

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

Monday, October 13, 2025 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

Educational Program Committee members: Alan Tuchtenhagen (Chair), Lindsey Curtis, & Monica LaVold

A quorum of the Board may be present for information-gathering purposes only.

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 PM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

4. APPROVE THE DEVELOPMENT OF *AP WORLD HISTORY: MODERN* AT RIVER FALLS HIGH SCHOOL 3

Description: Luke Chaffee, HS Social Studies teacher, will present a new course proposal for *AP World History: Modern* for approval for the 2026-27 school year.

Recommended Action: Approve the *AP World History: Modern* New Course Approval Form.

5. APPROVE THE DEVELOPMENT OF *HUMANITIES* AT RIVER FALLS HIGH SCHOOL 8

Description: Greg Gamache, HS Social Studies teacher, will present a new course proposal for *Humanities* for approval for the 2026-27 school year.

Recommended Action: Approve the *Humanities* New Course Approval Form.

6. APPROVE THE DEVELOPMENT OF *WALKING FOR WELLNESS* AT RIVER FALLS HIGH SCHOOL 21

Description: Colleen Sowa, HS Health and Physical Education teacher, will present a new course proposal for *Walking for Wellness* for approval for the 2026-27 school year.

Recommended Action: Approve the *Walking for Wellness* New Course Approval Form.

7. APPROVE THE DEVELOPMENT OF *LIVING YOUR BEST LIFE: READINGS AND REFLECTIONS ON IMPROVING YOUR HEALTH & HAPPINESS* AT RIVER FALLS HIGH SCHOOL 29

Description: Colleen Sowa, HS Health and Physical Education teacher, will present a new course proposal for *Living Your Best Life: Readings and Reflections on Improving Your Health & Happiness* for approval for the 2026-27 school year.

Recommended Action: Approve the *Living Your Best Life: Readings and Reflections on Improving Your Health & Happiness* New Course Approval Form.

8. APPROVE THE ENGLISH LANGUAGE (EL) LOCAL PLAN 39

Description: Amy Wise, Co-Director of Academic Services, and Nataly Gomez, EL Program Assistant, will present the English Language (EL) Local Plan.

Recommended Action: Approve the English Language (EL) Local Plan.

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 MEETING

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 10, 2025, 6:00 p.m.

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

11. ADJOURN

AP Modern World History

1200 - the present

AP Modern World is...

- .5 credit Elective/required credit for sophomores, juniors and/or seniors.
- students investigating significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: human and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP Modern World is...

- aligned and directly articulated in RFSD strategic plan.
 - Goal #1 states: Hold high expectations for student learning.
 - 1.5 states: Increase career and college planning and **experiences** for students.
 - Goal #4 states: Provide life readiness skills.
 - being able to make claims and use evidence in source material to support those claims.
 - being able to give historical events and peoples the contextualization necessary to develop understanding.
 - being able to make connections between historical events, trends and persons and the present.
 - being able to develop an argument, support your perspective with evidence and appropriately communicate it to appropriate audiences.

Why does River Falls High School need it?

- AP Modern World offers students the opportunity to meet a Sophomore history requirement while pursuing additional content, rigor and college preparedness within RFHS.
- AP Modern World builds the academic foundation for students to pursue additional AP content in the History department.
- Ultimately it comes down to student choice. This simply gives students the opportunity to tackle historical content with more depth, discernment, empathy and understanding.

Rigor

- AP established standards for text and student resources.
- Established pathways to student mastery of six historical thinking skills.
- Rubric normed written work and teacher feedback that requires the use of contextualization, primary source material and original student thought/arguments.
- Ultimately there is a standards based optional exam that scores 1-5 for student work.

Priority Standards

- SS.Inq2.b.h Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.
- SS.Hist1.b.h Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.
- SS.Hist2.a.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.
- SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

Alignment

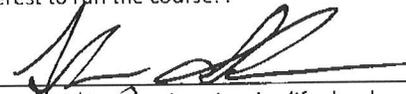
Explain how this course meets certain criteria of Goal 4.1 of the SDRF Strategic Plan: Embed into curriculum and instruction: critical thinking, problem solving, perseverance, adaptability, social-emotional awareness, financial literacy, & desire for lifelong learning.

This course tackles historical content through the use of individual student critical thinking and problem solving. Students will look at specific historical movements and be able to reason through the "why" of the historical issue and then be able to reason through the impact the movement had on society and ultimately their lives and world. This course lays the foundation for lifelong learning by giving the students critical thinking and complex reasoning skills so they can solve/understand complex problems that they face and society faces as their lives progress.

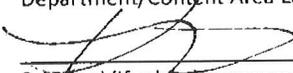
Approval to List and Develop

Signatures below signify approval to list the course as an option in a future course catalog, and develop/revise the above named course should there be enough student interest to run the course. .

Approved Denied



 Department/Content Area Leader (if school sponsored) Date 9/19/2025



 Principal (if school sponsored) Date 9/25/25



 Director of Academic Services (if denied, attach justification)) Date 10/9/25

Note: Above approvals must be met prior to presenting this course request to the Educational Program Committee for final approval.

 Educational Programs Committee Chairperson Date _____

Course Approval

A course scope and sequence, course curriculum map, and unit maps must be submitted and approved by the Director of Academic Services prior to the beginning of the course. Use the following district documents to complete this work:

SDRF CURRICULUM MAP TEMPLATE

SDRF UNIT PLAN TEMPLATE

 Director of Academic Services Date _____

Approved As is Deny Modify _____



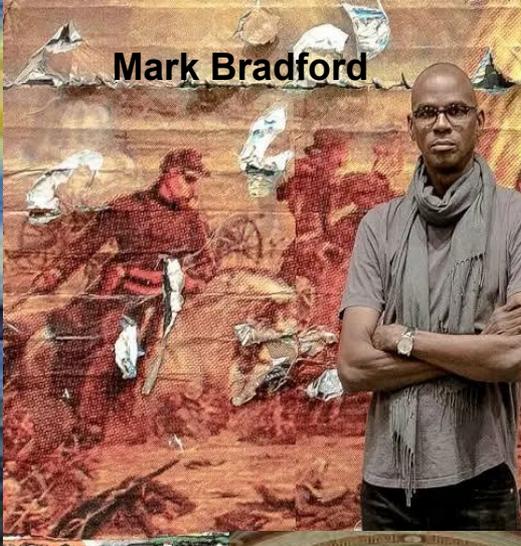
An epic drama of
adventure and exploration



Humanities

Class Overview

Greg Gamache • Oct. 9th 2025



Mark Bradford

ART: You have all seen these Beautiful paintings

Do you know the story behind them? or how, or why they were painted?



Vermeer



Raphael



Munch



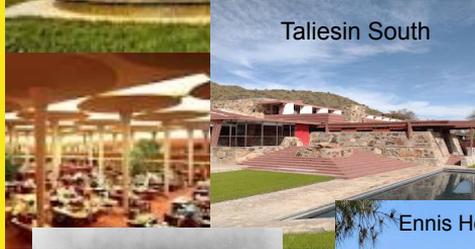
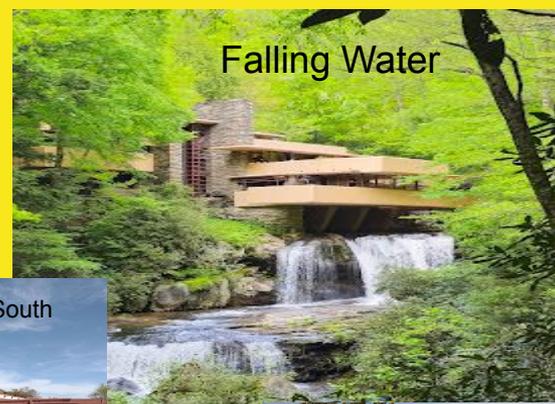
Grant Wood



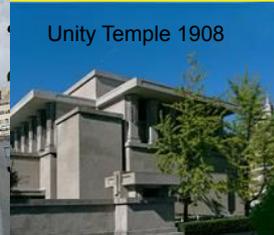
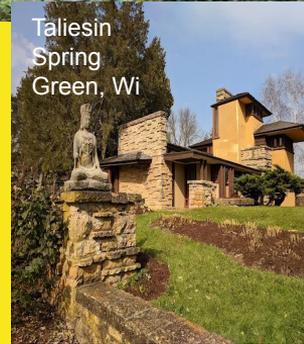
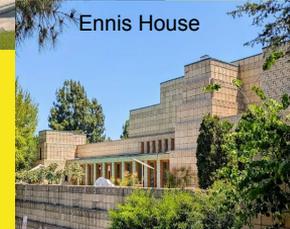
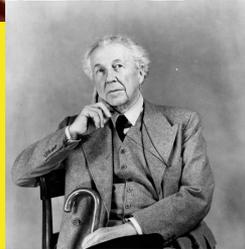
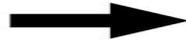
Davinci

ARCHITECTURE

We look at, discuss, discover the most amazing structures on this planet!



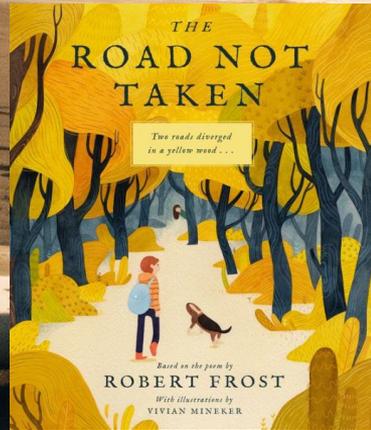
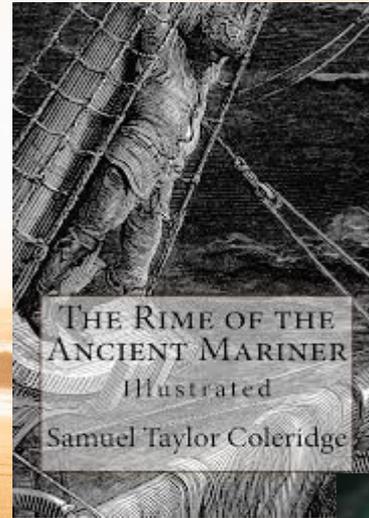
One of the World's
greatest architects
Frank Lloyd Wright
is from Wisconsin!



Two roads diverged in a
wood and I - I took the
one less traveled by,
and that has made all
the difference.

Robert Frost

BrainyQuote®



Literature: Students learn and practice
“breaking down” and understanding Poetry

MUSIC and DANCE

The students learn about how sound and music affects us.

The learn about the origins of music and the transition from classical to modern.

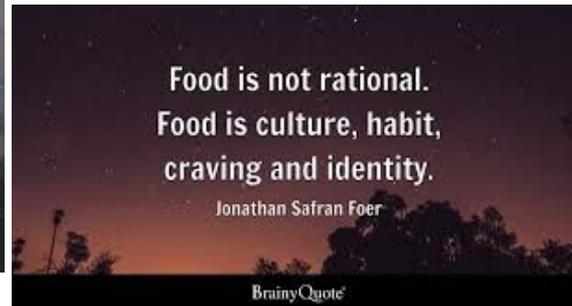
They listen to music from different eras and genres.

They also, share lyrics, discuss censorship, and make G.O.A.T. lists

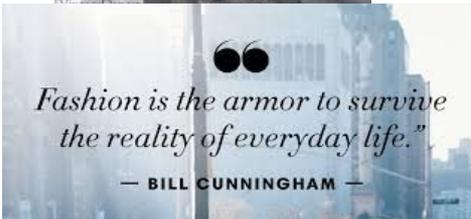
Music
can change
the world.
Beethoven



Fashion



FOOD



Humanities Course Description

As you just saw in the previous slides ...

Humanities will provide an integrated study of the origins of civilization and modern day “man” through the lens of the Humanities – ART, ARCHITECTURE, LITERATURE, FILM, MUSIC & DANCE, and FOOD & FASHION.

A global perspective will be used when exploring the Humanities making sure to look at music, art, architecture, etc., from different areas and perspectives.

Particular emphasis will be placed on gaining an understanding of what makes us as individuals and cultures “tick” day in and day out. Humanities gives us a “window” in which to view different time periods, civilizations, peoples, and cultures.

Course Objectives and Rigor Part 1

Demonstrate knowledge of works and persons of early civilizations and recognize their continuing significance to today.

Identify relevant social and cultural issues in early civilizations and make connections to today.

Apply appropriate strategies when reading selections that vary in content, difficulty, and style.

Work alone and in groups.

Share their findings (Present) to the entire class.

Participate in structured class discussions.

Create and answer: learning targets, driving questions, thesis statements.

Use research to support their opinions and answers.

Improve reading, writing, and grammar skills.

This course would fill a content hole in the current RFHS curriculum.

The topics covered in Humanities are:

- 1. Art – Central and South America*
- 2. Architecture -- Asia*
- 3. Literature – Great Britain / Ireland*
- 4. Photography / Film (Photos, Photo essays, movies) – Mainly U.S. and local*
- 5. Music and Dance – We focus on different “music era’s & genres” more than a geographic location*
- 6. Food and Fashion – Everywhere but U.S.*

I start each unit by giving the students information on each topic and break down new and interesting concepts for them.

I also cover each unit from a different geographic perspective and / or area of the world. I want to give the students as much of a non-American perspective as possible. After I cover the content the students will then do an Inquiry Based Learning project (IBL) (I explain what IBL is and the benefits of using it in the next section) where they can choose any geographic area and time period they want, including America.

Depending on the Districts and Administrations views on this A Humanities class also provides many opportunities for “team teaching” (Art teacher and Art, English teacher and Literature, FACS teacher for Food & Fashion, woods class and Architecture) and / or bringing in experts from our amazing community to discuss Art, Architecture, Literature, Film, Music, Dance, Food, Fashion ... throughout many of the units ... How awesome is that?!

I would have LOVED a Humanities class when I was in High School! Why? ... because I was a person who loved art, but could not draw or paint. I was interested in architecture, but didn't understand it. I enjoyed music, but could not sing or play a note.

There are 6 steps to using IBL and Rigor Part 2

- 1. Requires the students to create (and ultimately) answer their “driving question”.*
- 2. They will also create “learning targets” so they have an idea of what they want to learn and what they want their classmates to know when they are done.*
- 3. They do research to gather background info... the who, what, when, where, why, how, and so what of their topic or person (or both).*
- 4. Then they synthesize and summarize their answers into their own thoughts and words.*
- 5. They will share their answer to the “driving question” with the class, they share their “learning targets”, they share the info that they learned about their topic and / or person and share what they learned throughout the project and process. (I've watched countless students gain confidence in presenting and in themselves through this process).*
- 6. They will also reflect on what they learned, what they thought went well and what they could do different or better the next time.*

Another appealing aspect of IBL is that the students are given choice and voice throughout the entire IBL process. Education research supports the notion that when students get choices in their learning and an opportunity to voice their opinions on the content and the methodology, they are more interested and invested in the learning process, which leads to a higher quality of work produced and a higher level of achievement and learning!

WI. STATE PRIORITY STANDARDS COVERED IN HUMANITIES

Social Studies Inquiry Practices and Processes

Inq1.a: Develop questions based on a topic

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

Inq1.b: Plan an inquiry

SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student developed research proposal.

Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry

SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

Inq3.a: Develop claims to answer an inquiry question

SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

Communicate conclusions

SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Inq4.b: Critique conclusions

SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

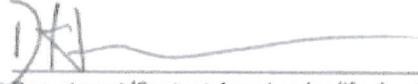
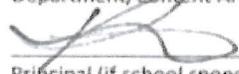
**RIVER FALLS SCHOOL DISTRICT
NEW OR REVISED COURSE PROPOSAL**

Educators wishing to develop new courses, or create significant changes to an existing course, should complete the following document. Initial approval must come from the department chair, the principal and the Director of Academic Services. When these layers of approval are met, the educator making the course proposal will present their course to the Educational Program Committee. Approval by the Educational Program Committee is required prior to a new or revised course being advertised in the course catalog.

Contact	<p>School/Department <u>RFHS Social Studies</u> Date <u>9-18-2025</u></p> <p>Contact Person <u>Greg Gamache</u> Phone/Email <u>greg.gamache@rfsd.k12.wi.us</u></p>
Course Information	<p>Select all that apply:</p> <p><input checked="" type="checkbox"/> Proposed New Course</p> <p><input type="checkbox"/> Revision to Existing Course</p> <p><input type="checkbox"/> Title Change</p> <p>Full/Proposed Course Title <u>Humanities (I am open to something else)</u></p> <p>Previous Title (if changed) <u>N/A</u></p> <p>Course Length <u>1 semester would be perfect or maybe it could be an A/B Block Elective</u></p> <p>Credits <u>.50 if one semester</u></p> <p>Required _____ Elective <u>X</u></p> <p>Prerequisites <u>None</u></p> <p>Level/Type:</p> <p><input type="checkbox"/> Middle School</p> <p><input checked="" type="checkbox"/> High School</p>
Course Description	<p>Course Outline: <i>Humanities</i> is a semester long 9th – 12th grade, Social Studies (.50 credit) elective course. Humanities will provide an integrated study of the origins of civilization and modern day “man” through the lens of the Humanities – music, art, food, literature, dance, philosophy, fashion, film, and architecture. A global perspective will be used when exploring the Humanities making sure to look at music, art, architecture, etc., from all continents and a variety of civilizations and cultures. Particular emphasis will be placed on gaining an understanding of what makes us as individuals and cultures “tick” day in and day out. Humanities gives us a “window” in which to view different time periods, civilizations, peoples, and cultures.</p> <p>Course Objectives.</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> · Demonstrate knowledge of works and persons of early civilizations and recognize their continuing significance. · Identify relevant social and cultural issues in early civilizations and make connections to today. · Apply appropriate strategies when reading selections that vary in content, difficulty, and style. · Work alone and in groups. · Share their findings (Present) to the entire class. · Participate in structured class discussions. · Create and answer: learning targets, driving questions, thesis statements. · Research and support their opinions and answers. · Improve reading, writing, and grammar skills.

Justification	<p>Please check the box next to each statement that pertains to the need for the proposed new course or course revision:</p> <p><input type="checkbox"/> Need for this course is based on gaps in the curriculum and/or current course offerings.</p> <p><input type="checkbox"/> Need for this course has been identified by building leadership in alignment with school initiatives. .</p> <p><input type="checkbox"/> Other: _____</p> <p>In the space provided below, add a short narrative justifying the checked statements above. Illustrate how the new course or course revision will integrate with and complement current programing within your school.</p> <p><i>This course would fill a content hole in the current RFHS curriculum.</i></p> <p><i>The topics covered in Humanities are:</i></p> <ol style="list-style-type: none"> <i>1. Art – Central and South America</i> <i>2. Architecture -- Asia</i> <i>3. Literature – Great Britain / Ireland</i> <i>4. Photography / Film (Photos, Photo essays, movies) – Mainly U.S. and local</i> <i>5. Music and Dance – Everywhere – We focus on different “music genres” more than a geographic location</i> <i>6. Food and Fashion – Everywhere but U.S.</i> <p><i>I start each unit by giving the students information on each topic and break down new and interesting concepts for them. I also cover each unit from a different geographic perspective and/or area of the world. I wanted to give the students as much of a non-American perspective as possible. After I cover the content and the geographic area the students will then do an Inquiry Based Learning project (IBL) (I explain what IBL is and the benefits of using it in the next section) where they can choose any geographic area they want, including America.</i></p> <p><i>Depending on the Districts and Administrations views on this ... A Humanities class also provides many opportunities for “team teaching” (Art teacher and Art, English teacher and Literature, FACS teacher for Food, woods class and Architecture) and/or bringing in experts from our amazing community to discuss Art, Architecture, Literature, Film, Music, Dance, Food, Fashion ... throughout many of the units ... How awesome is that?!</i></p>
Alignment	<p>Explain how this course meets certain criteria of Goal 4.1 of the SDRF Strategic Plan: Embed into curriculum and instruction: critical thinking, problem solving, perseverance, adaptability, social-emotional awareness, financial literacy, & desire for lifelong learning.</p> <p><i>As I stated above. I have already created a Humanities class from scratch. With the help of the Hudson Administration and a teacher coach at the time, I pitched this class to the Hudson school board and was given approval to proceed with the course. I chose content and curriculum, I created all assessments and rubrics, I found all materials needed for daily lessons, activities, units and projects. The course had two sections of about 22 students the first year. By the time I left Hudson the class regularly had 5-6 sections of about 25 students and it is still going strong! Another aspect of this class that is appealing to RFHS is that it is 80% taught as an Inquiry Based Learning class (IBL) which is heavily project and discussion based.</i></p> <p><i>There are 6 steps to using IBL.</i></p> <ol style="list-style-type: none"> <i>1. Requires the students to create (and ultimately) answer their “driving question”.</i> <i>2. They will also create “learning targets” so they have an idea of what <u>they want to learn</u> and what <u>they want their classmates to know</u> when they are done.</i> <i>3. They do research to gather background info... the who, what, when, where, why, how, and so what of their topic or person (or both).</i> <i>4. Then they synthesize and summarize their answers into their own thoughts and words.</i> <i>5. They will share their answer to the “driving question” with the class, they share their “learning targets”, they share the info that they learned about their topic and/or person and share what they learned throughout the project and process.</i> <i>6. They will also reflect on what they learned, what they thought went well and what they could do different or better the next time.</i> <p><i>Another appealing aspect of IBL is that the students are given <u>choice</u> and <u>voice</u> throughout the entire IBL process. Education research supports the notion that when students get choices in their learning and an opportunity to voice their opinions on the content and the methodology, they are more interested and invested in the learning process, which leads to a higher quality of work produced and a higher level of achievement and learning!</i></p> <p><i>Also, the fact that the students are learning interesting content AND skillsets lends itself to longer retention and skills that the students can and will use long after they graduate from RFHS</i></p> <p><i>This is a macro look at my vision of a Humanities class. Not know if this class is a consideration or not, I did not want to get into details at this point. However, I can provide much more detailed information if you’d like to see it or if you’d like to meet and discuss face-to-face, I’m open to that also.</i></p> <p><i>Thank you for your time and consideration of this amazing course!</i></p>

Signatures below signify approval to list the course as an option in a future course catalog, and develop/revise the above named course should there be enough student interest to run the course. .

Approval to List and Develop	Approved	Denied		10/8/25
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Department/Content Area Leader (if school sponsored)	Date
	<input checked="" type="checkbox"/>	<input type="checkbox"/>		10/8/25
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Principal (if school sponsored)	Date
			10/9/25	
		Director of Academic Services (if denied, attach justification))	Date	
<i>Note: Above approvals must be met prior to presenting this course request to the Educational Program Committee for final approval.</i>				
	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
			Educational Programs Chairperson	Date
Course Approval	A course scope and sequence, course curriculum map, and unit maps must be submitted and approved by the Director of Academic Services prior to the beginning of the course. Use the following district documents to complete this work:			
	<u>SDRF CURRICULUM MAP TEMPLATE</u>			
	<u>SDRF UNIT PLAN TEMPLATE</u>			
	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
			Director of Academic Services	Date

Approved As Is Deny Modify _____

Revised June 6, 2024

Course Proposal: Walking for Wellness

RFHS Health/ PE Dept



Course Description:

This course introduces students to the physical and mental benefits of walking as a lifelong form of exercise. Students will learn how regular walking supports cardiovascular health, builds endurance, and strengthens overall wellness. Along the way, they will explore how walking can reduce stress, boost energy, and improve focus in daily life. By the end of the course, students will recognize walking as a simple yet powerful way to stay active and healthy. (other low impact movement might be used based on weather- XC skiing, snow shoeing, etc.)

.5 Credit- 1 Term Class (can count towards 1.0 required PE fulfillment)
Offered to students in grades 10th -12th



Why Does RFHS Need it?

- Teaching to relevant, lifelong Activity
- Alignment with School and State Goals and Standards
 - RFSD Strategie Plan
 - Health Standards
 - SEL Standards
- Student Interest and Relevance

RFSD Strategic Plan: Values and Goals

VALUES:

STUDENTS FIRST - We center our policies, practices, and actions on doing what is best for all students.

EQUITY - We ensure the individual personal needs of every child are supported by high quality education/resources to pursue their unique potential.

GOALS:

GOAL 2:

**Provide a Safe,
Welcoming, and
Healthy School
Environment**

GOAL 4:

**Provide Life
Readiness Skills**

WI State Health Standards (9-12)

PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary.

PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.

PE.S3.H2.L3 Design a strategy using technology or social media to assist others in supporting a healthy, active lifestyle.

PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment.

PE.S5.H3.L3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment.

Current PE Offerings

Required Course

Intro to PE (taken at grade 9)

Offered but do not meet graduation requirements

Athletic Training
Sports Officiating

Elective Course (1.0 needed)

Competitive

Team Sports
Racquet Sports
Power Sports
Senior Electives

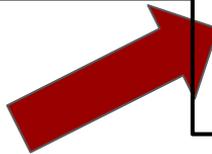
Specialty

Adv Fitness/ Weights
Lifeguard training
Outdoor Education
Learn to Swim

Recreational

Lifetime Activities
Mindful Movement

Walking for Wellness



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

Educators wishing to develop new courses, or create significant changes to an existing course, should complete the following document. Initial approval must come from the department chair, the principal and the Director of Academic Services. When these layers of approval are met, the educator making the course proposal will present their course to the Educational Program Committee. Approval by the Educational Program Committee is required prior to a new or revised course being advertised in the course catalog.

Contact	School/Department <u>Health/PE</u> Date: <u>9/28/25</u> Contact Person : <u>Ryan Bishop</u> Phone/Email: <u>Ryan.bishop@rfsd.k12.wi.us</u>
Course Information	Select all that apply: <input checked="" type="checkbox"/> Proposed New Course <input type="checkbox"/> Revision to Existing Course <input type="checkbox"/> Title Change Full/Proposed Course Title: <u>Walking for Wellness</u> Previous Title (if changed) _____ Course Length <u>1</u> Term _____ Credits <u>.5</u> Required _____ Elective <u>X</u> Prerequisites <u>Intro to PE</u> This class can count towards the 1 credit PE requirements _____ Level/Type: <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School (10-12)
Course Description	This course introduces students to the physical and mental benefits of walking as a lifelong form of exercise. Students will learn how regular walking supports cardiovascular health, builds endurance, and strengthens overall wellness. Along the way, they will explore how walking can reduce stress, boost energy, and improve focus in daily life. By the end of the course, students will recognize walking as a simple yet powerful way to stay active and healthy. (other low impact movement might be used based on weather- XC skiing, snow shoeing, etc.)
Justification	Please check the box next to each statement that pertains to the need for the proposed new course or course revision: <input checked="" type="checkbox"/> Need for this course is based on gaps in the curriculum and/or current course offerings. <input type="checkbox"/> Need for this course has been identified by building leadership in alignment with school initiatives. . <input type="checkbox"/> Other: _____ In the space provided below, add a short narrative justifying the checked statements above. Illustrate how the new course or course revision will integrate with and complement current programing within your school. In today’s fast-paced, technology-driven society, many students and adults spend extended hours sitting, leading to decreased physical activity and rising health concerns. Walking offers an accessible, low-impact form of exercise that promotes long-term health by improving cardiovascular fitness, reducing stress, and supporting mental well-being. Unlike many sports or fitness trends, walking requires no special equipment and can be practiced throughout life, making it a sustainable and inclusive activity for all. Teaching students the value of walking helps them build lifelong habits that support both physical health and emotional balance in an increasingly sedentary world.

Course Proposal: Living your Best Life!



RFHS Health/ PE Dept

Course Description:

This course invites students to explore the many dimensions of wellness and how they shape a meaningful and fulfilling life. Through engaging readings, guided reflections, and thoughtful discussions, students will reflect on the ways wellness influences daily experiences, relationships, and long-term happiness. By the end of the course, students will have gained personal insights and practical strategies for creating balance, building resilience, and living with greater purpose and joy.

.5 Credit Elective- 1 Term Class (ideally for students in grades 11-12)

Caters to all students as the topics can apply to anyone!



Why Does RFHS Need it?

- Continued Education on a Crucial Subject!
- Critical Life Skills and Preparedness
- Alignment with School and State Goals and Standards
 - RFSD Strategic Plan
 - Health Standards
 - SEL Standards
- Student Interest and Relevance

RFSD Strategic Plan: Values and Goals

VALUES:

EXCELLENCE - We embrace the continuous pursuit of improvement in school operations, services, and programs.

INNOVATION - We inspire and empower innovative thought and practice.

GOALS:

GOAL 1:

Hold High
Expectations for
Student Learning

GOAL 4:

Provide Life
Readiness Skills



Leading with

CHARACTER

Curiosity

Responsibility

Gratitude

Compassion

Cooperation

Perseverance

Respect

Honesty

Courage



Continuing to connect material learned to Character Traits!

- Curiosity to learn and reflect about ourselves
- Responsibility for our happiness
- Gratitude for what we have and serving others in return
- Respect for ourselves and others
- Courage to make the change and be the change to live our best quality of life

Leading our lives with character - at home, at school and in the community. This is The Wildcat Way.

WI State Health Standards (9-12)

HE.S1.h1 Apply ways to build upon strengths and assets to support individual and collective health and well-being.

HE.S1.h5 Examine connections between individual health literacy, organizational health literacy, and health outcomes.

HE.S2.h2 Evaluate how individual, interpersonal, community, societal, and environmental factors influence health behaviors, health outcomes, and health equity.

HE.S2.h4 Formulate strategies in order to respond and manage influences that impact health and well-being.

HE.S5.h4 Make a health-related decision and develop a plan of action to implement that decision.

HE.S7.h1 Evaluate supports and barriers to engaging in health-related practices and behaviors.

HE.S8.h4 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels.

WI State Social & Emotional Learning Competencies



SELF-CONCEPT (cont'd)

Develop positive self-identity and recognize self as a lifelong learner

No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
7	Self-Awareness	Learners will be able to use optimism and a "growth mind set" to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop.	Learners will be able to set priorities to build personal strengths, grow in their learning, recognize barriers, and employ solutions.	Learners will be able to maintain a "growth mind set" about their abilities to succeed and grow and will persist through challenges.

SOCIAL COMPETENCE (cont'd)

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large

No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
19	Relationship Skills	Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences.	Learners will be able to self-reflect on their role in a conflict to inform their behavior in the future.	Learners will be able to consistently resolve inter-personal conflicts across settings (e.g., school, work, community, and personal relationships).
20	Decision Making	Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of well-being for oneself and others.	Learners will be able to apply steps of systemic decision making with consideration of well-being for oneself and others.	Learners will be able to consider a variety of factors (e.g., ethical, safety, and societal factors) in order to make decisions that ³⁵ note productive social and work relations.

Student Testimonies

“I took health class with Ms. Sowa my freshman year of high school, and going into it, I had no idea what any of the stuff was. I knew the topics because of all the things that happen in the world, but I came from a private school where the importance of knowing what is wrong and right when it came to drugs, relationships, and personal matters was not a topic that was touched on at all in class. But that is the true importance of a health class, for those who know about things but don't understand why they matter in life. This class helped me throughout freshman year by giving me a better perspective on how to view life after just starting high school, and I think if there were to be an upperclassman health class, it would give that same realization to people who may have lost it throughout their high school years.”

-Female student @ RFHS

“River Falls High School should offer an upperclassman elective health class focused on becoming our personal best because it could truly make a difference for students like me. I've been through my own mental health challenges, and learning more about myself and how I think, cope, and connect with others has helped me grow in ways that traditional classes can't always teach.”

-Male student @ RFHS

“Even though we learn basic health topics in 9th grade, taking another health class in 11th grade would let us go deeper and apply those skills to real-life situations as older teens. It would help us handle more complex challenges, make better decisions, and prepare for life after high school.”

-Female student @ RFHS 36

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

Educators wishing to develop new courses, or create significant changes to an existing course, should complete the following document. Initial approval must come from the department chair, the principal and the Director of Academic Services. When these layers of approval are met, the educator making the course proposal will present their course to the Educational Program Committee. Approval by the Educational Program Committee is required prior to a new or revised course being advertised in the course catalog.

Contact	School/Department <u>_Health/PE_</u> Date: <u>9/28/25_</u> Contact Person : Colleen Sowa _____ Phone/Email: <u>colleen.sowa@rfsd.k12.wi.us_</u>
Course Information	Select all that apply: <input checked="" type="checkbox"/> Proposed New Course <input type="checkbox"/> Revision to Existing Course <input type="checkbox"/> Title Change Full/Proposed Course Title: <u>Living Your Best Life: Readings and Reflections on improving your Health & Happiness</u> Previous Title (if changed) _____ Course Length <u>_1 Term_</u> Credits <u>_.5_</u> Required _____ Elective <u>_X_</u> Prerequisites <u>_Must have taken/passed the required Health Class first_</u> Level/Type: <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School (10-12)
Course Description	This course invites students to explore the many dimensions of wellness and how they shape a meaningful and fulfilling life. Through engaging readings, guided reflections, and thoughtful discussions, students will reflect on the ways wellness influences daily experiences, relationships, and long-term happiness. By the end of the course, students will have gained personal insights and practical strategies for creating balance, building resilience, and living with greater purpose and joy.
Justification	Please check the box next to each statement that pertains to the need for the proposed new course or course revision: <input type="checkbox"/> Need for this course is based on gaps in the curriculum and/or current course offerings. <input type="checkbox"/> Need for this course has been identified by building leadership in alignment with school initiatives. . <input checked="" type="checkbox"/> Other: <u>_____</u> encourages continued learning and growing in health and wellness during high school and into the future <u>_____</u> In the space provided below, add a short narrative justifying the checked statements above. Illustrate how the new course or course revision will integrate with and complement current programing within your school. . Offering this course to high school students during the critical period of adolescence supports ongoing growth and the development of lifelong habits, giving them the knowledge and skills to manage wellness, navigate stress, make informed decisions, strengthen relationships, and build resilience—benefits that will enhance their health, happiness, and success far beyond high school.

Alignment	<p>Explain how this course meets certain criteria of Goal 4.1 of the SDRF Strategic Plan: Embed into curriculum and instruction: critical thinking, problem solving, perseverance, adaptability, social-emotional awareness, financial literacy, & desire for lifelong learning.</p> <p>Through guided reflections, discussions, and wellness-focused activities, students learn to navigate challenges, manage stress, and make thoughtful decisions, fostering resilience and adaptability. The course also promotes a desire for lifelong learning by encouraging ongoing personal growth and self-awareness, equipping students with practical strategies to maintain their well-being and build meaningful, balanced lives.</p>																		
Approval to List and Develop	<p>Signatures below signify approval to list the course as an option in a future course catalog, and develop/revise the above named course should there be enough student interest to run the course.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 10%; vertical-align: top;"> <input checked="" type="checkbox"/> Approved <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> </td> <td style="width: 10%; vertical-align: top;"> <input type="checkbox"/> Denied <input type="checkbox"/> <input type="checkbox"/> </td> <td style="width: 60%; border-bottom: 1px solid black; vertical-align: bottom;"> Department/Content Area Leader (if school sponsored) </td> <td style="width: 20%; text-align: center; vertical-align: bottom;"> 10/9/25 _____ Date </td> </tr> <tr> <td colspan="2"></td> <td style="border-bottom: 1px solid black; vertical-align: bottom;"> Principal (if school sponsored) </td> <td style="text-align: center; vertical-align: bottom;"> 11/2/25 _____ Date </td> </tr> <tr> <td colspan="2"></td> <td style="border-bottom: 1px solid black; vertical-align: bottom;"> Director of Academic Services (if denied, attach justification)) </td> <td style="text-align: center; vertical-align: bottom;"> 10/9/25 _____ Date </td> </tr> </table> <p><i>Note: Above approvals must be met prior to presenting this course request to the Educational Program Committee for final approval.</i></p> <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="width: 10%; vertical-align: top;"><input type="checkbox"/></td> <td style="width: 10%; vertical-align: top;"><input type="checkbox"/></td> <td style="width: 60%; border-bottom: 1px solid black; vertical-align: bottom;"> _____ Educational Programs Committee Chairperson </td> <td style="width: 20%; text-align: center; vertical-align: bottom;"> _____ Date </td> </tr> </table>			<input checked="" type="checkbox"/> Approved <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> Denied <input type="checkbox"/> <input type="checkbox"/>	Department/Content Area Leader (if school sponsored)	10/9/25 _____ Date			Principal (if school sponsored)	11/2/25 _____ Date			Director of Academic Services (if denied, attach justification))	10/9/25 _____ Date	<input type="checkbox"/>	<input type="checkbox"/>	_____ Educational Programs Committee Chairperson	_____ Date
<input checked="" type="checkbox"/> Approved <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> Denied <input type="checkbox"/> <input type="checkbox"/>	Department/Content Area Leader (if school sponsored)	10/9/25 _____ Date																
		Principal (if school sponsored)	11/2/25 _____ Date																
		Director of Academic Services (if denied, attach justification))	10/9/25 _____ Date																
<input type="checkbox"/>	<input type="checkbox"/>	_____ Educational Programs Committee Chairperson	_____ Date																
Course Approval	<p>A course scope and sequence, course curriculum map, and unit maps must be submitted and approved by the Director of Academic Services prior to the beginning of the course. Use the following district documents to complete this work:</p> <p>SDRF CURRICULUM MAP TEMPLATE</p> <p>SDRF UNIT PLAN TEMPLATE</p> <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="width: 10%; vertical-align: top;"><input type="checkbox"/></td> <td style="width: 10%; vertical-align: top;"><input type="checkbox"/></td> <td style="width: 60%; border-bottom: 1px solid black; vertical-align: bottom;"> _____ Director of Academic Services </td> <td style="width: 20%; text-align: center; vertical-align: bottom;"> _____ Date </td> </tr> </table>			<input type="checkbox"/>	<input type="checkbox"/>	_____ Director of Academic Services	_____ Date												
<input type="checkbox"/>	<input type="checkbox"/>	_____ Director of Academic Services	_____ Date																

Approved As Is
 Deny
 Modify _____

Local Plan Title III Presentation

October 13 , 2025



Title III

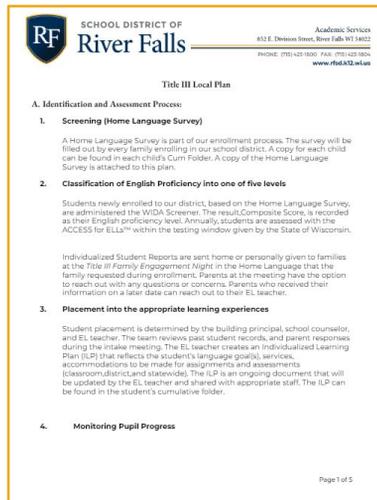
Mission

To support **all students'** access to school, the School District of River Falls has dedicated EL teachers who work with families and students who are learning English. In addition to supporting students, the EL teachers work with families to access resources to communicate with their student's school and so families can participate in their students' educational experience.



Local Plan – Sections

- Identification and Assessment Process
- Implementation of Plans for Regular School Year
- Parents and Parental Involvement
- Staffing and related professional development
- Explain the core curriculum program in the school district and how the services for identified ELL's are supplemental to the core program



Identification and Assessment Process:

Identification

- **Home Language Survey**
Included in Enrollment Process for all students.

Assessment

- **WIDA Screener Online**
WIDA Screener is an English language proficiency assessment given to new students to help educators identify whether they are English learners.



Identification and Assessment Process Cont.:

Parent Notification & Consent

30 Days to Determine EL Status

Districts have 30 calendar days from enrollment to identify a student's EL status.

Notify Parents Promptly

Parents must be informed of the determination within required timelines.

Language Access

Information must be translated or interpreted in the family's home language.

Parents/guardians Rights:

- Immediate Removal
- Decline/Choose
- Selection Assistance

Assessed Annually

WIDA ACCESS

Educators use ACCESS results, along with other WIDA resources, to make decisions about students' English academic language and to facilitate their language development.

Students' scores reflect proficiency levels ranging from Level 1 (Entering) to Level 6 (Reaching).



Implementation of Plans for Regular School Year

Goals

Short Term:



Use new data platform, NextPath, to track ML students targeted growth on ACCESS, and use multiple data points to monitor progress of students.



Increase family engagement within our Title III program to 100% participation in at least 1 family engagement activity.



Create a program toolkit for RFSD staff to communicate program goals, student support, and general EL/ML accommodations and instructional strategies.

Long Term:



Coordination of RFSD student services/programs (SPED, Title I, Reading/Math Interventions, General Education)



Using the curriculum review cycle to embed ELD standards with academic priority standards

Implementation of Plans for Regular School Year

Instruction

Integrated ESL

- Most common form of instruction
- *Push-in*
- *Co-Teach*



RFHS Co-Taught English 9 class

Standalone ESL

- Special instruction to promote English development
- *Pull-out*
- *ELD class*



Rocky Branch ML students working on writing

ESL Integrated SPED

ELs with IEPs should be served within all LIEP environments. This category is ELs with significant cognitive disabilities.

Caregiver Refusal

Parent/Guardians opt out of services for the current school year.

Parents and Parental Involvement

Survey

- 76% of families report feeling well informed about school activities such as conferences, concerts, field trips, and parent group meetings.
- 71% of families expressed interest in having more family nights to feel more welcomed and connected to the school
- Additional Comments from Parents:

I am very excited with my child's learning and very grateful to his teachers for being patience with him while they teach him. I hope the program continues to support him.

- Parent of an Elementary/Middle/High School ML student

I am so happy to be here sharing special moments with everyone.

- Parent of an Elementary EL student



Title III Fall Family Night



22 Wildcats, endless stickers, and forever pride – Once a Wildcat, Always a Wildcat!

Special Thanks to:
 • Courtney Peter
 • Rodal Sylte and his team



Staffing and related professional development

RF ELL TEAM



Amy Wise
amy.wise@rfsd.k12.wi.us



McKenna Cook
mckenna.cook@rfsd.k12.wi.us



Monica DuMond
monica.dumond@rfsd.k12.wi.us



Kaylin Lallemond
kaylin.lallemond@rfsd.k12.wi.us



Cassie Meyer
cassandra.meyer@rfsd.k12.wi.us



Donna Lenius
donna.lenius@rfsd.k12.wi.us



Silvia Fredrick
silvia.fredrick@rfsd.k12.wi.us



Nataly Gomez
nataly.gomez@rfsd.k12.wi.us

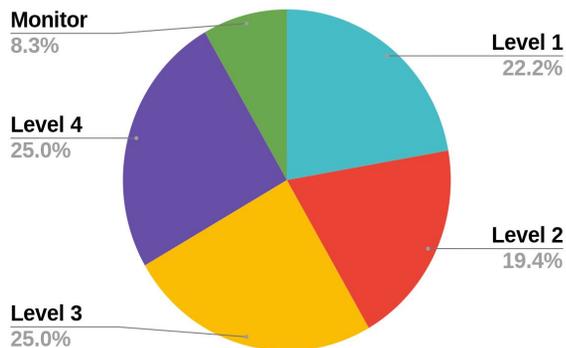
- 4 FTE EL Teachers
- 2 EL Paraprofessionals
- Program Assistant
- Director of Academic Services

Multilingual Learners in our EL Program

	Students	Languages	Range of Proficiency Levels
Elementary	36	Spanish, Chinese, Burmese, Hindi, Russian, German, Arabic, Tagalog, Hmong, Ukrainian, Portugues, Greek, Otjiherero, English	ELP 1-4
Middle	24	Spanish, Russian, Ukrainian, Arabic, Tagalog, German, Hmong, English	ELP 1-4
High School	23	Spanish, Hmong, Chinese, Tagalog, English	ELP 1-4

Elementary – Cassie Meyer, McKenna Cook, Donna Lenius

36 ML Students



Ms. Cook
Montessori
Greenwood

Mrs. Meyer
Rocky Branch
Westside

Mrs. Lenius
Westside
Greenwood
Rocky Branch

- Co-planning K-5
- Co-teach (varies)
- Push in (varies)
- Pull out (varies)

- Push in (K-5)
- Occasional small groups

Kindergarten (4)
1st Grade (7)
2nd Grade (8)

3rd Grade (7)
4th Grade (5)
5th Grade (5)

13 languages & 8 countries!

Meyer Middle School - Monica Dumond & Silvia Fredrick

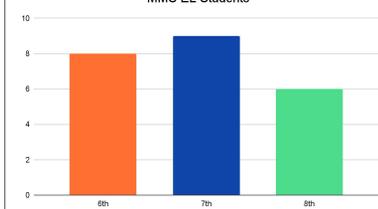
Fun Fact

Multilingual Learners at MMS come from 6 different countries!

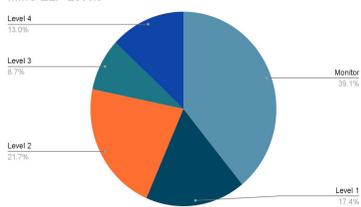
- Ecuador
- Guatemala
- Mexico
- Puerto Rico
- Philippines
- USA
- Ukraine

24
Students

MMS EL Students



MMS ELP Levels



Services Provided at MMS

- ❑ **Push - In**
 - 6th & 7th Science
 - 6th & 7th Math
 - 6th & 7th Social Studies
 - 6th & 7th ELA
 - 6th & 7th Literature
 - 6th & 7th Math Enrichment/Health
 - 8th Monitor
- ❑ **Homework Support**
 - English Language Development
 - Study Hall
- ❑ **Additional Student Support**
 - Prep
 - Before/After School
- ❑ **Teacher Support**
 - modified assessments
 - check-ins/collaborations

High School - Kaylin Lallemon

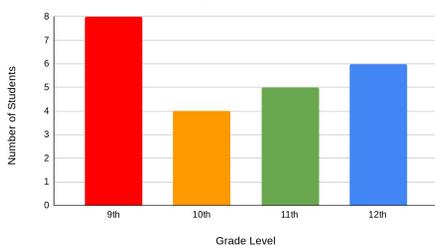
Fun Fact

Multilingual Learners at RFHS come from 7 different countries!

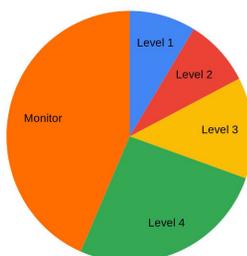
- Ecuador
- Guatemala
- El Salvador
- Puerto Rico
- Philippines
- USA

23
Students

RFHS EL Students



Number of Students at each ELP Level

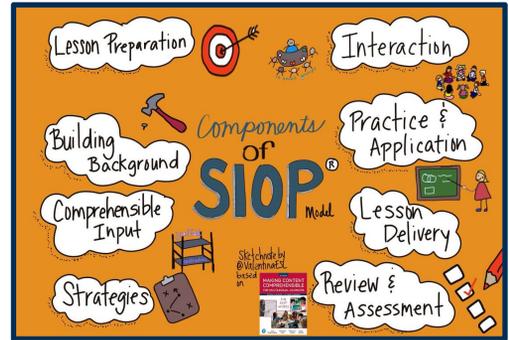


Services Provided at RFHS

- ❑ **Push - In**
 - Geography, Global Studies, Health, Biology
- ❑ **Co-Teach**
 - English 9, Speech, English 10, American Lit
- ❑ **Teach ELD**
 - English Language Development
- ❑ **Additional Student Support**
 - WIN, Prep
- ❑ **Teacher Support**
 - Co-planning, modified assessments, check-ins

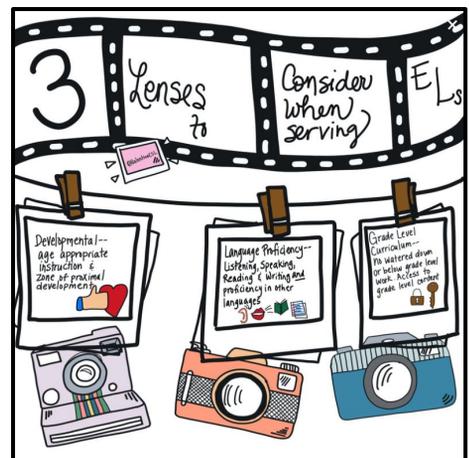
Staffing and related professional development

- TESOL Conference in Minneapolis
 - ◆ dedicated to improving education for students acquiring English in all school settings
- The ELL Team continues to participate in monthly team meetings to collaborate in house.
 - ◆ Book Club to continue to learn new models to share with all staff.
- Attend CESA trainings
 - ◆ Fall Title III Coordinator Meeting
 - ◆ Upcoming: Supporting Literacy Growth



Core Curriculum + ELL Supports

- Core Content
 - ◆ ELA
 - ◆ Math
 - ◆ Science
 - ◆ Social Studies
- English language instruction is supplement when provided outside of the core content instruction
- Imagine Learning for grades K - 5



Thank you!

Questions?





Title III Local Plan

A. Identification and Assessment Process:

1. Screening (Home Language Survey)

A Home Language Survey is part of our enrollment process. The survey will be filled out by every family enrolling in our school district. A copy for each child can be found in each child's Cumulative Folder. A copy of the Home Language Survey is attached to this plan.

2. Classification of English Proficiency into one of five levels

Students newly enrolled to our district, based on the Home Language Survey, are administered the WIDA Screener. The result, Composite Score, is recorded as their English proficiency level. Annually, students are assessed with the WIDA ACCESS within the testing window given by the State of Wisconsin.

Individualized Student Reports are sent home or personally given to families at the *Title III Family Engagement Night* in the Home Language that the family requested during enrollment. Parents at the meeting have the option to reach out with any questions or concerns. Parents who received their information on a later date can reach out to their EL teacher.

3. Placement into the appropriate learning experiences

Student placement is determined by the building principal, school counselor, and EL teacher. The team reviews past student records, and parent responses during the intake meeting. The EL teacher creates an Individualized Learning Plan (ILP) that reflects the student's language goal(s), services, accommodations to be made for assignments and assessments (classroom, district, and statewide). The ILP is an ongoing document that will be updated by the EL teacher and shared with appropriate staff. The ILP can be found in the student's cumulative folder.

4. Monitoring Pupil Progress

Multiple measures are used to monitor student progress throughout the school year. The School District of River Falls monitors student progress with WIDA ACCESS, Fastbridge, aimsweb+, STAR assessments, grade-level assessments, teacher observations, and report cards.

Weekly communication takes place between ELL teachers and classroom teachers, and other staff members if necessary, regarding student progress. Progress reports are shared with parents during Parent-Teacher conferences.

ELL student progress at the elementary level is analyzed every nine weeks with the Data Digs Team. The team analyzes student progress and decisions are made to accommodate the students' needs. At the secondary level, once a month, classroom teachers and ELL teachers have the opportunity to analyze student needs and create a plan moving forward

ELL student progress is also analyzed at ELL team meetings, which include ELL teachers, bilingual paraprofessionals and Director of Academic Services.

B. Implementation of Plans for Regular School Year:

1. Goals: List both short-term and long-term

Short-term goals:

All goals this year included reviewing data from previous years.

- Using new NextPath data platform to track ML students targeted growth on ACCESS, and use multiple data points to monitor progress of students.
- We are also focusing on increasing family engagement within our Title III program to 100% participation in at least 1 family engagement activity.
- Creating a program toolkit for RFSD staff to communicate program goals, student support, and general EL/ML accommodations and instructional strategies.

Long-term goals:

See Annual Review

Coordination of RFSD student services/programs (SPED, Title I, Reading/Math Interventions, General Education). Refinement of ELD standards/content priority standards alignment.

2. Describe the instructional approach(es) for LEP students at the various English Proficiency levels.

Our district houses Integrated ESL, Standalone ESL, ESL Integrated SPED, and Caregiver Refusal.

Integrated ESL is facilitated through an EL educator's or EL educator supported paraprofessional pushes into the general education setting. The EL teacher or paraprofessional may be supporting ELs during a mini-lesson or wait for instruction to be complete before working in a small group with ELs. Teachers may be supported in language proficiency development.

Standalone ESL is a special Instruction in English in which English Learners are served outside of the general classroom or enrolled in specialized ESL classes.

ESL IntegratedSPED is where we have ELs with IEPs served within all LIEP environments. This category is ELs with significant cognitive disabilities.

Caregiver Refusal opts out of LIEP services offered by the district for the current year. Students retain their EL status and the district remains obligated to take affirmative steps and appropriate actions, required by federal law, to provide access to its educational programs.

ELL teachers share students' instructional approaches with staff and parents and can be found on their ILPs.

3. Program Activities

The School District of River Falls offers Summer school courses in two different sessions. Courses offered include an ELL course taught by an ELL teacher along with grade level readiness.

Newcomer curriculum is available for all grade levels.

4. Program Evaluation

On an annual basis the ESL program will conduct an annual program review (using the CESA #11 Annual Review Agenda) that will include sharing of the *WIDA ACCESS* results and the measurement of AMAOs (as calculated by DPI). This annual review will take place each summer and will include ESL staff, and building administration and staff. Program design and planning will be discussed for the following school year.

5. Other program components (gifted and talented, materials, special education, coordination with other programs)

[Computer programs – Imagine Learning]

Students are identified for gifted and talented and special education same as all other students or in a comparable manner.

An effort is made to include ELL students in extracurricular activities in order to promote social relationships.

The guidance counselor makes an effort to place ELL students in rigorous academic coursework.

C. Parents and Parental Involvement

1. Describe parent notification and written approval of placement procedures.

Parent notification takes place on an annual basis, in the fall of each school year. The notice is sent home in the language of the family (whenever

feasible) and is signed by the child's parents. A copy of the signed approval of placement is kept in the child's Cumulative folder.

2. Describe the program's Parent Involvement strategies

- Ask parents to volunteer for special events or as classroom volunteers
- Involve parents in disciplinary procedures and educational opportunities as they arise
- Provide food and include all children within the family
- Host events in areas that families can later visit with little to no cost
- Schedule meetings with all teachers involved with a family so they don't have to take off work more than once
- All documents sent home are provided in the language of the home whenever possible
- Phone calls are made to clarify any questions parents may have or encourage attendance at events

3. Describe how parents are notified of the academic progress of their children

Classroom teachers are encouraged to reach out via email, TalkingPoints or phone calls to parents to share progress. They are also available for any questions or concerns.

Secondary parents have access to *Infinite Campus* where they can monitor student progress.

Elementary parents receive report cards for their children on a trimester basis and in their native language if requested.

Parents are encouraged to attend parent/teacher conferences which are held twice a school year at the elementary level, and every mid-term for secondary. Interpreters are available for every conference night.

Parents are informed about standardized tests and screeners and receive follow up communication with the results and explanation in their native language.

4. Describe any ongoing, systematic training program for parents

Possible parent education training:

- ESL classes for adults by Chippewa Valley Technical College
- Community Education Courses - Scholarships offered
- What parents can do to help their children in school such as reading at home, making sure their children do their homework, what's in the backpack, signing papers, etc.
- Parent rights/responsibilities in the educational process (understand handbook, what is truancy, how many credits are needed to graduate, school policies, calling when your child is sick, etc.)

- Discuss WIDA ACCESS results and what the different English proficiency levels mean, how students can exit from the program.

On an annual basis, a survey is conducted with parents of ELL students to determine what went well, what they thought could be improved and what they would like to see included/excluded from the program.

D. Staffing and related professional development

1. Describe qualifications of staff providing services to LEP students.

Staffing includes EL teachers, Title I staff, bilingual paraprofessionals, EL paraprofessional, English Language Program Assistant, interpreter, and translator. All staff hold the appropriate license for their placement.

The School District of River Falls certifies that all teachers in any language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction, including having written and oral communications skills.

The district has reached the state-identified trigger benchmarks and is taking proactive measures to meet the requirements of the designation.

2. Describe the professional development plans/activities on instruction and assessment of LEP children.

ELL teachers meet with classroom teachers weekly to provide instructional coaching and co-plan for future units mainly for ELL students but also providing support for all learners. ELL staff provide professional development during staff meetings, and newsletters for elementary and secondary levels.

Our staff regularly takes part in the professional development opportunities provided through the CESA #11 Title III Consortium.

E. Explain the core curriculum program in the school district and how the services for identified ELL's are supplemental to the core program.

The district provides instruction in the core content of reading/language arts, math, science and social studies for all students, including identified ELLs. Our district has identified benchmarks for students to achieve at each grade level and all classroom teachers design instruction for students using the benchmarks. Title III efforts for English language instruction are supplemental when provided outside of the core content instruction.