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School District of River Falls
Educational Program Committee meeting
Monday, October 2, 2023 - 6:00 PM
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

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1. **CALL TO ORDER - 6:00 p.m. in the District Office Conference Room.**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS**

4. **Gifted and Talented Report**   **3**
Description: Abby Mazzei, Gifted and Talented Teacher, and Nate Schurman, Director of Academic Services, will provide a presentation on the River Falls Gifted and Talented program. Included in this presentation will be a review of policy 342.3 and 342.3-Rule with proposed updates.
Recommended Action: None, informational only.

5. **Approve the first reading of revised School Board Policy 342.3 Gifted and Talented**   **11**
Program
Description:
Nate Schurman, Director of Academic Services, will present revised school board policy 342.3 Gifted and Talented Program for approval.
Recommended Action: Approve the revised draft of School Board Policy 342.3 Gifted and Talented Program for first reading at the regular board of education meeting October 16, 2023.

6. **Approve the first reading of revised School Board Policy 342.3-Rule Gifted and**   **12**
Talented Identification Procedures
Description: Nate Schurman, Director of Academic Services, will present school board policy 342.3-Rule Gifted and Talented Identification Procedures for approval. These procedures outline steps the district takes to determine which students will receive Gifted and Talented services.
Recommended Action: Approve the revised draft of School Board Policy 342.3-Rule Gifted and Talented Identification Procedures for first reading at the regular board of education meeting October 16, 2023.

7. **Curriculum Cycle Overview/Update**   **15**
Description: Nate Schurman, Director of Academic Services, will present the 2023-2024 Curriculum Cycle Calendar.
Recommended Action: None, informational only.

8. **ELA Adoption Update**
Description: Nate Schurman, Director of Academic Services, will provide an update on the K-5 ELA adoption process.
Recommended Action: None, informational only.

9. **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.

10. **Schedule next Educational Program 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, November 6, 2023, 6:00 p.m.

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

11. **ADJOURN**

CURIOUS WILDCAT LEARNERS

Gifted, talented, and Enrichment Programming

RFSD
2023-2024

GOAL

TO USE MY PART TIME POSITION AS EFFICIENTLY AND EFFECTIVELY AS POSSIBLE; WORKING TO ESTABLISH EQUITABLE AND CONSISTENT ACADEMIC SPECIFIC SUPPORT FOR TOP TIER PERFORMERS IN GRADES 3-5, WHOLE CLASS ENRICHMENT FOR GRADES 1 AND 2 AND ROTATING OPPORTUNITIES FOR CREATIVITY, LEADERSHIP AND SOCIAL EMOTIONAL LEARNING SPECIFIC TO ADVANCED LEARNERS. TO PROVIDE ROTATING OPPORTUNITIES FOR INTELLECTUAL, CREATIVITY, LEADERSHIP AND SOCIAL EMOTIONAL LEARNING SPECIFIC FOR ADVANCED LEARNERS IN GRADES 6TH, 7TH AND 8TH GRADES.

Who?

CURIOUS WILDCAT LEARNERS

Students in 1st-8th Grades at Greenwood, Westside, Rocky Branch and Meyer Middle will be scheduled to meet on a bi-weekly (TTP and/or Identified) or monthly basis(Identified and Whole Class)

WHO ARE TOP TIER PERFORMERS? STUDENTS SCORING IN THE TOP 2 BANDS(LIKELY 90% AND ABOVE) IN EITHER FAST BRIDGE A-MATH AND/OR FAST BRIDGE A-READING(3RD GRADE), FB A-M AND FB A-R AND FORWARD READING AND MATH FOR 4TH AND 5TH.

WHO ARE IDENTIFIED STUDENTS? STUDENTS SCORING IN THE TOP BAND(98% AND ABOVE) IN FAST BRIDGE A-MATH AND FAST BRIDGE A-READING(3RD GRADE), FB A-M AND FB A-R AND FORWARD READING AND MATH FOR 4TH-8TH, OR AS IDENTIFIED THROUGH DISTRICT POLICY.

Show me the numbers!

NOW SERVING

539 ELEMENTARY LEARNERS

WHOLE CLASS ENRICHMENT IN 1st AND 2nd

406 learners

IDENTIFIED AND/OR TOP TIER PERFORMERS IN 3rd

43 learners

IDENTIFIED AND/OR TOP TIER PERFORMERS IN 4th

49 learners

IDENTIFIED AND/OR TOP TIER PERFORMERS IN 5th

41 learners

Where?

	TUESDAYS	WEDNESDAYS	THURSDAYS
Week 1	GREENWOOD FOR TTP AND C/L/SEL 3RD-5TH	WESTSIDE FOR TTP AND C/L/SEL FOR 3RD-5TH	ROCKY BRANCH FOR TTP AND C/L/SEL FOR 3RD-5TH
Week 2	MMS FOR 6TH GRADE	MMS FOR 7TH GRADE	MMS FOR 8TH GRADE
Week 3	GREENWOOD FOR TTP AND 1ST AND 2ND GRADE P.E.T.S.	WESTSIDE FOR TTP AND 1ST AND 2ND GRADE P.E.T.S.	ROCKY BRANCH FOR TTP AND 1ST AND 2ND GRADE P.E.T.S.
Week 4	MMS FOR 6TH GRADE	MMS FOR 7TH GRADE	MMS FOR 8TH GRADE

What?

ELA DESCRIPTION: AT THE 3RD, 4TH AND 5TH GRADE LEVELS, TOP TIER PERFORMERS WILL PARTICIPATE IN LESSONS AND ACTIVITIES CENTERED AROUND THE ACQUISITION AND USE OF ACADEMIC VOCABULARY THROUGH THE WORDLY WISE 3000 CURRICULUM AND SUPPLEMENTAL MATERIALS. THIS WILL INCLUDE ACTIVITIES ABOUT WORD ORIGINS, PREFIXES, SUFFIXES, ROOTS, SYNONYMS, ANTONYMS, HOMOPHONES, AND UNDERSTANDING/USING WORDS IN CONTEXT IN NONFICTION PASSAGES AND WRITING. WE WILL ALSO USE THE TOPICS OF THESE NON-FICTION TEXTS AS A SPRINGBOARD FOR DIGGING DEEPER INTO SOCIAL STUDIES AND SCIENCE CONCEPTS WITH SELF-CHOSEN CONTENT, PROCESSES AND PRODUCTS. STUDENTS WILL HAVE THE OPPORTUNITY TO USE LANGUAGE TO SOLVE PUZZLES AND ANALOGIES AND PLAY WORD GAMES FOCUSED ON THE USE OF LANGUAGE.

MATH DESCRIPTION: AT THE 3RD, 4TH AND 5TH GRADE LEVELS, TOP TIER PERFORMERS WILL PARTICIPATE IN BEAST ACADEMY LESSONS, ACTIVITIES AND PUZZLES THAT WILL EXTEND THEIR GRADE LEVEL STANDARDS AND PUSH THEM TO ENGAGE THEIR PROBLEM SOLVING SKILLS. THIS CURRICULUM IS MEANT TO HELP STUDENTS TACKLE MATH CHALLENGES THAT WILL MOVE THEM PAST MEMORIZATION AND INTO RIGOROUS, CREATIVE THINKING THAT WILL BUILD PERSEVERANCE AND RESILIENCE IN PROBLEM SOLVING. STUDENTS IN THE 4TH AND 5TH GRADE GROUPS WILL ALSO HAVE THE OPPORTUNITY TO EARN A PLACE ON THEIR SCHOOL'S MATH MASTERS TEAM AND COMPETE IN THE SPRING MATH MASTERS COMPETITION. STUDENTS WILL ALSO SOLVE PROBLEMS, DO PUZZLES AND PLAY GAMES THROUGHOUT THE YEAR THAT WILL HELP THEM TO APPLY THEIR MATH THINKING IN NEW WAYS.
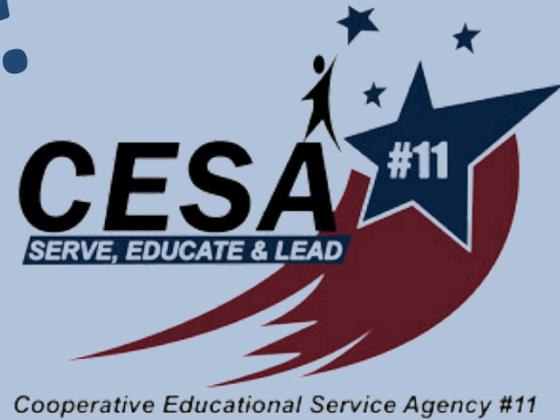
CREATIVITY/LEADERSHIP/SOCIAL EMOTIONAL LEARNING DESCRIPTION: STUDENTS WHO SCORE IN THE TOP 98% OF THEIR GRADE LEVEL TESTING(FB AND WFE) ARE INVITED TO PARTICIPATE IN MONTHLY CREATIVE THINKING, LEADERSHIP AND SOCIAL EMOTIONAL GROUPS. THESE STUDENTS WILL ALSO BE CONSIDERED FOR DISTRICT-WIDE OPPORTUNITIES TO PROMOTE CREATIVITY, LEADERSHIP AND SOCIAL EMOTIONAL SKILLS. THESE GROUPS CAN ALSO HAVE MEMBERS RECOMMENDED BY TEACHERS.

What else?

CHESS CLUB AT THE ELEMENTARY LEVEL

CESA ENRICHMENT OPPORTUNITIES FOR LEADERSHIP, CREATIVITY, AND SOCIAL EMOTIONAL LEARNING

MATH MASTERS TEAMS FOR GRADES 4-6

TEACHER AND PARA COLLABORATION TO PROMOTE HIGHER-LEVEL QUESTIONING

342.3

GIFTED AND TALENTED PROGRAMS

The School District of the River Falls shall provide for the needs of gifted and talented students as defined by Section 118.35, Wisconsin Statutes. Program leadership will be provided by an identified designee of the gifted and talented program.

The district recognizes that the individual talents and social/emotional aspects of a gifted learner may require modifications in teaching, counseling and programming to meet the unique and diverse needs of these students. The district will identify steps for the identification of students who demonstrate high performance capability in intellectual, creative, artistic, leadership, or specific academic areas.

All identified gifted and talented students enrolled in the school district shall be provided access to academic programming that will meet their personalized needs. Students may be recommended based on identified abilities by administration, teachers, and parents. Students will participate in district-identified assessments to determine their qualification as a gifted student and to target specific areas of abilities. A Differentiated Education Plan (DEP) will may be developed through a team process by the Gifted and Talented Teacher, to support the needs of each individual student. And The DEP will be reviewed and updated on an annual basis.

The Ggifted and Ttalented teacher, or designee, shall report to the Board of Education the number of gifted and talented pupils who participated in the program and such other information that may be as requested.

LEGAL REF.: Sections 118.35 (3) Wisconsin Statutes
                         121.02(1)(t)

CROSS REF.: 342.3-Rule, Gifted and Talented Identification Procedures
                         342.3-Exhibit, Gifted and Talented Recommendation Form

APPROVED: October 16, 2017
REVISED: October 02, 2023

342.3-Rule

GIFTED AND TALENTED IDENTIFICATION PROCEDURES

The School District of River Falls supports each student's learning experience by providing developmentally appropriate opportunities to learn and demonstrate identified knowledge, skills, and dispositions. The school district believes all students deserve an education commensurate with their personalized, academic needs. While the needs of each child are usually able to be met through the core curriculum through differentiations, some students require access to advanced academic programming, curriculum or grade level acceleration to reach their fullest potential.

While the district recognizes that there are various areas of giftedness including intellectual, creative, artistic, leadership or specific academic areas, the procedures outlined below are intended to identify how the School District of River Falls will screen and qualify students for gifted and talented intellectual/academic identification. At this time, the other areas of giftedness are supported through classroom differentiation and other school-based programming.

Intellectual/Academic Identification Procedures:

1. Students can be recommended for gifted and talented identification by parent(s)/guardian(s), teacher(s), and/or administrators. A Gifted and Talented Recommendation Form (Exhibit 342.3) should be completed and sent to the Director of Academic Services to initiate the qualification process.
   - The Gifted and Talented Teacher will monitor district-wide student data as another means to identify gifted and talented students.

2. If a student is recommended data will be reviewed by team members (e.g., Parent(s)/Guardian(s), Building Administrator, ~~Director of Academic Service,~~ School Psychologist, ~~School Counselor,~~ Grade-Level Teacher). Data reviewed may include, but is not limited to:
   - ~~Classroom Formative and Summative Assessments~~
   - Report Cards; Student Cumulative File Review
   - District Assessments (e.g., Benchmark Assessment System (BAS), Fastbridge, ~~AIMSWeb Plus, Star, PALS~~)
   - State Assessments (e.g., Forward)
   - Student Characteristic Inventories form from parents and teachers

   The student will demonstrate they exceed grade level expectation on classroom, district, and state indicators by at least one grade level or at the "Advanced" level of performance.
   a. ~~If the~~ Students ~~does~~ that meet the spirit of the above criteria, will be identified as gifted and talented . ~~gifted and talented identification procedures will continue.~~
   b. If the student does not meet the spirit of the above criteria, gifted and talented identification procedures will conclude.

3. Students that meet the above criteria and score in the 98th percentile in local benchmark assessments and state Forward Assessments will be eligible for a DEP. Parents will be notified by the Gifted and Talented Teacher to discuss the merits of a DEP and develop the DEP if requested by the parents.

4. Differentiated Educational Plans (DEPs) should be reviewed annually to discuss student progress and needs and if any plan modifications are needed. It is recommended that the review take place in the fall to ensure a seamless plan and transition to the next grade level. All team members should be part of this annual review.

5. If team members, as identified in #2, believe more information is necessary to make determination about the qualification of a student, the District will ~~consider and~~ utilize cognitive ability assessment(s) that are responsive to factors such as, but not limited to, the student's economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities.

6. The ~~Director of Academic Services or Building Administrator~~ building principal or school psychologist will contact the parent(s)/guardian(s) to ~~confirm receipt and~~ obtain written consent to begin testing. Once consent is received, the trained district staff member ~~identified employee~~ (e.g. ~~Building G/T Liaison~~, Gifted and Talented Teacher, Instructional Coach, School Psychologist, ~~School Staff Member~~) will administer a cognitive abilities screener which may include the Cognitive Abilities Test (CogAT), Naglieri Nonverbal Ability Test (NNAT2), or other identified intelligence assessment to determine if the student's performance is at or above the 89th percentile. ~~If this criteria is met, further cognitive ability testing will be initiated by the School Psychologist.~~
   a. If the student ~~does~~ meets the the above criteria, they will be identified as gifted and talented.
   b. If the student does not meet the above criteria, gifted and talented identification procedures will conclude.

7. ~~If a student meets the initial criteria outlined in #4, the School Psychologist will obtain parent(s)/guardian(s) consent to administer a district identified cognitive ability assessment (e.g., Wechsler Intelligence Scale for Children - V Edition, Kaufman Assessment Battery for Children - 2nd Edition).~~

   ~~The School District of River Falls will consider outside testing administered by a licensed psychologist. District staff will review outside assessment results and, if deemed valid, accept results. If the assessment results do not provide definitive results, the administration of additional assessment(s) will be required~~

8. ~~The District Multi-Level Systems of Support (MLSS) will convene to review all student data and ability assessment results to determine gifted and talented identification. Additionally, the student's principal, teacher(s), and parent(s)/guardian(s) are invited to attend; however, parent/guardian participation is not mandatory. *The District MLSS team consists of Building Administrators, School Psychologists, Instructional Coaches, Director of Academic Services, and the Director of Student Services.*~~

~~Student performance must meet the below criteria identified:~~   13

a. ~~The student performed at or above the 89th percentile on a cognitive ability screening assessment (e.g., CogAT, NNAT2)~~
b. ~~The student performed at or above the 97th percentile on a test of cognitive abilities.~~
c. ~~The student performed at the "Advanced" level on current state assessment data.~~
d. ~~The student demonstrates that they exceed grade level expectations on district and/or classroom-based indicators by at least one grade level (e.g., Star)~~

7. ~~If the student meets the criteria listed in this procedure. identified criteria for gifted and talented, then the team will establish a Differentiated Education Plan. Differentiated Educational Plans (DEPs) should be reviewed annually to discuss student progress and needs and if any plan modifications are needed. It is recommended that the review take place in the fall to ensure a seamless plan and transition to the next grade level. All team members should be part of this annual review.~~

8. ~~If a student does not meet criteria for gifted and talented, the team will consider advanced learning opportunities,as appropriate.~~

LEGAL REF.: Sections 118.35 (3) Wisconsin Statutes
                            121.02(1)(t)

CROSS REF.: 342.3, Gifted and Talented Programs
                            342.3-Exhibit, Gifted and Talented Recommendation Form

APPROVED: September 23, 2019
REVISED: October 02, 2023

Curriculum Cycle Overview

October 2, 2023

Stage 6: Reflect and Investigate

- Reflect on program / course effectiveness and revise as appropriate
- Engage in content area explorations (book studies, workshops etc....)
- Determine efficacy and relevance of current resources

Stage 5: Reflect and Revise

- Reflect on program/course effectiveness and revise as appropriate
- Engage in content area explorations (book studies, workshops etc....)

Stage 4: Initial Implementation

- Survival: **"Just do it"**
- Implement as planned - *no revisions, additions or substitutions*

01

06

05

04

RF

Curriculum Review Cycle
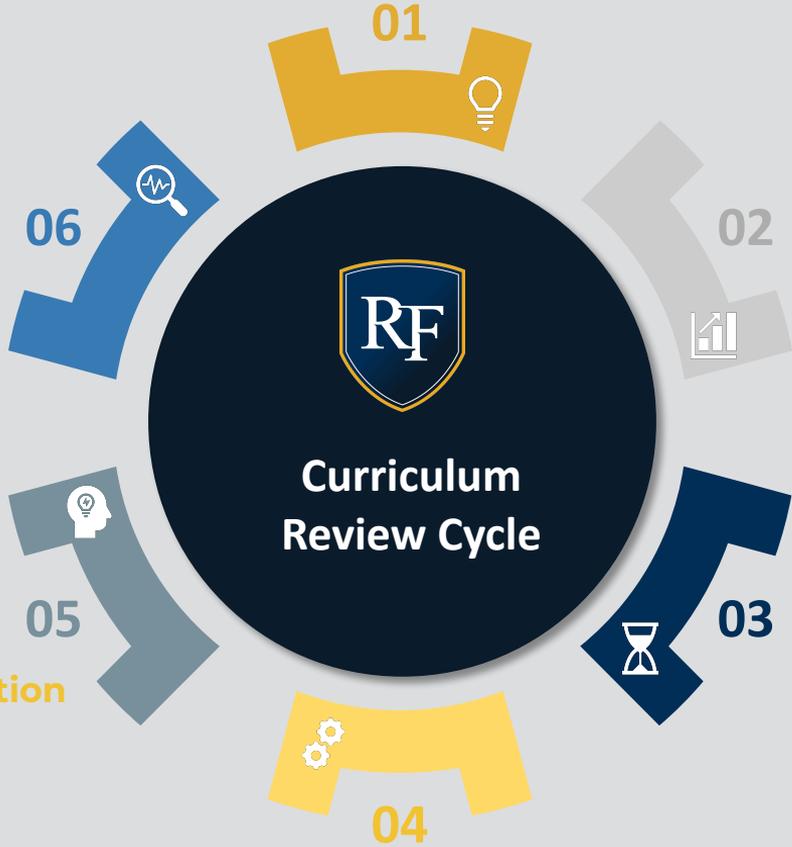
Stage 1: Desired Results

- Assess current program effectiveness
- Prioritize Standards
- Establish Beliefs, Mission, Vision
- Identify Connections to Strategic Plan

02

Stage 2: Evidence and Assessment of Learning

- To define evidence of student understanding, knowledge and skills
- Vertically align assessments and skills (K-5 & 6-12)

03

Stage 3: Learning Experiences

- Identify Best Practices
- Identify High Quality Instruction Materials and Learning
- Consider instructional strategies and learning experiences needed to achieve the desired results
- Vertically align content and courses to resource selection

16

Curriculum

Standards

Scope and Sequence / Pacing Guides

Resources: Primary Supplemental

Data

Assessments

Experiences

17

3

Why do we have a curriculum cycle?

Guaranteed and Viable Curriculum

Michael Schmoker, in an article for the School Boards Journal, supports what Marzano says when he tells us, "If teachers taught to an agreed-upon set of curriculum standards that conform even reasonably well with the best essential state standards, achievement would skyrocket." Schmoker's comments directly support a curriculum driven by a clear and unwavering focus on the standards used to hold students accountable.

18

Alignment to Strategic Plan

Goal #1 Hold High Expectations For Student Learning

- 1.1 Support a collaborative teaching culture focused on student learning.
- 1.3 Implement equitable systems of support and resources for every learner.

Goal #2 Provide A Safe, Welcoming, & Healthy School Environment

- 2.6 Review and update curriculum and library resources to be age- and developmentally-appropriate, while offering a diverse balance of culture, race, backgrounds, and life experiences.

19

Alignment to Strategic Plan

Goal #3 Attract, Retain, & Develop High Quality Staff

- 3.3 Strengthen Professional Learning Communities (PLC) at all schools to include a culture of collaboration, development of an aligned curriculum, common assessments, and the sharing of effective educational practices.
- 3.5 Organize comprehensive and focused professional development plans that align to our mission, vision, and goals.

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.

Goal #5 Uphold Operational Excellence

- 5.5 Provide frequent, ongoing, transparent communication to the community related to all [20] school programs, facilities, resources, and finances.

Curriculum Implementation Calendar

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-2029	2029-30
Stage 1 DESIRED RESULTS (.5 - 2 days)	• K–5 ELA	• 6-12 ELA	• K-5 Math	• K-12 Social Studies • K-12 Media/Technology • K-8 Guidance	• K-12 Science • 6-12 Voc Ed/CTE • K-12 Phy Ed & Health	• K–12 ELA	• K-12 Math	• K–12 Art • K-12 Music • K-12 World Languages • K–5 ELA
Stage 2 EVIDENCE & ASSESSMENT OF LEARNING (1-2 Days)	• K–5 ELA	• 6-12 Math • K–12 Art • K-12 Music • K-12 World Languages	• 6-12 ELA	• K-5 Math	• K-12 Social Studies • K-12 Media/Technology • K-8 Guidance	• K-12 Science • 6-12 Voc Ed/CTE • K-12 Phy Ed & Health	• K–12 ELA	• K–5 ELA
Stage 3 LEARNING EXPERIENCES (Materials/Decisions/Purchased) (2-3 Days)	• K-5 Math	• K–5 ELA	• 6-12 Math • K–12 Art • K-12 Music • K-12 World Languages	• 6-12 ELA	• K-5 Math	• K-12 Social Studies • K-12 Media/Technology • K-8 Guidance	• K-12 Science • 6-12 Voc Ed/CTE • K-12 Phy Ed & Health	• K-5 Math
Stage 4 INITIAL IMPLEMENTATION (1-2 Days)	N/A	• K–5 Math	• K-5 ELA	• 6-12 Math • K–12 Art • K-12 Music • K-12 World Languages	• 6-12 ELA	• K–5 Math	• K-12 Social Studies • K-12 Media/Technology • K-8 Guidance	• K-12 Science • 6-12 Voc Ed/CTE • K-12 Phy Ed & Health
Stage 5 REFLECT & REVISE (1-2 Days)	N/A	• K-12 Science • 6-12 Voc Ed/CTE • K-12 Phy Ed & Health	• K-5 Math	• K-5 ELA	• 6-12 Math • K–12 Art • K-12 Music • K-12 World Languages	• 6-12 ELA	• K-5 Math	• K-12 Social Studies • K-12 Media/Technology • K-8 Guidance
Stage 6 REFLECT & INVESTIGATE (1-2 Days)	N/A	• K-12 Social Studies • K-12 Media & Technology • K-8 Guidance	K-12 Science 6-12 Voc Ed/CTE K-12 Phy Ed & Health	• K-5 Math	• K-5 ELA	• 6-12 Math • K–12 Art • K-12 Music • K-12 World Languages	• 6-12 ELA	• K-12 Math

21

District Curriculum Cycle Calendar 2023-2024

[District Curriculum Cycle Calendar 2023-2024](#)

[6-12 ELA Stage 1 Survey Results](#)

[6-12 Math Stage 1 Survey Results](#)

22