.

GOAL 3:

Attract, Retain, and Develop High Quality Staff

- 3.1 Enhance mentoring & coaching support for new certified teaching staff.
- 3.2 Implement mentoring programs for paraprofessionals & bus drivers.
- 3.3 Strengthen staff collaboration to align curriculum, common assessments, & share effective instructional practices (PLC).
- 3.4 Monitor & maintain regionally competitive salary and benefits for all staff.
- 3.5 Organize comprehensive professional development plans aligned to our mission, vision, goals.
- 3.6 Maintain & improve proactive communication systems allowing employee feedback.

GOAL 4:

Provide Life Readiness Skills

- 4.1 Embed into curriculum & instruction: critical thinking, problem solving, perseverance, adaptability, social-emotional awareness, financial literacy, & desire for lifelong learning.
- 4.2 Equity, inclusivity, and diversity (EID) focus: involve students & staff in learning that promotes global citizenship, increases cultural competence, & cultivates appreciation for our diverse world.
- 4.3 Partner with families & community to enhance character education programs and initiatives.
- 4.4 Research and determine health and wellness priorities for students and staff.

GOAL 5:

Uphold Operational Excellence

- 5.1 Develop long-range facility plan addressing educational adequacy, space, community interests, transportation, and co-curricular activities.
- 5.2 Develop long-range enrollment projection & classroom space needs assessment with related financial projections.
- 5.3 Analyze enrollment & housing trends to determine if/when a need to revise elementary school attendance boundaries.
- 5.4 Determine long-range mission for Renaissance Charter Academy that expands college and career opportunities.
- 5.5 Provide frequent, ongoing, transparent communication related to all school programs, facilities, resources, & finances.

Pillars, SLO, and Goals at RFHS

River Falls High School is an inclusive community that fosters character development, resilience, service to others, and instills lifelong learning to be our personal best.

Academic
Growth

Social
Emotional
Growth

College
and
Career Ready

Moral
and
Performance
Character

Improve the percentage of students who are both college and career ready (as defined by Redefining Ready Report card) Increasing each year with the overall increase goal of 30% by 2024.



02

CELEBRATIONS

Build My Future

Student Highlights

Build My Future WI *Trades Showcase for Students*

70

students
from RFHS,
Project
Search, RCA





CVTC Academies

Student Highlights

Student Highlight



John Sullivan,
Build My Future &
Construction Academy

Student Highlight



Shane Webber,
Welding Academy
Youth Apprenticeship

Youth Apprenticeship

Student Highlights

St. Croix Valley YA- 2021-22

6

High Schools



**RIVER FALLS
HIGH
SCHOOL**

155

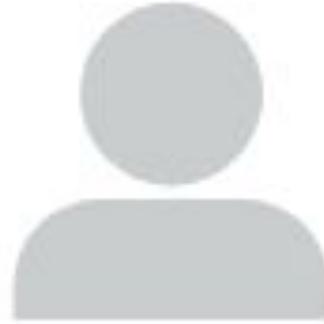
Businesses



**55
BUSINESSES**

207

Student
Completers



**41
STUDENTS**

\$1,356,163.06

Total Wages



**\$350,552.95
WAGES⁸**

Student Highlight



Emma McCorison

Youth Apprentice - Finance Program

- Basic Banking Certificate earned
 - 450 hours met/Year 1
- Advanced Banking
 - Meet 900 hours to earn Certificate/Year 2

Youth Apprenticeship

The screenshot shows the homepage of the St. Croix Valley Youth Apprenticeship website. At the top left, there is a logo for St. Croix Valley YA and the text "St. Croix Valley YA". To the right of the logo is a navigation menu with links: "Youth Apprenticeship" (highlighted), "JOB BOARD", "School Based Coordinators", "YA On the Job Learning Gui...", "YA Businesses", and "YA Student Testimonials". Below the navigation menu is a large banner with the text "ST. CROIX VALLEY YOUTH APPRENTICESHIP" in large, colorful letters. Below this banner is the "SCVYA Consortium" logo and the text "WISCONSIN YOUTH APPRENTICESHIP SINCE 1991". Below the consortium logo is a list of locations: "ELLSWORTH - HUDSON - NEW RICHMOND - RIVER FALLS - SOMERSET - ST. CROIX CENTRAL". Below the banner is a green bar with the text "YOUTH APPRENTICESHIP". Below the green bar is a navigation menu with four columns: "WHAT IS YOUTH APPRENTICESHIP?", "WHY YOUTH APPRENTICESHIP?", "HOW YOUTH APPRENTICESHIP WORKS?", and "WHO CAN BE A YOUTH APPRENTICE?". Each column has a dropdown arrow next to the main heading.

St. Croix Valley YA

Youth Apprenticeship | JOB BOARD | School Based Coordinators | YA On the Job Learning Gui... | YA Businesses | YA Student Testimonials

ST. CROIX VALLEY YOUTH APPRENTICESHIP

SCVYA Consortium

WISCONSIN YOUTH APPRENTICESHIP SINCE 1991

ELLSWORTH - HUDSON - NEW RICHMOND - RIVER FALLS - SOMERSET - ST. CROIX CENTRAL

YOUTH APPRENTICESHIP

WHAT IS YOUTH APPRENTICESHIP?

WHY YOUTH APPRENTICESHIP?

HOW YOUTH APPRENTICESHIP WORKS?

WHO CAN BE A YOUTH APPRENTICE?

Website Link: <https://www.loom.com/share/13f5d56ebb2c4a9f9fc66a7ca8ca9c45>

Partnerships

Community Connections

Community Highlight

Relationships build partnerships and partnerships forge results.



Russ Korpela,
RF Chamber Director

Community Highlight

Relationships build partnerships and partnerships forge results.



Brian Manion
Vice President, River Falls office





03

ACP THEN AND NOW

Academic Career Planning



Every student!

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



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

With addition of:

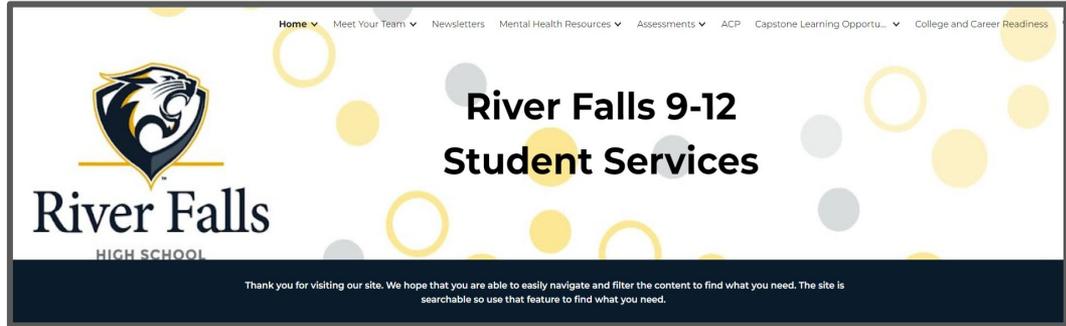
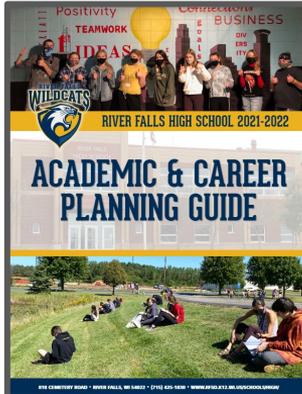
- **Opportunities in and outside of school**
 - **clubs/organizations/extra curricular**
 - **Industry certifications, dual credit opportunities, AP, work based learning**
 - **Community service**
 - **College fair and so much more!**

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



- Enhanced with lessons and emphasis on character ed and SEL (Character Strong)
- Lessons include ALL students
 - Connect to:
 - District Priorities
 - Strategic Plan
 - ASCA standards
 - RFSD ACP Outcomes
 - WI Common Career Technical Core Standards
 - College/Career Ready Benchmarks

Resources guide students/families



NAVIGATING YOUR JOURNEY THROUGH GRADES 9-12

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

GRADE 9 - KNOW

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

- Practice asking questions face to face
- Learn and practice good time management skills
- Set a SMART career and college ready goal
- Learn how to calculate GPA - the importance of GPA (grade point average)
- Become involved in school activities and organizations
- Explore your interests through volunteering
- Identify strengths, skills, and interests using Xello
- Identify and practice soft skills/employability skills
- Reflect and update inventories and identify potential career interests to research further in Xello
- Review credits, plan courses and develop 6 year course plan to include post-secondary options
- Take ACT Aspire (understand how it relates to the ACT)
- Engage in academic practice through Method Test Prep
- Begin resume in Xello (Activities/Organizations)
- Identify supportive adult mentors to support Academic and Career Planning
- Explore summer opportunities (camps, experiential learning options)

GRADE 10 - EXPLORE

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

- Set a SMART career and college ready goal
- Attend the college fair at RHFS
- Consider taking the PSAT
- Begin discussions with your family about plans after high school
- Strongly consider Start College Now/Early College Credit program classes
- Create a strong senior year schedule
- Consider taking the ASVAB (gives another perspective of career potentials and evaluates academic knowledge)
- Engage in academic lessons through Method Test Prep
- Explore interests and all post-secondary options
- Identify and practice soft skills/employability skills
- Research college costs, scholarships and financial aid
- Review credits, plan courses and develop 6 year course plan to include post-secondary options
- Learn about requirements for careers of interest
- Examine work based learning experiences such as job shadowing, service learning, employability skills, Co-op, and Youth Apprenticeship. Find a summer job that might be related to your career interests
- Update resume and Xello storyboard
- Maximize participation in Method Test Prep
- Consider potential resources for Letters of Recommendation
- Continue saving for college
- Research careers and post-secondary options further in Xello
- Identify supports (with work experience if applicable) and Xello Storyboard
- Update resume (with work experience if applicable) and Xello Storyboard
- Identify supportive mentors to support Academic and Career Planning work
- Look for college sponsored camps/conferences

GRADE 11 - PLAN

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

- Set a SMART career and college ready goal
- Attend the college fair at RHFS
- Consider taking the PSAT in Fall
- Take the ACT in Spring
- Strongly consider Start College Now/Early College Credit program classes
- Analyze personal high school transcripts
- Update in year plans to include post-secondary options
- Examine and/or participate in work-based learning opportunities such as job shadowing, industry recognized certificates, service learning, employability skills, work experience, Co-op and Youth Apprenticeship.
- Continue labor market research to make more informed career and post-secondary decisions.
- Continue to identify, practice and reflect on soft skills/employability skills
- Ensure Academic and Career Plan and related documents, including resume, accurately reflect all honors, credential, industry certifications, endorsements, etc.
- Secure letters of recommendation (if applicable)
- Identify supportive mentors to support Academic and Career Planning work
- Apply to and send transcripts (Placement) and test scores to chosen colleges if attending college
- Award Free Application for Federal Student Aid (FAFSA) forms at school
- Consider Start College Now/Early College Credit programs
- Continue to identify and reflect on military academy applications to some ROTC programs
- Make sure you are on track to graduate
- Research College fair at RHFS and determine specific college visits make final decisions if attending college
- Attend Award Nights (generally each spring)
- GRADUATION!

GRADE 12 - GO

What is my next step?
What alternative options might I take?
What is my footprint?

- Set a SMART career and college ready goal
- Participate in school activities/organizations
- Continue to analyze financial implications for alternative post-secondary options along with resources available (FAFSA, Student Loans, Grants, Scholarships, Registered Apprenticeship)
- Update in year plans to include post-secondary options
- Analyze personal high school transcripts
- Examine and/or participate in work-based learning opportunities such as job shadowing, industry recognized certificates, service learning, employability skills, work experience, Co-op and Youth Apprenticeship.
- Continue labor market research to make more informed career and post-secondary decisions.
- Continue to identify, practice and reflect on soft skills/employability skills
- Ensure Academic and Career Plan and related documents, including resume, accurately reflect all honors, credential, industry certifications, endorsements, etc.
- Secure letters of recommendation (if applicable)
- Identify supportive mentors to support Academic and Career Planning work
- Apply to and send transcripts (Placement) and test scores to chosen colleges if attending college
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- GRADUATION!

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

UPCOMING DEADLINES!

DEADLINE	EVENT	HOW TO CONNECT
OCTOBER 31 @11:59 pm	Pre-ACT Registration (Nov. 16) Juniors only *optional	Pre-ACT registration
OCTOBER 31 @11:59 pm	ASVAB (Nov. 10) Grades 10-12 *optional	ASVAB registration
NOVEMBER 3 @3:00 pm	UW-STOUT Tech Ed Field trip on Nov. 14	UW-STOUT Teach Day permission form
NOVEMBER 4	ACT Testing registration for Dec. 10 National test. (not administered at RHFS)	ACT National Test Date information
NOVEMBER 8 @11:59 pm	AP EXAM ORDERING	AP Details 2022-23

More information about each of these deadlines is found in this newsletter.

ACADEMIC CAREER PLANNING

70 students participated in Build My Future on October 5, 2022

60 Juniors attended the NACAC College Fair on October 6, 2022

42 students took on the PSAT on October 12, 2022

24 students are currently enrolled as Youth Apprenticeship students

CharacterStrong

CharacterStrong provides research based Pre-K through 12th grade social & emotional learning curricula and professional learning services that positively impact lives.

Students in grades 9-12 will be engaged in lessons during W.L.N on Mondays. To learn more, watch an overview on the [Character Strong video](#).

Academic guides students through the know, explore, plan go process so they can create a personalized pathway with a plan and help guide them to find purpose on purpose.

Over the course of the next couple of months, we will be sharing with students a series of videos, presentations and activities that will help them to personalize their learning at the high school level. Part of that includes supporting them on their journey while in high school and as they look ahead to their post-secondary options after graduation.

Students will learn about several opportunities for them to connect to and apply their classroom learning which will allow them to explore a variety of career options so that they can cultivate and explore curiosities they may have about particular careers and pathways.

The video below was recently released by the WI Department of Public Instruction and touches on several pathway options for students along with other unique learning opportunities, all of which are offered in our District.

River Falls High School | 818 Cemetery Road • River Falls, WI 54022 | rfsd.k12.wi.us

ACP Then and Now

summer 2021	2021-22	2022-23
<ul style="list-style-type: none">● Portfolio Approved● Lessons in the classroom during W.I.N● Opportunities outside the classroom● Built lessons for all for 2021-22 (mid-covid)	<ul style="list-style-type: none">● All students grades 9-12 involved in ACP lessons<ul style="list-style-type: none">○ Academic○ Career/Life○ Social/Emotional wellness● Celebrations in videos<ul style="list-style-type: none">○ Jan. 2022○ June 2022	<ul style="list-style-type: none">● Diversify 9-12 lessons<ul style="list-style-type: none">○ Connect to strategic plan, ASCA and WI Common Career Technical Core Standards○ No perfect match- build our own● Connect with families/community● Character Strong● Portfolio roll out● Strengthen understanding of data● Explore options for future development

Stepping into the process...

STUDENT PORTFOLIO



TABLE OF CONTENTS

The River Falls School District High School ACP team has developed and implemented the Academic and Career Plan program. The purpose of ACP is to provide a comprehensive integrated approach to high school career education activities. Students collect pertinent data about themselves and their achievements which is eventually compiled into a Senior Exit Portfolio. The portfolio forms the basis of the Senior Exit Interview in which students present themselves and their achievements to a team of interviewers. The team of interviewers includes area business and educational professionals. Presentation of the Exit Portfolio and participating in the Exit Interview will occur for most students in spring of their graduation year. Completion of the portfolio and exit interview were approved by the River Falls School Board in summer 2021.

01 STUDENT INTRODUCTION

- Personal Vision Statement
- Learner Profile
- College and Career Ready profile
- Cover Letter
- Resume
- References
- Personal Experience Reflection
- Service Reflection
- Career or Volunteer Experience Reflection
- Final Reflection



02 STUDENT ACHIEVEMENTS

- Recognitions/honors/awards/Letter of Recommendation
- Evidence of things the student is proud of
 - Point of Pride (3 artifacts per year)
- Post secondary/military/job visit - reflection/evidence

03 EVIDENCE OF APPLIED LEARNING

- Project/assignment reflections
 - Student chooses four projects to highlight from their high school career

- Connects to work from MS
- ACP best practice
- Connect, reflect, evolve, improve
- Apply consistently over time

Our System- In Progress



	GOOGLE DRIVE	SCHOOLY	GOOGLE SITES
students	ACP folder for storage	submission of requirements	student Resource (IP)
teachers	monitor completion of portfolio	ability to monitor accountability for each lesson	lessons/communication *determine need for future
parents/families	support students	see student requirements/progress	parent/student/family resource
administrators	check for accountability	check for accountability	support implementation ³¹



Our challenges

- Covid and balance of consistency in lesson delivery
- Storage process/warehouse and how to deliver lessons
- Lesson accountability
 - Lessons that exist outside of portfolio (ACT, Inventories)
- Balancing lessons/asks of teachers



03

DATA

Redefining Ready Data

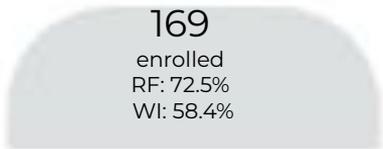
2022 Graduate Data

(compared to 2021 and 2020 grads)

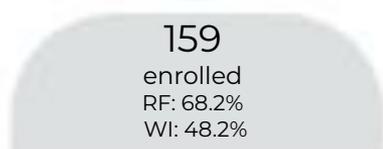


Post-Graduate Enrollment

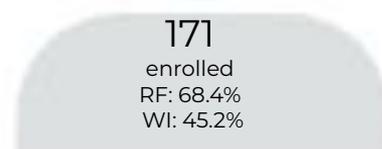
*in fall immediately following graduation



4 yr	61.8% WI: 68.3%	144
2 yr	10.7% WI: 28.9%	25
other	27.5%	64



4 yr	60.5% WI: 63.4%	141
2 yr	7.7% WI: 29.9%	18
other	31.8%	74



4 yr	56.8% WI: 72.5%	142
2 yr	11.6% WI: 27%	29
other	31.6%	79



Persistence/Degree attainment

63%

**Class of 2014 and Class of 2015
finished a degree in 6 years or less**

Top Colleges of Choice 2014-2021

1	University of Wisconsin- River Falls	172
2	Chippewa Valley Technical College	115
3	University of Wisconsin- Stout	108
4	University of Wisconsin- Madison	102
5	University of Wisconsin- Eau Claire	93
6	University of Wisconsin- La Crosse	69
7	Minnesota State University- Mankato	63
8	University of Minnesota- Duluth	53
9	University of Minnesota- Twin Cities	44
10	University of St. Thomas	33

11	University of Wisconsin- Stevens Point	27
12	Winona State University	25
13	Northwood Technical College	24
14	Iowa State University	21
15	University of Wisconsin- Milwaukee	21
16	North Dakota State University	17
17	Century College	16
18	University of Wisconsin Platteville	14
19	Dakota County Technical College	12
20	Luther College	37 ¹²



05

NEXT STEPS



**Embed
Character
Strong into
W.I.N**



**Diversify
lessons at
each grade
level
&
Portfolio
roll out**



**Dive deeper
into the data
(live look)**



**Define the
Exit Interview
(for 23-24)**



Moving forward with Redefining Ready

- Strengthen knowledge and understanding of data
 - “Live” data instead of just the autopsy
 - Leverage Educlimber dashboards as they are available
- Define Life Skills
 - Explore the concept of a RF Portrait of a Graduate
- Identify connections for access and equity
- Use the metrics to drive ACP
 - Examine the root cause analysis
 - Strategic planning
- Explore the potential for MS and Elementary Report Cards
- Explore the potential for student/parent ACP meetings



06

QUESTIONS



**THANK
YOU**

POLICE INTERVIEW OF STUDENTS

The School District of River Falls recognizes the need for police to investigate and gather information yet, we do not want non-school police matters to disrupt the school day for students. Not only does the District recognize the responsibility to protect the educational process but also individual student and parental rights as well.

All student interviews with law enforcement officials conducted on school premises shall receive prior approval of the building principal or designee, to include parent consent when practical and reasonable (see attached Policy #448-Rule). In cases of suspected child abuse or neglect, approval shall not be withheld without good cause.

It is the responsibility of the law enforcement officer to meet any requirements for law enforcement officers relating to advising a student of constitutional or statutory rights or conducting any interview.

LEGAL REF.: Sections 118.126 Wisconsin Statutes
118.127
118.257

CROSS REF.: 448-Rule Procedures for Police Interviews of Students

APPROVED: December 19, 2022

SCHOOL DISTRICT OF RIVER FALLS

River Falls, Wisconsin 54022

448-Rule

Procedures for Police Interview of Students

The following guidelines are to be used when law enforcement officials interview students in school during regular school hours. These guidelines do not apply to interviews conducted by District professional staff including the District's Police Liaison Officer.

Prior Administrative Approval

All student interviews with law enforcement officials conducted on school premises shall receive prior approval of the building principal or designee. Approval of an interview request shall take into consideration such factors as the age of the student and cognitive ability, the purpose and subject matter of the interview, whether the conduct occurred on school grounds, whether the interview involves child abuse or neglect, and the seriousness of the conduct at issue.

If a request for a student interview is denied, the building principal or designee shall state the reason for such denial. Law enforcement officials may appeal decisions made by the building principal or designee to the District Administrator.

Parent Notification

For all student interviews, when practical, a reasonable effort will be made by the police officer and/or building administrator to contact the student's parent/guardian prior to the officer's arrival at the school to conduct the interview. If prior contact has not been made, the building principal or police officer will make a reasonable effort to contact the student's parent/guardian in advance of the interview, except in the case of child abuse/neglect referrals.

The interview may proceed prior to notification of the parent or guardian if the situation is determined by law enforcement to be a serious matter that requires prompt action including, but not limited to: child abuse/neglect investigation, potential flight of a suspect, crime cover-up, school or community safety/security concerns, destruction of evidence, and/or if the student voluntarily approaches the police officer.

A building administrator or designee will be present during the interview if parents have not been notified. If the interview relates to child abuse/neglect, a building administrator or designee shall be present only if/when the law allows.

If the parent is not notified in advance, then a follow-up phone call will be made and/or an email, or letter will be sent from the principal or designee to explain the proceedings except in the case of investigation of child abuse/neglect.

Avoiding embarrassment and interrupting instructional time

Every reasonable effort should be made by the administrators and the law enforcement officers to minimize school disruption and to ensure a minimum of embarrassment or loss of class time for the student by conducting plain-clothes interviews whenever possible, interviewing in a private area, and notifying students individually by school personnel.

Law enforcement officials will notify the building principal or designee when the interview is completed. The District Administrator shall be notified immediately when any of the actions addressed in these guidelines is to occur.

LEGAL REF.: Sections 118.126 Wisconsin Statutes
118.127
118.257

CROSS REF.: 448 Police Interview Policy

APPROVED: December 19, 2022

**RIVER FALLS SCHOOL DISTRICT
NEW OR REVISED COURSE REQUEST**

All new and revised River Falls School District curricula are developed by instructors and/or a group of individuals which may be comprised of content area teachers, school administrators, higher education representative(s), Director of Academic Services, parents/guardians, and community members. Their role is to determine the need for the additional course or course revision with regard to Common Core State Standards and/or Wisconsin Content Academic Standards and RFSD Policies and Regulations. A curriculum map and/or course scope and goals document must be designed and submitted to the Director of Academic Services, for the River Falls School District for final approval. Questions may be directed to the Academic Services Office at (715) 425-1800 ext. 1102.

Contact	School/Department <u>High School Physical Education</u> Date <u>9/29/22</u>																					
	Contact Person <u>Zac Campbell</u> Phone/Email <u>Zaccampbell@rfsd.k12.wi.us</u> <u>715 684 9782</u>																					
Course Information	Select all that apply: <input checked="" type="checkbox"/> Proposed New Course <input type="checkbox"/> Revision to Existing Course <input type="checkbox"/> Title Change Full/Proposed Course Title <u>Mindful Movement and Aerobic Fitness</u> Previous Title (if changed) _____ Level/Type: <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School																					
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Approved As Is Deny Modify _____

Course Proposal: Mindful Movement & Aerobic Fitness

The Physical Education Department feels there is a strong need in our student body for an activity based course that is both non competitive in nature as well as beneficial to the physical and mental well being of our students. Mindful Movement and Aerobic Fitness would target our population of students who do not flourish in the competitive environment of Physical Education class but also thrive in the individual setting. This course would allow students to achieve fitness goals and better mindfulness through the use of research based fitness instruction and ultimately develop personal fitness plans to better prepare them for post high school wellness.

Items in class that can be covered but not limited to would be:

- Mindful breathing
- Yoga
- Pilates
- Yogalates
- Yoga Sculpt
- Step aerobics
- Zumba
- Meditation
- Dance for Fitness
- Cardio and Core
- HIIT
- Circuit- Training
- Jogging
- Walking
- Biking
- Snowshoeing
- Cross Country Skiing

All of these can be taught as a whole and eventually be student-led once the student is aware of their options and they develop a teacher approved fitness plan to meet their individual needs and goals

COURSE DESCRIPTION

This course is designed to provide students with the knowledge and skills that are necessary for a lifetime of personal fitness and well-being. Mindful activities and movements such as yoga, pilates, step aerobics, dance for fitness, strength training, and circuit training will occur throughout the term. Seasonal activities such as jogging, walking, biking, snowshoeing, and cross-country skiing will also be included in the curriculum.

**RIVER FALLS SCHOOL DISTRICT
NEW OR REVISED COURSE REQUEST**

All new and revised River Falls School District curricula are developed by instructors and/or a group of individuals which may be comprised of content area teachers, school administrators, higher education representative(s), Director of Academic Services, parents/guardians, and community members. Their role is to determine the need for the additional course or course revision with regard to Common Core State Standards and/or Wisconsin Content Academic Standards and RFSD Policies and Regulations. A curriculum map and/or course scope and goals document must be designed and submitted to the Director of Academic Services, for the River Falls School District for final approval. Questions may be directed to the Academic Services Office at (715) 425-1800 ext. 1102.

Contact	School/Department <u>High School/ FCS</u> Date <u>9/27/2022</u>													
	Contact Person <u>Courtney Peter</u> Phone/Email <u>courtney.peter@rfsd.k12.wi.us</u>													
Course Information	Select all that apply: <input checked="" type="checkbox"/> Proposed New Course <input checked="" type="checkbox"/> Revision to Existing Course <input type="checkbox"/> Title Change Full/Proposed Course Title <u>International Culinary Arts</u> Previous Title (if changed) _____ Level/Type: <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School													
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