

**School District of River Falls
Regular Board Meeting**

Monday, December 17, 2018 - 7:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

Educational Program Committee members: Alan Tuchtenhagen (Chair), Lindsey Curtis, & Cindy Holbrook

Agendas can be viewed at <https://www.rfsd.k12.wi.us/district/school-board.cfm> or at

<https://meetings.boardbook.org/Public/Organization/1447>

1. CALL TO ORDER - 7:00 PM IN THE DISTRICT ADMINISTRATIVE OFFICE CONFERENCE ROOM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

4. INFORMATIONAL ITEMS

A. Acknowledgement / Recognition

B. Spotlight on Education - Greenwood- Teacher Collaboration as part of a Professional Learning Community

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C. Superintendent, Administrative, and Student Representative Reports

1. Superintendent Report

2. Administrative Reports

a. Academic Services

Description: -High School Principal Luedtke will present and lead discussion about considerations and options for reducing High School graduation credit requirements from thirty down to twenty-eight.

3. Student Representative Report

5. ACTION ITEMS

A. **Approval of minutes, bills and recommended employment**

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Description: **Background:** The following have been submitted for approval:

Item 1: November 19, 2018 Regular Board of Education meeting minutes

Item 2: November 26, 2018 Special Board of Education meeting minutes

Item 3: Bills submitted for payment

Item 4: Pursuant to Board Policy which references Wisconsin Statutes Sections 111, 118, 121, all employees who require Wisconsin state certification shall be recommended by the superintendent to the Board of Education for approval. All recommendations presented at this time are pursuant to approved Board policies and accompanying administrative procedures.

Recommended Action: Approve minutes, bills and employment as presented.

B. **Consideration and/or Action to approve the second reading new Board Policy 188 to allow remote board member participation for Board meetings**

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Description: **Background:** On very rare occasion a Board member may be unable to attend a Board meeting in person, this policy would support remote participation in those rare instances. The first reading was approved at the Regular Board of Education meeting on November 19, 2018.

Recommended Action: Approve the second reading of new Board Policy 188 Remote Board Member Participation in Meetings.

C. **Consideration and/or Action to approve the second reading of revised Policy 345.6 Graduation Requirements**

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Description: **Background:** The first reading of revised Policy 345.6 Graduation Requirements was approved at the November 19, 2018 Regular Board of Education meeting to remove the district issued diploma requirement for a student to attend River Falls High School for a minimum of two terms. This policy revision does not change the credit requirements.

Recommended Action: Approve the second reading of revised Policy 345.6 Graduation Requirements related to the number of terms of attendance required before earning a diploma.

D. **Review and Approve District Safety Plan**

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Description: **Background:** According to Act 143, which became law in March of 2018, the school board must review our district safety plan outlined in our district crisis manual, and review

reflections on each school's violent crisis drill prior to January 1, 2019, and each year thereafter.

Recommended action: Approve the District Crisis manual.

E. Resolution Providing for the Sale of \$9,495,000 General Obligation School Building and Improvement Bonds, Series 2019A **45**

Description: Background: Ehlers will be conducting the 2nd of two bond offerings to fund the approved referendum projects. This final bond offering will be in the amount of \$9,494,000. Tami Olszewski will provide the board with background information regarding the January 14, 2019 bond sale process. It is necessary for the Board to give Ehlers approval to proceed with the January 14, 2019 bond sale.

After the bond sale on January 14, 2019 Ehlers will present the final bond sale results to the board for final approval.

Recommended Action: Approve Resolution Providing for the Sale of \$9,495,000 General Obligation School Building and Improvement Bonds, Series 2019A.

F. Discussion and possible approval of 16 Month Lease with the City of River Falls for the River Falls Journal Building, located at 2815 Prairie Drive, River Falls, WI 54022, for educational purposes

Description: Background: The School District of River Falls has worked with our attorneys at Weld Riley to develop a 16 month agreement to lease the River Falls Journal Building located at 2815 Prairie Drive, River Falls, for the River Falls Public Montessori Elementary. The City of River Falls owns the building. The lease will commence March 1, 2019 and end on June 30, 2020. Monthly rent will be \$10,000/month for a total of 16 months, for a total lease payment of \$160,000. The School District of River Falls will be responsible for snow, lawn, utilities and daily custodial maintenance. The terms agreed to with the City of River Falls are very fair and reasonable and fall within the referendum budget.

The School District of River Falls will relocate the River Falls Public Montessori Elementary from its existing building to the River Falls Journal building for the 2019-20 school year. The move is necessary because the 1920's and 40's sections of the current River Falls Public Montessori Elementary will be disassembled beginning June 2019. The new River Falls Public Montessori Elementary School is expected to be available for the 2020-21 school year.

The River Falls Journal building meets the needs of the River Falls Public Montessori Elementary while temporarily displaced from their current school building.

Recommended Action: Approve 16 Month Lease with the City of River Falls for the River Falls Journal Building, located at 2815 Prairie Drive, River Falls, WI, 54022, for educational purposes.

G. Review resolutions to be addressed during the 2019 Wisconsin Association of School Board (WASB) Delegate Assembly on Jan. 23, 2019, and provide delegate with direction for voting on WASB resolutions. **47**

Description: Background: Each year, the WASB delegate Assembly votes on proposed amendments and resolutions during its Annual Joint State Convention. Each eligible school district may cast one vote on those resolutions. Mike Thompson is the appointed delegate to the 2019 convention.

Recommended Action: Provide Delegate Mike Thompson with direction for voting on WASB resolutions. The Board may give voting direction on an item-by-item basis or on specific item(s) only or direct the Delegate to vote in the best interest of the School District of River Falls.

H. Begin Board Self-evaluation process

Description: Background: Policy 153 calls for the Board to annually plan for and carry through an evaluation of its functioning as a Board. The last Board evaluation was completed January 22, 2018.

Recommended Action: Discuss the process for completion of a Board evaluation.

I. Consideration and/or Action to approve December 4, 2018 Finance & Facilities Committee recommendations **63**

Description: Background: The Committee met on December 4, 2018 to approve the guaranteed maximum price (GMP) contract for the River Falls High School referendum projects.

Recommended Action: Approve the guaranteed maximum price (GMP) contract for the River Falls High School referendum projects.

J. Consideration and/or Action to approve December 10, 2018 Personnel Committee recommendations **64**

Description: Background: The Personnel Committee met Monday, December 10, 2018, to consider the revised central office secretary job description, review Policy 533-Rule: Certified Staff Recruitment, Selection, and Hiring procedures, and held a 2019-2020 Preliminary certified staffing discussion. The Personnel Committee convened into executive session pursuant to Wisconsin statute section 19.85(1)(c)(e)(roll call vote required) for the purpose of approving 2019-2020 bargaining goals.

Recommended Action: None, informational only.

6. PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE BOARD MEETING AGENDA(S)

Description: Background: As always, Board members will be given the opportunity to suggest items for future Board member agendas.

Recommended Action: As needed.

7. SCHEDULE NEXT BOARD/COMMITTEE MEETINGS

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

Recommended Action: Set meeting schedule as follows:

Educational Program Committee meeting: Monday, January 7, 2018, 6:00 p.m.

Personnel Committee meeting: Thursday, January 10, 2018, 6:00 p.m.

Finance & Facilities Committee meeting: Monday, January 14, 2018, 5:45 p.m.

Regular Board meeting: Monday, January 14, 2018, 7:00 p.m.

All above meetings will be held at the District Office, 852 East Division Street

8. REQUEST FOR EXECUTIVE SESSION PURSUANT TO WISCONSIN STATUTE SECTIONS 19.85 (1)(d) FOR THE PURPOSE OF CONSIDERATION AND/OR ACTION OF STRATEGY FOR CRIME PREVENTION AND PURSUANT TO WISCONSIN STATUTE SECTION 19.85 (1)(c)(f)(b) and 118.125 FOR THE PURPOSE OF APPROVING THE NOVEMBER 19, 2018 REGULAR EXECUTIVE MEETING MINUTES. ROLL CALL VOTE REQUIRED.

Description: Action: Roll call vote

9. CONVENE TO EXECUTIVE SESSION

10. RECONVENE TO OPEN SESSION

11. ACTION ON CLOSED SESSION MATTERS, IF ANY ACTION IS REQUIRED TO BE TAKEN IN OPEN SESSION

12. ADJOURN



Professional Learning Communities:

Teacher Collaboration



What is a Professional Learning Community?

- The term is often misused to describe meetings.
 - The PLC concept often is misused to describe committees, grade-level teams, and/or weekly planning meetings in which the participants undertake data-based decision making (DuFour, 2004; Jessie, 2007).
- PLC's aren't something you do, rather it's who you are.
 - An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Characteristics of a PLC

1. Focus on Learning
2. *Collaborative Culture with Focus on Learning for All
3. Collective Inquiry into Best Practice and Current Reality
4. Action Orientation: Learning by Doing
5. A Commitment to Continuous Improvement
6. Results Orientation

Teacher Collaboration as an element of PLCs

Collaboration is a means to an end, not the end itself. In many schools, staff members are willing to collaborate on a variety of topics as long as the focus of the conversation stops at their classroom door. In a PLC, *collaboration* represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school.

Stages of Collaborative Teams

- Forming
- Norming
- Storming
- Performing

Expectations for Collaborative Meetings

- Focus on learning before teaching
- Combat organizational/logistical creep
- Have an agenda
- Keep records of your work

Expectations for Collaborative Meetings

- Document your work
 - Protocols, Guides, Lesson Plan Templates
 - [Examining Learning and Teaching in the Current Unit](#)
 - [Enhancing Future Units of Study](#)
 - [3rd Grade Collaboration Guide](#)

Sustaining Effective Collaboration

- Direct Feedback
 - Principal/Coach
- Built into the schedule as a stand alone element
- Self Assessment/Personal Reflection
 - [Health and Productivity Survey](#)
 - Collaboration Rubric Self Assessment

Enhancing upcoming units of study

Guiding questions to use during your discussion:

What unit are we looking to enhance?

List ideas to support/improve upcoming unit? Consider the following guiding questions:

- How can we give students more choice and voice?
- How can we develop 21st century skills (4 C's) in this unit?
- How can we build learner capacity?

What are the key learning targets you are hoping to achieve?

How will we know if they met those targets? Develop one or two questions to assess understanding of the learning target(s)

Review student understanding of the learning targets and plan how to address existing needs?

Are there any action steps? Who is responsible?

Agenda plan for next time.

Examining learning and teaching in current unit

Guiding Questions to use during your discussion:

How is our current unit going?

What are the key learning targets we are hoping to achieve?

Are the students meeting those targets?

Share your evidence? How many students met the target how many did not?

What now? Teacher sharing of ideas to strengthen success or overcome struggles?

Are there any action steps? Who is responsible

Agenda plan for next time.

Leading Healthy & Productive Teams

Simply monitoring or evaluating teams is not helpful. The work only matters if leaders are willing to intervene based on the results they are getting from teams in the areas of health and productivity. As with teaching and learning in the classroom the work is situational, and strong leaders understand how to anticipate and respond contextually in the moment to the final two questions:

1. What will we do when the team doesn't know it?
2. What will we do when the team already has learned it?

Our ability - and willingness - to answer these two questions is where the rubber meets the road. If leaders are not willing to answer these questions, chances are good they are still providing only "blanket" training and hoping that something will stick and add value to the system's work. As educational exchange expert Michael Fullan states, "Hope is not a strategy" (2011, p. 41).

The work requires situational leadership as strong leaders monitor for both healthy and productive teams, taking care of each team based on where they are relative to where the leaders would like them to be. The quadrants of healthy and productive teams help leaders understand intervention needs when teams struggle with collaborative work.

Team Health	HIGH	Healthy but Unproductive	Healthy & Productive
	LOW	Unhealthy & Unproductive	Unhealthy but Productive
		LOW	HIGH
		Team Productivity	

Many leaders would prefer to shy away from this work. One principal suggested that her teams were composed of adults and they could resolve their own issues. Her job was to get out of their way and let them fight it out. But when it comes to collaboration, a team is only as strong as its most struggling member, a building is only as strong as its most frustrated team, and a district is only as healthy as its most troubled school. *It is imperative that leaders get involved.* Success with a single team member or an entire team can affect the culture in significant and timely ways.

Unhealthy & Unproductive

A few teams are both unhealthy and unproductive. The team members make no attempt to pretend they are in a right relationship with one another or the work at hand. They are prone to complaining that they would be more effective if they had better team members with whom to work but they do not confront one another about such concerns. Likewise, they will complain that the work is meaningless and is interfering with their ability to do the work they know they must do and that they have proven over the years that they can manage quite well when accomplishing it on their own.

Teams in this quadrant can be unhealthy in a variety of ways. In the most obvious form, they are not interested in working together and might publicly assert that they don't even like one another. They would prefer to maintain their individual levels of expertise and private classrooms. In a less obvious but equally unhealthy way, teams in this situation might individually appear happy, but there are almost imperceptible issues of codependency at play, and dominant personalities are competing for power. In either case, they are not engaging in the work of a collaborative team that focuses on learning so they are also unproductive.

Unhealthy but Productive

If a team is in this quadrant chances are good that one or two strong individuals are really doing all of the work and carrying the load for others. Under that individual's leadership or facilitation, the team can do the work of setting goals, looking at data, and so on, but team members do not necessarily buy into the work. Should the strong leader leave, so too will the work in which the team was engaged. This quadrant is tricky in that the members doing the work may seem healthy, when in truth they might be demonstrating a need to control quality or quietly enjoying the notion that the team really needs them. Neither is a healthy orientation for the success of the team. When a team is in this quadrant, team products become compliance oriented, and dependency issues often arise.

Healthy but Unproductive

Although healthy but unproductive teams enjoy one another's company, the truth is, they are doing little to no work (by focusing on issues beyond their control) or the wrong work (by focusing on issues that do not affect student learning). By all appearances, they still meet the majority of the criteria for emotionally intelligent teams. Such teams might appear to be high functioning with a few of the team healthy traits in place: for example, they may take perspectives, demonstrate interpersonal understanding, create a positive environment, and even pro-actively solve problems. However, they are not focusing on the issues that directly affect student achievement. If they were to do so, you might find that they merely look healthy to the casual observer. Instead, they are not comfortable confronting one another - even with a caring orientation. They do very little team self-evaluation, rarely seek feedback, and demonstrate little organizational awareness or willingness to build external relationships. Upon closer examination, it's easy to see they are not demonstrating *all* of the traits of healthy teams.

Healthy & Productive

Healthy and productive teams navigate differences of opinion with grace, move to consensus with consistency, and focus all of their collective efforts on improving student learning. No instructional task (data interpretation, assessment design and use, lesson planning, differentiation, curriculum alignment, classroom management, and so on) slips by without their attention to detail. They are the high fliers that leaders wish all teams could be, and the good news is that, with clarity and support, all teams really can find a pathway to high levels of success.

Health & Productivity Survey

SCHOOL DISTRICT OF RIVER FALLS
Board of Education Regular Meeting Minutes
November 19, 2018

The regularly scheduled meeting of the River Falls Board of Education was called to order on Monday, November 19, 2018, at 7:03 p.m. by President Johnson Myers at the River Falls Public Montessori. It was ascertained that notice of the meeting had been officially posted at the three Board appointed locations, published in the River Falls Journal, and announcements sent to WEVR Radio Station and the Eau Claire Leader Telegram.

PRESENT

President Stacy Johnson Myers, Vice President Amy Halvorson, Clerk Alan Tuchtenhagen, Treasurer Mike Miller, members Cindy Holbrook, Mike Thompson, Ramona Gunter, and student representative, Dana Craig. Also present were Superintendent Jamie Benson, Director of Human Resources and Leadership Development David Bell, Director of Academic Services Jennifer Peterson, Director of Student Services Jackie Steinhoff, Greenwood Elementary School Principal Nate Schurman, Westside Elementary School Principal Chris Kamrath, River Falls Public Montessori School Coordinator Nate Wells, and School Resource Officer Chris Gottfredson.

HEARING OF VISITORS OR DELEGATIONS – none.

SPOTLIGHT ON EDUCATION- YOUTH LEADERSHIP RIVER FALLS

Marissa Bazey, the Event and Program Coordinator for the River Falls Chamber of Commerce shared the Youth Leadership River Falls program with the Board. Bazey explained that the students participate in a number of leadership and character building activities throughout the year, culminating in the completion of a class project. Students must apply to be a part of the program; which is comprised of 8th grade students from all local schools, including public, parochial and home school. Class size is capped at 12 students each year. Funds for the program are all by donation, with a primary goal of getting kids involved in their community. Most student days are held during district in-services and/or non-school days. Students shared their highlights of the program so far; which included visiting the University of Wisconsin-River Falls archives, the Chippewa Valley Technical College's state-of-the-art mobile learning labs in a converted semi-trailer, and developing friendships.

INFORMATIONAL ITEMS

A. Acknowledgement / Recognition- none.

B. Superintendent, Administrative and Student Representative Reports

1. Superintendent Report- Benson shared referendum progress and an update that the bids are coming back in a good place, allowing the District to get the most out of the referendum funds. The District hosted an unveiling of the future exterior of the River

Falls Public Montessori just prior to the meeting; Benson shared the turnout was good, stating there was lots of good information shared and the reception from the people in attendance was positive.

2. Administrative Reports-

a. Director of Academic Services- Peterson shared that the Wisconsin Department of Public Instruction recently released the District Report Cards to the public and they are now available online. Peterson presented what the report cards are measuring and explained how the District and School Report Cards are just a snapshot of performance using very specific data to develop the report cards. Peterson furthered that the administration team works to dig deeper into the details to establish how the River Falls district is doing overall. Peterson shared the Data-at-a-Glance document provides a brief explanation of the report cards, and how the District Overall score is based on weighted categories, that included some changes on the weight of each category this year. District Information provides the general demographic of the population, with transient students not factored into the report cards. This data is compared to like student populations across the state, focusing on achievement gaps and closing those gaps by comparing student testing performance, graduation rates, attendance rates and district poverty rates from year to year. The report cards look at student performance and achievement over the past three years. Peterson added these report cards are not a complete picture of the district. The District's favorable score is relatively the same as it was last year. Peterson shared each individual school's report card.

3. Student Representative Report- Craig shared that the High School students just finished up the fall play production of Newsies, adding they achieved selling out the auditorium for one of the performances. Craig shared that the Student Council is currently planning the Winter Carnival. Craig added that she and Mr. (Kit) Luedtke, River Falls High School Principal, have begun talking about the possibility of dropping the graduation credit requirements to include student study halls and developing a student forum or conducting outside school visits regarding. Johnson Myers and Tuchtenhagen added that the Newsies production was lovely and that the buzz around town about the production was awesome.

ACTION ITEMS

A. Johnson Myers reviewed the minutes, bills, and recommended employment items on the Agenda. Thompson moved, seconded by Halvorson that the Board approve the following:

1. The Minutes from the October 15, 2018 Regular Board of Education meeting;
2. Checks numbered 189194 through 189787 had been prepared in the amount of \$1,179,185.02 and there were automatic transfers of \$575,2104.39 and \$574,743.08 for a total of \$2,329,142.49. Checks 187147, 187875, 188211, 188565, 189187, 189310, 189413, and 189533 were voided.
3. Pursuant to Board Policy which references Wisconsin Statutes Sections 111, 118, and 121, approval of the following employment recommendations: 1. Recommended acceptance of a request from Becky Behrends, full-time Learning

Disabilities Teacher at Meyer Middle School, for a full-time family and medical leave of absence effective approximately November 14, 2018 through December 3, 2018. 2. Recommended approval of the employment of Kate Dulaney as Substitute Teacher effective November 8, 2018; this is in addition to Ms. Dulaney's ongoing part-time employment as Speech and Language Pathologist at Meyer Middle School. Motion carried unanimously (7-0).

B. The second reading of revised policy 461 Wisconsin Academic Excellence Scholarship and the second reading of revised policy 462 Wisconsin Technical Excellence Scholarship were presented for approval. The first readings of revised policies 461 Wisconsin Academic Excellence Scholarship and 462 Wisconsin Technical Excellence Scholarship were heard at the October 15, 2018 Regular Board of Education meeting.

Miller moved, seconded by Halvorson that the Board approve the second reading of revised policy 461 Wisconsin Academic Excellence Scholarship and that the Board approve the second reading of revised policy 462 Wisconsin Technical Excellence Scholarship. Motion carried unanimously (7-0).

C. The Board reviewed the first reading of new Board Policy 188 to allow remote board member participation for Board meetings. On very rare occasion a Board member may be unable to attend a Board meeting in person, this policy would support remote participation in those rare instances. Johnson Myers added that it is not a requirement of the Board to have a policy like this, but in order to have a Board member participate in a meeting this way the Board must have a policy in place. Gunter requested clarification as to why would the remote Board member not be considered a part of the quorum? Johnson Myers explained that legal counsel advised that it would be best to have the quorum be only those that are physically present. Benson added that it also shows the community that the Board really does prefer presence at meetings, discouraging Board members from always wanting to be a remote participant versus actually being present. The policy doesn't specify how many can participate remotely, so by nature of the policy it will mean that most people must be present for the quorum to exist. Johnson Myers also added that the policy states that it is not a guarantee that permission will be granted.

Thompson moved, seconded by Halvorson that the Board approve the first reading of new Board Policy 188 Remote Board Member Participation in Meetings. Motion carried unanimously (7-0).

D. Jackie Steinhoff, Director of Student Services, presented the new Board policy 383.2 Therapy/Companion Animals for approval. This policy includes detailed procedures for schools to follow specific to students bringing animals into the classroom. This policy intends to keep students and staff safe and healthy while bringing in animals for therapy or class projects. It outlines in specific sections so that there is are very clear steps as to what can be done, and what the necessary steps are in order to bring the animal into school. The exhibit outlines the health of the animal, with each step needing to be

completed and signed off by a vet, principal, or handler. The policy outlines exclusions and will be included in the handbooks for students and parents.

Gunter questioned how some portions would be filled out by a requester, when many animals/pets are brought in for just a short time, the policy and/or exhibit appears to make that very difficult. Steinhoff explained that some of questions may be clarified with the principal or a staff member. Gunter requested further clarification about specifically requiring a vet's statement or would the District take the owner's word for it. Halvorson asked to request clarification if the animal has ever bitten previously, and requested clear statement that the animal will not be allowed if it has. Bell added that the exhibit is really to help guide staff on requesting information on the animal. Steinhoff added the building administrator would ultimately have the final approval on whether the animal could come to school or not.

The decision was made to table the Policy to rework section twelve specifically. Policy 383.2 will come back to the board as a first reading again. Request made for procedures to follow the descriptions, with clear intent to lessen the length of the overall policy.

E. Consideration and/or Action to approve November 5, 2018 Finance & Facilities Committee recommendations: The Committee met on November 5, 2018 to hear an update on the referendum planning process, touching on the plan for the Montessori and the site reviews. The Committee discussed the January 14, 2019 \$9,949,000 Referendum bond sale. The referendum will equate to less taxes for the citizens than first outlined during the referendum process. Informational only, no action was taken.

F. Consideration and/or Action to approve November 5, 2018 Personnel Committee recommendations: The committee met on November 5, 2018 to discuss Policy 251-Administrative Organizational Chart and the district wellness committee. Bell added that they looked at how they can adjust the structures at the Montessori and High School as both continue to grow. The Committee agreed that adjustments to teaching staff in the coming months will be necessary to keep up with changing enrollments and that the structure of the administrative staff will then naturally need to be adjusted also. The Committee also discussed the staff wellness workshops that will be held monthly for staff throughout the year with different focusses during each one. The committee convened into executive session pursuant to Wisconsin Statute Section 19.85(1)(c)(e) for the purpose of discussing preliminary nonrenewal of administrative staff and preliminary 2019-2020 bargaining goals. Informational only, no action was taken.

G. Consideration and/or Action to approve November 12, 2018 Educational Program Committee recommendations: The committee met on November 12, 2018 to discuss and approve revised River Falls Public Montessori Elementary report cards; approve new high school courses Medical Terminology and Health Science Professions; approve new middle school courses Math Foundations and Introduction to STEM; approve preliminary field trip application for the Biology trip to Ecuador and the Galapagos Islands, July 2019; approve the first reading of revised Board policy 345.6 Graduation Requirements; review the curriculum development process as it relates to

the process of naming new courses; discussion regarding high school credits required for graduation; review the Board of Education's Scholarship criteria; and hear a district staff in-service update.

1. Tuchtenhagen moved, seconded by Gunter that the Board approve the revised River Falls Public Montessori Elementary report cards; the Board approve the new High School courses Medical Terminology and Intro to Health Science Professions; the Board approve the new Middle School courses Math Foundations and Introduction to STEM; and the Board approve the preliminary field trip application for the River Falls High School Biology trip to Ecuador and the Galapagos Islands, July 2019. Motion carried unanimously (7-0).

2. Tuchtenhagen moved, seconded by Gunter that the Board approve the first reading of revised Board policy 345.6 Graduation Requirements. Motion carried unanimously (7-0).

7. As always, Board members were given the opportunity to suggest items for future Board member agendas. No suggestions at this time.

8. Future meetings: Set meeting schedule as follows: Board of Education Retreat: Monday, November 26, 2018, 5:00 p.m. at 852 E. Division Street; Personnel Committee meeting: Monday, December 10, 2018, 6:00 p.m. at 852 E. Division Street; Educational Program Committee meeting: Monday, December 17, 2018, 6:00 p.m. at 852 E. Division Street; Regular Board meeting: Monday, December 17, 2018, 7:00 p.m. at 852 E. Division Street.

The Finance and Facilities Committee will meet to consider and/or approve the guaranteed maximum price (GMP) contracts for:

The River Falls High School Pool referendum project on Tuesday, December 4, 2018 at 3:00 p.m. at 852 E Division Street, and the Greenwood Elementary School referendum project on Monday, December 17, 2018 at 6:30 p.m. at 852 E Division Street.

9. Halvorson moved, seconded by Thompson that the Board convene into closed session pursuant to Wisconsin Statute s. 19.85(1)(c), 19.85 (1)(f), and 118.125 for consideration and action, as appropriate, on a status of student discrimination complaint; pursuant to Wisconsin Statute s.19.85 (1)(b) investigation of employee conduct; and pursuant to Wisconsin Statute s.19.85 (1)(d) strategy for crime prevention. Roll call vote required; Johnson Myers- yes, Halvorson-yes, Tuchtenhagen- yes, Miller-yes, Gunter- yes, Holbrook- yes, Thompson- yes.

10. Convened to Executive Session at 8:42 p.m.

Alan Tuchtenhagen,
Clerk

SCHOOL DISTRICT OF RIVER FALLS
Board of Education Special Board Retreat
November 26, 2018

The Special Board Retreat of the River Falls Board of Education was called to order on Monday, November 26, 2018, at 5:00 p.m. by President Johnson Myers in the District Office conference room. It was ascertained that notice of the meeting had been officially posted at the three Board appointed locations, published in the River Falls Journal, and announcements sent to WEVR Radio Station and the Eau Claire Leader Telegram.

PRESENT

President Stacy Johnson Myers, Vice President Amy Halvorson, Clerk Alan Tuchtenhagen, Treasurer Mike Miller, members Ramona Gunter, Cindy Holbrook, and Mike Thompson. Also present was Superintendent Jamie Benson.

Review of individual Board of Education Staff Listening sessions:

Items from individual staff listening sessions were shared, discussed and assigned to the Board Committees: Educational Programs, Finance and Facilities and Personnel.

The meeting adjourned at 6:45 p.m.

Alan Tuchtenhagen,
Clerk

SCHOOL DISTRICT OF RIVER FALLS
River Falls , Wisconsin 54022

Checks for Approval at the December 2018 Board Meeting

AP CHECK NUMBERS	AMOUNT
189788 - 190199	\$699,048.41
PAYROLL	
11/5/18 Auto Tsf. Payroll	\$568,074.79
11/20/18 Auto Tsf. Payroll	\$688,512.26
	<u><u>\$1,955,635.46</u></u>

VOID CHECKS
189350 - Hamilton High School
189765 - Matthew Dheppard

Publication List - Checks Over \$100 - December 2018 Meeting

POST DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
11/7/2018	189788	AIR COMMUNICATIONS OF WI, INC	BG Expense	\$ 425.50
11/7/2018	189790	AMERICAN RECYCLING	TV Disposal	\$ 292.00
11/7/2018	189791	AMES CENTER	Church Basement Ladies luncheon	\$ 980.00
11/7/2018	189792	APPLIED DESIGNS & SIGNS INC	SIGNS	\$ 117.00
11/7/2018	189794	BALDWIN LIGHTSTREAM	Internet service	\$ 749.95
11/7/2018	189795	BAUER BUILT	Multiple Invoices	\$ 8,860.00
11/7/2018	189796	BELL MUSEUM OF NATURAL HISTORY	WS 2nd gr FT	\$ 438.00
11/7/2018	189797	BEST BUY BUSINESS ADVANTAGE	Multiple Invoices	\$ 400.00
11/7/2018	189798	BIO CORPORATION	SUPPLIES	\$ 1,344.04
11/7/2018	189800	BLICK ART MATERIALS	Multiple Invoices	\$ 107.54
11/7/2018	189806	CESA 11	Multiple Invoices	\$ 785.00
11/7/2018	189807	CIRCLE SPACE SERVICES	Staff Training	\$ 2,000.00
11/7/2018	189808	CLIFTONLARSONALLEN LLP	Interim Billing-Financial Audit	\$ 6,200.00
11/7/2018	189810	CORPORATE SECURITY SOLUTIONS, INC	Oct background checks	\$ 469.00
11/7/2018	189811	COUNTRY COACHES, INC.	Multiple Invoices	\$ 1,400.00
11/7/2018	189812	CRYSTAL CAVE INC	3rd gr field trip 10/31/18	\$ 480.50
11/7/2018	189814	DALCO	Multiple Invoices	\$ 328.60
11/7/2018	189815	DARRELL'S SEPTIC SERVICE, INC.	Multiple Invoices	\$ 896.00
11/7/2018	189816	DAVIS, MYA	Tech Night class	\$ 110.00
11/7/2018	189818	DECKER INC	supplies	\$ 136.70
11/7/2018	189819	DICK'S MARKET	Multiple Invoices	\$ 1,842.19
11/7/2018	189821	DISCOUNT SCHOOL SUPPLY	supplies	\$ 156.17
11/7/2018	189822	ECOLAB	Multiple Invoices	\$ 168.46
11/7/2018	189824	EDUCATION TECHNOLOGY PARTNERS	9 seats for Altis Reach	\$ 612.00
11/7/2018	189826	ELLSWORTH SCHOOL DISTRICT	Roesler & Hirsch	\$ 500.00
11/7/2018	189828	ETS ELITE EAST METRO LLC	Strength/Cond Trng	\$ 2,600.00
11/7/2018	189829	FAIRFIELD INN & SUITES	Multiple Invoices	\$ 342.00
11/7/2018	189830	FAMILY FRESH - SPARTANNASH	Multiple Invoices	\$ 196.19
11/7/2018	189831	FAMILYMEANS	Quarterly EAP Admin Fee	\$ 1,175.00
11/7/2018	189833	FELDMIEIER, NICOLE	Multiple Invoices	\$ 348.78
11/7/2018	189836	FLINN SCIENTIFIC INC	Supplies	\$ 225.15
11/7/2018	189837	FORUM COMMUNICATION COMPANY	Forum comm 2018-19	\$ 919.16
11/7/2018	189839	FULL COMPASS SYSTEMS	supplies	\$ 100.80
11/7/2018	189846	HAMILTON HIGH SCHOOL	wiaa contract - vb hamilton 9/14/	\$ 225.00
11/7/2018	189848	HILLYARD, INC.-MPLS	Multiple Invoices	\$ 1,253.44
11/7/2018	189849	HILTON MADISON MONONA TERRACE	10/17/18 Conf # 3476368013	\$ 179.00
11/7/2018	189850	HOGLUND BUS COMPANY	BG Supplies	\$ 3,911.16
11/7/2018	189851	HORIZON COMMERCIAL POOL SUPPLY	MAINT EXPENSE	\$ 379.88
11/7/2018	189852	HSA BANK	Multiple Invoices	\$ 13,172.44
11/7/2018	189854	INT COMP SYS FOR EQUITY	Equity Training 10/22 & 11/7/18	\$ 5,390.81
11/7/2018	189855	INSTRUMENTAL MUSIC CO.,INC.	Instrument Repairs	\$ 157.25
11/7/2018	189856	ION, INC.	Multiple Invoices	\$ 948.30
11/7/2018	189857	IRVINGTON CAMPGROUND/RV PARK	Outdoor Ed - Canoe Trip	\$ 105.00
11/7/2018	189858	JAECKEL, BRYAN	10/26-10/28	\$ 558.50

Publication List - Checks Over \$100 - December 2018 Meeting

11/7/2018	189862	J W PEPPER & SON INC	Multiple Invoices	\$ 196.43
11/7/2018	189864	KWIK TRIP, INC.	fuel	\$ 2,864.45
11/7/2018	189865	LINDAMAN, JO ANNE	Multiple Invoices	\$ 120.00
11/7/2018	189869	MADISON CONCOURSE HOTEL	Multiple Invoices	\$ 396.00
11/7/2018	189870	MANSFIELD OIL COMPANY OF GAINSV	Fuel for the year	\$ 19,829.86
11/7/2018	189871	MAPLE LEAF APPLE ORCHARD	GW Maple Leaf Orchard Kinder. F	\$ 198.00
11/7/2018	189872	MENARDS	BG Supplies	\$ 159.72
11/7/2018	189874	MIDWEST BUS PARTS INC	Multiple Invoices	\$ 892.04
11/7/2018	189875	MID-STATE TRUCK SERVICE INC	BG SUPPLIES	\$ 159.04
11/7/2018	189876	MINNESOTA LIFE INSURANCE CO	PAYROLL ACCRUAL	\$ 6,562.97
11/7/2018	189878	NELSON'S BUS SERVICE INC	BG SUPPLIES	\$ 154.35
11/7/2018	189880	O'REILLY AUTO PARTS	Multiple Invoices	\$ 331.45
11/7/2018	189882	ORPHEUM THEATRE	Com Ed - Les Miz tickets	\$ 2,580.00
11/7/2018	189883	OVERALL SUPPLY	BG SUPPLIES	\$ 228.44
11/7/2018	189887	PETERSON, KATELYN	mileage 10/24 - 10/27	\$ 274.14
11/7/2018	189890	PUPUNGATOA, KATY	refund; band trip; not going	\$ 600.00
11/7/2018	189891	RAD ZOO	Reptile&Amphibian Discovery Zoc	\$ 395.00
11/7/2018	189892	REINDERS	MAINT SUPPLIES	\$ 5,284.65
11/7/2018	189893	RELIANCE ELECTRIC MOTORS	MAINT EXPENSE	\$ 400.00
11/7/2018	189895	RIVER FALLS ACE HARDWARE	Yearly Supplies	\$ 582.37
11/7/2018	189896	RIVER FALLS TIRE CO INC	BG EXPENSE	\$ 233.90
11/7/2018	189897	RIVER STATES TRUCK & TRAILER	Multiple Invoices	\$ 337.28
11/7/2018	189898	RIXMANN, JEFFREY	First Aid & CPR training 10/18, 10	\$ 520.00
11/7/2018	189899	ROGERS, CAROL	Multiple Invoices	\$ 130.00
11/7/2018	189901	SCHMITT, TONYA	Mindful SOULutions	\$ 1,200.00
11/7/2018	189902	SCHOOL SPECIALTY	Multiple Invoices	\$ 201.89
11/7/2018	189903	SCHWALEN, MEGAN	10/25-10/26/18	\$ 572.70
11/7/2018	189904	SEIPEL, RENEE	State Food Money Divers; 11/9/1	\$ 175.00
11/7/2018	189910	STAPLES -(PAPER)	Multiple Invoices	\$ 1,301.65
11/7/2018	189911	STEINER PLUMBING & ELECTRIC INC	MAINT SUPPLIES	\$ 748.12
11/7/2018	189912	STEP SAVER, INC.	MAINT SUPPLIES	\$ 125.40
11/7/2018	189914	THE STANDARD	PAYROLL ACCRUAL	\$ 6,444.71
11/7/2018	189915	TIES	Ties registration - A Bingenheimer	\$ 134.50
11/7/2018	189916	UNITED WAY ST.CROIX VALLEY	Multiple Invoices	\$ 172.50
11/7/2018	189920	WEICK, MONICA	RF CC; 50 posters	\$ 150.00
11/7/2018	189923	WILLIAM V MACGILL AND CO	supplies	\$ 162.50
11/7/2018	189924	WI SCTF	Multiple Invoices	\$ 410.35
11/14/2018	189925	3 SCHWEET SISTERS	American Education Week	\$ 500.00
11/14/2018	189926	ABUNDANT LIFE	RF4C Site Payout for Nov 15	\$ 14,520.04
11/14/2018	189927	ADA BADMINTON & TENNIS	Supplies	\$ 698.50
11/14/2018	189928	AMERY WELDING & FABRICATION, INC	MAINT EXPENSE	\$ 765.00
11/14/2018	189929	ARROW BUILDING CENTER	Multiple Invoices	\$ 249.62
11/14/2018	189930	AT&T	Multiple Invoices	\$ 2,448.12
11/14/2018	189932	BELL, DAVID	Travel costs	\$ 335.97
11/14/2018	189933	BEST BUY BUSINESS ADVANTAGE	suppliiies	\$ 1,628.90
11/14/2018	189934	BLB CONSULTING, LLC	MAINT EXPENSE	\$ 1,220.00
11/14/2018	189936	C & L COMMUNICATIONS INC	MAINT EXPENSE	\$ 1,278.00

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Publication List - Checks Over \$100 - December 2018 Meeting

11/14/2018	189938	CESA 10	1st Qtr E-Rate Support	\$ 1,615.00
11/14/2018	189939	CHARTWELLS	Chartwells Bill-Period 1-Oct 2018	\$ 172,796.29
11/14/2018	189940	CHILD CENTER	RF4C Site Payout for Nov 15	\$ 8,899.60
11/14/2018	189941	CITY OF RIVER FALLS	1st aid training; RFHS athletics	\$ 570.00
11/14/2018	189942	DECKER INC	supplies	\$ 319.38
11/14/2018	189943	DELUCA, KARI	Multiple Invoices	\$ 121.09
11/14/2018	189945	FREMONT INDUSTRIES, LLC	MAINT EXPENSE	\$ 262.44
11/14/2018	189946	GLACIER CANYON LODGE	room for conf 12/4 - 12/6 Martin	\$ 246.00
11/14/2018	189947	GLASS EXPRESS INC	BG EXPENSE	\$ 340.00
11/14/2018	189948	GRAINGER	MAINT SUPPLIES	\$ 122.00
11/14/2018	189949	HASELMAN, JOSEPH	B&G Director's Oct Mileage	\$ 142.95
11/14/2018	189953	HUEBSCH	Multiple Invoices	\$ 2,868.41
11/14/2018	189954	INDUSTRIAL ARTS SUPPLY CO	supplies	\$ 665.18
11/14/2018	189955	J & R SCHOOL SUPPLIES	supplies	\$ 144.00
11/14/2018	189956	JACOB'S LADDER	RF4C Site Payout for Nov 15	\$ 17,330.80
11/14/2018	189960	KAISER, ANGELA	Multiple Invoices	\$ 463.00
11/14/2018	189961	KULLY SUPPLY, INC.	MAINT SUPPLIES	\$ 226.12
11/14/2018	189962	LITTLE ADVENTURES	RF4C Site Payout for Nov15	\$ 7,494.40
11/14/2018	189963	LITTLE MINDS LEARNING CENTER	RF4C Site Payout for November 1	\$ 14,052.00
11/14/2018	189965	MASTERCARD CORPORATE CLIENTS	Multiple Invoices	\$ 16,575.48
11/14/2018	189968	MENARDS	Multiple Invoices	\$ 339.39
11/14/2018	189970	MINNESOTA HISTORICAL SOCIETY	WS 4th gr FT	\$ 438.00
11/14/2018	189972	MISSISSIPPI WELDERS SUPPLY	HS Supplies	\$ 266.35
11/14/2018	189973	NEW RICHMOND AREA CHAMBER OF (New Richmond Chamber Membe		\$ 259.00
11/14/2018	189975	NORELIUS, AMY	Positive Solutions	\$ 300.00
11/14/2018	189977	RENFROW INC	MAINT SUPPLIES	\$ 492.00
11/14/2018	189978	RIVER FALLS CHAMBER OF COMMERC	RF Chamber Membership	\$ 265.00
11/14/2018	189979	RIVER CITY DISPOSAL, INC.	Yearly Garbage Service	\$ 2,860.99
11/14/2018	189981	RIVER FALLS MUNICIPAL	Multiple Invoices	\$ 62,946.16
11/14/2018	189982	ROGERS, NANCY	mileage-Oct 2018	\$ 300.08
11/14/2018	189983	ROSS & ASSOCIATES LTD	MAINT EXPENSE	\$ 27,695.00
11/14/2018	189985	SEIPEL, RENEE	Swim Team Bracelets	\$ 239.28
11/14/2018	189987	STAPLES -(PAPER)	Multiple Invoices	\$ 1,017.18
11/14/2018	189988	ST CROIX GAS	Multiple Invoices	\$ 9,933.09
11/14/2018	189989	STEINHOFF, JACQUELYN	Multiple Invoices	\$ 294.49
11/14/2018	189990	TRANSALARM, INC.	Multiple Invoices	\$ 1,406.70
11/14/2018	189991	THE UNIVERSITY PRESCHOOL	RF4C Site Payout for Nov 15	\$ 8,431.20
11/14/2018	189992	UNITED STATES POSTAL SERVICE	USPS Marketing Mail, Permit #3, I	\$ 225.00
11/14/2018	189993	UWRF	Multiple Invoices	\$ 12,815.00
11/14/2018	189994	VERIZON WIRELESS	Verizon inv 9817545097; Due 11/	\$ 1,603.80
11/14/2018	189996	VISUAL IMPACT	supplies	\$ 1,688.00
11/14/2018	189997	WIAA	2018 State VB Ticket sales; 99x\$8	\$ 792.00
11/14/2018	189998	WISCONSIN MECHANICAL CO., INC.	MAINT EXPENSE	\$ 522.50
11/14/2018	189999	WL HALL CO INTERIOR SERVICE	MAINT EXPENSE	\$ 2,450.00
11/14/2018	190000	WORTHINGTON DIRECT	supplies	\$ 158.80
11/20/2018	190002	ALLINA HEALTH SYSTEM	PT services for 10/18	\$ 10,184.10
11/20/2018	190006	AMAZON.COM	Multiple Invoices	\$ 5,879.92

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11/20/2018	190009	APPLIED DESIGNS & SIGNS INC	MAINT SUPPLIES	\$	220.00
11/20/2018	190011	AT&T BUSINESS DIRECT	Multiple Invoices	\$	1,661.11
11/20/2018	190014	BELL MUSEUM OF NATURAL HISTORY	RB GR 2 FT	\$	564.00
11/20/2018	190016	BEST BUY BUSINESS ADVANTAGE	Multiple Invoices	\$	628.81
11/20/2018	190019	BRIH DESIGN	services on 10/16/18	\$	580.00
11/20/2018	190020	BRICKHOUSE MUSIC	supplies	\$	200.00
11/20/2018	190021	BUELOW VETTER BUIKEMA OLSON & \	legal fees for policy review	\$	424.00
11/20/2018	190022	CAMPBELL, GARY	Multiple Invoices	\$	265.00
11/20/2018	190026	CESA 9	WVS Enrollments: Sept 2018	\$	9,735.00
11/20/2018	190027	COMPUTER INTEGRATION TECHNOLOG	Multiple Invoices	\$	1,570.00
11/20/2018	190029	CUMBERLAND HIGH SCHOOL	WIAA; WR; 11-30-18	\$	200.00
11/20/2018	190032	EAU CLAIRE MEMORIAL HIGH	Multiple Invoices	\$	280.00
11/20/2018	190034	ELLSWORTH COMMUNITY SCHOOLS	homeless transportation 10/18	\$	407.12
11/20/2018	190035	FAIR OFFICE WORLD	supplies	\$	475.00
11/20/2018	190037	GENERAL PARTS LLC-ENCORE ONE LLC	Multiple Invoices	\$	1,588.40
11/20/2018	190038	GERMAIN, HEATHER	supplies	\$	250.00
11/20/2018	190039	GILLIS, CECILY	supplies	\$	123.94
11/20/2018	190040	GLACIER CANYON LODGE	room for conf - Pelton	\$	246.00
11/20/2018	190043	GOPHER SPORT	Supplies	\$	1,364.30
11/20/2018	190044	GYM BOYS LLC	MAINT EXPENSE	\$	960.00
11/20/2018	190045	HAFEMAN, AMY	WHPE conf on 10/25-10/26/18	\$	544.29
11/20/2018	190046	HANUSA, KEVIN	official; gbb v; 11/10/18	\$	125.00
11/20/2018	190047	HASELMAN, JOSEPH	BO Conference	\$	381.77
11/20/2018	190048	HILLYARD, INC.-MPLS	Multiple Invoices	\$	3,291.42
11/20/2018	190050	HORIZON COMMERCIAL POOL SUPPLY	supplies	\$	418.99
11/20/2018	190051	HSA BANK	Multiple Invoices	\$	12,522.44
11/20/2018	190052	HUB 70 DESIGN AND PRINT	SUPPLIES	\$	242.00
11/20/2018	190054	INT COMP SYS FOR EQUITY	ICS workshop, lodging & mileage	\$	5,406.85
11/20/2018	190055	INTERSTATE ALL BATTERY CENTER	Multiple Invoices	\$	1,139.15
11/20/2018	190059	KENNETH HANNAH, INC.	Choir room Piano Tuning	\$	130.00
11/20/2018	190063	LASER PRODUCT TECHNOLOGIES	Multiple Invoices	\$	1,648.31
11/20/2018	190067	MC GRAW-HILL COMPANIES	supplies	\$	287.91
11/20/2018	190068	MENARDS	Menards Storage Shelf-school sto	\$	202.96
11/20/2018	190069	MENOMONIE HIGH SCHOOL	Bus transport; 11/13; MN Timber	\$	257.38
11/20/2018	190070	MENOMONIE DANCE TEAM	invoice# 17	\$	155.00
11/20/2018	190071	MINNESOTA ORCHESTRA	MN Orchestra invoice	\$	512.50
11/20/2018	190072	MINNESOTA ORCHESTRA	RB 5th Gr FT 11/30	\$	183.75
11/20/2018	190073	MINVALCO, INC.	MAINT SUPPLIES	\$	258.15
11/20/2018	190075	NATIONAL BUSINESS FURNITURE	supplies	\$	272.00
11/20/2018	190076	NEW RICHMOND HIGH SCHOOL	WIAA; WR; 1-5-19	\$	200.00
11/20/2018	190077	OSCEOLA HIGH SCHOOL	WIAA; WR; 12-15-18	\$	200.00
11/20/2018	190078	OTIS ELEVATOR COMPANY	MAINT EXPENSE	\$	514.50
11/20/2018	190081	PARAGON DEVELOPMENT SYSTEMS IN	Multiple Invoices	\$	2,925.00
11/20/2018	190082	PARK HIGH SCHOOL	WIAA; WR; 12-8-18	\$	235.00
11/20/2018	190085	PETERS, JILL	Refund for care for S Deak-spring	\$	192.00
11/20/2018	190087	POPCORNOPOLIS	Popcornopolis Fundraiser	\$	3,171.00
11/20/2018	190088	POWERED ON WELL	Wellness for Life, Employee Wellr	\$	5,000.00

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Publication List - Checks Over \$100 - December 2018 Meeting

11/20/2018	190091	RICE LAKE HIGH SCHOOL	WIAA; Gym; 1-19-19	\$ 230.00
11/20/2018	190092	RIESTER REFRIGERATION INC	Multiple Invoices	\$ 1,760.00
11/20/2018	190093	RIVER CITY DISPOSAL, INC.	MAINT EXPENSE	\$ 310.00
11/20/2018	190094	RIVER FALLS SUNSHINE FUND	Multiple Invoices	\$ 550.00
11/20/2018	190095	SAUVE, BRADLEY	official; gbb v; 11/10/18	\$ 125.00
11/20/2018	190097	SCHOLASTIC	BA teacher & 2nd gr TT books	\$ 128.00
11/20/2018	190099	SHARP RITE INC	supplies	\$ 178.20
11/20/2018	190100	SIGN RESULTS LLC	Craft Sale Sign 2018	\$ 242.65
11/20/2018	190101	SOUTH ST PAUL HIGH SCHOOL	WIAA; BSW; 1-12-19	\$ 125.00
11/20/2018	190103	SPRING VALLEY FFA	Multiple Invoices	\$ 2,440.00
11/20/2018	190105	STAPLES -(PAPER)	Multiple Invoices	\$ 571.47
11/20/2018	190108	TEACHERS ON CALL	Multiple Invoices	\$ 17,683.02
11/20/2018	190109	TRI STATE BOBCAT, INC.	Multiple Invoices	\$ 3,822.50
11/20/2018	190110	UNEMPLOYMENT INSURANCE	Payroll accrual	\$ 234.54
11/20/2018	190112	UNITED WAY ST.CROIX VALLEY	Multiple Invoices	\$ 172.50
11/20/2018	190114	VAN PELT, GABRIEL	sectional practice round; range ba	\$ 201.52
11/20/2018	190115	VRIEZE, MARK	Multiple Invoices	\$ 110.00
11/20/2018	190116	WAYNE PETERSON ENTERPRISES	staff meal 10/15 Parent Teacher C	\$ 150.57
11/20/2018	190120	WICKBOLDT, BRIAN	Multiple Invoices	\$ 110.00
11/20/2018	190121	RIVER FALLS WILDCAT BAND BOOSTER	supplies	\$ 140.00
11/20/2018	190122	WILL ENTERPRISES	Craft Sale 2018	\$ 556.97
11/20/2018	190123	WI SCTF	Multiple Invoices	\$ 410.35
11/20/2018	190125	WSBA	supplies	\$ 220.00
11/28/2018	190126	AED SUPERSTORE	AED and Case for BG	\$ 1,849.00
11/28/2018	190128	APPLE AWARDS, INC.	Recognition	\$ 165.45
11/28/2018	190130	BEST WESTERN PREMIER PARK HOTEL	Conf hotel Kauth 2/4-2/6/19	\$ 417.00
11/28/2018	190131	BLACK GOLD ENVIRONMENTAL SERVIC	BG Expense	\$ 708.37
11/28/2018	190132	BOCHE, AARON	Supplies	\$ 152.04
11/28/2018	190133	BRANDVOLD, KARIN	IC conf in Madison 11/13-11/15	\$ 298.87
11/28/2018	190134	BRICKHOUSE MUSIC	Multiple Invoices	\$ 126.87
11/28/2018	190135	BSN SPORTS	Multiple Invoices	\$ 1,159.07
11/28/2018	190137	CINTAS	Multiple Invoices	\$ 424.28
11/28/2018	190138	COLLINS ELECTRICAL CONSTRUCTION C	MAINT Expense	\$ 370.50
11/28/2018	190139	CONFIDENTIAL RECORDS, INC.	Multiple Invoices	\$ 126.50
11/28/2018	190140	CRAIL, DAVID	team building	\$ 455.39
11/28/2018	190141	DECHEINE, LAURA	musical contract; 2018	\$ 1,000.00
11/28/2018	190143	EDWARDS, JENNY	permit & license reim	\$ 120.01
11/28/2018	190147	FIELD ENVIRONMENTAL CONSULTING	MAINT EXPENSE	\$ 180.00
11/28/2018	190149	GUILFORD PUBLICATIONS	supplies	\$ 114.75
11/28/2018	190150	HAWKINSON, BENJAMIN	Multiple Invoices	\$ 300.00
11/28/2018	190151	HILLYARD, INC.-MPLS	Multiple Invoices	\$ 859.95
11/28/2018	190152	HOGLUND BUS COMPANY	BG EXPENSE	\$ 551.41
11/28/2018	190154	HUB 70 DESIGN AND PRINT	supplies	\$ 237.00
11/28/2018	190155	INPRO	MAINT EXPENSE	\$ 306.12
11/28/2018	190156	INSTRUMENTAL MUSIC CO.,INC.	Multiple Invoices	\$ 418.45
11/28/2018	190158	J H LARSON COMPANY	MAINT SUPPLIES	\$ 120.06
11/28/2018	190159	JOOSTEN, SARAH	musical contract; 2018	\$ 375.00

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11/28/2018	190163	KAUFER, BRITTANY	Travel exp-WICUG in Madison 11,	\$	303.96
11/28/2018	190164	KAUTH, AMANDA	Multiple Invoices	\$	539.50
11/28/2018	190165	LAWRENCE, DEVON	musical contract 2018	\$	375.00
11/28/2018	190168	MEYER, NIKKI	Musical supplies	\$	464.19
11/28/2018	190170	MISSISSIPPI WELDERS SUPPLY	supplies	\$	171.83
11/28/2018	190171	MUSIC IS ELEMENTARY	Suzuki Tone Chimes	\$	912.50
11/28/2018	190172	NELSON, BRIAN	permit & school bus license	\$	101.70
11/28/2018	190173	OTIS ELEVATOR COMPANY	MAINT EXPENSE	\$	6,081.67
11/28/2018	190174	OTTMAN, DEBRA	Multiple Invoices	\$	360.00
11/28/2018	190175	PERIPOLE-BERGERAULT INC	SUPPLIES	\$	359.16
11/28/2018	190177	PICTURE PERFECT STUDIOS INC	Mother Son Dance photos	\$	440.00
11/28/2018	190178	RELIANCE ELECTRIC MOTORS	Multiple Invoices	\$	230.50
11/28/2018	190180	VIBRANT HEALTH FAMILY CLINICS	BG EXPENSE	\$	1,215.00
11/28/2018	190181	SCENARIO LEARNING LLC	Training	\$	3,795.08
11/28/2018	190183	SILVER, CHRISTOPHER	supplies	\$	112.30
11/28/2018	190184	SQUIRE, MONIQUE	WSPRA conference	\$	595.34
11/28/2018	190185	STAPLES -(PAPER)	Multiple Invoices	\$	288.41
11/28/2018	190187	T-MOBILE	Y fi for trip buses	\$	181.68
11/28/2018	190189	TEACHERS ON CALL	Multiple Invoices	\$	22,616.73
11/28/2018	190190	THE EDGEWATER	Hotel-Kauth conference	\$	236.00
11/28/2018	190191	TIES	TIES Reg for A. Eggert	\$	389.00
11/28/2018	190192	TOPPEL, BENJAMIN	supplies	\$	291.50
11/28/2018	190193	VISUAL IMPACT	MAINT EXPENSE	\$	326.00
11/28/2018	190195	WCDA	INV Nov 1, 2018 - Singing In WI	\$	1,485.00
11/28/2018	190197	WELD RILEY SC	General school law	\$	189.00
11/28/2018	190198	WIPFLI	Depreciation updating for 2018	\$	850.00
11/28/2018	190199	WL HALL CO INTERIOR SERVICE	Multiple Invoices	\$	5,750.25

POST DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
11/1/2018	1020	BRAUN INTERTEC CORP INC	REFERENDUM CHECK	\$ 4,660.00
11/1/2018	1021	UPPER MIDWEST ATHLETIC CONSTRUCT	REFERENDUM CHECK	\$ 75,500.00
11/9/2018	1022	BRAUN INTERTEC CORP INC	REFERENDUM CHECK	\$ 2,144.00
11/9/2018	1023	BRAUN INTERTEC CORP INC	REFERENDUM CHECK	\$ 1,584.00
11/9/2018	1024	BRAUN INTERTEC CORP INC	REFERENDUM CHECK	\$ 322.50
11/9/2018	1025	BRAUN INTERTEC CORP INC	REFERENDUM CHECK	\$ 407.50
11/9/2018	1026	BRAUN INTERTEC CORP INC	REFERENDUM CHECK	\$ 1,783.00
11/9/2018	1027	BRAUN INTERTEC CORP INC	REFERENDUM CHECK	\$ 1,620.00
11/9/2018	1028	BRAUN INTERTEC CORP INC	REFERENDUM CHECK	\$ 347.50
11/9/2018	1029	City of River Falls	REFERENDUM CHECK	\$ 1,775.00
11/9/2018	1030	DSPS	REFERENDUM CHECK	\$ 1,300.00

RIVER FALLS BOARD OF EDUCATION MEETING

Monday, December 17, 2018

Personnel Agenda:

1. Recommended acceptance of the resignation of Bob Duerst as full-time Science Teacher at River Falls High School effective January 18, 2019.
2. Recommended acceptance of a request from Marie Anderson-Smolinski, full-time Learning Disabilities Teacher at River Falls High School, for a full-time family and medical leave of absence effective January 1, 2019 through approximately January 10, 2019.
3. Recommended acceptance of a request from Ashley Bingenheimer, full-time district-wide Educational Technology Integration Specialist, for a full-time family and medical leave of absence effective May 1, 2019 through June 7, 2019.
4. Recommended acceptance of a request from Mitchell Jacobson, full-time Science Teacher at River Falls High School, for a full-time family and medical leave of absence effective approximately March 10, 2019.
5. Recommended approval of the employment of Anna Brettingen as full-time long-term substitute Junior Kindergarten Teacher at Rocky Branch Elementary School effective approximately January 2, 2019 through March 22, 2019 (replaces Katy Huneke).

SCHOOL DISTRICT OF RIVER FALLS

River Falls, Wisconsin 54022

188

REMOTE BOARD MEMBER PARTICIPATION IN MEETINGS

The School Board strongly encourages all individual Board members to be physically present at all Board meetings in which they intend to participate in any capacity. The Board recognizes, however, that this is not always possible and that special circumstances may prevent a Board member from being able to be physically present at a meeting.

With this recognition in mind and subject to the limitations listed below, the Board will permit an individual Board member to participate in an open session meeting of the Board from a remote location via technology if a scheduling conflict or other extenuating circumstances prevent the Board member from being physically present at the meeting.

It is the policy of the School District of River Falls that members of the Board of Education may participate as a voting member in open sessions of regular meetings, special School Board meetings, and/or committee meetings via teleconferencing if extenuating circumstances prevent the Board member from being physically present.

1. No Teleconferences shall be allowed for closed session, expulsion hearings, disciplinary hearings, or where the subject matter of the meeting would make it impractical to allow for meaningful remote attendance.
2. In the event the Board of Education President is unable to be present, the Vice President of the Board shall preside over the meeting in person. **In the event the committee chair is unable to be physically present another member of the committee who is physically present shall preside.**
3. A quorum shall be determined using Board of Education members physically present.
4. All votes taken during a meeting where a teleconference is used shall be by roll call vote.
5. Participation by Board members via teleconference shall be conducted consistent with Wisconsin's Open Meetings law.
6. Participation shall only take place:
 - a. If notice is given no less than 72 hours in advance of the meeting to the Board of Education President and Superintendent requesting a teleconference call, and the Board President extends permission;
 - b. If there is appropriate, well-functioning equipment to allow Board members and citizens in attendance to fully participate and hear a discussion and/or vote;
 - c. If notice is given to citizens at the beginning of the meeting that a member is participating by teleconference.
7. No Board meeting need be delayed, cancelled, or rescheduled solely to accommodate a Board member's request to exercise the privilege of remote participation. To the extent that the technology used to enable remote participation is not functioning so as to facilitate appropriate participation and/or there is any uncertainty regarding compliance with the Open Meetings Law, the Board may terminate the privilege of remote participation at any time, and, provided there is a

SECOND READING

REMOTE BOARD MEMBER PARTICIPATION IN MEETINGS

Policy 188

Page 2

- quorum, the meeting(s) in question may continue without the participation of the Board member(s) who are not physically present.
8. Notwithstanding the discretionary privileges permitted under this policy, it is the Board's expectation that no Board member(s) will routinely seek to participate in meetings from a remote location, and that most regular and special meetings of the Board will involve no remote participation by any Board members.

LEGAL REF.: Sections 19.81(2)

CROSS REF.: 171, Regular Board Meetings
 171.1 Public Notification of Board Meetings
 171.2 Agenda Preparation and Dissemination
 172 Special Board Meetings
 173 Closed Meetings
 182 Quorum

APPROVED: DECEMBER 17, 2018

SCHOOL DISTRICT OF RIVER FALLS
River Falls, Wisconsin 54022

345.6

GRADUATION REQUIREMENTS

A District high school diploma signifies successful completion of all state and Board of Education requirements. A district diploma represents a minimum standard of achievement and is used as a symbol of graduation.

In order to earn a high school diploma in the School District of River Falls, students must satisfy the following requirements.

1. To earn a regular high school diploma, the student must earn at least 30 credits at River Falls High School as determined by the School District of River Falls. It is the desire of the School Board that all students have the opportunity and support to achieve a regular high school diploma from the School District of River Falls.
2. Under rare occasions there are unique circumstances whereby a student may apply for a basic skills diploma. To earn a basic skills diploma, the student must earn at least 23.5 credits through the Renaissance Charter Alternative Academy or River Falls High School and demonstrate a level of proficiency in subjects equivalent to that which he/she would have attained if he/she had satisfied the requirements of state law. Students not meeting the requirements of a regular high school diploma must apply to earn a basic skills diploma and obtain administrative approval.
3. The student must be enrolled in a class or participate in a Board-approved activity or must be enrolled in an alternative education program for each class period of each school day during the high school grades.
4. The student must attend high school or an accepted alternative program for a minimum of 14 full terms.

Alternative educational programs for high school graduation may be provided to accommodate students with exceptional educational needs, interests and requirements. Such alternative education programs shall be established in accordance with state law requirements.

The building principal shall be responsible for determining student eligibility for graduation. A student and his/her parent(s)/guardian(s) shall be notified as soon as possible if it appears that the student will not meet the requirements of this policy by the end of his/her eighth semester of high school. The Board shall grant a high school diploma to a student upon recommendation of the building principal and Superintendent.

LEGAL REF.: Sections 118.33 Wisconsin Statutes
 121.02(1)(p)
 PI 18, Wisconsin Administrative Code

CROSS REF.: 345.6-Rule, Graduation Requirement Guidelines
 345.1, Grading Systems
 345.61, Early Graduation
 345.62, Graduation Exercises
 422.1, Admission of Foreign Exchange Students

APPROVED: February 13, 1989
 REVISED: September 16, 1991
 March 17, 1997
 December 19, 2000
 November 19, 2001
 April 20, 2005
 June 27, 2016
 December 17, 2018

SAFETY DRILL EVALUATION

(Must be submitted to the school board within 30 days of drill)

SCHOOL NAME: River Falls Public Montessori Elementary

DATE AND TIME OF DRILL: October 26, 2018

PERSON SUBMITTING REPORT: Nathan Wells

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Grades K-5 practiced both a lock down/barricade and evacuation in response to an active shooter.

(ie. active shooter, lockdown, or evacuation due to threatened violence)

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

On Monday, October 15, teachers took students on a tour of the school to make sure students are aware of all the spaces and exits in the building. On Wednesday, October 19, all teachers did a walkthrough of an active shooter in the building. The tour of the building was designed to provide students an understanding of where they can go in the event of an active shooter.

Teachers went through both a barricading and evacuation scenario. Teachers used the the book, I'm Not Scared, I'm Prepared, to help the students process through the drill. Students talked through and practiced the steps that they would take if there was an active shooter and they would not be able evacuate the school. The steps included barricading the door and finding objects that they could potentially throw at an intruder. They then did a walkthrough of a scenario where they would be able to evacuate. The teacher led the students to a rally point outside of the school.

Certifications:

Our School Board will meet to discuss this drill on December 17, 2018 during our monthly full board meeting.

Our school certifies that this drill was conducted on October 26, 2018, and this written evaluation was sent to and reviewed by the school board on December 17, 2018.

Principal Signature:  _____

Superintendent Signature:  _____

School Board President Signature: _____

SAFETY DRILL EVALUATION

SCHOOL NAME: River Falls High School

DATE AND TIME OF DRILL: October 1, 9, 15, and 26

PERSON SUBMITTING REPORT: Taryl Graetz

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED:

(ie. active shooter, lockdown, or evacuation due to threatened violence)

- October 1 (Monday) - ALICE intro slideshow and video
- October 9 (Tuesday) - Focus and Focus Teachers tour classroom and hallways/exits where students are not normally permitted
- October 15 (Monday) - Students practice lockdown/barricade
- October 22 (Monday) - PRACTICE drill with a person carrying sign representing an "intruder"

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

Reflections from Active Intruder Drill from RFHS:

What went well at RFHS:

- We felt that the "chunking" or breaking down the ALICE training was a positive idea for our first time through. We envision being able to condense training in the future.
- Students were made aware of exits in the custodial wing that they are not normally permitted to walk as potential exits
- First floor classrooms evacuated the building in under 1 minute.
- Police Officers commented that multiple first floor classrooms had superior barricades and that classrooms could not be entered by an intruder
- Our staff was sensitive to students with anxiety and they were given the option to sit in the counseling office.
- Staff and students in the Science wing used a technique where they "searched" the hallway for an intruder and then gave the exit command to get those to safety

What needs to be revisited at RFHS:

- Students and staff will revisit the ALICE training in the Spring to work on the following:
- Students and staff need additional practice on pressing the "red button" to release the magnetic locks if they would need to exit through those doorways
- Students and staff need to practice ALICE in other classrooms besides focus classrooms
- Additional practice on how to construct an effective classroom barricade
- Additional practice on how to look and observe before exiting into the hallway
- Updates to the PA system so announcements can be heard more clearly in the Commons and the Gym will enhance and improve future school safety drills

Certifications:

Our School Board will meet to discuss this drill on December 17, 2018 during our monthly full board meeting.

Our school certifies that this drill was conducted on October 26, 2018, and this written evaluation was sent to and reviewed by the school board on December 17, 2018.

Principal Signature:  _____

Superintendent Signature: _____

School Board President Signature: _____

SAFETY DRILL EVALUATION

(Must be submitted within 30 days of drill)

SCHOOL NAME: Meyer Middle School

DATE AND TIME OF DRILL: 10-26-18, 8:00 AM

PERSON SUBMITTING REPORT: Officer Chris Gottfredsen

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED:
(ie. active shooter, lockdown, or evacuation due to threatened violence)

Active Shooter Drill

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

The intruder drill was designed to be a relatively non stressful tool to determine response to intruder strengths and/or areas of improvement. The intent was to have teachers determine if they should evacuate or stay in their classrooms and barricade in a fast, effective manner. The drill involved two staff members role playing as intruders. They were carrying signs identifying themselves as intruders and were wearing highly visible traffic vests. The role players were instructed to stand or slowly walk while non-verbal. There was to be no physical contact between role players and teachers/students. The drill was preannounced and all rules were discussed with everyone in the building prior to the drill.

Observations during the drill concluded that overall, teachers and students did a great job deciding whether to evacuate or barricade. Most barricades were completed in a fast and effective manner. The efficiency of a barricade is determined by; if it is completed fast, if an observer could hear or see anyone inside the classroom, or if evaluators were able to easily enter a room.

There were only a few classrooms that needed improvement. Some of the issues that could be improved upon were:

- Turning off classroom lights
- Covering windows in a fast manner
- Less exposure to students while barricading
- If barricading, utilizing areas within the classrooms that are out of sight from the hallway

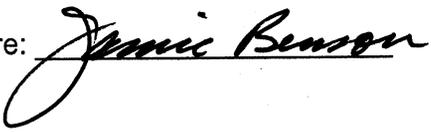
Immediately after the drill the teachers self-evaluated with the students and were given time to discuss the drill. The administration, role players and law enforcement met after the drill to discuss the drill and gave feedback to the teachers.

Certifications:

Our School Board will meet to discuss this drill on December 17, 2018 during our monthly full board meeting.

Our school certifies that this drill was conducted on October 26, 2018, and this written evaluation was sent to and reviewed by the school board on December 17, 2018.

Principal Signature: 

Superintendent Signature: 

School Board President Signature: _____

SAFETY DRILL EVALUATION

(Must be submitted within 30 days of drill)

SCHOOL NAME: Westside Elementary School

DATE AND TIME OF DRILL: October 26th, 2018

PERSON SUBMITTING REPORT: Chris Kamrath, Principal

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Grades K-5 practiced both a lock down/barricade and evacuation in response to an active shooter.

(ie. active shooter, lockdown, or evacuation due to threatened violence)

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

All classes prepared by having the teacher read "I'm Not Scared, I'm Prepared" and having our Police Liaison Officer present on ALICE to each grade level. Each class then did a walk through of an active shooter situation. The walkthrough drill included having the class barricade the classroom door and locking down in a safe place within the classroom. The class also practiced evacuating the building to the edge of the school grounds near a rally point. Through this experience students gained an understanding of why we are doing this drill and what some of our options are in the case of an intruder. Students were able to ask questions of both their teacher and the officer. During these conversations we emphasized listening to the teacher and following directions quickly and quietly. Parents were also communicated with throughout the process. Overall the staff felt the process went well and that it was very valuable to do. Only one parent approached me with a question regarding the drill and that was regarding the name of the text we used with the class.

Certifications:

Our School Board will meet to discuss this drill on December 17, 2018 during our monthly full board meeting.

Our school certifies that this drill was conducted on October 26, 2018, and this written evaluation was sent to and reviewed by the school board on December 17, 2018.

Principal Signature: 

Superintendent Signature: 

School Board President Signature: _____

SAFETY DRILL EVALUATION

(Must be submitted to the school board within 30 days of drill)

SCHOOL NAME: Greenwood Elementary

DATE AND TIME OF DRILL: October 26, 2018

PERSON SUBMITTING REPORT: Nate Schurman

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Grades K-5 practiced both a lock down/barricade and evacuation in response to an active shooter.

(ie. active shooter, lockdown, or evacuation due to threatened violence)

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

Discussion-Based Exercise (seminar/workshop): (Grades 3-5) Week of October 1, (Grades K-2) Week of October 8

1. Teachers read & discussed book "I'm not scared, I'm prepared." to K-5 classrooms
2. Students completed various activities from I'm Not Scared I'm Prepared activity book

Discussion-Based Exercise (Orientation): Week of October 15

3. Students toured the classroom and building
 - a. Classroom tours will make students aware of exits, phone, first aid supplies, "go bag", light switches
 - b. Building tours will make students aware of exits, the layout of the school, and ensure students know who our staff members are.

Operations -Based Exercises (Walk-Through): Week of October 22

4. Elementary teachers will practice "hideout"/lockdown and will fully barricade door as if the situation was real.
 - a. Kids will learn to grab something to throw
5. Elementary teachers will teach students the importance of listening and following directions the first time they are given in a safety situation.
6. Practice "getting out" (stranger danger)
 - a. Break contact and get away
 - b. Teach that kids can leave on own if necessary (no lines - zig zag escape if necessary)
 - c. Rally point

Successful Highlights

- Progressive and developmentally appropriate implementation helped students and parents feel comfortable with the drills.
- Parents were well informed of what we were teaching their children, the drills, and how the drills went.
- Teachers did a great job presenting material to their students in a way that helped them feel prepared rather than scared.

- Our partnership with the River Falls Police Department continues to support having School Resource Officers (SRO) who were able to meet with all elementary students in all of our schools to teach them about school safety.

Focus Areas for Future Violence Drills

- We may need to consider school - based, as opposed to classroom based drills in the future.

Certifications:

Our School Board will meet to discuss this drill on December 17, 2018 during our monthly full board meeting.

Our school certifies that this drill was conducted on October 26, 2018, and this written evaluation was sent to and reviewed by the school board on December 17, 2018.

Principal Signature: 

Superintendent Signature: 

School Board President Signature: _____

SAFETY DRILL EVALUATION

(Must be submitted to the school board within 30 days of drill)

SCHOOL NAME: Renaissance Academy

DATE AND TIME OF DRILL: October 17, 2018

PERSON SUBMITTING REPORT: Chris Silver, Program Coordinator

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED:

(ie. active shooter, lockdown, or evacuation due to threatened violence)

The scenario involved an active shooter alert with lockdown and barricade procedures

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

Officer Jensen, high school SRO, presented strategies for active shooter by presenting a video and opening a discussion covering ALICE with our students. The following week, we had a barricade drill working with how to cover windows and barricade doors. The drill went well but we did notice two potential issues:

1. Lights were not turned off in two rooms.
2. Students were talking at an audible level during the drills.

Both of these issues have been discussed with students and staff.

An active shooter drill was held on Wednesday on Wednesday, October 4. There was one student showing signs of anxiety and requested that he not be included in the drill. The student walked to one of our evacuation sites as an alternative.

Because of the size and shape of our building, most classroom teachers used the barricade option to respond to the active shooter entering the building. A PA announcement was made and each classroom responded appropriately by turning off lights, barricading the doors, and remaining quiet.

Teachers, SRO Bryan Jensen, and Coordinator, Chris Silver discussed the drill with students and answer

Questions related to the experience. There was no apparent anxiety and students were cooperative, and some expressed appreciation for the drill.

Certifications:

Our School Board will meet to discuss this drill on December 17, 2018 during our monthly full board meeting.

Our school certifies that this drill was conducted on October 26, 2018, and this written evaluation was sent to and reviewed by the school board on December 17, 2018.

Principal Signature: Chris Silver

Superintendent Signature: Jamie Benson

School Board President Signature: _____

SAFETY DRILL EVALUATION

(Must be submitted to the school board within 30 days of drill)

SCHOOL NAME: Rocky Branch Elementary School

DATE AND TIME OF DRILL: 10-26-18

PERSON SUBMITTING REPORT: Charles A. Eaton, Principal

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Grades K-5 practiced both a lock down/barricade and evacuation in response to an active shooter.

(ie. active shooter, lockdown, or evacuation due to threatened violence)

BRIEF QUANTITATIVE ASSESSMENT and/or BRIEF QUALITATIVE NARRATIVE

(indicating what school learned about (for example) the application of its safety plan, the scenario-specific procedures, and/or staff and student readiness.)

Following a classroom presentation by SRO Gottfredsen and reading "I'm Not Scared, I'm Prepared," all classrooms carried out a classroom lockdown drill. During the drill, teachers talked to their students about how to prepare themselves and their room in case a "dangerous someone" were in the building. Classroom doors were barricaded, students identified the safest place in the room to gather away from any potential sightlines and teachers had students pick up an object that they could use to throw at an intruder if the possibility were to arise.

Classroom drills were carried out with little to no significant anxiety issues due to the several conversations prior to the actual drill. Students were also taken on a building tour looking at all the possible ways to get out of the building and teachers lead their students to rally points should an exit strategy be necessary.

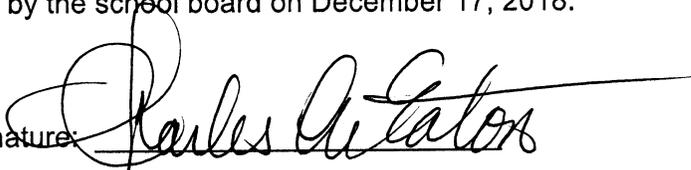
Further drills, for fire, evacuation or other emergencies are planned and ongoing throughout the year.

Certifications:

Our School Board will meet to discuss this drill on December 17, 2018 during our monthly full board meeting.

Our school certifies that this drill was conducted on October 26, 2018, and this written evaluation was sent to and reviewed by the school board on December 17, 2018.

Principal Signature: _____



Superintendent Signature: _____



School Board President Signature: _____

Resolution No. _____

RESOLUTION PROVIDING FOR THE SALE OF
\$9,495,000 GENERAL OBLIGATION SCHOOL BUILDING
AND IMPROVEMENT BONDS, SERIES 2019A

WHEREAS, on January 15, 2018, the School District of River Falls, Pierce and St. Croix Counties, Wisconsin (the "District") adopted initial resolutions ("Initial Resolution Number I" and "Initial Resolution Number II", respectively, and collectively, the "Initial Resolutions") authorizing the issuance of general obligation bonds for the following public purposes and in the following amounts: (i) \$45,860,000 for the public purpose of paying the cost of a District-wide school building and improvement program consisting of: improving, upgrading, renovating, remodeling and maintaining various school facilities including Greenwood, Rocky Branch, Westside and Montessori Elementary Schools, Meyer Middle School, River Falls High School and the transportation and maintenance buildings; constructing and equipping additions to Greenwood, Rocky Branch, Westside and Montessori Elementary Schools for classrooms, multi-purpose/flexible space and cafeteria/kitchen space; demolition of a portion of the Academy Building and portable classrooms at Westside Elementary School; upgrading technology infrastructure; site and athletic facility improvements; and acquiring furnishings, fixtures and equipment (the "Initial Resolution Number I Project"); and (ii) \$2,100,000 for the public purpose of paying the cost of school facility improvements consisting of the addition of artificial turf and lighting to outdoor fields, parking and other improvements (the "Initial Resolution Number II Project" and collectively with the Initial Resolution Number I Project, the "Project");

WHEREAS, the School Board hereby finds and determines that the Project is within the District's power to undertake and therefore serve a "public purpose" as that term is defined in Section 67.04(1)(b), Wisconsin Statutes;

WHEREAS, on April 3, 2018, a referendum election (the "Referendum") was held in the District on the proposition of whether Initial Resolution Number I should be approved at which 3,115 votes were cast "YES" for approval of Initial Resolution Number I and 1,168 votes were cast "NO" for rejection of Initial Resolution Number I; and whether Initial Resolution Number II should be approved at which 2,580 votes were cast "YES" for approval of Initial Resolution Number II and 1,685 votes were cast "NO" for rejection of Initial Resolution Number II;

WHEREAS, the District issued \$38,465,000 General Obligation Corporate Purpose Bonds, Series 2018A, dated July 12, 2018 to pay: (i) a \$36,365,000 portion of the cost of the Initial Resolution Number I Project; and (ii) the entirety (\$2,100,000) of the Initial Resolution Number II Project; and

WHEREAS, the School Board of the District hereby finds and determines that general obligation bonds in an amount not to exceed \$9,495,000 should be issued pursuant to Initial Resolution Number I and the Referendum to finance the remaining \$9,495,000 portion of the Initial Resolution Number I Project.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District that:

Section 1. Issuance of the Bonds. The remaining portion of the bonds authorized by Initial Resolution Number I and the Referendum shall be designated "General Obligation School Building and Improvement Bonds, Series 2019A" (the "Bonds") and the District shall issue such Bonds in an amount not to exceed \$9,495,000 to pay the remaining portion of the cost of the Initial Resolution Number I Project.

Section 2. Sale of the Bonds. The School Board hereby authorizes and directs that the Bonds be offered for public sale. At a subsequent meeting, the School Board shall consider such bids for the Bonds as may have been received and take action thereon.

Section 3. Notice of Sale. The District Clerk (in consultation with the District's financial advisor, Ehlers & Associates, Inc. ("Ehlers")) is hereby authorized and directed to cause the sale of the Bonds to be publicized at such times and in such manner as the District Clerk may determine and to cause copies of a complete Notice of Sale and other pertinent data to be forwarded to interested bidders as the District Clerk may determine.

Section 4. Official Statement. The District Clerk (in consultation with Ehlers) shall also cause an Official Statement to be prepared and distributed. The appropriate District officials shall determine when the Official Statement is final for purposes of Securities and Exchange Commission Rule 15c2-12 and shall certify said Statement, such certification to constitute full authorization of such Statement under this resolution.

Section 5. Award of the Bonds. Following receipt of bids for the Bonds, the School Board shall consider taking further action to provide the details of the Bonds; to award the Bonds to the lowest responsible bidder therefor; and to levy a direct annual irrevocable tax sufficient to pay the principal of and interest on the Bonds as the same becomes due as required by law.

Section 6. Conflicting Resolutions; Severability; Effective Date. All prior resolutions, rules or other actions of the School Board or any parts thereof in conflict with the provisions hereof shall be, and the same are, hereby rescinded insofar as the same may so conflict. In the event that any one or more provisions hereof shall for any reason be held to be illegal or invalid, such illegality or invalidity shall not affect any other provisions hereof. The foregoing shall take effect immediately upon adoption and approval in the manner provided by law.

Adopted, approved and recorded December 17, 2018.

District President

ATTEST:

District Clerk

(SEAL)

1 **WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.**
2 Madison, Wisconsin
3 November 30, 2018

4
5 **REPORT TO THE MEMBERSHIP ON PROPOSED 2019 RESOLUTIONS**
6 WASB Policy & Resolutions Committee
7 Brett Hyde, Muskego-Norway School Board, Chair
8

9
10 **Resolution 19-01: *Technical Resolution—Revisions to Repeal Outdated or Obsolete Resolutions***

11
12 **a) Repeal existing resolution 2.13, which reads:**

13
14 **2.13 State Aids and Strikes**

15 The WASB supports legislation which will allow the state superintendent to pay aids to a school
16 district on a minimum statutory number of days if the cause is a strike by school employees or
17 some other cause beyond the control of the school board. (1991-16)

18
19 **Rationale:**

20 This resolution is outdated.

21
22 2013 Wisconsin Act 257 repealed the requirement that each school board schedule at least 180 school
23 days annually. Further, due to the enactment of 2011 Wisconsin Act 10 there are no longer any
24 collective bargaining agreements in place that might protect a teacher who refuses to work (i.e.,
25 strikes) and a teacher who refuses to work can simply be fired.

26
27 Although school boards are no longer required to schedule at least 180 school days, school boards
28 remain subject to the requirement that they must annually schedule a certain number of hours of direct
29 pupil instruction, which varies by grade level. Under s. 121.02 (1) (f), Wis. Stats., school boards must
30 “annually, schedule at least 437 *hours* of direct pupil instruction in kindergarten, at least 1,050 *hours*
31 of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades
32 7 to 12.”

33
34 Current section 121.23(2), Wis. Stats., provides that if a school district fails to provide the number of
35 hours of direct pupil instruction specified (above) as the result of a strike by school district employees,
36 for the purposes of computing general aid, the state superintendent shall compute the school district's
37 primary and secondary ceiling costs per member in accordance with the procedure specified in that
38 statute.

39
40
41 **b) Repeal existing resolution 4.40, which reads:**

42
43 **4.40 Repeal Teacher Contract Law**

44 The WASB supports legislation to repeal the teacher contract law, since its provisions are covered
45 by and may conflict with local bargaining agreements. (1980-3)

1 **Rationale:**

2 This resolution is outdated.

3
4 Due to the enactment of 2011 Wisconsin Act 10 there are no longer any collective bargaining
5 agreements in place that might overlap or conflict with the teacher contract statute; therefore, the
6 rationale for this resolution no longer exists.

7
8
9 **Resolution 19-02: *Reducing the Number of School Board Members in a District***

10
11 **Create:** The WASB supports legislation allowing a school district board with more than
12 three members to reduce its number of board members to the next lowest odd number of
13 board members in a single step.

14
15 **Rationale:**

16 State statutes spell out the methods for changing the number of school board members
17 within a district. (See ss. 120.02 (1) and 120.41(2), Wis. Stats.) In all school districts this
18 involves a petition process that places the question before either the annual meeting (in
19 common and UHS districts) or the next school board election (in unified districts).

20
21 Currently, whenever a school district with more than three (3) school board members
22 votes to reduce the number of school board members, the reduction is accomplished by
23 electing one less school board member each year thereafter until the school board is
24 reduced to the approved number of members. (See s. 120.03(3)(e), Wis. Stats.)

25
26 This resolution supports allowing a school board with more than three members to reduce
27 its membership from an odd number of members to the next lowest odd number of
28 members in one step, thus maintaining an odd number of board seats and reducing the
29 likelihood that tie votes will occur.

30
31 *Note:* There are currently four school boards in the state with 3 school board
32 members: Brighton #1, Dover #1, Geneva J4 and Norris. All other school boards
33 have at least five members.

34
35
36 **Resolution 19-03: *Student Poverty & Revenue Limits***

37
38 **Amend** Resolution 2.20 (q) to read as follows:

39 The WASB supports using student poverty as a factor in the state equalization aid
40 formula and revenue limits.

41
42 **Rationale:**

43 Currently, both the equalization aid formula (a/k/a school funding formula) used to calculate each
44 district's general equalization aid allocation and the revenue limit formula count each pupil as one
45 pupil without regard to any special needs or characteristics that pupil may possess.

1 Existing WASB Resolution 2.20 (q) supports using student poverty as a factor in how *state aid*—
2 specifically general equalization aid—is calculated and distributed to each school district through the
3 school funding formula. This resolution would add student poverty as a factor in calculating the
4 *revenue limit* applicable to each school district.
5

6 Adding a poverty factor to the formula for calculating general aid but not to the formula for calculating
7 revenue limits would provide districts with state general equalization aid in proportion to their level of
8 student poverty. A district would not, however, be able to spend any additional general aid that might
9 be generated under that formula change on programs or services for students (e.g., to address the needs
10 of students from poverty backgrounds) unless its revenue limit adjusts in similar manner. In general,
11 under the revenue limit law any additional general equalization aid received by the district would have
12 to be used to reduce the district’s property tax levy (This assumes no offsetting adjustment in revenue
13 limits is allowed). By supporting an adjustment in revenue limits this resolution would give local
14 school boards the option to use any additional revenue this change might generate at their discretion.
15

16
17 **Resolution 19-04: *Community Schools***

18
19 **Create:** The WASB supports state funding for inclusive “community schools” programming that
20 utilizes strategic community partnerships to provide support services such as health and nutrition as
21 well as enhanced learning opportunities to meet the diverse needs of students and families.
22

23 **Rationale:**

24 “Community schools” are public schools that combine academics, physical health, mental
25 health, and social service resources for students and families through partnerships with a
26 variety of community service organizations. In this model, the school serves as a host
27 location around which a network of resources and systems are built that try to ensure
28 every student’s needs are met. Studies have shown community schools increase
29 academic achievement, improve student attendance and may increase parents’
30 involvement, attendance at school activities, and engagement with school faculty, staff,
31 and other parents. This resolution, if adopted, would support a dedicated source of state
32 funding for community schools.
33

34
35 **Resolution 19-05: *Funding for Gifted and Talented Programming***

36
37 **Create:** The WASB supports increasing state funding for Gifted and Talented
38 programming in Wisconsin’s public schools.
39

40 **Rationale:**

41 Current Wisconsin law mandates that “each school board shall ensure that all gifted and
42 talented pupils enrolled in the school district have access to a program for gifted and
43 talented pupils.” However, the state currently appropriates only \$237,200 annually to
44 fund services to gifted and talented students statewide, making this is statutory directive
45 largely an unfunded state mandate. This resolution supports additional funding for gifted
46 and talented programming.

1 **Resolution 19-06: *Competitive Grants***

2
3 **Create:** The WASB opposes the use of competitive grants as a vehicle to deliver state funding to
4 school districts that should be distributed through categorical aids. The WASB supports
5 ensuring that competitive grant programs recognize the diversity of school districts and resources
6 available to them, that applications are simple and easy to complete, and, to the extent possible,
7 that grant application deadlines are staggered so they do not all fall at the same time.

8
9 **Rationale:**

10 This resolution recognizes that competitive grants are increasingly being utilized to distribute
11 state funding to school districts for various purposes as an alternative to providing categorical
12 aid. With greater use of competitive grants, comes more work for districts in applying for the
13 grants, which can be cumbersome and labor-intensive, particularly for smaller districts with less
14 staff resources to devote to grant-writing. Such difficulties for districts are aggravated when
15 numerous grant application deadlines fall at the same time.

16
17
18 **Resolution 19-07: *Special Education Reimbursement Rate and Other Special Education***
19 ***Provisions***

20
21 **Amend** Resolution 2.31 to read as follows:

22
23 The WASB supports increasing the special education categorical aid reimbursement level to not
24 less than ~~33~~60 percent of prior year eligible costs and maintaining funding at not less than this
25 percentage each year thereafter. The WASB further supports the following provisions related to
26 funding for children with disabilities:

27
28 (a) Funding that follows the student on a pro-rated basis within the school year rather
29 than being targeted to the district.

30 (b) Funding for special needs vouchers will not impact a public school's state aid, nor
31 will private schools that receive special needs vouchers be reimbursed at a higher
32 percentage rate for their special education costs than the reimbursement rate public
33 schools receive for their special education costs.

34 ~~(b)-(c)~~ Full federal and state funding for students living in rehabilitation centers and foster
35 homes within the school boundaries.

36 ~~(e)-(d)~~ Full federal and state aid for mandated special education transportation costs.

37 ~~(d)-(e)~~ Full federal and state funding for the cost of assistance to students required by law,
38 which is not related to a child's education, including but not limited to nursing assistance,
39 interpreters, auxiliary mechanical devices, physical therapy, psychological evaluations
40 and programming and individualized behavior modification programming.

41 ~~(e)~~ ~~Increases in state and federal resources for serving severely emotionally disturbed~~
42 ~~students.~~

43 ~~(f)~~ ~~Streamlined processes for settling special education disputes to minimize legal costs.~~

44 ~~(g)~~ ~~Limitations on legal fees school districts are required to pay attorneys for pupils who~~
45 ~~prevail in special education disputes.~~

1 ~~(h)~~(f) The WASB supports the use of federal, state and local resources in a collaborative
2 manner to support transition programs for students with disabilities to achieve better
3 employment and postsecondary opportunities for these students.

4 ~~(i)~~(g) The WASB supports full federal and state funding for children with high cost/low
5 incidence disabilities, ensuring that the additional resources come from increasing the
6 current special education appropriation.

7 ~~(j)~~(h) The WASB supports full state and federal government funding of services
8 provided by cooperative public agencies for students ~~with the most severe disabilities~~.

9
10 **Rationale:**

11 Special education categorical aid provides state funding to districts to reimbursement certain eligible
12 costs from the prior year. The amount of funding each district receives is based on the total amount
13 appropriated for this aid and a school district's eligible costs in the prior year. The main special
14 education categorical aid appropriation was last increased in 2008-09. It has been frozen at about
15 \$369 million since then even though costs for special education services continue to increase.

16
17 When special education costs increase faster than growth in special education categorical aid, this aid
18 is prorated, and the percentage of costs reimbursed by that aid decrease over time. On a percentage
19 basis, the reimbursement rate declined from roughly 60 percent in the 1989-90 school year to roughly
20 30 percent in the 2004-05 school year and without an increase in special education categorical aid will
21 likely drop below 25 percent by the 2019-20 school year.

22
23 Special education expenditures that are not reimbursed by the state or federal special education
24 categorical aid programs are eligible for reimbursement under state general equalization aids;
25 however, state-imposed revenue limits restrict the amount of state general equalization aids and
26 property tax revenue a school district may receive. Thus, regardless of any increases in general
27 equalization aids (which are inside the revenue limits), rising special education costs (combined with
28 revenue limit restrictions) have the effect of reducing a district's available resources for non-special
29 education-related instruction (i.e., the district's regular education programming and staff).

30
31 This resolution calls for an increase in special education categorical aid funding sufficient to increase
32 the reimbursement rate to 60 percent of prior year eligible costs (as opposed to the 33 percent rate
33 called for in the existing resolution). Based on 2017-18 figures, each one percent increase in the
34 reimbursement rate translates to an annual increase in state expenditures of approximately \$14.45
35 million. It also updates several provisions in the existing resolution reflecting policy goals or priorities
36 around special education, eliminating some policy statements and adding new policy goals.

37
38
39 **Resolution 19-08: *Common School Fund/Library Aid***

40
41 **Amend** 2.82 Fines and Forfeitures as follows:

42
43 **2.82 Fines & Forfeitures Common School Fund**

44 The WASB opposes any legislation to repeal, modify, or jeopardize the constitutional provisions
45 of ~~fines and forfeitures as a source of income for~~ establishing and endowing the common school
46 fund.

1 The WASB supports ensuring that the income of the common school fund will continue to be
2 directed toward public school libraries as library aid and opposes efforts to divert common
3 school fund monies to provide general support for public schools.

4
5 **Rationale:**

6 The Common School Fund was established by Wisconsin’s original state Constitution in 1848
7 and is managed by the Board of Commissioners of Public Lands (BCPL), which is comprised of
8 the state attorney general, state treasurer and secretary of state. The income generated from the
9 state's common school fund, which is the funding source for library aid for public school
10 libraries, is derived primarily from investments in fixed-income securities, and interest payments
11 on loans made from the fund to municipalities and school districts by the BCPL through the State
12 Trust Fund Loan Program. In addition, under our state Constitution, revenues from certain fines
13 and forfeitures, unclaimed property and sales of public lands are deposited in the common school
14 fund and are added to the principal of the common school fund.

15
16 Wisconsin public schools and students benefit from having the income generated by the common
17 school fund used exclusively in their school libraries. Not only does library aid help provide
18 equitable access to learning materials for all staff and students in our public schools, library aid
19 monies are the sole source of state funding for public school libraries. For many school districts,
20 this is the only money available to them for making library-related purchases.

21
22 This resolution supports protecting the common school fund against attempts to repeal or abolish
23 it or remove or diminish its sources of support and income. The resolution also supports
24 maintaining the exclusive use of the income of the common school fund as library aid to public
25 school libraries.

26
27
28 **Resolution 19-09: *Reading Interventions***

29
30 **Create:** The WASB supports legislation to provide commensurate state funding for ongoing
31 assessment, intensive interventions and remediation for students who have reached third grade
32 but do not read at grade level.

33
34 **Rationale:**

35 Although school boards are mandated by state law to assess reading proficiency and provide certain
36 intervention and remedial services (see, for example, section 121.02 (1)(c), Wis. Stats.), no specific
37 state funding is provided for the purpose of meeting these intervention and remediation mandates.

38
39 This resolution supports state funding to meet these various reading-related state mandates.

40
41 Reading proficiency at the third-grade level is a strong predictor of high school success and graduation
42 and correlates with lifetime economic success. Students who do not overcome reading deficits are
43 likely to struggle throughout their academic careers, have low student achievement and a reduced
44 likelihood of graduation.

1 **Resolution 19-10: *Private School Aid/Voucher Funding***

2
3 **Repeal and recreate** 2.70 Private School Aid to read as follows:

4
5 **2.70 Private School Aid/Voucher Funding**

6 The WASB strongly opposes the use of state or federal taxpayer dollars to subsidize nonpublic
7 schools or nonpublic students/parents through a system of vouchers, scholarship tax credits,
8 tuition tax credits or deduction plans or other similar arrangements.

9
10 All publicly funded schools, including private schools receiving voucher funding, must have the
11 exact same accountability and transparency standards and requirements.

12
13 The WASB opposes the current voucher funding mechanism, under which taxpayer-financed
14 vouchers are provided to private schools through deducting state aid from public school districts
15 harms the majority of Wisconsin’s students by diminishing resources available for public schools
16 or requiring school boards to raise local property taxes to compensate for the lost aid. Creating
17 two publicly supported education systems threatens the sustainability of public school districts.

18
19 The WASB supports legislation to require property tax bills to include information from the
20 school district in which the property is located regarding the dollar amount (and percentage
21 change) of the net reduction in state aid, if any, to the school district between the current year
22 and the previous year as a result of pupils enrolled in statewide voucher program, the Racine
23 voucher program, the Milwaukee voucher program, or the special needs voucher program.

24
25 **Rationale:**

26 This proposed resolution rewrites the existing resolution in recognition that some of its provisions
27 are either outdated or unlikely to be realized but maintains opposition to the use of
28 public/taxpayer dollars to subsidize nonpublic schools as a core principle. The reworked
29 resolution also maintains support for the same accountability requirements for all schools that
30 receive public funding as well as support for transparency in the way vouchers are funded.

31
32 The new language is directed toward the statewide voucher program (WPCP), the Racine
33 voucher program (RPCP) and to a lesser degree, the Special Needs Scholarship Program (SNSP).
34 It is argued that the current funding system for these three voucher programs is being hidden or
35 obscured by running the funding through the public school funding formula where it is largely
36 hidden from public view and is neither clear nor well understood. That is because the costs of
37 vouchers in these programs are now being funded by deducting state aid from the public school
38 district in which participating voucher pupils reside. As a result, the local school boards of
39 districts in which voucher pupils in these programs reside are essentially being forced either to
40 raise property taxes to fund the cost of these vouchers or to cut programs and staff. No matter
41 which choice a board makes in such a situation, that involuntary “choice” has the potential to
42 weaken support for public schools and school boards.

1 **Resolution 19-11: *Oppose/Eliminate Special Education Vouchers***

2
3 **Amend** Resolution 2.705 Oppose Special Education Vouchers as follows:

4
5 The WASB opposes the use of state tax monies to provide special education vouchers for students
6 with disabilities or other special educational needs to attend private schools located anywhere in the
7 state and supports eliminating the Special Needs Scholarship program.

8
9 **Rationale:**

10 Private schools participating in the Special Needs Scholarship Program (SNSP) currently receive a
11 state aid payment of \$12,431 for each eligible pupil, regardless of the extent of the pupil’s disability.
12 The general aid of the district in which the participating pupil resides is reduced to cover the payments
13 to the private school.

14
15 A participating private school must implement an individualized education plan (IEP) or services plan
16 in effect for a student, although that plan may be modified by agreement between the private school
17 and the student’s parent. Beginning with the 2018-19 school year, a participating private school may,
18 but is not required to, submit to DPI a financial statement and supporting documentation indicating the
19 actual costs it incurred to implement the modified IEP or services plan for a participating student.
20 Then, beginning in the 2019-20 school year, DPI must pay all submitted actual costs for educating a
21 given participating pupil in the previous school year, up to 150 percent of the amount it would have
22 otherwise paid for that pupil (at least \$18,647). The DPI must deduct this amount from the
23 equalization aid of the school district in which that participating pupil resides.

24
25 In addition, DPI must reimburse the participating private school for 90 percent of documented costs
26 that exceed this 150 percent amount with state dollars from the program’s GPR appropriation. The 90
27 percent reimbursement for services provided above this 150 percent amount (above \$18,647) could
28 potentially include services that would not be eligible to be reimbursed if those services were provided
29 at a public school. However, because the DPI is not allowed to question or investigate the legitimacy
30 of any cost figures submitted, some argue this makes this voucher program and the schools
31 participating in it unaccountable. Some also argue that providing a minimum 90 percent state
32 reimbursement to private schools for services that need not be provided by licensed or certified special
33 education teachers while public schools are only reimbursed by the state for roughly 25 or their
34 eligible costs is patently unfair. This resolution supports eliminating the special needs voucher
35 program.

36
37
38 **Resolution 19-12: *Indigenous People’s Day***

39
40 **Create:** The WASB supports legislation to add Indigenous People’s Day to the list of public
41 school observation days in Wisconsin.

42
43 **Rationale:**

44 Indigenous people have inhabited the Americas and Wisconsin for over 10,000 years and have
45 contributed much to the culture and history of this state. This resolution supports adding Indigenous
46 People’s Day to the list of Observance Days recognized by the state and the Department of Public
47 Instruction (DPI) to honor and show respect to the contributions of indigenous people in the state.

1 State statutes governing general school operations currently designate 21 special observance days (see
2 section 118.02 Wis. Statutes).

3
4 The DPI’s website listing all the special observance days indicates:

5
6 “Honoring observance days can teach the elements of tradition that preserve U.S. society
7 and foster an awareness of our cultural heritage. Observance days can be part of a rich
8 social studies curriculum that gives these individuals and events proper emphasis, both in
9 the context of Wisconsin and U.S. history and in relation to their effect on or
10 improvement of our political, economic, and social institutions.”

11
12 **Resolution 19-13: *Tobacco-, Nicotine- & Vaping-free Schools***

13
14 **Amend** Resolution 6.02 to read:

15
16 **6.02 Tobacco-free, Nicotine-free & Vaping-free Schools**

17
18 The WASB supports ~~tobacco-free school environments~~ school learning environments
19 free of tobacco, nicotine and vaping products and devices.

20
21 **Rationale:**

22 This resolution updates the existing WASB resolution on “tobacco-free” schools to reflect the
23 emergence of E-cigarettes and other vaping products and devices as replacements for traditional
24 tobacco cigarettes and other tobacco products as nicotine delivery mechanisms.

25
26 The resolution language is updated to specifically mention nicotine, the addictive agent in
27 tobacco products, as well as vaping products and devices that do not typically include tobacco
28 but are often filled with nicotine and other chemicals that are harmful to students.

29
30
31 **Resolution 19-14: *Mental Health Revenue Limit Exemption***

32
33 **Create:** The WASB supports legislation to allow local districts to exceed the revenue limit for
34 mental health related services by creating a new fund. This newly created fund would allow
35 school districts to levy taxes above their revenue limit for the purposes of providing mental
36 health related services as identified and determined at the local level. Services may include, but
37 not be limited to the following:

- 38
39
- 40 • Contracting with mental health service providers;
 - 41 • Hiring a mental health coordinator;
 - 42 • Hiring of an autism coordinator;
 - 43 • Hiring a behavioral specialist or interventionist;
 - 44 • Contracting with outside agencies for mental health screening in grades preK-12;
 - 45 • Hiring a parent/peer advocate; or
 - 46 • Training for staff in the areas of trauma sensitive schools, restorative practices, youth
mental health first aid, emotional regulation.

1 **Rationale:**

2 Providing a revenue limit exception for mental health services would allow local school board
3 the option to raise local property taxes to fund additional types of mental health services for
4 students (enumerated in the resolution) rather than having to rely on state aid or grant programs
5 that do not currently cover these services. School boards could, at their discretion, choose to
6 utilize the option to raise additional funds locally to fund the types of services enumerated in the
7 resolution. Creating a new fund (within the Wisconsin Uniform Financial Accounting
8 Requirements or WUFAR) would ensure the additional revenue raised under this revenue limit
9 exception would be designated specifically for such services.

10
11
12 **Resolution 19-15: *Trauma-Informed Care***

13
14 **Create:** The WASB supports the use of trauma-informed care in schools, including recognizing
15 how adverse childhood experiences can have an impact on a child's development and can
16 increase needs for counseling or support.

17
18 **Rationale:**

19 School boards play a crucial role in ensuring the healthy development of all students. This resolution
20 promotes the incorporation of trauma-informed practices in schools to better address the needs of
21 students who have experienced adverse childhood events.

22
23 Trauma is extreme stress that can overwhelm a person's ability to cope. It can be an event, a series of
24 events, or set of circumstances that harms a person's physical or emotional well-being.

25
26 Trauma-informed care is not a therapy, intervention, or specific action. It is an approach to engaging
27 people with histories of trauma that recognizes the presence of trauma symptoms and acknowledges
28 the role that trauma has played in their lives.

29
30 Note: The first round of state school safety grants issued in summer 2018 required that applicants
31 provide staff with a minimum of 3 hours combined training in Adverse Childhood Experiences
32 (ACE) and Trauma-Informed Care/Trauma Sensitive Schools (TIC/TSS) before the end of the
33 2018-2019 school year; or demonstrate that staff has already received such training.

34
35
36 **Resolution 19-16: *School Safety***

37
38 **Create:** The WASB supports stronger relationships and communication between school districts
39 and law enforcement agencies to improve school safety. To further enhance school safety, the
40 WASB requests that the state Legislature and Governor enact comprehensive school safety
41 legislation, including:

- 42
43
 - 44 • Legislation allowing prosecutors to bring Felony charges against any individual who
45 intentionally conveys a threat or false information concerning an attempt to use a
46 dangerous weapon (including a firearm) to injure or kill a person on school property, on
47 transportation provided by a school, or at an event sanctioned by a school;

- 1 • Allocating sufficient funds:
 - 2 ○ to increase the number of school resource officers (SROs) who are fully trained
 - 3 law enforcement officers in school buildings;
 - 4 ○ to enable school districts to make needed security improvements;
 - 5 ○ to enable school districts to offer enhanced mental health services for students and
 - 6 staff who need help; and
 - 7 ○ to equip school crisis teams to react to threats before they become actual
 - 8 emergencies.

9
10 **Rationale:**

11 Public school students and staff have the right to learn and teach in an environment where they are not
12 only safe and secure but not distracted by the threats of a school shooting or other incidents of school
13 violence. To that end, this resolution supports building stronger relationships and closer
14 communication between school districts and law enforcement agencies. It also supports specific
15 school safety legislation aimed at curbing threats as well as providing additional flexible and
16 sustainable safety-related resources to school districts outside state-imposed revenue limits on school
17 districts.

18
19
20 **Resolution 19-17: *Early Childhood Development and Education***

21
22 **Create:** WASB members support the participation of the WASB in discussions of early
23 childhood initiatives and in coalitions that help prepare children to succeed in school.

24
25 In addition, the WASB recognizes the benefits of:

- 26 • Universal screenings of pre-school children to ensure that children are attaining key
- 27 developmental milestones prior to enrolling in school;
- 28 • Early intervention, prior to kindergarten or 4K, for children found to and be at-risk of not
- 29 attaining developmental milestones or for those who have social-emotional deficits that
- 30 could impair their ability to learn and/or interfere with the ability of other children to
- 31 learn in a school environment;
- 32 • Early literacy initiatives that encourage parents and other caregivers to introduce children
- 33 to books at an early age; and
- 34 • Providing parent education to equip parents of pre-school children to better aid their
- 35 children in their development.

36
37 **Rationale:**

38 This resolution recognizes recent findings regarding the importance of early childhood development in
39 school success, including in reducing achievement gaps and increasing graduation rates, and in
40 fostering social-emotional learning. The resolution also supports the participation in activities
41 intended to promote and enhance early childhood development and education.

42
43 Research in neuroscience has spotlighted the significant brain development that occurs early in a
44 child's life. By the time a child begins 4K or Kindergarten, a significant portion of brain development
45 has occurred. What happens during the first few years sets the stage for the rest of a child's life.

1 Parents can have a significant role in enriching early childhood experiences. Parents can, through
2 everyday interaction with their child, foster meaningful learning. This resolution recognizes that
3 school districts have a vested interest in successful early childhood development and that enhancing
4 each parent’s understanding of their role and equipping them with simple techniques to foster learning
5 can be very important to their child’s successful early development.
6
7

8 **Resolution 19-18: *DPI Licensing of Clinical Counselors***
9

10 **Create:** The WASB supports legislation authorizing the Department of Public Instruction to issue an
11 educator license to clinical counselors, so school districts can employ clinical counselors to provide
12 mental health services to students the same way other licensed district staff are employed to do so.
13

14 **Rationale:**

15 Mental health aspects of school safety are becoming an increasing concern of students, staff and
16 school leaders. In many areas of the state mental health professionals are in short supply. However,
17 new training avenues are being opened for mental health counselors that are not currently recognized
18 by Department of Public Instruction (DPI) licensure statutes or rules. Marquette University, for
19 example, has opened a master’s degree program in clinical mental health counseling that will soon be
20 producing graduates. Other states and universities already recognize clinical mental health counseling
21 through licensure and certification programs and courses of study leading to advanced degrees.
22

23 Legislation authorizing the DPI to issue an educator license to a clinical counselor would enable
24 school districts to employ clinical counselors on their staff to be proactive in meeting the mental health
25 needs of students. These clinical counselors could supplement the services provided by other pupil
26 services professionals while developing long-term relations with the students they serve in the school
27 those students attend. It may be possible for school districts to directly bill private health insurance
28 providers and/or Medicaid for the mental health services provided to students, potentially enabling
29 districts to recoup a portion of the costs associated with employing these mental health professionals.
30

31
32 **Resolution 19-19: *Higher Learning Commission***
33

34 **Create:** The WASB supports federal legislation to require higher education accrediting agencies to
35 relax credentialing requirements for high school staff who teach dual credit courses to maximize a
36 district’s ability to provide dual credit programming and coursework.
37

38 **Rationale:**

39 Dual enrollment coursework in high schools exposes high school students to career clusters that
40 inform their own post-secondary plans, provide rigorous learning opportunities that broaden their
41 learning, and can decrease their overall tuition costs, minimizing student loan debt.
42

43 The State of Wisconsin has made it easier to license teachers in critical shortage areas such as
44 technical education, business education, family/consumer education, computer science, and
45 mathematics. Many of these teachers have been certified to teach dual enrollment courses in high
46 schools that enable students to take dual enrollment courses in which they earn both high school and
47 college credit upon successful completion.

1 However, the Higher Learning Commission, which issues accreditation to colleges and universities in
2 19 states, and other regional accrediting authorities have moved to require that instructors in their
3 regions who teach college level courses, including dual credit classes, must meet stricter credentialing
4 requirements, including earning a master’s degree or at least 18 credits beyond a bachelor’s degree in
5 the subject they teach. Some believe this certification requirement could reduce access to dual
6 enrollment classes if those who currently teach these courses are not able to obtain the additional
7 degrees or course credits required under the new certification criteria.

8
9 Through previous resolutions, the WASB has recognized the value of ensuring that high school
10 students have access to meaningful opportunities to earn college credit (see Resolutions 3.63 (d) and
11 (e) and 3.67 (a)). The WASB also supports providing state funding for the professional development
12 of high school teachers participating in dual enrollment programs, as a way to enable schools to offer
13 more dual credit classes (see Resolution 3.63 (e)).

14
15 This resolution aims to maintain and maximize Wisconsin school districts’ ability to provide dual
16 enrollment programming and coursework by urging Congress to require accrediting agencies to relax
17 credentialing requirements for high school staff who teach dual enrollment courses

18
19
20 **Resolution 19-20: State Funding for Early College Credit Program and Start College Now Program**

21
22 **Amend existing resolution 3.63 (f) to read as follows:**

23
24 **3.63 (f) State Funding and Flexibility for Course Options Program**

25 The WASB supports additional, adequate state funding to reimburse school districts for costs
26 associated with students who take courses through postsecondary educational institutions at the
27 expense of the students’ resident school district (or primary district of attendance), including
28 through the Early College Credit Program and the Start College Now Program. ~~the cost to~~
29 ~~school districts of students taking courses through the Course Options Program. The WASB~~
30 ~~further supports legislation to amend the Course Options Program to provide school districts~~
31 ~~with an adequate amount of time to make appropriate adjustments to course offerings, class~~
32 ~~schedules, and staffing assignments and to allow districts to give due consideration to their~~
33 ~~resident students in allocating spaces in Course Options Program classes conducted as~~
34 ~~concurrent enrollment classes in the district's own facilities and taught by a district teacher.~~

35
36 **Rationale:**

37 The language of the existing resolution is outdated because of recent state statutory changes.

38
39 The 2017 Wisconsin Act 59 eliminated both the Course Options and Youth Options programs. The
40 Course Options statute was changed to Part-time Open Enrollment. The Youth Options statute (s.
41 118.55, Wis. Stats.) was renamed the Early College Credit Program (ECCP) and took effect in the
42 2018-19 school year. Under these changes, the Youth Options Program and the higher-education
43 elements of the Course Options Program were replaced by the ECCP and by the opportunity for pupils
44 to take technical college courses under a separate statutory program called “Start College Now.”

1 In a manner like that of the now-repealed Course Options program, the new ECCP statute allows
2 Wisconsin public and private high school students to take one or more courses at an institution of
3 higher education for high school and/or college credit, effective July 1, 2018.

4
5 *Note:* Under the ECCP, an “institution of higher education” means an institution within the
6 University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution
7 of higher education located in the state. [Although technical colleges are not included under the
8 ECCP, pupils that have completed 10th grade continue to have the option to take courses at
9 technical colleges through a separate statute (see s. 38.12(14), Wis. Stats.).]

10
11 Subsequently, 2017 Wisconsin Act 307 excluded dual-enrollment courses offered for post-secondary
12 credit to high school pupils enrolled in a public high school from the ECCP, if all the following apply:

- 13
14 1. The school board of the relevant school district has entered into an agreement to provide a
15 college credit in high school program to academically qualified pupils under which the
16 participating pupils may take the course for postsecondary credit, and such agreement is with
17 either the chancellor of a University of Wisconsin System 4-year institution, or the president of
18 a private, nonprofit postsecondary institution that is a member of the Wisconsin Association of
19 Independent Colleges and Universities;
- 20
21 2. The instruction of pupils in the course takes place in a school building in the school district
22 or a school district facility; and
- 23
24 3. The individual who provides instruction in the course is a high school teacher who is
25 employed by the school district and either: a) certified or approved to provide the instruction
26 by the participating institution of higher education, or b) a faculty member of the participating
27 institution of higher education.

28
29 Dual enrollment programs (a/k/a dual credit programs) are programs through which high school
30 students are simultaneously enrolled (i.e., have a dual enrollment) in both high school and
31 college courses and earn both high school and college credit (i.e., dual credit) for the successful
32 completion of those courses.

33
34
35 **Resolution 19-21: *Early College Credit/Start College Now Programs***

36
37 **Amend** existing resolution **3.67**, to read as follows:

38
39 **3.67 Youth Options Early College Credit/Start College Now Programs**

40
41 (a) The WASB supports legislation which allows high school students to take courses at technical
42 colleges, universities and colleges in this state and receive high school credit, with final approval by
43 the school board.

44
45 (b) The WASB supports statutes, administrative laws-rules and decisions governing the Youth Options
46 program-college credit in high school programs that show deference to local school board policies.

1 (c) The WASB supports state funding to support ~~this mandate~~ college credit in high school programs.

2
3 ~~(d) The WASB supports further limiting the maximum number of college credits per school year.~~

4
5 ~~(d) (e)~~ The WASB supports that college courses to be considered for school board approval be
6 applicable to an academic degree, certification or diploma program at both the college and high school
7 level as well as being different from existing high school courses.

8
9 ~~(e) (f)~~ The WASB supports legislation indicating that under ~~the Youth Options Program~~ college credit
10 in high school programs, school districts would have the final authority to approve or deny offering
11 high school credits based on local policies and would only be responsible for payment of tuition for
12 those courses approved by the school board for high school credit.

13
14 ~~(f) (g)~~ The WASB supports limiting the level of tuition that districts are responsible for under the
15 ~~Youth Options Program~~ Early College Credit Program to the average per credit UW tuition and
16 requiring parents to make up the difference for ~~Youth Options~~ courses taken at greater cost.

17
18 ~~(g) (h)~~ The WASB supports requiring students to reimburse school districts for ~~Youth Options non-~~
19 district, postsecondary courses for which they do not receive credit.

20
21 ~~(h) (i)~~ The WASB supports ~~statutory changes to improve coordination between the Youth Options and~~
22 ~~Course Options Programs that provide opportunities for students to complete coursework at~~
23 ~~educational institutions other than the student's resident district.~~ The WASB further supports
24 reasonable limitations on opportunities for students to initiate postsecondary coursework at other
25 educational institutions at the expense of the student's resident school district as well as reasonable
26 limitations on the maximum number of college credits a student may earn at the expense of the
27 student's resident school district.

28
29
30 **Rationale:**

31 The existing resolution language is outdated and should be revised due to statutory changes.

32
33 The 2017-19 state budget (2017 Wisconsin Act 59) eliminated both the Youth Options and Course
34 Options programs. The Course Options statute was changed to restore Part-time Open Enrollment.
35 The Youth Options statute (s. 118.55, Wis. Stats.) was renamed the Early College Credit Program
36 (ECCP) and took effect in the 2018-19 school year. Under these changes, the Youth Options Program
37 and the higher-education elements of the Course Options Program were replaced by the ECCP and by
38 the opportunity for pupils to take technical college courses under a separate statutory program called
39 "Start College Now."

40
41 The recreated resolution language replaces references to the Youth Options Program and Course
42 Options Program with appropriate new language to reflect current law and rearranges certain
43 provisions to make the resolution flow more logically.

1 **Resolution 19-22: State Funding for Collaborative Efforts to Address Behaviorally**
2 **Challenged/Expelled Students**

3
4 **Create:** The WASB supports state funding for collaborative efforts involving school districts working
5 with counties and law enforcement agencies to help ensure that the underlying issues that caused
6 certain students to be expelled or that contributed to the behaviors that resulted in expulsion do not
7 become school safety issues.

8
9 **Rationale:** Currently, the state does not specifically provide state resources or other assistance to
10 assist or enable local districts to voluntarily provide educational services to pupils that have been
11 expelled. This is particularly true for non-special-education pupils who are often cut loose from
12 contact with the educational system following an expulsion, potentially leading to alienation and
13 resentment on the part of these expelled students.

14
15 Under revenue limits, many school districts, including many small and rural school districts, lack the
16 resources to offer educational services or maintain meaningful contact with these expelled pupils.
17 Alternative high schools may not exist in the vicinity and treatment facilities or technical college
18 campuses are often located many miles from where the student resides, limiting options even when
19 spaces for the expelled student may be available. In addition, students in rural areas may live far
20 enough away from school that a lack of transportation or adequate broadband service can prevent them
21 from checking in or working online in a home-based educational program.

22
23 Collaborative approaches suggested by this resolution could help ensure that efforts to both assist
24 expelled students and make schools more secure are not undertaken in a silo but are coordinated with
25 law enforcement, mental health professionals and county social services personnel. Further, such
26 collaborative, community-based approaches can continue to assist and engage such students after they
27 reach age 21 and can offer options for assisting or engaging these students during those periods (such
28 as summer or other holiday breaks) when school is not in session.

29
30 *Note:* The existing WASB resolutions on expelled students are as follows:

31
32 **Resolution 3.82, Home Instruction**, states:

33 The WASB supports the position that school districts be permitted, but not required, to
34 provide home instruction to students under 16 years of age who are expelled. (1980-8)

35
36 **Resolution 5.00(c), Expelled Students**, states:

37 The WASB supports school districts collaborating with municipal, county, state and
38 private-sector organizations in providing alternative services to expelled students when
39 rehabilitation, treatment and mental health services are the child's primary needs, rather
40 than instruction. (2000-16)

41
42
43
44 -- End --



December 4, 2018

Chad Smurawa
Director of Finance & Facilities Management
School District of River Falls
852 East Division Street
River Falls, WI 54022

RE: River Falls High School Remodel
Sub – Project GMP Submittal

Dear Mr. Smurawa:

Kraus-Anderson Construction Company is pleased to submit our GMP Pricing Submittal dated December 4, 2018 for River Falls High School Remodel Project.

Kraus-Anderson proposes to furnish all labor, material, workmen's compensation, all public liability insurance, and all state, federal and local taxes, including sales tax for your River Falls High School Remodel project for the Guaranteed Maximum Price of **Seven Million Eight Hundred Forty Seven Thousand Nine Hundred Seventy Eight AND 00/100 DOLLARS (\$7,847,978.00)**. This Guaranteed Maximum Price is \$93,497 under the referendum budget amount.

We propose to construct this project on a not to exceed the basis for the above quoted amount with any and all savings accruing to the Owner, utilizing the Standard AIA A133 CMc - 2009 Contract Agreement dated December 18, 2017.

Our GMP is based on the Project Documents as listed in section 6 and as modified by our list of Assumptions and Clarifications in section 4. The detailed nature of our proposal serves as a tool to communicate to the entire team the basis of the assumptions and the scope of the work contained in our GMP price.

We appreciate the opportunity and look forward to working with you on this project. Please let us know if you require additional information or clarifications during your review of this estimate submittal.

Sincerely,
KRAUS-ANDERSON® CONSTRUCTION COMPANY

Shane Butler
Senior Project Manager

Cc: Terry Hart, Kraus-Anderson® Construction Company

SCHOOL DISTRICT OF RIVER FALLS
Personnel Committee Meeting Report
December 10, 2018

The Board of Education's Personnel Committee meeting was held on Monday, December 10, 2018, at the District Office, 852 East Division Street. Chair Halvorson called the meeting to order at 6:01 p.m. It was ascertained that notice of the meeting had been properly posted in the appointed locations, and sent to the River Falls Journal, WEVR Radio Station, and the Eau Claire Leader Telegram.

PRESENT

Committee members Amy Halvorson (remotely), Stacy Johnson Myers, and Cindy Holbrook were present. Board members Alan Tuchtenhagen, Ramona Gunter, and Mike Thompson were present. Superintendent Jamie Benson, Director of Finance and Facilities Chad Smurawa, Director of Academic Services Jennifer Peterson and Director of Human Resources and Leadership Development David Bell were also present.

HEARING OF VISITORS OR DELEGATIONS

None

APPROVE REVISION TO DISTRICT OFFICE AND MAINTENANCE SECRETARY JOB DESCRIPTION

Motion by Halvorson, Second by Johnson Myers to approved revisions to the District Office and Maintenance Secretary Job Description.

DISCUSS POLICY 533-RULE: CERTIFIED STAFF RECRUITMENT, SELECTION, AND HIRING PROCEDURES

The committee discussed the proposed changes and asked for further revisions. The additional revisions will focus on clearly defining the role of the interview team, affirming that applicants with diverse experiences and backgrounds is a valuable attribute, and clarifying the use of criminal background checks during the hiring process. A revised draft will be presented at the January meeting. No action was taken.

PRELIMINARY 2019-20 CERTIFIED STAFFING DISCUSSION

The administrative team shared the Preliminary Staffing Priorities for the 2019-20 School Year. Committee members provided feedback. The final staffing plan will be presented at the January meeting. No action was taken.

NEXT PERSONNEL COMMITTEE MEETING DATE

The next meeting date was tentatively set for Thursday, January 10 at 6:00 p.m. in the District Office Conference Room. Please note that the adjusted time is due to conflicts with other committee meetings.

ADJOURNMENT

The meeting was adjourned at 7:58 p.m.

Amy Halvorson, Personnel Committee Chair