

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

May 6, 2024 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

Personnel Committee members: Stacy Johnson Myers (Chair), Alison Page, & Alan Tuchtenhagen

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. High School Professional Learning Community (PLC) Update

3

Description: Lisa Gohl, River Falls High School Assistant Principal, and a team of PLC leaders will provide an update on the development of the high school as a Professional Learning Community.

Recommended Action: No action, informational only.

5. Pupil Nondiscrimination Report

22

Description: Director of Student Services, Mark Inouye, will provide a 5-year pupil nondiscrimination report.

Recommended Action: Read and acknowledge the self-evaluation process and report.

6. ACT 95/Direct Admit and New Policy

43

Description: High School Principal, Kit Luedtke, and the RFHS Student Services team will give an overview of Wisconsin Guarantee and Direct Admit legislation and how it will impact a select group of high school students. To accommodate this legislation, the high school team will present the first reading of a new policy.

Recommended Action: Approve the new Policy 345.11 Class Rank for Wisconsin Act 95 Guaranteed UW System Admission Law.

7. Review Policy 372/378 Student Publications and Productions

65

Description: The administrative team is recommending minor updates to Policy 372/378.

Recommended Action: Approve updates to Policy 372/378 Student Publications and Productions.

8. Summer School Update

Description: Nate Schurman, Director of Academic Services, will provide a brief update on summer school registration numbers and changes to our summer speed and strength course.

Recommended Action: No action, informational only.

9. PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE EDUCATIONAL PROGRAM MEETING AGENDA(S)

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

Recommended Action: As needed.

10. SCHEDULE NEXT EDUCATIONAL PROGRAM COMMITTEE MEETING

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

Recommended Action: Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, June 10, 2024, 6:00 p.m.


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

11. ADJOURN



RFHS Late Starts

Professional Learning Communities
report for 2023-24 School Year



Overview

RFHS late starts included 27 planned dates where classes started at 8:15 instead of 7:35.

- Teachers met in PLC teams from 7:15-8:10 on each late start date.
- PLC teams also met on inservice days and informally at other times.
- RFHS has a PLC Leadership team (Guiding Coalition) made up of PLC team reps, ACP coordinator Melisa Hansen, and the RFHS admin team.
 - PLC Leaders meet once a month and during some inservice times.
 - PLC Leaders focused on the goal of building collective teacher efficacy, which has a high learning effect size according to the research by John Hattie, via a book study of *Collective Efficacy at a PLC at Work*.
 - District administrators attended at times as well.
- Buses ran at usual times. Students who were at school were able to access breakfast; and our SpEd paras, with the help of our security para Terry Slaght and Officer Jensen, helped supervise.

Administrators' Role

During late starts...

- Admin team members joined PLC team meetings to listen in, answer questions, offer input, and get a grasp on progress.
- Teams requested admin attendance when input was needed in their discussions.
- Admin team members reviewed agendas and asked for teams to report out at staff meetings to share with the full teaching staff progress made and celebrations.
- Other district administrators were also in attendance on occasion.

Professional Community Learning Teams

- At RFHS, each department is also a PLC Team.
- Teams:
 - Art
 - Counseling
 - CTE
 - ELA
 - Math
 - Music
 - PE/Health
 - Science
 - Social Studies
 - Special Education
 - World Language

Benefits of having this time...

Summarized/selected from feedback survey of PLC members:

- Appreciate time to work on the work.
- Thank you for the trust and support.
- “This year has really been a gift!” (referencing the late start time)
- “I truly appreciate our time and I find our work time to be meaningful! I am excited that we have this department time built into our schedule on a consistent basis.”
- “I LOVE MY TEAM AND FEEL BLESSED EVERY DAY I GET TO WORK WITH THEM!!!!”
- “Thank you for giving us this time to work together. We are grateful.”

Most commonly mentioned challenge (by about 25% of respondents): We need more time.

Highlighting the work from the year

*=These teams will have a representative at Ed Programs to offer highlights of their work



Art

- Streamlining rubrics in repeated courses in order to create consistency.
- Maintaining ways of assessment - breaking down formatives and summatives to figure out processes and end results.
- Curriculum mapping and following state standards. Implementing those necessary strategies and outcomes to better our students' educational opportunities.
- Looking into student growth and progress. SLO modifications. Progress monitoring and holding students accountable for work production.
- Time to train in new staff and high school norms, procedures and technology.



Counseling

During our PLC time, we have been able to plan/work on:

- Senior meetings
 - Met with 100% of senior students, reviewed student needs for post-high school planning, and collaborated and created pertinent information (lessons, presentations) to address needs
- Student data (Connectedness, Senior Surveys, Junior Surveys, YRBS, Non-Discrimination)
 - Review and sort data, create and implement programming and interventions/responsive services to student needs
- Planning of events
 - May Mental Health Awareness Month, PT conference nights (presentations, informational handouts, etc.), 8th-grade transition/orientation
- Direct Admit Wisconsin/Guarantee Wisconsin planning
- Annual Student Outcome Goal/Closing The Gap Action Plan
 - 12th-grade students without plan after graduation (4.4% of seniors) will increase their non-credit bearing high school graduation requirements by having completed their ACP Portfolio, allowing them to obtain their high school diploma

*CTE

- Common SLO of increasing Career Readiness
- Emulated Ag SAE to produce Professional Development Experience (PDE)
- Common rubric across different levels of PDE for differentiation
- Created common support lessons
- Tied PDE to ACP to aid student success in their portfolios / interviews
- Every student in every CTE course is building individualized portfolios in the area of Career Exploration, Employability Skills, Personal Finance, Workplace Safety, and CTE Literacy.
- Example PDE

*English Language Arts

- **Teams have** aligned and developed curriculum for several units. In the past, different teachers may have set up units a bit differently. We are working toward being more common in our assessments and comparing rubrics as our students complete assessments. We have made great progress in these areas in English 9, English 10, and American Literature. Specific units impacted, among others, include the Research Unit in English 10 and the “Growing up in America” Unit in English 9.
- **Teams** are comparing teaching practices with assessment outcomes to make adjustments to the formative and summative assessments as well as teaching strategies. Teams have also been afforded the time to collaborate on how to reach all learners through accommodations and enrichment.

*Math

- Reviewed all 185 Wisconsin state math standards for high school and aligned them to each of the nine math courses offered at River Falls High School
- Rich team discussions regarding the progression of math skills and what we expect students to know, understand, and be able to do before moving to the next course
- Currently deconstructing priority standards (by horizontal teams) for Algebra-1, Geometry, and Algebra-2
- Deconstructing standards includes reviewing learning targets, vocabulary, and how common assessments are measuring student progress

Music

- **Our team has created an evaluation tool** which includes leveled intermediate, proficient, and advanced assessments to show reflective, active listening and a student's awareness of performance goals. Band and choir students are now being assessed similarly, and we can approach our multi-levels of students by choosing to administer appropriate levels assessments for each student three times a year over a 4 year period. Our meetings have focused on creating the assessments, developing scoring rubrics, assessing the rubrics, and discussing our results in order to inform our teaching. Overall, our students have shown that they have grown in their ability to demonstrate reflective thought and write about music using enhanced vocabulary, specificity, and clarity.
- **Our team has grown:** in our ability to carry out tasks, have more unified assessments, and in our ability to discuss results, though our PLC time is not ideal and some of our members had to keep up outside of the PLC time due to shared staff conflicts. We couldn't move as quickly as we wanted or could have had we all been able to attend. Perhaps allowing our unique situation occasional flex time might help address this frustration.

PE/Health

- Wildcat Pillars of Success: Our team created a common assessment to use in all PE classes. We have printed this out and placed in all spaces we use.
- This assessment has also been aligned with PE standards.
- Our department benefited the most by having the time we need to discuss and plan our daily schedules. With 5 of us sharing the same space and having multiple classes in the space at a time it is important that we have time to plan so we can effectively teach our classes.
- For Health we used the time to update curriculum maps and aligned standards.

*Science

- Designing a common course (Biology) that is aligned to the NGSS Standards with common assessments (formative and summative)
- Aligning assessment practices between teachers and different courses
- Evaluating student growth by comparing student data from common formative and summative assessments
 - Reflecting on the instructional and assessment practice used and revised when data suggested a change was needed
- Sharing instructional and assessment practices

*Social Studies

- We were able to make a giant spreadsheet with all SS learning targets for Wisconsin and discuss scope and sequence of our courses to see where gaps are in students skills to add in formative and summative assessments
 - 18 courses in the SS department - tried to identify gaps in learning and scope and sequence of our courses
- Identified specific skills needed from students in each core SS class
- Used the data we collected and assessments we used in classes to compare student data and improve student growth
- Created an inquiry based capstone course template

Special Education

We have been able to work through many SEL topics that would be beneficial to enhancing the career readiness of our special education students since this is the idea behind our SLO. Some of the topics that we have covered are taking care of your mental health, grit and perseverance, repairing relationships in your life, focusing on things within your control, and being able to appropriately use technology.



*World Language

*We had very good discussions on instructional strategies, pacing, and assessments.

Vertical team time allows Missy, our French teacher, time to share and collaborate with us. Otherwise, she would be in a silo. With Spanish, we can share/remind each other what happens at each level with a given concept and assess if our spiral curriculum is working or if there is a gap that needs to be addressed.

During horizontal team time, we firm up our common formative and summative assessments for Spanish I, II, and III. Most often we share and reflect on how students did, how we might tweak or improve an assessment and/or the formative assessments that led up to it.

Plan for next year...



- Continually update assessments as needed
- Continue data discussions & address learning gaps
- Continued focus on student and teacher growth
- Build in more Tier 1 academic support
- Address other learning needs as they arise



We thank you for
your time AND the
PLC time!



PI 9.06 Status of Nondiscrimination and Equality of Educational Opportunity Report

River Falls School District

Evaluation and report completed May 2024

What is the Five Year Self Evaluation of the Status of Nondiscrimination and Equality of Educational Opportunity Report?

The Wisconsin State rule (PI 9.06) requires school boards to evaluate the status of nondiscrimination and equality of educational opportunity in the district at least once every five years and report the results to the DPI. Areas of review should be focused on Board Policies, Classes & Programs, Curriculum/instructional materials, Disciplinary actions/practices, Extracurricular activities/participation, Awards & Recognition, Efforts to achieve equality, and Technology/communications.

WI State law prohibits discrimination against any student because of the student's: **sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, and, or physical, mental, emotional or learning disability.** A student may not be excluded from a public school (pre-kindergarten through grade 12), or from any school activities or programs, or be denied any of the benefits of school activities or programs, or be treated in a different manner for any of these reasons.

The objective of this self evaluation is for districts to collect and analyze data, and reflect and revise practices to eliminate barriers to educational and extracurricular opportunities. This gives the district the opportunity to collectively and intentionally create an environment and culture of equality and nondiscrimination for all students and staff.

The self-evaluation process must be completed by May 31, 2024. Districts will be required to assure the Department of Instruction that: the district's self-evaluation explored the eight required areas; provided an opportunity for participation in the process by pupils, teachers, administrators, parents/guardians, and residents of the school district; and resulted in a written report available for examination by residents of the school district. The district must also submit a copy of this written report to the Department upon request. *(per Memo from Paul Manriquez to District Administrators in March 2023)*

Districts must provide opportunity for stakeholders to participate in the self evaluation. Stakeholders **must include**, but are not limited to, **administrators, school-based instructional staff, students, families/parents/guardians, and resident community members.** In addition, the district must prepare a written report that will be available for examination by residents of the district.

Evaluation Area # 1: School board policies and administrative procedures

Data & Information Analyzed:

In this area, we reviewed various policies related to non-discrimination, which included the following:

- 342 Students with Special Needs
- 342.1 Programs for Children with Disabilities
- 342.7 Programs for English Language Learners
- 342.8 Section 504 Plans and Services for Students with Disabilities
- 342.71 Procedures for Assessing/Supporting English Learners
- 346.1 Nondiscriminatory Student Assessment
- 363.3 Technology Concerns for Special Needs
- 363 School Counseling Programs
- 383.1 Student use of Service Animals
- 411 Equal Educational Opportunities
- 411 Rule 1 Student Discrimination Complaint Procedures
- 411 Rule 3 Gender Diverse Students
- RFSD Elementary Student Handbook
- RFHS Student Handbook

In addition, we reviewed our various Elementary and Secondary Student Handbooks with a focus on content related to equal opportunity, harassment and bullying.

Analysis of the Findings (celebrations & areas for revision) and Potential Actions

POLICIES

Policy 411, *Equal Educational Opportunities*, was most recently updated in August of 2018. This is the 'umbrella' policy related to this work and topic. It notes the following regarding our commitment to non-discrimination.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational and other programs or activities shall not be abridged or impaired because of a student's sex, (including gender identity, gender expression and nonconformity to gender role stereotypes,) race, national origin, color, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional or learning disability.

Specific policies related to harassment and bullying were updated in 2020, and our *Student Non-Discrimination Complaint Procedures* were updated in October of 2015. Our *Gender Diverse Student Policy* was updated in 2023. As we were reviewing other relevant policies, it was noted that many have not been updated or revised in a number of years.

The Administrative Team is in process of policy review in all areas, including those policies related to non-discrimination and diverse student populations. We will be starting this work with a review of 342 , *Student with Special Needs*, and 342.1 , *Programs for Students with Disabilities*, in June of 2024. Additional policies will be scheduled for review over the course of the upcoming year.

HANDBOOKS

A review of our most recent Student Handbooks indicates that all required notices regarding discrimination and equal education opportunities are present. Additionally, information regarding harassment/bullying, including reporting/investigation procedures for harassment/bullying are outlined.

Our Handbooks also include language and values related to non-discrimination. In the High School handbook, identified Values include Equity and Respect, with a goal of fostering a “climate of civility, acceptance, and reasoned debate, embracing our diversity as a strength.” Our Middle School Handbook specifies a number of ‘student rights’ including the freedom from being set apart or mocked because of race, sex, religion, physical strength, size, friendship group, age, culture, handicap, financial status, clothing, or classroom performance.

Evaluation Area # 2: Enrollment trends in **classes and programs**

Data & Information Analyzed

In this section, we focused on information from our Middle and High School. Data was collected about enrollment and participation in three primary areas, including Advanced Placement (AP) courses at the High School, “Dual Enrollment” courses at the High School, and Participation in 8th grade advanced Math. In each area, we compared participation based on Race, Disability Status, and Gender.

Data from a High School / Middle School student/staff survey was also reviewed, focusing on two relevant question/s/ related to this evaluation area. In this survey, students were asked 10 questions related to topics relevant to non-discrimination, and asked to indicate one of six choices: *Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, or NA (not sure and/or doesn't apply to me)*. Questions relevant to these evaluation areas focused on if students felt they were encouraged to participate in advanced courses, as well as if teachers/counselors had high expectations for their learning. For the purposes of this report, we are reporting percentages of ‘agree/strongly agree’ and ‘disagree/strongly disagree’.

Finally, the team reviewed the last two IDEA Racial Equity in Special Education reports, to identify issues related to higher levels of identification, programming or placement for Students of color. Specific data from that report is not included in this report, as due to small sample sizes it could lead to student identifiable information, but it is discussed and referenced below.

High School / Middle School Enrollment Demographics

Total High School Enrollment (Third Friday 2023)	Total Middle School Enrollment (Third Friday 2023)
1123 Total Students	730 Total Students
86.9 % White	88.2% White
13.1% Non-White	11.8% Non-White
89.3% Students without Disabilities	86.1% Students without Disabilities
10.7% Students with Disabilities	13.9% Students with Disabilities
51.8% Male	48.2% Male
48.2% Female	51.8% Female
>1% NonBinary	

High School AP Course Participation

Participation in AP course offerings at the HS:

- **Students with Disabilities**
 - **Less than 1%** of students enrolling in AP courses are SWD, but they account for 10.7% of the High School population

- **Non-white students**
 - **9%** of students enrolling in AP courses are students of color. They make up 13.1% of the High School population

- **Gender**
 - **46%** of students enrolling in AP courses are Male. They make up 51.8% of the High School population

High School Dual Enrollment Course Participation

Participation in 'dual enrollment' course offerings at the HS:

- **Students with Disabilities**
 - **9.6%** of students enrolling in Dual Enrollment courses are students with disabilities. They account for 10.7% of the High School population.

- **Non-white students**
 - **12%** of students enrolling in DE courses are students of color. They account for 13.1% of the High School population.

- **Gender**
 - Male (**52.5%**) and Female (**47.3%**) students participate in Dual Enrollment courses at levels commensurate with their overall enrollment percentages.

Middle School Course Participation

Participation in Middle School Algebra (8th grade advanced Math):

- **Students with Disabilities**
 - **0%** of students in MS advanced Math (Algebra) are students with disabilities. They account for 13.9% of the Middle School population.

- **Non-white students**
 - **6%** of students enrolled in MS algebra are students of color. They account for 11.8% of the Middle School population.

- **Gender**
 - **36%** of students MS Algebra are female. They make up 52.8% of the Middle School Population (8th grade numbers only).

High School Survey: Course Participation

Survey Question (HS ONLY): *If I meet the age/grade level requirements for an advanced course (AP, transcripted, honors etc), I am encouraged by staff to register for that course.*

"Strongly Agree/Agree"	"Disagree/Strongly Disagree"
● STAFF: 72.8%	6%
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● Male: 50%	9%
● Female: 55%	10%
● Non-Binary/Other: 63%	0%
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● White: 53%	6%
● Non-White: 45%	10%
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● 9th Grade: 52%	7%
● 10th Grade: 53%	7%
● 11th Grade: 46%	15%
● 12th Grade: 59%	8%

Survey Question: I believe that every teacher and counselor has high expectations for my learning.

High School		Middle School	
“Strongly Agree/Agree”	“Disagree/Strongly Disagree”	“Strongly Agree/Agree”	“Disagree/Strongly Disagree”
• STAFF: 79%	11%	• STAFF: 82%	4%
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• Male: 60%	7%	• Male: 72%	4%
• Female: 66%	7%	• Female: 73%	5%
• Non-Binary/Other: 71%	4%	-----	-----
-----	-----	• White: 74%	4%
• White: 64%	7%	• Non-White: 61%	11%
• Non-White: 57%	5%	-----	-----
-----	-----	• 6thGrade: 76%	01%
• 9th Grade: 64%	6%	• 7th Grade: 70%	7%
• 10th Grade: 62%	6.5%	• 8th Grade 72%	4%
• 11th Grade 64%	5%		
• 12th Grade: 62%	10%		

Analysis of the Findings (celebrations & areas for revision) and Potential Actions

Class Enrollment Data

One area of celebration is noted with our student participation in ‘Dual Enrollment’ courses. When analyzing enrollment numbers in these courses, no significant gaps were identified between expected and actual enrollment. It is believed that our focus on ACP, as well as intentional transition work with our students with disabilities, has helped increase enrollment in these courses over time, and allowed students to earn college credits in areas of future program and vocational interest.

Data indicates that there is a significant gap in the percentage of students with disabilities participating in AP courses compared to non-disabled peers. While not as large, differences in enrollment are also observed when looking at students of color (compared to white students) and male students (compared to female students). A similar gap is also observable for both students with disabilities and students of color when looking at enrollment in 8th grade advanced math. Conversely, Female students participated in 8th grade advanced math at a lower rate compared to Male peers.

Overall our goal is to reduce, and ultimately eliminate, gaps with enrollment in advanced courses and those potentially resulting in future college credits. We also want to continue to be systematic in our approach to working with individual students, and push all students to challenge themselves with courses and opportunities that help them meet their post high school goals. We will also continue to work on

programming for our students with disabilities, to close the achievement gap and prepare them for any course options they want to challenge themselves with. This year we have started regular data retreats that focus on the academic and behavioral performance of our students with disabilities, including both proficiency and growth. We will use that data to drive effective strategies and interventions to narrow the achievement gap.

Survey Data

In addition to the data regarding enrollment, we see differences in student perceptions about being encouraged to enroll in AP courses. Both our male students and students of color indicate less agreement to that question. Additionally, High School Male students and MS/HS students of color agree that staff have high expectations for them at lower levels compared to comparison groups. In both of these areas, staff had much higher levels of agreement.

Currently, our School Counseling and ACP teams are systematic in connecting with each student in a variety of grade levels about course options and post high school plans. Counselors meet with students individually (along with their parents/guardians) in 8th, 10th, and 12th grade. Additionally, all 11th grade students are surveyed regarding post secondary plans prior to Senior year, and presentations are given to all students on various course options during registration night. Students with disabilities have additional transition support through Special Education Case managers and our Transition Coordinator. Future goals will be to have AP teachers take an active role in presenting about their course, and talking to all students about the various opportunities.

Evaluation Area # 3: Methods, practices, **curriculum** and **materials** used in **instruction**, counseling, and pupil **assessment** and testing

Data & Information Analyzed

In this section, we reviewed data from Middle School / High School student and staff surveys, focusing on relevant question/s/ related to this evaluation area. In this survey, students were asked 10 questions related to topics relevant to non-discrimination, and asked to indicate one of six choices: *Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, or NA (not sure and/or doesn't apply to me)*. Questions focused on both student and staff perceptions regarding diversity in instructional materials.

We also reviewed our updated curriculum adoption cycle, including rubrics utilized in the resource selection process, as well as current School Counselor training and practices.

Survey Question: Instructional materials (books, websites, videos etc) are representative of diverse students and families, and are free of bias and stereotyping			
High School		Middle School	
<i>"Strongly Agree/Agree"</i>	<i>"Disagree/Strongly Disagree"</i>	<i>"Strongly Agree/Agree"</i>	<i>"Disagree/Strongly Disagree"</i>
<ul style="list-style-type: none"> STAFF 64% 	12%	<ul style="list-style-type: none"> STAFF 67% 	4%
<ul style="list-style-type: none"> Male: 49% 	6%	<ul style="list-style-type: none"> Male: 54% 	6%
<ul style="list-style-type: none"> Female: 58% 	6%	<ul style="list-style-type: none"> Female: 57% 	2.7%
<ul style="list-style-type: none"> Non-Binary/Other: 29% 	25%	<ul style="list-style-type: none"> White: 58% 	4%
<ul style="list-style-type: none"> White: 54% 	6%	<ul style="list-style-type: none"> Non-White: 37% 	6%
<ul style="list-style-type: none"> Non-White: 45% 	10%	<ul style="list-style-type: none"> 6thGrade: 42% 	8%
<ul style="list-style-type: none"> 9th Grade: 60% 	4%	<ul style="list-style-type: none"> 7th Grade: 68% 	4%
<ul style="list-style-type: none"> 10th Grade: 54% 	6%	<ul style="list-style-type: none"> 8th Grade: 53% 	2%
<ul style="list-style-type: none"> 11th Grade: 40% 	8%		
<ul style="list-style-type: none"> 12th Grade: 53% 	10%		

Analysis of the Findings (celebrations & areas for revision) and Potential Actions

Survey Data

A review of survey data indicates that students of color, and our gender diverse students were less likely to agree or strongly agree that instructional materials were representative of diverse populations. For students of color, there was a 9% difference in agreement at the High School, and a 21% difference at the Middle School compared to white peers. Our gender diverse students at the High School also indicated considerably lower agreement than male and female peers. In all cases, staff agreement to this question was noted to be higher than student agreement (for all measured groups).

While this was not in direct response to survey data, it is important to note that the School District of River Falls adopted a new curriculum cycle for the 2023-24 school. As part of this ongoing review process, the district provides time for all content areas throughout our K-12 system to examine and adjust our curriculum. Within this cycle there are six stages that content area teams will progress through during a six year period. In stages one through three, teachers will develop a mission and vision for their content area, and identify connections to the strategic plan. Goal 2 (*Provide a safe, welcoming, and healthy school environment*) includes subgoal 2.6 which calls for *review & update curriculum & library resources to be age- and developmentally-appropriate with a diverse balance*. Goal 4 (*Provide life readiness skills*), includes subgoal 4.2 which indicates we will *involve students & staff in learning that promotes global citizenship, increases cultural competence, & cultivates appreciation for our diverse world*. With this as our framework, resources reviewed and chosen should include a focus on building cultural awareness and acceptance through our curriculum.

The recent adoption of a new K-5 English Language Arts resource included an in depth, rubric-guided review of many resources before a final decision was reached. The rubric included rating resources on how well they represent cultures of our students and community as well as cultures outside of our community. These are texts that have the power to inform, transport, validate, and make connections. With similar goals in mind, district schools have made efforts to diversify supplementary curricular materials (classroom libraries, library books) by adding literature with greater cultural representation so students can see themselves and others in the books they read. We will continue to apply this framework to all future resource adoptions.

In the area of School Counseling, our Counselors have all received ongoing training and support via CESA 11, WSCA, and during our Monthly Student Service PLC. This training has included trauma sensitive practices, youth mental health first aid, best practices in working with gender diverse students, and culturally responsiveness. School Counselors work collaboratively with other Student Services staff (Social Worker, School Psychologists), along with community and collocated mental health providers to help address student academic and social emotional needs. Counselors currently conduct a mental health 'mini lesson' during health class, which hits nearly 100% of our 9th grade student body, and we are considering a 'refresher' lesson that might occur in another class taken by the whole student body during 10th or 11th grade.

Evaluation Area # 4: Trends and patterns of **disciplinary actions**, including suspensions, expulsions, and handling of pupil harassment (Title IX)

Data & Information Analyzed

In this area we pulled data regarding ‘out of school suspensions,’ which are commonly tracked in Infinite Campus. It should be noted that our overall rate of suspensions continues to be low, with a total of 78 students receiving at least one suspension during the 22-23 school year at the High School, and 32 at the Middle School. The rate at which MMS and the RFHS/Ren suspend students is well below the state average, and principals regularly seek other avenues for discipline or restorative practices as a step prior to this level of discipline.

We also reviewed and analyzed Student/Staff Survey data regarding responses to harassment, fair and equitable discipline, and the overall safety of our district spaces.

<p>78 Students were suspended or received disciplinary removals at the High School</p> <p><i>Ren/RFHS 6.9% Suspension Rate</i> <i>HS (Statewide): 12% Suspension Rate</i></p> <ul style="list-style-type: none">● Students with Disabilities<ul style="list-style-type: none">○ Students with disabilities are 10.7% of the High School, but accounted for 40% of students who were suspended.● Non-white students<ul style="list-style-type: none">○ Students of color are 13.1% of the High School, but accounted for 24% of students who were suspended.● Male students<ul style="list-style-type: none">○ Male students are 51.8% of the High School, but accounted for 56.4% of students who were suspended.	<p>32 Students were suspended or received disciplinary removals at the Middle School</p> <p><i>MMS 4.4% Suspension Rate</i> <i>MS (Statewide) 15.9% Suspension Rate</i></p> <ul style="list-style-type: none">● Students with Disabilities<ul style="list-style-type: none">○ Students with disabilities are 13.9% of the Middle School, but accounted for 41% of students who were suspended.● Non-white students<ul style="list-style-type: none">○ Students of color are 11.8% of the High School, but accounted for 21.9% of students who were suspended.● Male students<ul style="list-style-type: none">○ Male students are 48.2% of the High School, but accounted for 75% of students who were suspended.
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Survey Question: Responses to harassment are prompt, firm, and effective.

High School

“Strongly Agree/Agree” “Disagree/Strongly Disagree”

- STAFF 56% 12%
-
- Male: 35% 13%
- Female: 29% 24%
- Non-Binary/Other: 17% 38%
-
- White: 33% 18%
- Non-White: 23% 24%
-
- 9th Grade: 32% 17%
- 10th Grade: 38% 13%
- 11th Grade 22% 22%
- 12th Grade: 30% 24%

Middle School

“Strongly Agree/Agree” “Disagree/Strongly Disagree”

- STAFF 65% 4%
-
- Male: 42% 14%
- Female: 33% 15%
-
- White: 39% 14%
- Non-White: 25% 14%
-
- 6thGrade: 37% 12%
- 7th Grade: 43% 15%
- 8th Grade 30% 15%

Survey Question: Disciplinary practices are applied to all students in a fair and equitable manner.

High School

“Strongly Agree/Agree” “Disagree/Strongly Disagree”

- STAFF 35% 32%
-
- Male: 40% 17%
- Female: 35% 30%
- Non-Binary/Other: 12% 46%
-
- White: 36% 25%
- Non-White: 40% 20%
-
- 9th Grade: 48% 13%
- 10th Grade: 37% 28%
- 11th Grade 24% 33%
- 12th Grade: 35% 24%

Middle School

“Strongly Agree/Agree” “Disagree/Strongly Disagree”

- STAFF 49% 20%
-
- Male: 43% 23%
- Female: 39% 23%
-
- White: 43% 22%
- Non-White: 27% 29%
-
- 6thGrade: 40% 19%
- 7th Grade: 42% 24%
- 8th Grade 38% 24%

Survey Question: Classrooms, cafeterias, hallways, athletic facilities, and transportation options are safe for all students.

High School		Middle School	
<i>"Strongly Agree/Agree"</i>	<i>"Disagree/Strongly Disagree"</i>	<i>"Strongly Agree/Agree"</i>	<i>"Disagree/Strongly Disagree"</i>
• STAFF 79%	12%	• STAFF 84%	8%
-----	-----	-----	-----
• Male: 62%	8%	• Male: 61%	7%
• Female: 58%	14%	• Female: 57%	10%
• Non-Binary/Other: 25%	29%	-----	-----
-----	-----	• White: 61%	8%
• White: 61%	12%	• Non-White: 45%	9%
• Non-White: 53%	10%	-----	-----
-----	-----	• 6th Grade: 55%	11%
• 9th Grade: 66%	10%	• 7th Grade: 55%	10%
• 10th Grade: 61%	9%	• 8th Grade: 67%	4%
• 11th Grade: 50%	13%		
• 12th Grade: 60%	14%		

Analysis of the Findings (celebrations & areas for revision) and Potential Actions

Suspension Data

On a positive note, students at our Middle and High School are suspended at a rate that is substantially less than the statewide average. Principals take a variety of different factors into consideration when assigning consequences and implementing disciplinary removals, and suspension is typically reserved for situations involving verbal/physical aggression, substances, safety concerns, and/or repeated and ongoing disregard for school rules. However, while our overall suspension rate is low, data does indicate that students with disabilities, students of color, and male students account for a percentage of suspensions that is higher than expected given enrollment percentages.

Over the past 2 years we have engaged in ongoing work and professional development related to Culturally Responsive Teaching. We have worked on VABB (Validate/Affirm -Build/Bridge) strategies to help staff create and encourage a culture where students with diverse experiences and backgrounds are valued. This past year, buildings have each focused on 4 (out of 20) common cultural behaviors, and the comparison to school cultural behaviors. We will continue this work going forward into future years.

For our students with disabilities, special education staff work on an ongoing basis to provide support with a goal of reducing the intensity and frequency of behavioral issues. Staff work closely with our building administration and student services team to set up students for greater success, and identify antecedents that might lead to behavioral challenges. This year at the High School, we created a program that was more behaviorally focused in an effort to meet the needs of students with higher level needs in that area. For our general education

students, both the High School and Middle School have student problem solving teams that meet regularly to address students with academic and behavioral concerns, and implement interventions to help address antecedents of behavior.

Survey Data

Student and staff perceptions of discipline, harassment, and the safety of building spaces vary, and are worthy of more evaluation. In regards to Harassment, our non-binary, female, and non-white students all report lower levels of agreement in their perception of how harassment is handled. This is true for both the High School and Middle School buildings. Staff indicate 'agree/strongly agree' to this question at a level much higher than students.

When asked about disciplinary practices being applied in a fair/equitable manner, Middle School students of color reported agreement 16% lower than their white peers. At the High School, notable differences were observed with our junior class, non-binary students, and female students. Staff perceptions at the High School were similar to that of most student groups.

When asked if building facilities were safe for all students, staff responses were very high at both the Middle School and High School. However, responses from our students of color indicated lower agreement compared to their white peers, and considerably lower than the perception of our building staff. Given the general nature of the question, this is another area that warrants further investigation as to the 'why' of the statement.

Survey data indicates that staff agreed with questions related to the response to harassment at a much higher level than questions about disciplinary practices. Earlier this year presentations were given to all teachers/paras regarding our bullying, harassment and Title IX harassment policies, and it is possible that explicit communication regarding process/procedures led to more staff feeling positive about administrative responses in this area. If this is the case, similar communication/review about disciplinary practices might be warranted.

Similarly, enhancing front-end communication with students about our general protocols and practices when addressing behavioral issues might be helpful. We should include information about how a variety of factors go into decision making on consequences/restitution, and what students will and will not hear regarding the outcomes of behavior. This could help with student perceptions about equitable disciplinary practices.

As mentioned before, the student survey was an important initial step to identify areas of potential concern and identify areas for further study. A future step, across several different evaluation areas, will be to talk with representatives from our student body, particularly with groups that reported lower levels of agreement to various questions, to help identify some of the underlying concerns that might be leading to these responses. In the relevant questions above, further exploration/discussion could occur as to the specifics of student concerns regarding equitable practices and safety concerns for some of our student groups. For example, what specific spaces do students identify as unsafe? What type of safety concerns are there? What concerns do our staff and/or student body have regarding how discipline is applied? More detailed information in these areas will increase our ability to communicate and address issues of concern for both groups.

Evaluation Area # 5: Participating trends and patterns and school district support of athletic, **extracurricular** and recreational activities

Data & Information Analyzed

In this evaluation area, we pulled the total number of participants in each sport, and calculated participation percentages compared to overall enrollment numbers/percentages. Given this information was collected in the 2017 Pupil Non-Discrimination Self Evaluation, we compared that data to historical data, as well.

Additionally, we surveyed both students and staff regarding the variety and accessibility of extracurricular options.

<p>The total number of participants (across all sports) was calculated for the HS. Note: A single student could be counted multiple times if they were a multi-sport athlete.</p> <ul style="list-style-type: none">○ Male Participants<ul style="list-style-type: none">■ Male students accounted for 59.2% of participating students, but account for 51.8% of the High School population.○ Female Participants<ul style="list-style-type: none">■ Female students account for 40.8% of participating students, but account for 48.21% of the High School population.○ White Participants<ul style="list-style-type: none">■ White students accounted for 91% of participating students, but account for 86.9% of the High School population.○ Non-White Participants<ul style="list-style-type: none">■ Students of color account for 8.9% of participating students, but account for 13.1% of the High School population.	<p>The total number of participants (across all sports) was calculated for the MS. Note: A single student could be counted multiple times if they were a multi-sport athlete.</p> <ul style="list-style-type: none">○ Male Participants<ul style="list-style-type: none">■ Male students accounted for 62% of participating students, but account for 48.2% of the Middle School population.○ Female Participants<ul style="list-style-type: none">■ Female students account for 38% of participating students, but account for 51.8% of the Middle School population.○ White Participants<ul style="list-style-type: none">■ White students accounted for 89.2% of participating students, but account for 88.2% of the Middle School population.○ Non-White Participants<ul style="list-style-type: none">■ Students of color account for 10.8% of participating students, but account for 11.8% of the Middle School population.
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Survey Question: Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for diverse groups

High School

"Strongly Agree/Agree"	"Disagree/Strongly Disagree"
● STAFF 88%	5%
-----	-----
● Male: 74%	2.7%
● Female: 77%	4%
● Non-Binary/Other: 71%	4%
-----	-----
● White: 77%	2%
● Non-White: 65%	6%
-----	-----
● 9th Grade: 77%	1.5%
● 10th Grade: 77%	4%
● 11th Grade: 67%	3%
● 12th Grade: 79%	4%

Middle School

"Strongly Agree/Agree"	"Disagree/Strongly Disagree"
● STAFF 71%	18%
-----	-----
● Male: 76%	3.4%
● Female: 74%	4%
-----	-----
● White: 76%	3%
● Non-White: 67%	5%
-----	-----
● 6th Grade: 59%	6%
● 7th Grade: 79%	2.5%
● 8th Grade: 83%	3%

Analysis of the Findings (celebrations & areas for revision) and Potential Actions

A review of participation data indicates that our male students continue to be much more likely to participate in athletic opportunities compared to female students. This pattern is consistent with data pulled for the last Pupil Non-Discrimination Self Evaluation in 2017 (Males = 57.8% / Females = 42.8%).

Despite these differences in participation rates, both Male and Female students report similar agreement when asked if students have a variety of extracurricular activities available to them, with the necessary resources to make them accessible. While general percentages of agreement in this area were higher across the board compared to most other survey answers, our students of color did not agree to the same extent as their white peers, and were 12% less likely to agree at the High School, and 9% less likely at the Middle School.

While there is general agreement in this area about opportunities, one possible barrier came up on several occasions in the open comments section of the staff survey. It was noted by several staff that if students had transportation, that would eliminate barriers for students who lacked the resources to get rides home from school after practice. We also should do additional exploration regarding why our female students participate at a lower level compared to male peers.

Evaluation Area # 6: Trends and patterns in awarding scholarships and other forms of **recognition** and achievement provided or administered by the district

Data & Information Analyzed

In this area, we analyzed 12th grade scholarships, with a focus on those scholarships and awards where the district had substantial control in selecting the recipient. Those scholarships awarded by outside agencies/programs, which are shared by us, were not included. This was another area in which we have data from the 2017 Self Evaluation, which we will use for comparison purposes.

At the High School, there was a moderate gap in the award/recognition rate, with our female students receiving scholarships at a higher rate.

NOTE: 12th grade enrollment as of January 2023 Count

- Male Awards
 - 40% received awards, but account for 55.8% of the High School population.
- Female Awards
 - 60% received awards, but account for 43.2.1% of the High School population.
- White Participants
 - 86.7% received awards, but account for 88.8% of the High School population.
- Non-White Participants
 - 13.3% received awards, but account for 11.3% of the High School population.

Analysis of the Findings (celebrations & areas for revision) and Potential Actions

Analysis of last year's scholarships/awards data indicates that female students receive scholarships and awards at a higher rate compared to male students. This is consistent with other data (referenced earlier) about female students being more likely to be enrolled in AP courses. There is no difference between white and students of color regarding awards/recognitions.

A review of prior data (2013-2016) indicated that in 2 of the 3 years, female students received scholarships/recognitions at a rate higher than their percentage of the student body, which indicates that this may be an ongoing issue worthy of additional research. Ultimately, we may want to track

additional information, such as 'applications' for scholarships, to see if the issue is fewer males applying, or rather female students having stronger applications. We could also look at other academic indicators, to see if scholarship/awards data correlates to other indicators of academic success (i.e ACT score, AP courses, GPA).

Evaluation Area # 7: School district efforts to achieve **equality** of educational opportunity and **nondiscrimination**

Data & Information Analyzed

Harassment/ Discrimination Policy / Data

As noted in Evaluation Area #1, Policy 411 was most recently updated in August of 2018 and includes language regarding a student's right to fully participate in all areas, regardless of sex, race, national origin, color, religion, ancestry, creed, pregnancy, marital/parental status, sexual orientation, handicap or disability.

We have Harrassment, Bullying, and Equal Opportunity policies that apply to the above, which are communicated to students and have been shared with staff. Principals and administrators have received ongoing training on identifying potential harassment, and steps to take in response to harassment (including situations which could meet Title IX sexual harassment).

Staff/Student Survey Questions

As in other areas, data from a High School / Middle School student/staff survey were also reviewed, focusing on two relevant question/s/ related to this evaluation area. On this survey, students were asked 10 questions related to topics relevant to non-discrimination, and asked to indicate one of six choices: *Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, or NA* (not sure and/or doesn't apply to me) Questions relevant to this evaluation areas, focused on if students felt that school assemblies/celebrations reflected the diverse nature of the school, and if the school was welcoming to every student. For the purposes of this report, we are reporting percentages of 'agree/strongly agree' and 'disagree/strongly disagree.'

Survey Question: School assemblies and celebrations reflect the diverse nature of the school and community.

High School	
"Strongly Agree/Agree"	"Disagree/Strongly Disagree"
• STAFF 32%	26%
-----	-----
• Male: 44%	11%
• Female: 42%	19%
• Non-Binary/Other: 21%	34%
-----	-----
• White: 44%	14%
• Non-White: 33%	22%
-----	-----
• 9th Grade: 50%	9%
• 10th Grade: 47%	14%
• 11th Grade 32%	17%
• 12th Grade: 36%	20%

Middle School	
"Strongly Agree/Agree"	"Disagree/Strongly Disagree"
• STAFF 65%	12%
-----	-----
• Male: 59%	6%
• Female: 56%	5%
-----	-----
• White: 61%	4.5%
• Non-White: 42%	12%
-----	-----
• 6thGrade: 56%	5%
• 7th Grade: 61%	4%
• 8th Grade 56%	8%

Survey Question: Our school environment is welcoming for every student.

High School	
"Strongly Agree/Agree"	"Disagree/Strongly Disagree"
• STAFF 67%	15%
-----	-----
• Male: 55%	12%
• Female: 42%	7.5%
• Non-Binary/Other: 25%	33.5%
-----	-----
• White: 49%	18%
• Non-White: 42%	19%
-----	-----
• 9th Grade: 57%	14%
• 10th Grade: 53%	16%
• 11th Grade 39%	19%
• 12th Grade: 43%	26%

Middle School	
"Strongly Agree/Agree"	"Disagree/Strongly Disagree"
• STAFF 84%	10%
-----	-----
• Male: 64%	9%
• Female: 64%	9.7%
-----	-----
• White: 65%	9%
• Non-White: 50%	16%
-----	-----
• 6thGrade: 67%	7%
• 7th Grade: 61%	12%
• 8th Grade 61%	10%

Analysis of the Findings (celebrations & areas for revision) and Potential Actions

Survey data indicates that students of color, and our non-binary/other students, were less likely to indicate that celebrations were representative of diverse populations, as well as school being welcoming for every student. Female students also reported lower agreement regarding the High School being welcoming compared to male students. It is important to note that this question wasn't asking about it being welcoming to the individual respondent, but about being welcoming for EVERY student.

At both the Middle School and High School, staff agreement regarding our environment being welcoming to every student was higher than our student body, and much higher compared to students of color and gender diverse students. Middle School staff also demonstrated high agreement to diversity in celebrations/assemblies, but our High School staff did not.

The High School team has identified that there are not a substantial number of building celebrations that occur, and that when they do happen often they are to celebrate athletic accomplishments. The High School team was actively discussing this issue prior to the survey, and is working on expanding student celebrations to include academic achievement, academic growth/improvement, attendance, music/arts, and incorporate other 'focuses' such as a mental health month.

Much like with previous evaluation areas, a future step, across several different evaluation areas, will be to talk with representatives from our student body, particularly with groups that reported lower levels of agreement. For example, there could be many different reasons for a school not feeling welcoming to all students, which could include staff, other students, instructional materials etc. Additionally, High School and Middle School staff have identified the importance of a student services or administrative representative attending certain clubs/groups (i.e Social Justice Group, GSA, Step Up) on a regular basis to keep a pulse on how diverse groups of students may be feeling, and any systematic issues that might be occurring.

The High School and Middle School will continue to focus on building connections and relationships with students. The High School is looking to begin each school year with a heavier focus on purposeful activities to establish connections, and consider a short delay on ACP activities. While this might require slight adjustment of ACP scope and sequence, we are likely to get more out of them if we establish strong relationships out of the gate. Building connections with students has been a focus of numerous staff meetings, and staff have taken the lead on sharing strategies and purposeful actions that they use to build connections with one another. This should help enhance the feeling of community in WIN/Homeroom and help our buildings feel more welcoming for all.

Data & Information Analyzed

In reviewing protocols for technology/communication, our Director of Community Education and Communication was interviewed. She noted the following protocols to ensure communication is timely and effective for ALL families.

- We work closely with our district translator to make sure our communication materials are translated correctly and shared with families in an appropriate way. She works closely with families and helps determine what's needed for all languages in each school. This has resulted in certain documents such as our yearly calendar being translated also into Russian.
- Translation of parent communication includes such items as: google forms for surveys, flyers, district, school, and classroom newsletters, field trip forms, presentations for families, invitations, lunch forms, and registration forms. We have gotten much more effective at getting materials translated and ready in a timely manner. .
- In fall 2023 we rolled out a new website. We have discouraged the use of PDFs and have implemented a best of sharing information as text (via a web page or a google doc) whenever possible.
- Google translate button on our website - users can view our website in the language of their choice.
- Emergency messaging: District translator contacts families via TalkingPoints, right after district-wide robo call. Families using TalkingPoints receive a notification in the app or as a text message (if they don't use the app).

Analysis of the Findings (celebrations & areas for revision) and Potential Actions

Communication protocols have been greatly improved over the course of the past several years. One future goal might be to survey our non-English population to help evaluate if our perceptions on these efforts are shared by the community.

Ed. Program - May 6, 2024

**Wisconsin Guarantee &
Direct Admit
Wisconsin**



Presentation Highlights

- ★ **What is Wisconsin Guarantee**
- ★ **What is Direct Admit WI**
- ★ **Direct Admit WI vs. Guarantee WI**



Wisconsin Guarantee



- First-year applicants from Wisconsin high schools who are in the **top 10%** of their class at the end of 11th grade,
 - **or** Wisconsin residents who are homeschooled and receive an ACT score in the national 90th percentile ranking or higher,
 - **or** are a National Merit Scholarship finalist will be guaranteed to all UW universities **except** UW-Madison.
- First-year applicants from Wisconsin high schools who are in the **top 5%** of their class at the end of 11th grade,
 - **or** Wisconsin residents who are homeschooled and receive an ACT score in the national 98th percentile ranking
 - **or** higher or are a National Merit Scholarship finalist will be guaranteed admission to UW-Madison provided that they apply on or before the Early Action deadline.



The Wisconsin Guarantee

	UW Madison Eligibility	All other Universities of Wisconsin Eligibility
Wisconsin High School Class Rank (as listed on 11th grade transcript)	Top 5%	Top 10%
Wisconsin Homeschool or Virtual Private School	ACT examination score that places you in the national 98th percentile ranking or higher ACT examination score that places you in the national 90th percentile ranking or higher	ACT examination score that places you in the national 98th percentile ranking or higher ACT examination score that places you in the national 90th percentile ranking or higher
National Merit Finalist	National Merit Finalist National Merit Finalist	National Merit Finalist National Merit Finalist



- Schools must rank pupils on the basis of academic achievement, and the sole criterion for the ranking must be the pupil's GPA.
 - Must notify each qualifying student that is ranked in the top 5% and top 10%
 - Must do so in a timely so that students who wish to take advantage of the guaranteed admission for UW Madison must submit an application by the early action deadline.
 - If ranked in the top 5/10%, it must be included on the transcript by the end of the Jr year and must remain on the transcript
 - **Can a school use the same GPA calculation they use for the Academic Excellence Scholarship (AES) program?**
 - Act 95 **does not** include any provisions that expressly coordinate the new class rank mandate with the existing process for determining recipients and alternates for the state's AES program
 - RFHS will use the same GPA calculation method for Guarantee WI and AES
 - [RFSD Wisconsin Excellence Scholarship Policy](#)



How to determine top 5%/top 10%

Next Steps:

WI Guarantee

- ❑ Complete and Approve RFSD Policy 345.11
- ❑ Run IC report after 4th Term grades are posted to Transcript to determine top 5% and top 10% for current Jr class
- ❑ Waiting to find out if there are any new requirements to set up in IC (similar to setup for Direct Admit)
- ❑ Determine how to post top 5% and top 10% to Transcript
 - ❑ The school must also notify student if they are in the top 5% or 10% of their class and include it on their official transcript. (#7 from WI Guarantee)



Direct Admit WI



What is Direct Admit Wisconsin?

Direct Admit Wisconsin is an initiative by the Universities of Wisconsin to proactively offer admission to qualifying high school students in between their junior and senior years of high school.

Direct admission removes the traditional application process and instead uses data provided by the high school to admit students to universities.



The Direct Admit Wisconsin program will launch in 2024 (July) for the class of 2025.

Participating UW universities will proactively admit Wisconsin high school students, who have opted in, based on their high school GPA, academic coursework, and graduate from a participating Wisconsin high school.



What are the eligibility requirements for students?

You must be enrolled in a participating school district and opt to participate in the program.

Students must complete the following minimum credits in order to receive an admission offer through Direct Admit Wisconsin:

- 4 units of English
- 3 units of approved math
- 3 units of social science
- 3 units of natural science
- 4 additional academic units



Are ACT/SAT scores used in the direct admission process?

Currently, test scores are not a factor in direct admission.

However, a student may need to submit test scores to their selected UW university for scholarships or course placement.



Is the offer of admission to the university or to a specific program/major?

The Direct Admit admission offer is to the UW university.

Some UW universities or majors have a secondary admission process in which students need to apply to be admitted into a specific academic program.

Students are encouraged to contact the UW university or academic program they are interested in directly to determine if there are additional requirements to be admitted into a program/major.



Are students required to participate?

No, Direct Admit Wisconsin is not a mandatory program.

Students need to be enrolled as a junior (Class of 2025) and complete the opt-in process.

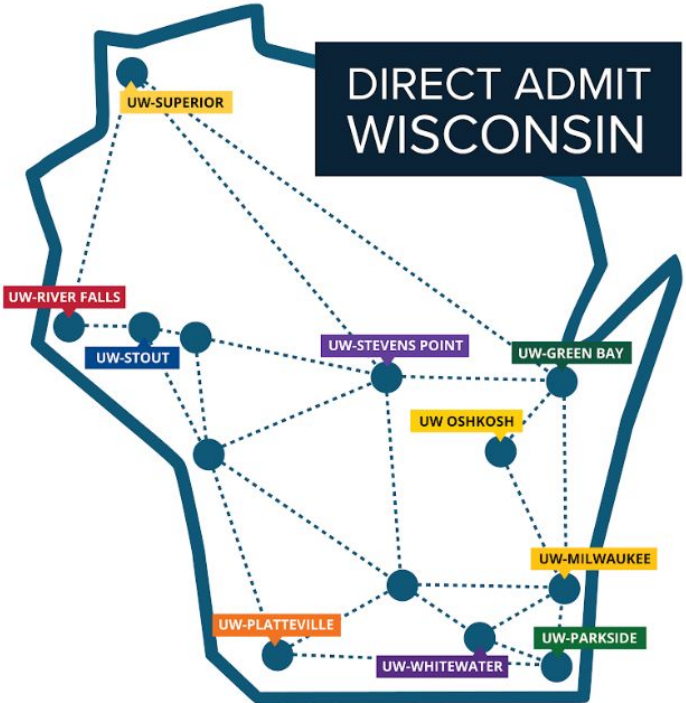
This year we at RFHS had Juniors opt-out instead of opt-in.

They will need to meet the direct admission criteria to receive admission offers through Direct Admit Wisconsin.

There is no fee to participate, and no College Application to submit.



Direct Admit Wisconsin Schools - 10 Schools



Timeline for Direct Admit WI : Class of 2025



Steps completed to date:

- ❑ Direct Admit Wisconsin presentation for Juniors/Families during Parent/Teacher Conferences - **February 22nd**
- ❑ Junior Families notified to [Opt-Out](#) via IC message - **February 27th**
- ❑ 2nd notification sent via IC reminding parents/guardians about Opt-Out - **March 29th**
- ❑ Opt out forms due - **April 4th**
- ❑ Presentation to all Juniors and flyers handed out - **April 16th**
- ❑ IC six tiers setup - **April 18th**
- ❑
- ❑ After Term 4 grades are posted to transcripts, we will calculate the DPSA Tiers (see next slide on the six tiers) - **June 2024**
- ❑ AdHoc will be created to pull all data needed for Direct Admit - **June 2024**



Information shared with Jrs/families



DIRECT ADMIT WISCONSIN

The Universities of Wisconsin provide a place for all Wisconsin high school students to access a world-class public education. We have a place waiting for you. Start your path to your UW with Direct Admit Wisconsin.

**No admission application!
No application fee!
No hassle!**

Direct Admit Wisconsin Next Steps

- Connect with your school counselor and agree to participate during your junior year.
- Register for senior year classes and make sure you are on track to graduate.
- Look for your Direct Admit letter in July before your senior year!
- Explore and connect with the university or universities offering you direct admission.
- Explore financial aid options and complete the FAFSA, if eligible.
- Make your final decision and say "Yes!" to a UW university.

Check out the Direct Admit Wisconsin Participating Universities and FAQs on page 2.



**DIRECT ADMIT
WISCONSIN**



Participating Universities

You could be directly admitted to one or all of these participating UW universities and/or branch campuses:

UW-Green Bay
UW-Milwaukee
UW-Oshkosh
UW-Parkside
UW-Platteville
UW-River Falls
UW-Stevens Point
UW-Stout
UW-Superior
UW-Whitewater



Frequently Asked Questions

How do I get directly admitted?

You must be enrolled in a participating high school and agree to participate in the program. If you are on track to complete the credits required for admission, you will receive an admission offer through Direct Admit Wisconsin based on your unweighted GPA at the end of your junior year.

What is the deadline to opt in/opt out?

Students and families in the Class of 2025 must agree to participate by June 3, 2024. Ask your high school counselor how to participate.

Do I need to submit my ACT or SAT scores to participate in Direct Admit Wisconsin?

No, test scores are not part of the Direct Admit Wisconsin admission criteria. However, a student may need to submit test scores to their selected university for scholarships or course placement.

What happens if I am not direct admitted to my UW university of interest, or I want to apply to a non-participating university?

Students can and should apply through the traditional online application process for any UW university they want to attend that is not listed in the Direct Admit letter. The application allows students to provide more information about their academic potential, participation in activities, and life circumstances.

When will students receive their Direct Admit Wisconsin offer of admission?

Direct Admit Wisconsin offer letters will be sent out in July 2024.

Is there a deadline to accept my offer?

Yes. You must complete the Direct Admit form by May 1, 2025.

Learn more about Direct Admit Wisconsin and how you can participate at [wisconsin.edu/direct-admissions](https://www.wisconsin.edu/direct-admissions).



Direct Admit WI VS Guaranteed WI



	Direct Admit Wisconsin	Wisconsin Guarantee
How is eligibility determined?	<ul style="list-style-type: none"> • High School Courses & GPA • Class Rank Determined by GPA on 11th Grade Transcript • Top 5% Admitted to ALL UWs • Top 10% Admitted to All UWs Except UW-Madison 	<ul style="list-style-type: none"> • High School Courses & GPA • Class Rank Determined by GPA on 11th Grade Transcript • Top 5% Admitted to ALL UWs • Top 10% Admitted to All UWs Except UW-Madison
When are admission decisions made?	July Before Senior Year Beginning August 1 – August of Senior Year Based on Application Date and UW Decision Date	July Before Senior Year Beginning August 1 – August of Senior Year Based on Application Date and UW Decision Date
Are Applications required?	No	Yes, and they need to claim Early Action Decision
Are Application fees required?	No	Yes, if charged by the UW University



Direct Admit Wisconsin VS. Wisconsin Guarantee

QUESTIONS?





CLASS RANK FOR WISCONSIN ACT 95 GUARANTEED UW SYSTEM ADMISSION LAW

For the purpose of meeting Wisconsin Act 95 “Guaranteed” UW System Admission Law and the Direct Admit Wisconsin program, class rank will be determined by cumulative grade point average. Grade point average is figured by including grades earned from all classes, including electives, music, art, and physical education. The grade point average, based on the grade point scale listed below. If a tie breaker is needed, it will be made in alignment with policy 461 Wisconsin Academic Excellence Scholarship. All grades are un-weighted.

Home School Student Eligibility

To be eligible for the Wisconsin Act 95, home school students must be enrolled in the District full-time for six consecutive terms prior to the end of their junior year.

Grade Point Scale

A	4	A-	3.7
B+	3.3	B	3.0
B-	2.7	C+	2.3
C	2.0	C-	1.7
D+	1.3	D	1
D-	0.7	F	0

Alternative Grades

P Recognized for credit, but is not included in GPA. Students experiencing life changing events may apply for a “P” grade. Prior permission from the principal is required to allow a “P” grade.

W Withdrawal - no credit earned and no grade points earned

Grades from an Alternative Setting

Classes taken through an approved/recognized alternative educational setting, such as technical and college courses, will be accepted for graduation credit. Grades earned will be used to calculate grade point average and class rank. Weighted grades for classes transferred in will be adjusted to equate with the District’s un-weighted grade system. Home schooling courses will be assessed by the student services team for credit toward graduation and grade point average. Credits earned from study abroad will be evaluated for credit and included in credits toward graduation.

LEGAL REFERENCE: Section 118.13
Section 118.58
PI 9.03(1), Wisconsin Administrative Code

CROSS REFERENCE: 345.1 Grading Systems
461 Wisconsin Academic Excellence Scholarship

DATE OF ADOPTION: **May 4, 2024**

REVISED:



POLICY 372/378 STUDENT PUBLICATIONS AND PRODUCTIONS

For purposes of this policy, “publications” shall include any audio, electronic, visual, or written materials such as tapes, banners, films, pamphlets, notices, newspapers, books, web pages, or other materials. “Productions” shall include theatrical performances as well as impromptu dramatic presentations.

In sponsoring a student publication or production, the **School** Board is mindful of the fact that the publication **or production** could be available to any student of the district, and must therefore, generally be suitable for all students. **Building principals must approve all productions prior to being selected for a student performance.**

The **School** Board of Education is responsible for ensuring the constitutional rights of students are balanced in a reasonable manner with the right of society to maintain a system of public schools which provides an environment conducive to learning. Any materials or articles which are potentially libelous, considered obscene or vulgar, or which will result in a substantial disruption of school activities shall be referred to the building principal for review prior to publication. The building principal shall have final authority to determine the appropriateness of the content of all student publications **and productions**. The building principal shall also have authority to prevent the publication or restrain the publication from distribution, or display, **or performance.**

All student publications and productions are part of the school curriculum and as such will be subject to ~~established student publication~~ **these** guidelines. Students **or staff** who violate the student publication **and production** policy may be subject to disciplinary action in accordance with District policy.

LEGAL REFERENCE: Wisconsin Constitution, Article 1-Section 3

DATE OF ADOPTION: September 16, 1991

REVISED: March 17, 2008, **May 4, 2024**