School District of River Falls
Educational Program Committee meeting
Monday, November 6, 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

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. **Approve the development of *Food Products and Processing* as a new course at River   2 Falls High School**
Description: High school teacher Ryan Pechacek will present a new course proposal for *Food Products and Processing* for approval for the 2024-25 school year.
<u>**Recommended Action:**</u> Approve the development and implementation of *Food Products and Processing* for the 2024-25 school year.

5. **Approve the development of *Biology* as a new course at River Falls High School   16**
Description: High school teachers Amanda Eggert and Max Haskins will present a new course proposal for *Biology*, as part of the reorganization of several high school science courses, for approval for the 2024-25 school year.
<u>**Recommended Action:**</u> Approve the development and implementation of *Biology* for the 2024-25 school year.

6. **Academic and Career Planning Report   21**
Description: High School College and Career Readiness Coordinator Melisa Hansen will provide a report on Academic and Career Planning at the high school.
<u>**Recommended Action:**</u> None, informational only.

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.
<u>**Recommended Action:**</u> As needed.

8. **Schedule next Educational Program Committee meeting**
Description: Upcoming committee meeting dates, times, and locations will be reviewed.
<u>**Recommended Action:**</u> Set the meeting schedule as follows:
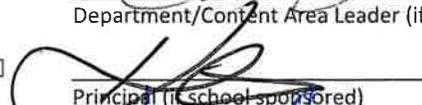Educational Program Committee meeting: Monday, December 4, 2023, 6:00 p.m.
The meeting will be held at the Renaissance Charter Academy, 1355 Sunshine Ave.

9. **ADJOURN**

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 _River Falls High School – Agriculture_ Date _9/20/23_ Contact Person _Ryan Pechacek_ Phone/Email _ryan.Pechacek@rfsd.k12.wi.us_
Course Information	Select all that apply: ☒ Proposed New Course ☐ Revision to Existing Course ☐ Title Change Full/Proposed Course Title _Food Products & Processing_ Previous Title (if changed)_____ Level/Type: ☐ Middle School ☒ High School
Justification	Please check the box next to each statement that pertains to the need for the proposed new course or course revision: ☒ Need for this course has been identified based on student assessment or knowledge of school curriculum gaps and/or school initiatives. ☐ Need for this course has been identified through educational leadership, student assessment, community, and/or business input(s). ☐ Courses in the current curriculum do not address the need for this course. ☐ Other:_____ In the space provided below, add a short narrative justifying the checked statements above and illustrating how the new course or course revision will integrate with and complement the program offered at your school or in the River Falls School District. Offering a Food Products and Processing Course at the high School level can provide several important educational and practical benefits. Here are some justifications for including a "farm to plate" course in the high School: Career Preparation, Job Readiness, Food Safety Awareness, Food Science and Technology, STEM Education, Consumer Awareness, and Interdisciplinary learning.
Approval to Develop/Revise	Signatures below signify approval to explore the development/revision of the above named course. Approved Denied ☒ ☐ _[signature]_ Department/Content Area Leader (if school sponsored) Date _9/27/23_ ☒ ☐ _[signature]_ Principal (if school sponsored) Date _10/2/23_ ☒ ☐ _[signature]_ Director of Academic Services (if denied, attach justification)) Date _10/4/23_
Course Approval	*Any additional information may be submitted for consideration. (e.g. curriculum development members, meeting sign-in sheets, new/revised curriculum maps, letter of support, rationale, etc.)* *Note: Approval indicates approval to submit this course request to the Educational Program Committee for final approval.* *Denial requires communication with request originator, school principal/department administration, and Director of Academic Services* Date of contact, if denied._____. Approved Denied ☐ ☐ _____ Principal _____ Date ☐ ☐ _____ Director of Academic Services _____ Date ☐ ☐ _____ Educational Programs Committee Chairperson _____ Date

☐ Approved As Is   ☐ Deny   ☐ Modify _____

State of Wisconsin
Department of Agriculture, Trade and Consumer Protection

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UWRF and DATCP Partner to Support the Wisconsin Meat Industry with High School Curriculum

FOR IMMEDIATE RELEASE: September 19, 2022
UWRF Contact: Dina Fassino | 715-425-4306 | Newsroom: uwrf.edu/News | Email: ucm@uwrf.edu
DATCP Contact: Sam Otterson | 608-334-0220 | Email: sam.otterson@wisconsin.gov

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River Falls, Wis. – The University of Wisconsin-River Falls (UWRF) and the Wisconsin Department of Agriculture, Trade and Consumer Protection (DATCP) recently announced the development of a high school meat science curriculum to create awareness of opportunities in and attract students to careers in the meat industry.

The project is funded by the Meat Talent Development Program, a $5 million program created by Gov. Tony Evers to strengthen the state's meat processing supply chain and workforce. DATCP Secretary Randy Romanski joined UWRF administrators and faculty on campus September 16 to make the announcement.

"This talent development program represents a significant investment in a major agricultural industry in Wisconsin, and demonstrates another meaningful collaboration between DATCP and UWRF", said Dale Gallenberg, Dean of the College of Agriculture, Food and Environmental Sciences.

"Development of curriculum, considering and assembling the tools that are needed for effective delivery, and offering an avenue for high school agricultural instructors to acquire these materials is a 'win-win' scenario for all involved," said Steve Kelm, Chair of the Animal and Food Science Department.

"Wisconsin's strong meat industry relies on a dedicated workforce," said DATCP Secretary Randy Romanski. "This new curriculum will serve as not only a vital tool for teaching high school students about another important sector of Wisconsin agriculture, but also help position meat industry jobs as a potential career path for these students to pursue after graduation."

Kurt Vogel, associate professor of animal science and director of the animal welfare lab on campus is the project director. He described how the idea developed from a group conversation involving multiple University of Wisconsin campuses and DATCP, and how that initial conversation brought together the team at UWRF that prepared the proposal.

Vogel went on to say, "For many of us, this is a project that has substantial meaning because we found our ways to our current careers through meat industry-related opportunities and experiences. It is an honor and a privilege to help provide that spark for the next generation."

Hannah Olsen, a graduate student working under Vogel in the Animal Welfare Lab is a key player in this project.

"I realized from my experiences in the classroom, both as a student and then as a teacher, that this program will will have the ability to provide students and teachers with content not previously available."

With the guidance of the agriculture education faculty at UWRF, the modules being developed will meet state and national educational content standards. The comprehensive curriculum will include lesson plans, slide decks, worksheets, quizzes and two lab exercises. High schools will be able to apply for a kit that includes basic meat processing equipment.

When Jim Graham, professor of agricultural education shared information about this initiative with a few teachers the response was very favorable. Kally Koch, the agriculture education teacher at the Riverdale School District in Muscoda said she was able to develop a meat science unit for her students because she had family members with degrees in meat cutting. She knows of other instructors who are looking for this information.

"This will be a great program to help teachers who are new to teaching or new to meat science and would also provide additional support for those already teaching meat science to improve their curriculum."

David Kruse, the agriscience teacher at the Elkhorn School District summed up the need upon learning of the project from Graham.

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"The last two years have highlighted the importance of the meat processing industry in Wisconsin and across the country. Efforts of high school agricultural education programs to help create student interest in the meat industry, to provide safe and high quality meat products for consumers, is an important part of helping the industry develop a stronger labor pool."

Photos:
DATCP Secretary Randy Romanski speaks at announcement event
Dr. Kurt Vogel speaks at announcement event
UWRF holds event to announce new high school meat industry curriculum
Hannah Olsen
Riverdale High School students participate in a Meats Evaluation and Technology Career Development Event

About UW-River Falls:
UWRF is a student-centered institution that provides excellent, accessible academic programs serving the needs of our region, the state and beyond.

About DATCP and the Meat Talent Development Program:
DATCP partners with all the citizens of Wisconsin to grow the economy by promoting quality food, healthy plants and animals, sound use of land and water resources, and a fair marketplace. For more information on DATCP, visit datcp.wi.gov and follow the department on Facebook, Twitter, and Instagram.

The Meat Talent Development Program includes efforts to attract students to meat careers, provide financial support to students in Wisconsin meat processing training programs, support meat processing program development, and connect the industry with potential employees. In addition to the high school curriculum, the program continues to release new projects that support Wisconsin's meat industry workforce, including providing tuition reimbursement for HACCP trainings and the development of a Meat Pathways website. For more information on this initiative, visit DATCP's website and sign-up for email updates.

<p align="center">###</p>

<p align="center">Find more DATCP news in our newsroom, on Facebook, Twitter, and Instagram.</p>

ENTER TO LEARN, LEAVE TO SERVE
AGRICULTURE CLASS EXPECTATIONS
Mr. Pechacek

ryan.pechacek@rfsd.k12.wi.us
715-425-1830 x 3775
Office Hours: Monday- Friday from 7:15-7:30 and 3:00-4:00

Food Products and Processing- River Falls High School

Total Credits: .5 credits
Course Length: 1 Term (9 weeks)

Course Description:

Creating a new food product to sell to the public can take a food company months, or even years, to complete! This class will focus on the entire process involved in the movement of food from the farm to the table. Students will work to create a unique product in class that they can produce and market within the school. As the class creates its product, many integral topics to food processing will be covered including methods of food preservation and techniques, monitoring the production process for safety, and creating an effective package, meat and vegetable processing.

Course Competencies

- History of the meat industry/food science

- Food Safety/ Sensory Testing

- Farmentation

- Farm to Fork

- Processing Foods- Meat and Plant

- Food and Nutrition Labeling

- Food Chemistry/ Biotechnology

- Food Preservation

What I Expect From YOU:

Come PREPARED for class each day including:

- Having a proper writing utensil
- Have a class BINDER/Notebook with paper (to be left in the classroom)
- Completed homework / assignment
- An open mind and an attitude ready to learn!

Be ready to LEARN:

- Be *in your seat* and ready to learn when the bell rings, and keep that attitude until dismissed by instructor.
- Take risks! Try new things. Who knows ... you might discover something interesting.
- Always try your best.

Take Responsibility for Yourself and your actions:

- Clean up after yourselves, Dispose of any waste in the proper locations, and recycle materials
- Turn in all work on time
- If you're absent – Check with a student/ or look on the schoology calendar for missing work.
- Be truthful and honest at all times
- Do what you know to be right, and take full responsibility for your actions

Maintain a SAFE learning environment for everyone.

- Respect others opinions as you would want them to respect your opinions
- Follow all safety guidelines
- Respect the classroom and materials because it's *OUR* learning environment
- Bring/borrow safety glasses and **_wear_** safety glasses if your class is using the shop!
- USE COMMON SENSE
- No SWEARING!! This is a swear free zone!!

Do Something!!!

Use what you learn in agriculture classes to help you in other classes, at work, at home, etc. Put your skills to work.

**** All school guidelines and policies listed in the student handbook apply at all times.
Under NO circumstances will swearing, profanity, horseplay, cheating, dishonesty, or any other inappropriate behavior be tolerated...**

GRADING GUIDELINES

Grades will be assigned on the following scale:

93-100 = A
90- 92= A-
87-90 = B+
83-86 = B
80- 82 = B-
77- 79 = C+
73-76 = C
70- 72 = C-
67-69 = D+
60- 66 = D
0 – 59 = F

Breakdown of Grading:

- Formative Assessment (20%): Daily work, assignments, labs

- Summative Assessment (80%): Test, Quizzes, Projects

Transcripted Credit Retake Policy:

Retakes and/or resubmissions are not permitted once feedback has been provided and an item has been scored.

Once you have received a score on an assignment, project or test, you are no longer able to retake the assignment. This is only specific to your Transcripted Credit Grade

River Falls High School Reassessment Procedure

- Student scoring below a 70% on any administered summative assessment will be required to retake the identified assessment.
- The highest score a student can receive on a retake assessment is 75%
- Students scoring above a 75% will NOT have an opportunity for a retake as they have demonstrated the minimum or have exceeded the essential standards for the assessment.
- Students scoring between 70%-74% will have the opportunity to be a self-advocate with the instructor and may choose to retake the assessment to earn up to 75%.
- All retakes must be completed within 5 days after the end of the unit.

Action Project (SAE): All students will develop an individual agriculture related project/activity. This project must include a minimum of 10 hours of out of class work. Projects must be agriculture based and preferably relate to the class subject. Projects must be approved by the instructor. Projects could include volunteer work, agriculture employment, building/creating a product, conducting a research experiment, offering a service, etc. Students are required to keep record of hours spent, money spent, money earned, and a description of tasks/skills learned. At the end of the trimester students will turn in a project summary including a description of the project, records, skills acquired, and five pictures.

Late Work Policy:
Pay careful attention to due dates and times in Schoology. Assignments must be submitted by the due date specified in Schoology. Late work is not accepted in this course. Sometimes life may get in the way of submitting assignments on time. Contact your instructor via email prior to the assignment due date if you know you will not be able to complete your assignment on time to request an extension—typically up-to two days. Longer extensions will only be granted under extreme circumstances. Asking for an extension should be an exception, not a rule. If a student frequently requests extensions, they will need to meet with the instructor to discuss the need for the extensions as well as time management skills. Exceptions to this policy will be handled on a case-by-case basis at the discretion of the instructor   7

Tardy Policy:
1st tardy = verbal warning
2nd = lunch detention
3rd = two lunch detentions

Discipline Procedure*:
1st offense = verbal warning
2nd offense= parent contact
3rd offense= written referral
*for class disruption or similar offenses. All other offenses are handled in accordance to the RFHS student handbook.

Technology Policy:

- Your devices **MUST** be put away unless the instructor gives you permission to use it.
- The instructor will take devices away if the student fails to cooperate with the instructor.

I, _____, have read and understand the agriculture class policies and expectations for Mr. Pechacek's class. If I have any questions or concerns, Mr. Pechacek's contact information has been provided on the first page.

My student _____ has read these in class and will do his/her best to meet expectations and follow class and school policies.

Parent/guardian signature _____

Student signature _____

Food Products and Processing Course
River Falls High School- Agriculture Dept.

Unit 1- History of the meat industry/food science (3-4 days)

Learning Objectives:

- Students will evaluate changes and trends in the food products and processing industry.
- Students will compare food science careers.
- Students will discuss the history of the meat science and food science industry

Assessment:

Introduction Lab
Career Assignment- Cargill Virtual Tour
Food Factory Case Study
Unit Portfolio

Unit 2- Food Safety/ Sanitation (5-7 days)

Learning Objectives:

- Students will Develop and evaluate SSOP for a food products and processing company.
- Students will Develop a plan to implement GMP for a food products and processing company.
- Students will perform basic equipment and facility maintenance in a food products and processing operation.
- Students will design an HACCP program for a food products and processing facility
- Students will demonstrate approved food products handling techniques.
- Students will demonstrate proper record keeping in a food products and processing system.

Assessment:

Lab Sanitation Procedures
Food Contamination Assignment
Food Safety Lab- Food Service Inventory
Onion Inquiry Lab
Foodborne Illness Assignment

Unit Portfolio

Unit 3- Sensory/ Farm to Fork (3-4 days)

Learning Objectives:

- Students will explain each sense and the impact it has on food
- Students will illustrate the steps from the farm to the plate.
- Students will evaluate food waste, world food supply, and food security (domestic and international)

Students Assessments:

Design a flow diagram of meat- processing operation
Taste test of various processed and fresh meat cuts.
Unit Project
Unit Portfolio

Unit 4- Food Processing (12-15 days)

Learning Objectives:

- Students will distinguish breed characteristics of beef, pork, lamb, veal, and poultry.
- Students will identify health and sanitation requirements in meat processing.
- Students will identify parts of the different carcasses from market animals and poultry.
- Students will list and describe all USDA grades of market animals and poultry.
- Students will list and discuss the techniques of slaughter of market animals.
- Students will investigate the role and responsibilities of a USDA meat inspector
- Students will distinguish and name wholesale, retail meat cuts of market animals and poultry.
- Students will identify the two components of thermal processing. (Principles of Retort Canning and Heat Transfer Modes in Retort Canning)
- Students will learn about food dehydration in meat, fruits and vegetables.

Students Assessments:

Health. Diseases and parasites of livestock and poultry case study
Meat inspection lab (ante and postmortem inspection, labeling, import and export inspection
Meat animal carcass inspection lab (beef, veal, pork, lamb, and poultry)
Market Animal Slaughter Research Project and field trip
Identification of wholesale and retail cuts
Meat preservation process lab (canning, smoking, freezing, drying, salting, pickling)
Meat cutting, wrapping, and processing a carcass lab
Fruit and vegetable processing techniques and lab
Brats/ Beef Jerky Lab
Unit portfolio

Unit 5- Food and Nutrition labeling 4-6 days

Learning Objectives:

- Students will create a food package while taking into account weight and product requirements.
- Students will evaluate foods prepared for the fresh- food market based on factors such as shelf life, shrinkage, appearance and weight.
- Students will create and evaluate ready to eat food products
- Students will apply science principles to analyze the foods stored in various packages, to determine which materials retain desirable food qualities.
- Students will compare and contrast foods stored under varying conditions for quality, shelf life and intended use.
- Students will identify how consumers drive product development and are influenced by advertising and marketing.

Assessment:

Food labeling lab
Fresh, frozen and processed foods labeling project
Marketing techniques used in food products
Unit Portfolio

Unit 6- Food Chemistry (5-7 days)

Learning Objectives:

- Students will the general components and their roles in carbohydrates, lipids, proteins, enzymes, water, vitamins and minerals
- Students will learn about dairy products and dairy processing
- Students will learn about the science of cooking candy, cookies and soda products

Assessment:

Denaturing protein/ Manipulating protein changes Lab
Pancake lab
Cookie lab (Fats)
Vitamins/minerals in common foods, deficiencies project
 PH- Pineapple lab
Unit Portfolio

Unit 7 Food Biotechnology- (3-4 days)

Learning Objectives:

- Students will examine the topics of genetically modified organisms (GMO)
- Students will identify Microbial growth factors and control of microorganisms
- Students will learn about plant, meat and lab grown meat

Assessment:

Plant-based, lab grown meat case study
GMO Project
Unit Portfolio

Agriculture, Food and Natural Resources (AFNR)
Content Area: FPP/ Food Production and Processing

Standards:

FPP1.a: Evaluate the significance and implications of changes and trends in the food products and processing industry

- **FPP1.a.5.h**- Evaluate changes and trends in the food products and processing industry and be able to predict trends and implications in the food products and processing industry.
- **FPP1.a.6.h**- Determine appropriate industry responses to consumer concerns to assure a safe and wholesome food supply.

FPP1.b: Work effectively with industry organizations, groups and regulatory agencies affecting the food products and processing industry.

- **FPP1.b.5.h**- Demonstrate how to interact effectively with organizations, groups and regulatory agencies that affect the food products and processing programs.
- **FPP1.b.6.h**- Prepare a plan for implementation of industry standards in food products and processing programs.

FPP2.a: Manage operational procedures and create equipment and facility maintenance plans.

- **FPP.a.6.h**- Develop and evaluate SSOP for a food products and processing company.
- **FPP2.a.7.h**- Develop a plan to implement GMP(Good Manufacturing Practices) for food products and processing company.
- **FPP2.a.8.h**- Perform basic equipment and facility maintenance in a food products and processing operation.

FPP2.b: Implement Hazard Analysis and Critical Control Point(HACCP) procedures to establish operating parameters.

- **FPP2.b.6.h**- Design an HACCP program for a food products and processing facility.

FPP2.c: Apply safety and sanitation procedures in the handling, processing and storing of food products.

- **FPP2.c.9.h**- Demonstrate approved food product handling techniques.
- **FPP2.c.11.h**- Conduct and interpret microbiological tests for food-borne pathogens and implement corrective procedures.
- **FPP2.c.12.h**- Demonstrate proper record keeping in a food products and processing system.

FPP2.d: Demonstrate worker safety procedures with food products and processing equipment and facilities.

- **FPP2.d.3.h**- Create a check list of industry- used safety procedures and evaluate school lab safety procedures.

FPP3.a: Apply principles of science to food processing to provide a safe, wholesome and nutritious food supply.

- **FPP3.a.16.h**- Explain how the chemical and physical properties of food influence nutritional values and eating quality.
- **FPP3.a.10.m**- Design a daily food guide for a healthful diet.
- **FPP3.a.11.m**- Compare and contrast food constituents and their relative value to product taste, appearance, etc.
- **FPP3.a.19.h**- Formulate and explain incorporation of additives into food products.
- **FPP3.a.20.h**- Prepare and label foods according to the established standards of regulatory agencies.

- **FPP3.a.21.h**- Perform sensory testing and marketing functions to characterize preference and market potential.

FPP4.a.- Use harvesting, selection and inspection techniques to obtain quality of food products for processing.

- **FPP4.a.5.m**- Discuss factors that affect quality and yield grades of food products
- **FPP4.a.12.h**- Investigate the role and responsibilities of a USDA meat inspector

FPP4.b: Evaluate, grade and classify processed food products

- **FPP4.b.7.h**- Evaluate, grade and classify processed meat, egg, poultry, fish and dairy products.
- **FPP4.b.8.h**- Evaluate, grade and classify processed products from fruits and vegetables.

FPP4.c: Process, preserve, package and present food and food products for sale and distribution.

- **FPP4.c.13.h**- Create a food package while taking into account weight and products requirements.
- **FPP.c.14.h**- Evaluate foods prepared for the fresh- food market based on factors such as shelf life, shrinkage, appearance and weight.
- **FPP4.c.15.h**- Preserve foods using various methods and techniques
- **FPP4.c.16.h**- Create and evaluate ready- to- eat food products.

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>Science</u> Date: <u>11/6/2023</u>
	Contact Person: Amanda Eggert Phone/Email : Amanda.eggert@rfsd.k12.wi.us

Course Information	
	Select all that apply: ☑ Proposed New Course ☐ Revision to Existing Course ☐ Title Change
	Full/Proposed Course Title : <u>Biology</u>
	Previous Title (if changed)_____
	Level/Type: ☐ Middle School ☑ High School

Justification	
	Please check the box next to each statement that pertains to the need for the proposed new course or course revision:
	☑ Need for this course has been identified based on student assessment or knowledge of school curriculum gaps and/or school initiatives.
	☑ Need for this course has been identified through educational leadership, student assessment, community, and/or business input(s).
	☐ Courses in the current curriculum do not address the need for this course.
	☐ Other:_____
	In the space provided below, add a short narrative justifying the checked statements above and illustrating how the new course or course revision will integrate with and complement the program offered at your school or in the River Falls School District.
	Student science assessment data shows that there is a need for a guaranteed and viable curriculum for all students. In creating a Biology course that will be required for all students as a part of their science credits we can ensure that all students are having a common science experience. This course, in addition to Broadfield Science, ensures that students are exposed to all NGSS Life Science standards. Students will still be able to choose to further explore areas of interest through the life science elective courses.

Approval to Develop/ Revise	
	Signatures below signify approval to explore the development/revision of the above named course.
	Approved Denied
	☒ ☐ _Department/Content Area Leader (if school sponsored)_ 10/23/23 Date
	☒ ☐ _Principal (if school sponsored)_ 10/23/23 Date
	☒ ☐ Nate Schuman _Director of Academic Services (if denied, attach justification)_ 10/24/23 Date

Course Approval	
	Any additional information may be submitted for consideration. (e.g. curriculum development members, meeting sign-in sheets, new/revised curriculum maps, letter of support, rationale, etc.)
	Note: Approval indicates approval to submit this course request to the Educational Program Committee for final approval.
	Denial requires communication with request originator, school principal/department administration, and Director of Academic Services
	Date of contact, if denied._____.
	Approved Denied
	☐ ☐ _Principal_ Date
	☐ ☐ _Director of Academic Services_ Date
	☐ ☐ _Educational Programs Committee Chairperson_ Date

☐ Approved As Is   ☐ Deny   ☐ Modify _____

24-25 Calendar Quarters 1 and 2 - Biology

Course Description:

Biology focuses on a deeper understanding of natural selection and expands from cellular structure through genetics. Students will continue to enhance their understanding of the concepts and scientific practices that were taught in Broadfield Science. This Biology course will equip students with the knowledge and skills to understand the natural world, make informed decisions about environmental and health-related issues, and engage with scientific concepts in a meaningful way.

Prerequisite: Broadfield Science

Leads into: Genetics, Stream Ecology, AP Biology, Chemistry, and Physics.

Units	Standards	Learning Targets
Unit 1 - Natural Selection	HS-LS2-7 HS-LS4-1 HS-LS4-2 HS-LS4-3 HS-LS4-4 HS-LS4-5	1. I can demonstrate how an adaptation can be beneficial or harmful to the survival of a population. (HS-LS4-2) 2. I can explain how changes in the environment can lead to the process of natural selection. (HS-LS2-7 and HS-LS4-4) 3. I can analyze how environmental changes can lead to increases in population sizes or extinction of species. (HS-LS2-7, HS-LS4-3, and HS-LS4-5) 4. I can evaluate scientific evidence to demonstrate common ancestry. (HS-LS4-1)
Unit 2 - Cellular Structure	HS-LS1-2 HS-LS1-6	1. I can explain how water and other inorganic molecules are beneficial for biological processes. (HS-LS1-2) 2. I can analyze the physical importance of carbon for organic compounds. (HS-LS1-2)

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		3. I can describe how macromolecules are used in living things. (HS-LS1-6) 4. I can analyze how carbon, hydrogen, and oxygen of sugars recombine to form other biological molecules. (HS-LS1-6)
Mini Unit 3 - Organelles and Homeostasis	MS-LS1-2 HS-LS1-3	1. I can demonstrate how organelles work together to complete a function within the cell. (MS-LS1-2) 2. I can prove why each organelle is essential for maintaining homeostasis. (HS-LS1-3)
Mini Unit 4 - Cellular Movement	MS-LS1-3	1. I can analyze the physical characteristics of the cell membrane and interpret how it helps with cell movement. (MS-LS1-3) 2. I can observe the movement of molecules and identify the type of movement. (MS-LS1-3)
Unit 5 - Cellular Energy	HS-LS1-5 HS-LS1-7 HS-LS2-3 HS-LS2-5 HS-LS4-5	1. I can describe the principles of enzymes and understand the use in real world scenarios. (HS-LS2-3) 2. I can determine what is needed and created through the process of photosynthesis and cellular respiration. (HS-LS1-5, HS-LS1-7, and HS-LS2-5) 3. I can interpret the flow of energy in aerobic and anaerobic conditions. (HS-LS2-3) 4. I can predict how the ability to maintain homeostasis might change with environmental changes. (HS-LS4-5)

Mini Unit 6 - Cellular Division	HS-LS1-4 HS-LS3-2	1. I can explain how cells reproduce through cell division. (HS-LS1-4) 2. I can analyze the consequences of errors in cell division which can lead to complex organisms. (HS-LS3-2)
Unit 7 - Cellular DNA	HS-LS1-1 HS-LS3-1 HS-LS3-2	1. I can explain the process of DNA replication. (HS-LS3-1) 2. I can explain the role of DNA in genetic information and the regulation of cell activities. (HS-LS3-2) 3. I can relate the structure of DNA to the process of protein synthesis. (HS-LS1-1 and HS-LS3-1) 4. I can explain how genes are expressed through DNA transcription and translation. (HS-LS1-1)
Mini Unit 8 - Genetics	HS-LS3-1 HS-LS3-2 HS-LS3-3	1. I can analyze patterns of inheritance. (HS-LS3-1, HS-LS3-2, and HS-LS3-3) 2. I can analyze the role of environmental factors in gene expression. (HS-LS3-1 and HS-LS3-3)

Students must complete 3 credits of Science to meet graduation requirements.			
9th Grade Required		**10th Grade Required**	
● Broadfield		● Biology	
Career Ready	**College Ready**	**Healthcare Career Ready**	**Advanced**
● Earth & Space Science (Grades 10-12) ● Stream Ecology (Grades 11-12)	● Chemistry (Grades 10-12) ● Physics (Grades 10-12)	*In addition to College Ready Courses. ● Medical Terminology (Grades 9-12) ● Introduction to Health Profession (Grades 9-12) ● Anatomy & Physiology (Grades 11-12) ● Genetics (Grades 11-12)	*In addition to College and/or Health Care Ready Courses. ● Pre-Engineering Physics (Grades 11-12) ● AP Biology (Grades 11-12) ● AP Chemistry (Grades 11-12)
Be aware that Medical Terminology and Introduction to Health Profession do not fulfill Science graduation requirements			

ACADEMIC CAREER PLANNING

ACP Team Members

- Kit Luedtke - Principal
- Jennifer Powell - Transition Coordinator
- Hannah Wachtler - Science Teacher
- Whitney Sutton - Counselor
- Courtney Peter - FCS Teacher
- Kayte Borchardt - FCS Teacher
- Jenna Hanson - Work Based Learning Coordinator
- Tracy Klein - Counselor
- Amanda Whipkey - English Teacher
- Emma Fowler - Counselor
- Kim Bruesewitz - Counselor
- Melisa Hansen - College and Career Readiness Coordinator
- Sarah Cornell - Special Ed. Teacher

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PRESENTATION HIGHLIGHTS

01   Redefining Ready Scorecard

02   ACP Program Updates

03   ACP Progress
         Focus on Class of 2024

Redefining Ready
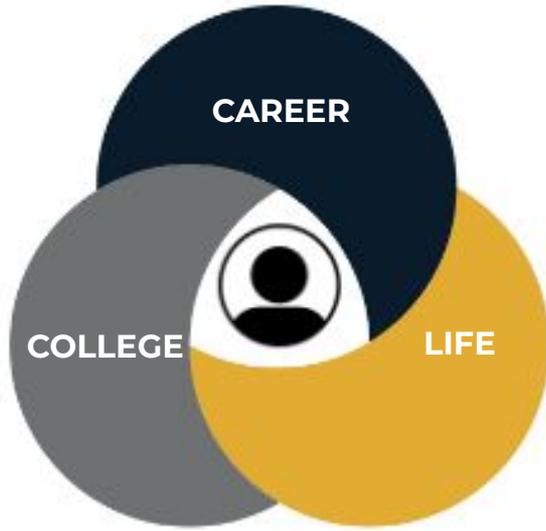
READY!

CAREER ● COLLEGE ● LIFE

Students learn in a variety of ways and they should be able to demonstrate readiness in a variety of ways. **Redefining Ready** is a national initiative that shares deeply researched metrics to appropriately assess that students are college, career, and life ready.

Our students reflect and assess their readiness throughout each year through ACP lessons.

CAREER READY INDICATORS

Students are **career ready** if they have identified a career interest AND meet TWO of the behavioral/experiential benchmarks listed below:

- ❏ 90% attendance (or better) (9th grade)
- ❏ 25 hours of community service
- ❏ Work-based learning experience
- ❏ Industry Certification
- ❏ Dual Credit in a post-secondary course (Transcripted Credit/Academy)
- ❏ 2+ co-curricular activities per year in high school

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COLLEGE READY INDICATORS

Students are **college ready** if they meet either the academic indicators **OR** standardized testing benchmarks listed below:

❏ **2.8 GPA**

AND ONE OR MORE of the following:

❏ Algebra II (C or higher)
❏ Advanced Placement Exam (score 3+)
❏ Post-Secondary Credits in Math or English
❏ ACT Benchmark Scores (need to meet all)
  ❏ English (18)
  ❏ Reading (22)
  ❏ Science (23)
  ❏ Math (22)

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LIFE READY INDICATORS

❏ Being life ready means students leave high school with the **grit** and **perseverance** to tackle and achieve their goals by demonstrating 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, dream big, and achieve big.

❏ Our school provides social emotional support and experiences to equip students with life skills to success in the present and in the future.

Using the data

School-wide SLO 2021-2024:

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.

Class of 2023 Redefining Ready

READY!

CAREER ● COLLEGE ● LIFE

Class of 2020-2023 **Redefining Ready Data**

ACP Program Updates

ACP Process

- **ACP is both a process and product**

- **Students engage in lessons and activities in all four stages throughout high school**

- **They step into and out of stages throughout their life**

- **We support them in creating their own personalized pathway and plan**

Communication

[Public ACP Site](#)

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Communication

River Falls HIGH SCHOOL

ACADEMIC CAREER PLANNING

ACADEMIC CAREER PLANNING GRADUATION PORTFOLIO (the product)

Students are required to complete an Academic Career Planning Portfolio as a graduation requirement. Students will participate in lessons during W.I.N. each month and complete lessons and activities that aid in completion of the portfolio requirement. Students will also be able to self-select activities, achievements, and evidence of applied learning.

Students will reflect on the connections they have made and experienced during high school. Students will participate in and share their reflections and portfolio in an exit interview at the end of their senior year.

For all ACP related items, including grade level outcomes and portfolio requirements and more information, please visit our
ACP website

Information on what our students have been working on in W.I.N is on p. 3

Student Services Newsletter
October 6, 2023
Ver en Espanol

NEW INFORMATION

Academic Career Planning
- What it is
- The process
- The product
- Grade level focus areas
- Highlights from each grade level's work in W.I.N this year.

PROGRAM HIGHLIGHTS
- Build My Future
- NACAC College Fair
- Future Week events for October
  - Learning opportunities
  - Post-Secondary visits

PLANNING AHEAD
- Scrub Club- October 19
  - Allina Health
- FFA School Farm Open House event
- Pre-ACT for Juniors
- ASVAB for 10th-12th grade students
- AP testing deadlines
- Work-Based Learning info and Job Board

NEW INFORMATION

ACADEMIC CAREER PLANNING

ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.

LEARN MORE! check out the **ACP website**

ACP is both a process and a product. The process 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.

During W.I.N on Mondays, lessons are delivered to help meet our ACP outcomes (in the ACP Guide) and meet the requirements for a student's ACP Portfolio. We strive to support their journey while in high school and as they look ahead to their post-secondary options after graduation.

KNOW — Self awareness is key for personal growth and professional success. Students identify their knowledge, skills, abilities, and passions.

EXPLORE — Students explore all careers and occupations available to them. They can explore a variety of career exploration opportunities through classes, guest speakers, field trips, service projects and capstone learning options.

PLAN — Students put the first two steps together and verify, discuss, and align skills/abilities with jobs out there, set a tentative career goal with a plan A and plan B; highlighting skills and abilities needed to pivot when necessary.

GO — Students look at all the ways to reach the career goal and immerse themselves in investigative experiences (job shadow, volunteering, informational interviews, work experiences). Students put their plan into action.

Focus for Each Grade Level

RIVER FALLS ACP

9 — DISCOVER more about yourself • EXPLORE opportunities on campus • CONNECT to your school community

10 — CULTIVATE connections to support your personalized pathway • CARE about your health and the well-being of others • CONTRIBUTE positively to our school and community

11 — DESIGN your senior year and future steps • PREPARE for your transition to your post-secondary option • COMMIT to excellence

12 — REFLECT on your career, college, and life readiness • EXPAND your understanding of careers and pathway options • COMPLETE your high school plan

GRADE 9 — Our freshman have become more familiar with resources on campus. These students have been working to review the career portfolio they made in middle school and extract certain information to put on their ACP Learner Profile. They are highlighting strengths, interests, connections, values, and much more! In October, they will be working on their first points of pride assignment, learn more about GPA and building a strong transcript.

GRADE 10 — Sophomores updated their Learner Profiles in September during W.I.N and are now working on submitting their first point of pride assignment. They will continue to explore ways to build a strong transcript by exploring capstone learning opportunities and doing a credit check prior in preparation for registration and sophomore conferencing.

GRADE 11 — All juniors were given the option to attend the NACAC College Fair. They have been setting goals for this year and updating their Learner Profiles and reflecting on their first point of pride for this school year. Juniors will be reviewing what it means to be College and Career Ready and will be creating their own College and Career Ready profile using Redefining Ready indicators.

GRADE 12 — Seniors have been working independently with the guidance of their W.I.N instructor to complete the required components for their ACP graduation portfolio. The goal for each senior is to have all required components completed by the holiday break in December. Seniors have had the option to attend college application and essay tips presentations and all seniors will have the opportunity to connect with their School Counselor in the month of October. Seniors completed a survey that asked for information including their current post-secondary plans. School Counselors and the College and Career Readiness Coordinator will work together to support students with their next steps.

Communication

River Falls High School Open House

Join us!

RIVER FALLS HIGH SCHOOL OPEN HOUSE

Our purpose is to support students and families by providing what they need to establish a firm foundation and a strong start to the school year.

Supporting you to:
- Learn more about various topics through presentations
- Connect with school and community resources
- Become familiar with our building with a tour
- Meet your teachers and members of your support team at RFHS!
- Get support with technology, building resources and scheduling

August 29, 2023

Incoming 9th grade and New Students
5-8 PM

Returning Students Grades 10-12
6-8 PM

Check out the details inside...

INCOMING 9TH GRADE and NEW STUDENTS — 5-8 PM

*Note the start time is one hour earlier than the start time for returning students in grades 10-12.

TIME	EVENT
5:00-5:15	Freshmen and New to RFHS student and parent WELCOME in the Auditorium
5:15-5:50	Parents of 9th grade and NEW students to RFHS learn more about RFHS from administration and the student services team. (students see below)
5:15 - 6:15	9th grade students and NEW students to RFHS will participate in tours given by SOS student ambassadors and students will report to W.I.N. classrooms for activities, meet their W.I.N. teacher, and receive Chromebooks and other information
6:15 - 8:00	Choose from the following opportunities - • Parents and/or students attend informational sessions (*see next page) • Parents and students can walk their daily schedule and meet instructors • Students are welcome to bring school supplies and access lockers.

YOUR SUCCESS CHECKLIST FOR OPEN HOUSE INCLUDES:
- Attend 9th Grade Open House Session
- Review the contents of your folder
- Walk through your schedule (Use the map and your schedule in your folder to guide you!)
  - Introduce yourself to your 1st term teachers
- Meet your W.I.N. teacher
  - Get your chromebook
- Find your locker
  - Practice your combination
  - Organize your locker
- Attend any Breakout Sessions that may be helpful
- Stop by and check out Resource Tables

We look forward to seeing you!

RETURNING STUDENTS GRADES 10-12 — 6-8 PM

*Note the start time is one hour later than the start time for incoming 9th grade and new students.

SESSION TITLE	DESCRIPTION	TIME	LOCATION
Scheduling and Schedule Changes	This session will cover the steps needed to make adjustments to your academic schedule. Gives information about the when and how to ensure a smooth transition into the school year. This session will better prepare you before the scheduling support session at 7 pm.	6-6:30	RFHS Auditorium
Academic Career Planning and Portfolio	This session will review ACP, our grade level outcomes, activities and the requirements for the graduation portfolio students work on throughout high school and share in an exit interview prior to graduation.	6:30-7	Library Media Center
Dual Academic Credit Program	Save $ and earn college credits. The Dual Academic Credit Program is available for Calculus, AP Calculus, UWRF Communications 101, AP Government and Politics and AP Statistics. During this session you will learn more about DACP and have the opportunity to complete all required components. Students registered for these courses this year should plan to attend.	6-6:30	Library Media Center
2023 Changes to the College Application Process	This session will discuss recent changes to FAFSA, application timeline, understanding decision options, holistic application approach, writing a strong admissions essay and avoiding common mistakes,, and understanding test optional admission.	6:30-7	RFHS Auditorium
RFSD High School Options	This session will review FAQs and provide information on the two alternative high school options for River Falls School District students: the Renaissance Charter Academy and our e-School.	7-7:30	RFHS Auditorium
Scheduling Support	Do you have questions regarding your schedule? 1. REVIEW FIRST: Can I Change my Schedule? 2. Still need a change? Come and see us in this session for help! **Note that School Counselors will be presenting from 5-7PM and will not be available for questions or support for scheduling during those times.	7-8:00	Library Media Center

Our goal is to provide information and resources for students and families throughout the entire school year. Watch for our Student Services Newsletter, and frequently access the School Counselor section of the RFHS webpage for programming information, presentations and learning opportunities being offered, along with resources and important dates and deadlines.

SCHOOL AND COMMUNITY RESOURCES — 5-8 PM

Connect, Engage, and Learn

RESOURCE	WHAT YOU MAY CONNECT TO LEARN ABOUT
CVTC	Transcripted Credit, Start College Now, High School Academies and so much more!
UW-River Falls	Early College Credit Program and Dual Academic Credit Program
RFHS Work-Based Learning Opportunities	Discover more about this learn and earn option! Earn an industry-recognized credential, and put your skills and academic knowledge learned in the classroom to practice at an authentic work site. Learn how you can earn credit, get paid, and have the opportunity for release time from school!
Wiley's Wardrobe	Wiley's Wardrobe, located in the counseling office, provides free clothing, school supplies, personal hygiene items, and snacks to RFSD students with a current need. Wiley's Wardrobe is a welcoming environment to all students. All items are donated by community members and organizations.
Our Neighbor's Place	Our Neighbors' Place, Inc. (ONP) is an award-winning nonprofit organization providing support, shelter, and housing services to foster self-determination in Pierce and St. Croix counties. ONP supports the community with four programs including the backpack program. All programs are designed to help meet basic needs with a holistic approach to strengthening families.
Technology Support	Have a technology question? Staff will be available to answer your questions and to learn more about Infinite Campus and Schoology.
RFHS supports	Resources will be available for Advanced Placement, Transcripts, PSAT Registration, and much more!
ARC	Area Resource Center- provides short-term financial assistance to residents of River Falls and Ellsworth to help them meet their basic needs.

Keep Connected!

RFHS WEBPAGE Find everything you need! Explore all options for Student Services under the School Counseling section

NEWSLETTERS We have much information to share. Stay current with valuable information, program highlights and important dates. These rotate between Administration and Student Services.

SCHOOLOGY Learn about additional learning and extracurricular opportunities, and get reminders!

Help Us Help You Let our team best support your needs and interests; scan the QR code and complete the survey!

Support for Teachers

Home ⌄   Grade 9   Grade 10   Grade 11   Grade 12   ACP Google Folders

ACADEMIC CAREER PLANNING

CAREER READY
COLLEGE READY
LIFE READY

2023-24 ACP Teacher Resource Site

Each grade level tab shares outcomes and all lesson information

The teacher resource site shares all ACP related information and links to resources.

TERM 1 OUTCOMES:

- **Locate ACP Google Folder**
  - Save it to personal drive
  - Add ACP Google Folder to Xello storyboard
- **Identify School Community Resources**
  - Know where to go for help that is needed
    - In person/on-site
    - Online resources (website, newsletters, schoology)
- **Create ACP Learner Profile *portfolio requirement**
  - Review 8th grade presentation and update (ongoing throughout the year)
  - Share with WIN teacher (and other term 1 teachers if requested)
  - Track progress toward goals set
- **Complete Points of Pride #1 *portfolio requirement**
  - add to ACP Google Folder
- **Take ownership of learning**
  - **Access grades in IC**
    - Learn how GPA is calculated
- **Connect with WIN community with Character Strong**

CHARACTER TRAIT: RESPONSIBILITY

October 2
- **Points of Pride Lesson- Due October 30th**
  - each lesson presentation contains the information to present, samples, and a template
  - the lesson should also be saved into Xello (students share the link to their Points of Pride) These directions are in the presentation and the presentation is linked in the Xello Assignment for reference for those who are absent or who need additional support.

October 9
- VIRTUAL LEARNING DAY FOR STUDENTS

October 16- FUTURE WEEK
- Future Week opportunities (please share with students)
  - VIDEO HERE
  - Scrub Club Flyer
  - Northwood Tech Event
- Academic Progress Check/Learner Profile Goals Check
  - How are students doing with grades?
  - Are they progressing toward their goals set on their Learner Profiles? What challenges and successes have they experienced?
- work time on Points of Pride

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Support for Teachers

- **Individual support during W.I.N**
- **Staff Meetings**
  - **Review lessons, questions/answers/concerns**
  - **Share upcoming events**
  - **Share consistent messaging**
- **Respond to feedback**

Consistent Connections and Branding
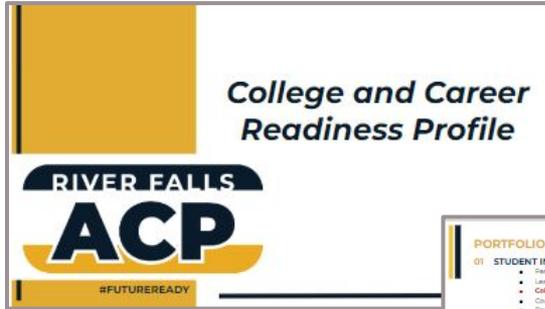
NEXT:
- Linking all lessons with Career Ready Standards
  - Formerly known as the WI Common Career Technical Core Standards
  - Standards will be released in spring

Future Weeks 2023-24

Oct. 17
CVTC High School Academies
(CNA, EMT, Welding, Construction)

POST-SECONDARY VISITS
- Grand Canyon University
- University of St. Thomas

Oct. 18
Work-Based Learning

POST-SECONDARY VISITS
- University of WI - Superior
- University of WI - Eau Claire

Oct. 19
College Applications and Essay Tips
(This session was also offered in Sept.)

POST-SECONDARY VISITS
- Michigan Technological University
- Army

*Career Speakers being added throughout the year

Extended Learning Opportunities

Allina Health

SCRUB CLUB
ALLINA HOSPITAL - RIVER FALLS

Scrub Club is an investigative, hands-on immersive healthcare experience where students can connect, engage, and ignite deeper curiosity into healthcare pathways.

TIME: 6-8 PM
DATES: shared below
WHO: RFHS/RCA students in grades 10-12

MONTHLY PATHWAY FOCUS:

- ⊘ October 19- Pharmacy
- ⊘ November 16- Emergency/Nursing
- ⊘ December 14- Courage Kenney Rehabilitation
- ⊘ February 22- Medical Imaging
- ⊘ March 14- Respiratory Therapy/Simulation
- ⊘ April/May- To Be Determined

- Limited to 30 students
- Free to attend
- Light supper and/or snacks provided
- Students provided own transportation

REGISTER HERE

Chippewa Valley Technical College

CVTC Mobile Lab is coming to RFHS!

INDUSTRIAL ROBOTICS SYSTEMS

In this course, learners are introduced to programming techniques for industrial robots. The learner examines teach pendant programming including I/O, routines, decision making, six frames of positional operation, and robot communication. Upon completion of the course, learners will be able to operate and program industrial robots commonly used in Industry 4.0. (Mobile Lab)

The students will have the opportunity to take the following SACA Certs after they successfully completed the course:

SACA C-103 Certification | Robot Systems

- Term 3 Block 2 only
- Class is T,W,TH with flex on M and F
- Limited to 12 students
- Grade 11/12 priority registration

Industrial Robotics Systems
2.0 credits

- Term 3 Block 3 only
- Classes are T,W,TH with flex on M and F
- Limited to 20 students total
- Students must register for BOTH courses to be considered
- Grade 10-12 with 11/12 given priority registration

Intro to Precision Measurement 1.0 credit

Intro to Mechatronics 2.0 credits (hybrid with online learning material and Mechatronic training equipment

INTRO TO PRECISION MEASUREMENT

This course teaches students the use of precision measurement tools including rules, tapes, calipers, micrometers, and gages. Students will apply measurement methods for reverse engineering to reverse engineer parts and to take field measurements on the shop floor. The course will enable students to communicate with machinists and other manufacturing specialists concerning precision measurements.

The students will have the opportunity to take all 6 PMI Snap On Certs while taking the course

INTRO TO MECHATRONICS

Learners are introduced to microprocessor controlled electromechanical systems. The learner examines how individual components work, and how they are integrated into simple systems. Upon completion of the course, learners will understand what technicians do in the workplace and how industry utilizes Mechatronics in advanced manufacturing. (Mobile Lab).

The students will have the opportunity to take the following SACA Certs after they successfully completed the course:

SACA C - 101 Certified Industry 4.0 Associate I | Basic Operations

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Extended Learning Opportunities

Build My Future
St. Croix Valley Home Builders Association

Allina
Scrub
Club

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Career Based Learning Experiences Tracking

Educational/Career Based Learning Experiences

Complete this form for ANY Field Trip or Educational/Career Based Learning Experiences taken in during the 2023-24 school year.

Career-based learning experience data tracker is a valuable tool for managing, optimizing, and enhancing the various aspects of career development and workforce training. It benefits both individuals seeking to advance their careers and the organizations and institutions responsible for providing these opportunities.

- Classroom Speaker
- Company Tour
- Career Fair
- Career-Related Project
- Job Shadow
- Career Related Volunteer
- Service Learning
- Career and Technical Organization
- Informational Interview

- Career Mentoring
- Simulated Worksite &/or Educational site
- School Based Enterprise
- Supervised Entrepreneurial Experiences
- Supervised Agricultural Experiences
- Internship or local Co op Experience
- State-certified Employability Skills co-op
- State-certified Occupational co-op
- State-certified Youth Apprenticeship

Career Spotlights

Incorporating career spotlight guest speakers into high school programs can make the educational experience more holistic, engaging, and career-focused. It helps students make informed decisions about their future while also enriching their educational experience with real-world perspectives and guidance.
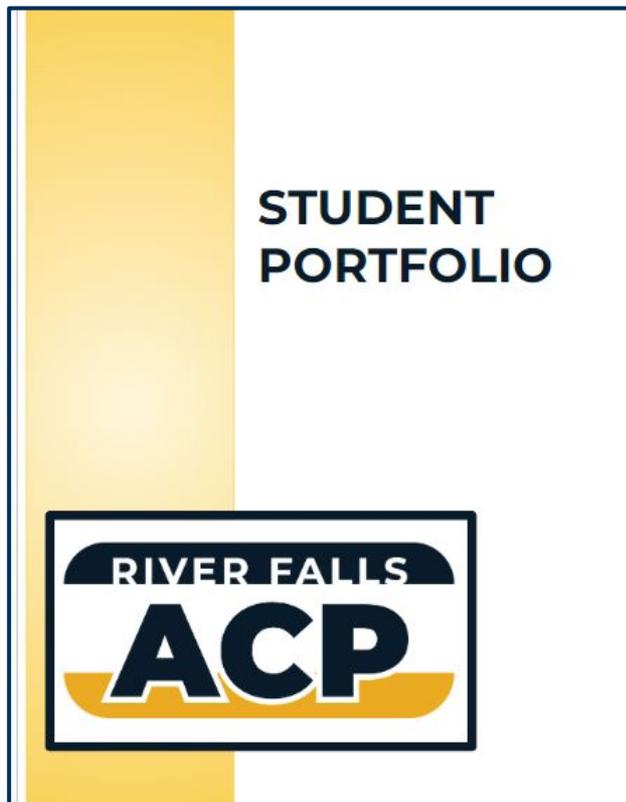

RIVER FALLS HIGH SCHOOL

CAREER SPOTLIGHT

MONTHLY DATES

RFHS IS BRINGING IN GUEST SPEAKERS FROM THE COMMUNITY TO EDUCATE AND ENHANCE CAREER PATHWAYS. GUEST SPEAKERS CAN PROVIDE VALUABLE INSIGHTS AND INSPIRATION TO STUDENTS, HELPING THEM MAKE INFORMED DECISIONS ABOUT THEIR FUTURE CAREERS. THIS HELPS TO EDUCATE AND ENHANCE CAREER PATHWAYS WHILE BUILDING A STRONG SENSE OF COMMUNITY WITHIN OUR SCHOOL DISTRICT.

REGISTER HERE!
https://bit.ly/3MdTyTY

CAREER

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ACP Product

ACP Portfolio

STUDENT PORTFOLIO

RIVER FALLS ACP

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

Each of the links above contain a presentation, samples and suggestions and tips for completion.

A sample portfolio is HERE

Academics

Career

Life

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Student Self-Assessment

College and Career Ready Profile

CAREER READY INDICATORS
Students are Career Ready if they have **identified a career interest and meet two of the behavioral and experiential benchmarks listed below.** In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Place an "X" in the box if the indicator was met	CAREER READY INDICATOR	MY READINESS Indicate the information in the empty boxes below
☐	Career interest area	My career interest:
☐	90% attendance in 9th grade year	
☐	25 hours of community service	My service record:
☐	Work-Based Learning (WBL) participation	My WBL:
☐	Industry Credential(s) earned	My certification(s):
☐	Dual Credit Career Pathway Course	My course(s):
☐	2 or more school organized/based co-curricular activities per year in grades 9-12	My involvement:

College and Career Ready Profile

COLLEGE READY INDICATORS
Students are College Ready if they have a 2.8 cumulative GPA and meet ONE of the indicators OR meet the ACT standardized testing benchmarks listed below.

Place an "X" in the box if the indicator was met	COLLEGE READY INDICATOR	MY READINESS Indicate the information in the empty boxes below
2.8 GPA (plus one indicator below)		
☐	2.8 cumulative GPA	
☐	Advanced Placement course grade A, B, or C	
☐	Advanced Placement exam score of 3 or higher	
☐	Dual Credit College English and/or Math (grade C or higher)	My course(s):
☐	Algebra II (grade C or higher)	
OR the ACT Benchmarks are met (all 4)		
☐	• English (18) • Science (23) • Reading (22) • Math (22)	If you did not meet all 4 benchmarks, please share the ones you met:
Other factors that contribute to College Readiness include:		

- ☐ College Readiness Placement Assessment (determined by post-secondary
- ☐ SAT Math 530/Reading and Writing 480
- ☐ 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

This fall students in grades 11/12 created their College and Career Ready Profile

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- Each senior student will participate in an exit interview that will allow each individual to:
  - reflect on the connections they have made and experienced during high school
  - share their personalized pathway and plan in a portfolio

- The interview will take place prior to the student's graduation term (exception is term 3 grads)
- The completion of the portfolio and interview will be noted on a student's transcript

Nov. 27
Future Ready Day
Term 2 grads interview
prep

Jan. 12
Term 2 Graduates
Interviews

Feb. 12
Future Ready Day
Terms 3,4 Interview
Prep

April 8
Future Ready Day

April date TBD
Terms 3 and 4
Graduate Interviews

Dec. 22
Senior Portfolio
Deadline

January-April
- Provide additional supports for portfolio completion
- Prepare and practice for interviews

ACP Progress-
Focus on Class of 2024

3

Senior Survey

Prior to meeting with seniors in October:

- Counselors sent a survey to assess the individual needs and aspirations of our senior students. This provides valuable insights into their post-high school plans, whether it's pursuing higher education, entering the workforce, or engaging in vocational training.

- The survey helps in customizing the support and guidance Counselors provide to each student. Understanding their goals and challenges allows Counselors to offer relevant assistance, be it in the form of academic advising, career counseling, or resources for college applications and scholarships.

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Senior Survey

Data-Driven Decision Making:

The data collected from the survey serves as a basis for data-driven decision-making. It allows the school administration to identify trends, areas of improvement, and the effectiveness of existing programs, ultimately leading to better planning and resource allocation.

Tracking Progress:

The initial survey serves as a benchmark to track the progress of students throughout the academic year. We use this information to see how students' plans evolve and whether they are meeting their goals and what workshops or presentations are needed next.

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A look at the numbers...

% of Seniors that completed the initial ACP Survey	*% of Seniors that met with their Counselor 1:1 as of 10.27.23*
90%	**100%**

1:1 Senior Meetings

During the meeting, students were asked:

- **What are your plans after graduation?**
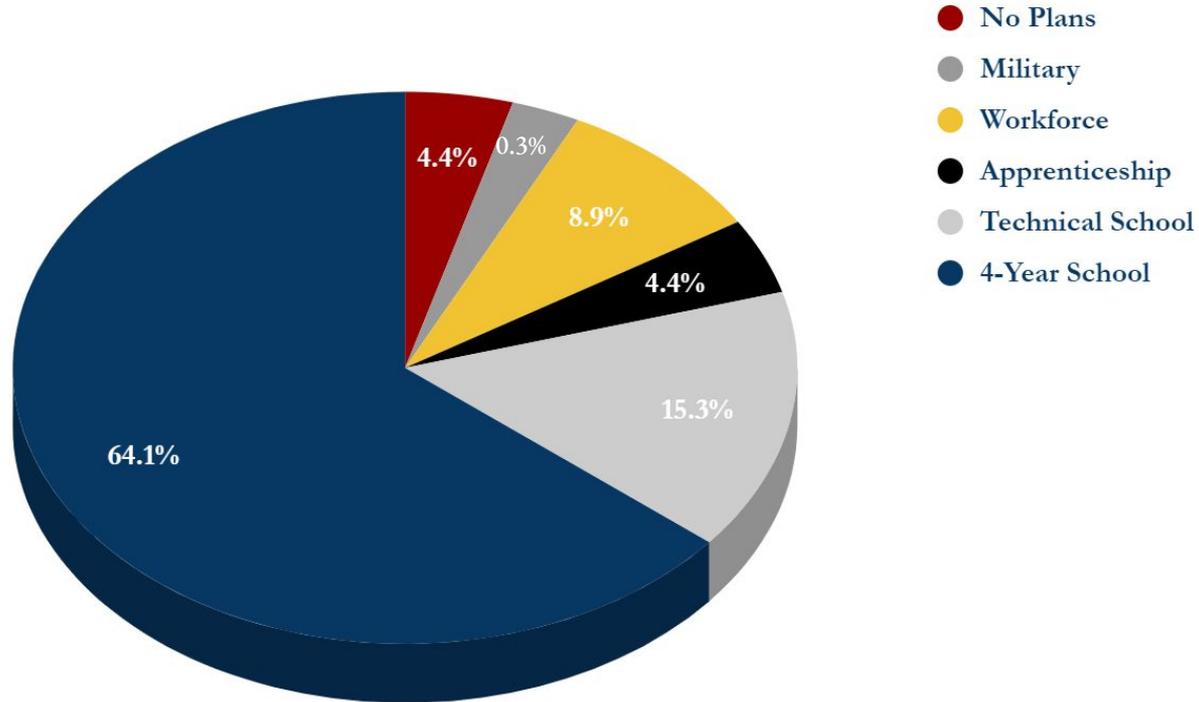- **How can we help you achieve your goal?**

Supported students with next steps:

- College Application assistance
- Essay tips
- Essay workshop
- Enrollment in WBL/YA
- Scholarships
- FAFSA
- Transcripts
- NCAA
- College Tours
- College & Career Exploration Resources

Individual Senior Meetings

What did we learn?

Legend:
- No Plans
- Military
- Workforce
- Apprenticeship
- Technical School
- 4-Year School

4.4% — No Plans
0.3% — Military
8.9% — Workforce
4.4% — Apprenticeship
15.3% — Technical School
64.1% — 4-Year School

How are we helping the 4.4% with no current plan?

- Reset and retake Matchmaker in Xello

- Resume & Cover Letter review

- Share the [College and Career Resource Website](#)

- Recommend ASVAB assessment

- Follow up session with Counselor

- Gap Year Resources

  - [Gap Year Transition Guide](#)
  - [Planning Your Gap Year (PDF)](#)
  - [Planning Your Gap Year (Form)](#)

- [St. Croix Valley YA Job Board](#)

Senior Meetings - First Generation Students

12% of Seniors are First Generation College Students

First Generation College Student Resources

Students that come from a family where neither of their parents gained a four-year degree

Government Programs
- Federal Pell Grant
- TRIO Programs
- Work Study
- Badger Promise

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Senior Meetings - Early Grads

Early Graduation Supports

- Portfolio expectations reviewed

  -Exit interviews

     *(January 2024, April 2024)

- Post-graduation plans reviewed
- Graduation credit check completed

16% of seniors are planning to graduate early
   -8% Term 2
   -8% Term 3

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Presentations/Workshops offered after reviewing data

Students who requested assistance on college applications were offered the following opportunities:

→ College Application and Essay Tips Session

→ Application Essay Workshop

→ College Application Workshop

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Breakout session - College Application Workshop

College Application and Essay Tips Presentation

Presentations/Workshops- Upcoming Sessions

- 2nd Application workshop

- FAFSA presentation

- College Visits

- Scholarship tips

- Gap year information

- First Generation College Student Workshop

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Goal for RFHS Class of 2024 and beyond

Enhancing Post-Graduation Outcomes: Ultimately, the goal is to improve post-graduation outcomes for our students. By understanding their plans and challenges, the school can work to ensure that more seniors are well-prepared for life after high school, whether that means college, a career, or further training.

Sending out an ACP Survey is a proactive step that helps tailor support to individual student needs, provides data for better decision-making, and fosters a supportive environment to enhance post-graduation outcomes. It's an essential part of a school's commitment to student success.

Program support for Class of 2025 and beyond

- Sophomore Conferencing
- Junior Conferencing
- Freshmen transition mentoring program
- Responsive programming through QR Survey
  - Parent/Teacher Conferences
  - Open House
- SEL Small Groups
- New Student Group
- Need based W.I.N. breakout sessions

FOR MORE INFORMATION

VISIT
https://www.rfsd.k12.wi.us/schools/high/

CLICK ON
- **School Counseling**
- **ACP**