

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

Monday, October 5, 2026 - 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 School 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. REVIEW TITLE III LOCAL PLAN

2

Description: Amy Wise, Co-Director of Academic Services, and Nataly Gomez, EL Program Assistant, will present the Title III Local Plan.

Recommended Action: None, informational only.

5. OVERVIEW OF RIVER FALLS HIGH SCHOOL AND RENAISSANCE CHARTER

14

ACADEMY COURSES

Description: MaryBeth Elliott, Co-Director of Academic Services, will present an overview of River Falls High School and Renaissance Charter Academy courses.

Recommended Action: None, informational only.

6. 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 School Board meeting agendas.

Recommended Action: As needed.

7. 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 9, 2026, 6:00 p.m.

The meeting will be held in the District Office Conference Room, 852 E. Division Street.

8. ADJOURN

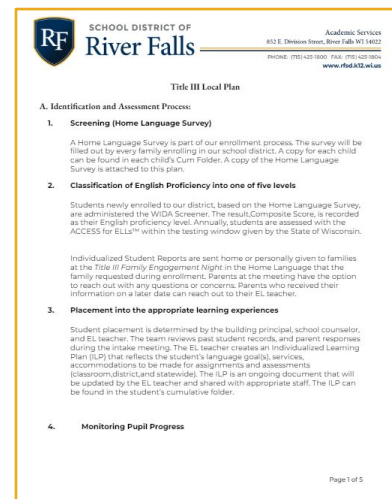
Local Plan Title III Presentation

October 5, 2026



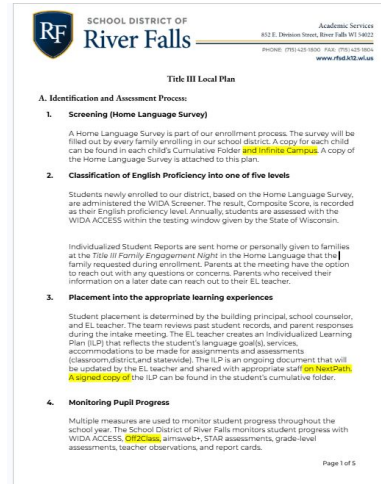
Local Plan – Sections

- 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



Updates to Local Plan

- *Section 1:* Home Language Surveys of new students can be found within Infinite Campus
- *Section 3:* Individualized Learning Plan is being shared on our data platform, NextPath, with guardians and staff.
- *Section 4:* Off2Class is being used to monitor student progress. The whole EL team will be analyzing student progress.
 - *4.B:* Sharing and refining program toolkit, and implementing Off2Class
- *Section 5:* Computer programs - Off2Class



Implementation of Plans for Regular School Year

Goals

Short Term:



Using 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.



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



Implementing Off2Class as a guaranteed and viable curriculum resource for ML Students.

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



Why Off2Class?

- guaranteed and viable curriculum resource for emerging ML students grades K-12
 - Newcomer and Long-Term English Learners
 - *Business English*
- Aligned with WIDA English Language Development Standards
- Flexible delivery options

Off2Class provides a communicative approach to English language learning, engaging all four language domains - reading, speaking, listening and writing. Students practice language skills in real-world contexts, collaborating with teachers and peers during instruction.

Implementation of Plans for Regular School Year

Instruction

Integrated ESL

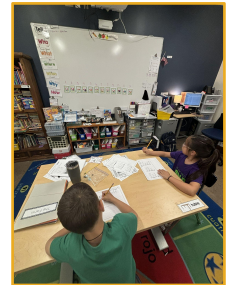
- Most common form of instruction
- *Push-in*
- *Co-Teach*



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

Our main focus for our fall survey

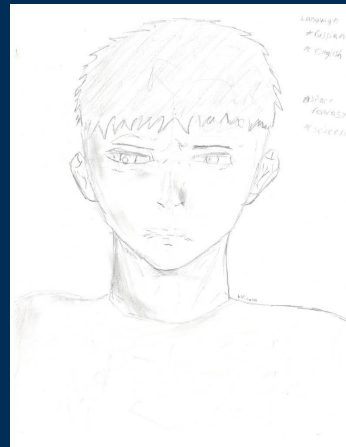
- Parent learning opportunities
- Barriers to attending Family Nights

Preliminary Results

- **77%*** of families are looking for **additional resources** to support their students outside of the classroom with homework
- **6%*** of families **have a hard time** attending family nights due to work related circumstances

**waiting for additional survey information from families that were unable to attend*

Title III Fall Family Night



Highlights

- NextPath guidance
- Title III Programming
- Community resources
- Connections
- Readers Portraits

Wildcat Tech Power
**PARTNERING
FOR STUDENT
SUCCESS**



Title III Fall Family Night

Staffing and related professional development



- 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	35	Spanish, Chinese, Burmese, Hindi, Russian, German, Arabic, Hmong, Ukrainian, Portugues, Greek, Otjiherero, English	ELP 1-4
Middle	17	Spanish, Russian, Ukrainian, Hmong, English	ELP 1-4
High School	20	Spanish, Hmong, Burmese, Arabic, English	ELP 1-4

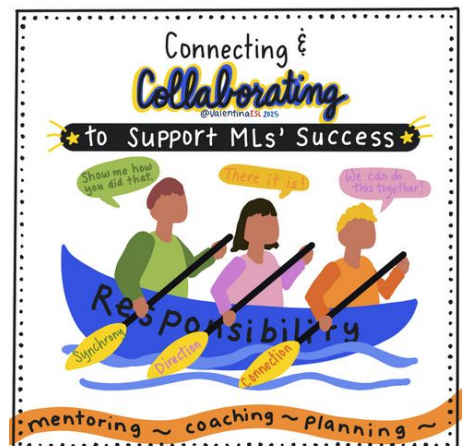
Staffing and related professional development

- WIDA Virtual Tracker
 - ◆ 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 share strategies for making content accessible for all students
- Attend CESA trainings
 - ◆ Fall, Winter, and Spring Title III Coordinator Meeting



Core Curriculum + ELL Supports

- Core Content
 - ◆ ELA
 - ◆ Math
 - ◆ Science
 - ◆ Social Studies
- English language instruction is supplement when provided outside of the core content instruction
- Off2Class for grades K - 12



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 **and Infinite Campus**. 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 **on NextPath**. **A signed copy of** 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, **Off2Class**, 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, **EL program assistant**, 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 NextPath data platform to track EL students targeted growth on ACCESS, and use multiple data points to monitor progress of students.
- Focusing on increasing family engagement within our Title III program to 100% participation in at least 1 family engagement activity.
- Sharing and refining a program toolkit for RFSD staff to communicate program goals, student support, and general EL accommodations and instructional strategies.
- Implementing Off2Class as a guaranteed and viable curriculum resource for EL students.

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 – Off2Class]

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 and is signed by 11

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.

RFHS/RCA Course Overview



October 5, 2026

RFHS/RCA Course Overview

- What courses are available in each department?
- How many AP/Dual Credit?
- How do you decide which courses run each year?
- When are new courses created?
- When are courses sunset?

What courses can student take at RFHS?

Agricultural

- 6 courses
- 2 dual credit

Art

- 10 courses

Business

- 12 courses
- 7 dual credit

Computer Science

- 2 courses
- 1 AP

Health

- 2 courses

ELA

- 16 courses
- 3 required
- 2 APs
- 3 dual credit

Family & Consumer

- 10 courses
- 2 dual credit

Healthcare

- 4 courses

Math

- 9 courses
- 2 APs
- 2 dual credit

Music

- 8 courses

Physical Education

- 16 courses

Science & Engineering

- 20 courses
- 2 APs
- 2 dual credit

Social Studies

- 20 courses
- 3 APs
- 5 dual credit

Tech. Education

- 12 courses
- 2 dual credit

World Languages

- 1 Language
- 5 courses

What courses can student take at Renaissance Charter Academy?

Agricultural

- Large Animal Science
- Vet Science
- Leadership Development

Art

- Drawing
- Exploratory Art**
- Photography**
- Yearbook Photography**
- Yearbook Production**

Business

- Business Management**
- Employability Skills**
- Intro to Financial Accounting
- Personal Wellness

Computer Science

- Computer Technology
- Digital Literacy & Citizenship**
- Innovative Business Mindset**
- Marketing Principles
- Web Page Design

Health

-

ELA

- African American Literature**
- Creative Writing**
- Film & Literature**
- Gothic Literature**
- Linguistics**
- Mythology
- Novels
- Personal Communications
- Science Fiction & Fantasy**
- Writing Composition**

Family & Consumer

- Culinary Arts**

Healthcare

- Anatomy & Physiology

Math

- Math Projects**
- Math for the Trades**

Music

- Music Appreciation
- Music Theory through Guitar

Physical Education

- Phy-ed**

Science & Engineering

- Botany
- Food Science
- Forensic Science**
- Geology
- Health Science
- Natural Disasters
- WISCO Natural Resources**

Social Studies

- African American Studies**
- Crime & Delinquency
- Current Events**
- Economics
- Native American Studies
- Psychology I & II**
- Race & Cultures
- Social Justice
- Vietnam War
- World History
- World Religions

Tech. Education

- CNC Engineering 1 & 2**
- General Woodworking**
- Adobe Illustrator**
- Home & Auto Maintenance**

World Languages

- Spanish

RFSD Required Courses

ELA

- English 9
- English 10
- American Literature
- Speech

Health

- Health 10

Math

- Pre-Algebra
- Algebra I
- Geometry
- Algebra II

Physical Education

- Into to PE

Science & Engineering

- Broadfield Science
- Biology
- Chemistry

Social Studies

- Geography
- Civics
- American Studies I & II/AP Alternative
- Global Studies I & II/AP Alternative

Business

- Personal Finance

How do you decide which courses run each year at RFHS?

- Scheduling occurs in the winter of the prior year
- Students have required courses in 9th, 10th, and 11th grades
- Students work with advisors to select additional courses based on their future plans
- Students select first, second, and third choices for courses
- Software, administrators and counselors take students requests and create the schedule
- Scheduling goal is to have the greatest percentage of students enrolled in their first choice of courses they have requested
- HS averages 95-98% of students receiving the 1st or 2nd choice of courses they requested

How do you decide which courses run each year at Renaissance Charter Academy?

- Given our rolling enrollment from RFHS and other districts, transcript evaluations are done to determine what courses are needed to fulfil graduation requirements.
 - This starts during Term 3
- Regarding electives ~ student interest survey is given to students

When are new courses created at RFHS?

- Curriculum Review Process
- Student interest
- Teacher certification
- Teacher interest

When are new courses created at Renaissance Charter Academy?

- New courses are added when there is student interest and staff development the new course.
- New courses will be approved by RCA Board

When are courses sunset at RFHS?

- Low enrollment for three consecutive years
- Teacher retirement/resignation

When are courses sunset at Renaissance Charter Academy?

- Courses are taken out of rotation when student interest drops.
- Can be reinstated when interest goes up.