

School District of River Falls
Regular School Board Meeting

Monday, November 18, 2024 - 6:00 PM

District Office, 852 E Division Street, River Falls, Wisconsin 54022

Agendas can be viewed at <https://www.rfsd.k12.wi.us/district/school-board.cfm> or at <https://meetings.boardbook.org/Public/Organization/1447>

- 1. **CALL TO ORDER - 6:00 PM**
- 2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
- 3. **PLEDGE OF ALLEGIANCE**
- 4. **HEARING OF VISITORS OR DELEGATIONS**
- 5. **INFORMATIONAL ITEMS**
 - A. **Wildcat Pride Awards**
 - 1. Meyer Middle School Counseling Team
Description: School counselors Sam Dusek, Gary Campbell, and Jordan Seifert were honored with the 2025 Wisconsin School Counseling Team Award at the Wisconsin School Counselor Association's annual conference earlier this month.

 - B. **Spotlight on Education: Gifted & Talented Program** 4
 - C. **Superintendent, Administrative, and Student Representative Reports**
 - 1. Student Representative Report
 - 2. Administrative Reports
 - a. MMS/RFHS Goal Update 2024-25 20
 - 3. Superintendent Report
 - a. Veterans Day and American Education Week Update 28
 - D. **Wisconsin Association of School Boards - Board of Directors Update**
Description: Board member Alan Tuchtenhagen will provide a WASB Board of Directors update.
- 6. **ACTION ITEMS**
 - A. **Approval of Minutes, bills, and recommended employment** 31
Description: The following have been submitted for approval:
Item 1: October 21, 2024, Regular School Board meeting minutes
Item 2: Bills submitted for payment
Item 3: 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. **Review the District's Comprehensive School Safety Plan and related safety drills** 45
Description: The School Board must review the District's Comprehensive School Safety Plan and related safety drills annually prior to January 1 each year. District Safety Coordinator Zac Campbell and School Safety Administrative Liaison Kate Skappel will provide the safety drill updates.
Recommended Action: Approve the 2024-2025 School Safety Drill Evaluations.

 - C. **Consideration and/or Action to approve November 4, 2024, Educational Program Committee recommendations** 59
Description: The Educational Program Committee met on November 4, 2024, to hear an overview on high school course development, to approve the new HS course, *Civil Discourse & Dialogue*, to approve the preliminary field trip application for Athens, Greece in 2026, and finally to approve revised policies 342.7 Programs for English Learners, 342.7-Rule English Learner Identification and Assessment and 342.72 English Learners Parent Notification. New policy 453.3 Rule(3) Procedures for Administering Medication to Students on Field Trips was tabled.
Recommended Action:

1. Approve Civil Discourse and Dialogue New or Revised Course Approval Form.
2. Approve Squads Abroad Global Medical Academy preliminary field trip application.
3. Approve the first reading of revised School Board Policy 342.7 Programs for English Learners.
4. Approve the first reading of revised School Board Policy 342.7-Rule English Learner Identification and Assessment.
5. Approve the first reading of revised School Board Policy 342.72 English Learners Parent Notification.

D. Consideration and/or Action to approve November 11, 2024, Finance & Facilities **74**

Committee recommendations

Description: The Finance and Facilities Committee met on November 11, 2024, to hear an update on the facilities projects and the 2024-25 budget, to discuss the parental choice program, and finally to approve revised policy 671.2 Expense Reimbursements.

Recommended Action: Approve the first reading of revised School Board Policy 671.2 Expense Reimbursements.

E. Consideration and/or Action to approve November 11, 2024 Personnel Committee **76**
recommendations

Description: The Personnel Committee met on November 11, 2024, to approve updates to policy 343.2 Class Size Guidelines, 527 Employee Grievances, 527 Rule-1 Employee Grievance Procedure, and 527 Rule-2 Impartial Hearing Officer Selection Procedures. The committee also heard a paraprofessional mentor report, a wellness plan report, and the principal leadership report. Finally, the committee went into closed session to discuss 2025-26 school year salary adjustments for select staff.

Recommended Action:

1. Approve the first reading of revised School Board Policy 343.2 Class Size Guidelines.
2. Approve the first reading of revised School Board Policy 527 Employee Grievances.
3. Approve the first reading of revised School Board Policy 527 Rule-1 Employee Grievance Procedure.
4. Approve the first reading of revised School Board Policy 527 Rule-2 Impartial Hearing Officer Selection Procedures.
5. Approve the salary ladder adjustments for the 2025-26 school year, for certified staff whose in-district years of experience do not align with their current ladder placement.

F. Consideration and/or Action to approve the first readings of revised School Board Policy 172 Special School Board Meetings, 174 School Board Organizational Meeting, 181 Rules of Order, 182 Quorum and the new 166-Rule School Board Member Electronic Communications **91**

Description: The administrative team is recommending minor updates to the following policies in the 100 series, including the addition of a new rule. (LINK)

Recommended Action:

1. Approve the first reading of revised School Board Policy 172 Special School Board Meetings.
2. Approve the first reading of revised School Board Policy 174 School Board Organizational Meeting.
3. Approve the first reading of revised School Board Policy 181 Rules of Order.
4. Approve the first reading of revised School Board Policy 182 Quorum.
5. Approve the first reading of the new School Board Policy 166-Rule School Board Member Electronic Communications.

G. Consideration and/or Action to approve the first reading of the new School Board Policy 453.3 Rule(3) Procedures for Administering Medication to Students on Field Trips

Description: The administrative team recommends revisions to school board policy 453.3 Rule (3) Procedures for Administering Medication to Students on Field Trips, as discussed at the November Educational Programs Committee.

Recommended Action: Approve the first reading of the new School Board Policy 453.3 Rule(3) Procedures for Administering Medication to Students on Field Trips.

H. Consideration and/or Action to approve the second readings of revised School Board Policy 171 Regular School Board Meetings, 171.1 Public Notification of School Board Meetings, 171.2 Agenda Preparation and Dissemination, and 171.3 Consent Agendas **2 97**

Description: The first readings of revised policies: 171 Regular School Board Meetings, 171.1 Public Notification of School Board Meetings, 171.2 Agenda Preparation and Dissemination, and 171.3 Consent Agendas were approved at the October 21, 2024, Regular School Board Meeting. (LINK)

Recommended Action:

1. Approve the second reading of revised School Board Policy 171 Regular School Board Meetings.
2. Approve the second reading of revised School Board Policy 171.1 Public Notification of School Board Meetings.
3. Approve the second reading of revised School Board Policy 171.2 Agenda Preparation and Dissemination.
4. Approve the second reading of revised School Board Policy 171.3 Consent Agendas.

I. Consideration and/or Action to approve the second reading of revised School Board Policy 537 Staff Development

102

Description: The first reading of revised policy 537 Staff Development was approved at the August 19, 2024, Regular School Board Meeting. (LINK)

Recommended Action: Approve the second reading of revised School Board Policy 537 Staff Development.

J. Proposed/suggested items for the next regular and future School Board meeting agenda(s)

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

Recommended Action: As needed.

K. Schedule next School Board/Committee meetings

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

Recommended Action: Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, December 2, 2024, 6:00 p.m.

Finance & Facilities Committee meeting: Monday, December 9, 2024, 6:00 p.m.

Personnel Committee meeting: Monday, December 9, 2024, 7:00 p.m. (or immediately following Finance & Facilities)

Regular School Board meeting: Monday, December 16, 2024, 6:00 p.m.

All of the above meetings will be held at the District Office Conference Room, 852 E. Division Street unless noted otherwise.

7. ADJOURN



CURIOUS WILDCAT LEARNERS

CURIOUS
WILDCAT
LEARNERS

Enrichment Programming
2024-2025

RFSD



- TO USE MY PART-TIME POSITION AS EFFICIENTLY AND EFFECTIVELY AS POSSIBLE
- TO WORK TO ESTABLISH EQUITABLE AND CONSISTENT ACADEMIC SPECIFIC SUPPORT FOR TOP TIER PERFORMERS IN GRADES 3-5
- TO PROVIDE WHOLE CLASS ENRICHMENT FOR GRADES 1 AND 2
- TO FACILITATE OPPORTUNITIES FOR CREATIVITY, LEADERSHIP AND SOCIAL EMOTIONAL LEARNING SPECIFIC TO ADVANCED LEARNERS IN GRADES 6-8

Who?



STUDENTS IN 1ST-8TH GRADES
AT GREENWOOD, WESTSIDE,
ROCKY BRANCH
AND MEYER MIDDLE SCHOOL
ARE SCHEDULED TO MEET ON A
BI-WEEKLY BASIS.

WHO ARE TOP TIER PERFORMERS (TTP)?

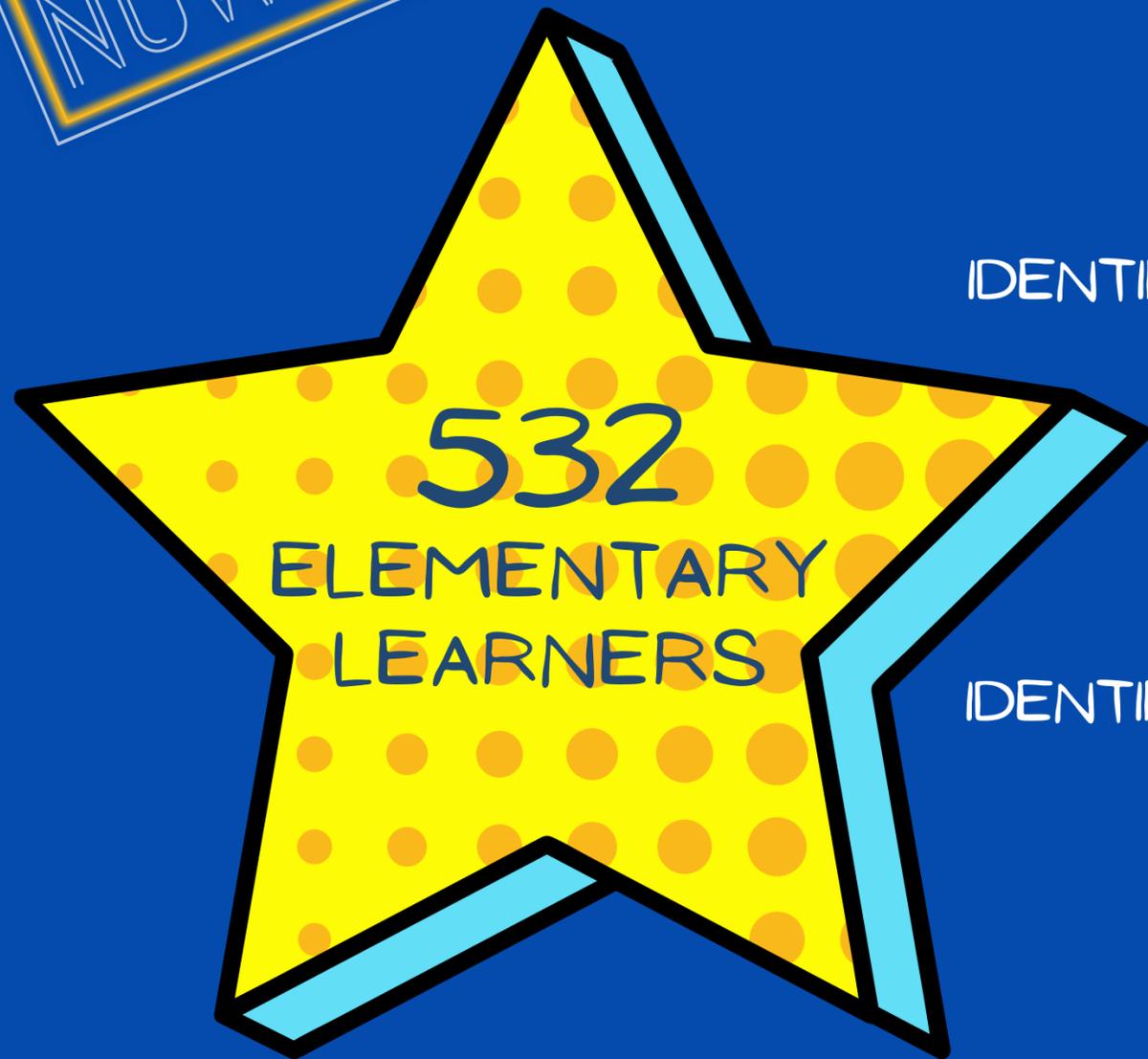
Students scoring in the top 2 bands (90% and above)
on local and state standard assessments

WHO ARE IDENTIFIED STUDENTS?

Students scoring in the top band (98% and above)
on local and state standard assessments

Show me the numbers!

NOW SERVING



LEARNERS PARTICIPATING IN WHOLE CLASS ENRICHMENT IN FIRST AND SECOND GRADES

389

IDENTIFIED AND/OR TOP TIER PERFORMERS IN 3RD GRADE

39

IDENTIFIED AND/OR TOP TIER PERFORMERS IN 4TH GRADE

49

IDENTIFIED AND/OR TOP TIER PERFORMERS IN 5TH GRADE

55

Show me the numbers!

NOW SERVING



IDENTIFIED AND/OR TOP TIER PERFORMERS IN 6TH GRADE

36

IDENTIFIED AND/OR TOP TIER PERFORMERS IN 7TH GRADE

60

IDENTIFIED AND/OR TOP TIER PERFORMERS IN 8TH GRADE

66

Where?



EVERY
MONDAY

THINKING WITH
THE
1ST AND 2ND
GRADERS AT
GREENWOOD,
WESTSIDE AND
ROCKY
BRANCH

EVERY
OTHER
TUESDAY

AT
GREENWOOD
FOR 3RD -
5TH GRADE
TTP AND
CREATIVITY,
LEADERSHIP
AND SOCIAL
EMOTIONAL
GROUPS

EVERY
OTHER
WEDNESDAY

AT
WESTSIDE
FOR 3RD -
5TH GRADE
TTP AND
CREATIVITY,
LEADERSHIP
AND SOCIAL
EMOTIONAL
GROUPS

EVERY
OTHER
THURSDAY

AT ROCKY
BRANCH
FOR 3RD -
5TH GRADE
TTP AND
CREATIVITY,
LEADERSHIP
AND SOCIAL
EMOTIONAL
GROUPS

Where?



EVERY
OTHER
TUESDAY

EVERY
OTHER
WEDNESDAY

EVERY
OTHER
THURSDAY

EVERY
FRIDAY

6TH, 7TH
AND 8TH
GRADE C.W.L
AND DEBATE
CLUB

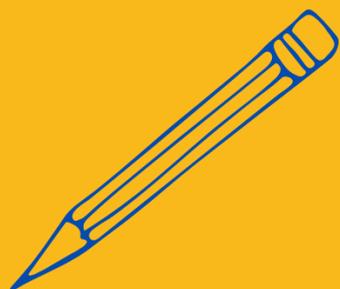
6TH, 7TH
AND 8TH
GRADE C.W.L
AND MATH
TEAMS

6TH, 7TH
AND 8TH
GRADE C.W.L

6TH, 7TH
AND 8TH
GRADE
CHESS
CLUB AND
CRAZY FOR
CONTESTS

What?

+ % +
+ -

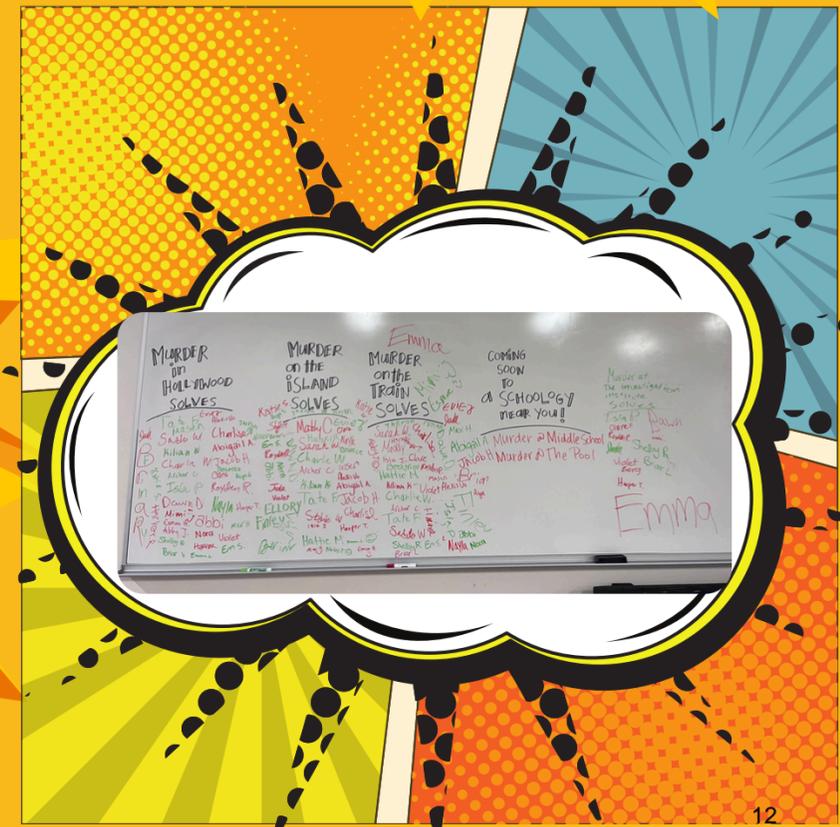
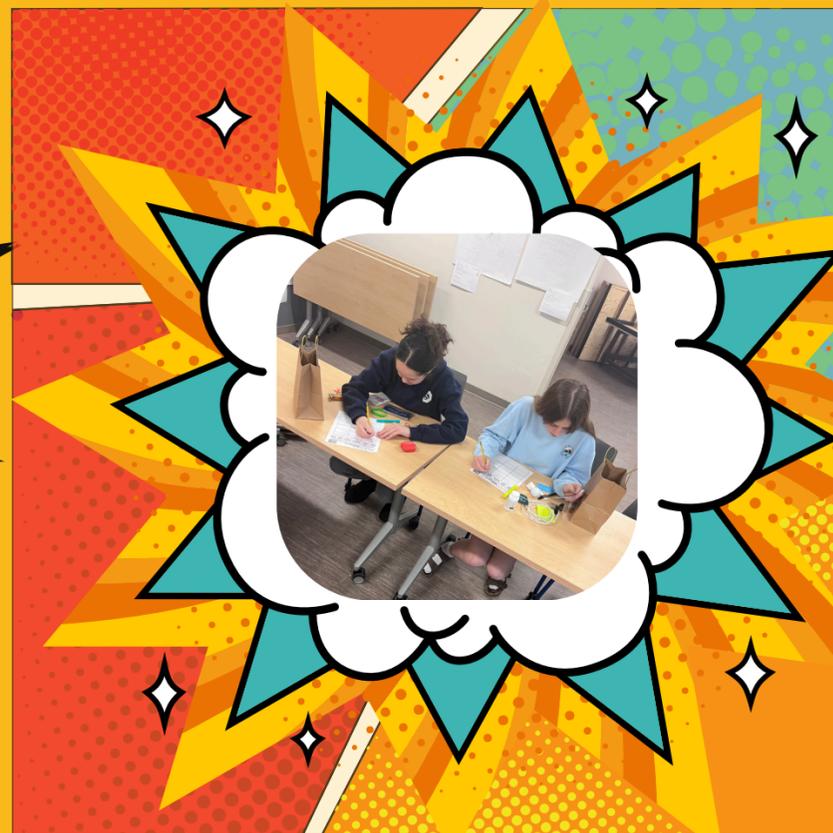


C.W.L. THIS YEAR IS ALL ABOUT **ReLaTiOnShiPs**

- In our ELA groups, we will be looking for patterns, connections and relationships between word origins, word meanings, word usages, characters in books, people in real life situations, reading, writing and creating.
- In our Math groups, we will be working on finding patterns, connections and relationships between numbers, shapes, and operations, even a little bit of art and music!
- We may all be different, but we have a lot in common. So do words, stories, numbers, pieces of art and songs!

CURIOUS
ELA
IN

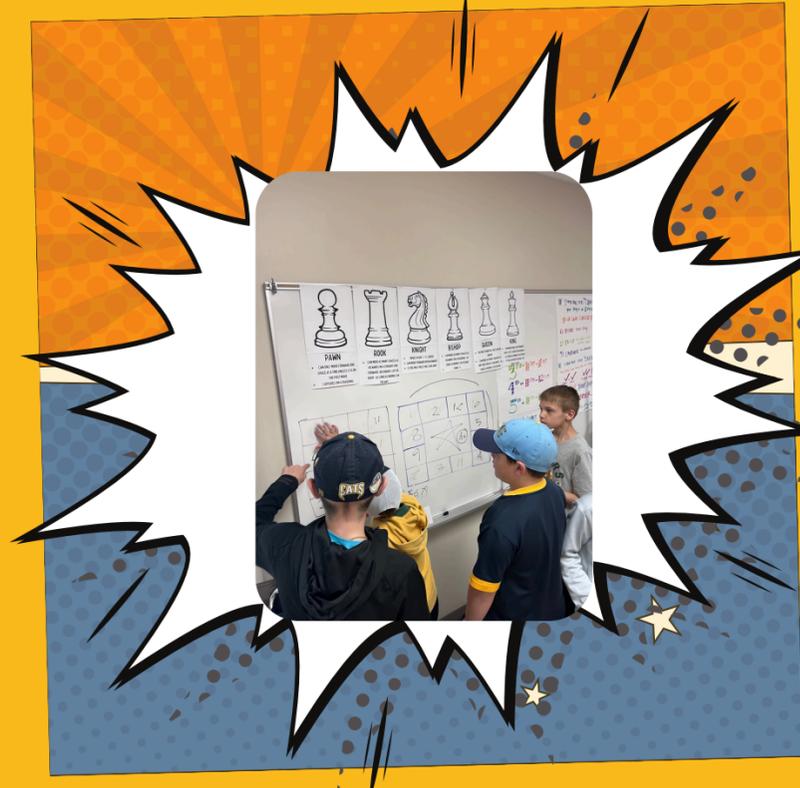
ACTION!



CURIOUS
MATH
IN

ACTION!

+
-
%
+



CURIOUS
THINKING

IN

ACTION!



What?



ELA Description: At the 3rd, 4th and 5th grade levels, Top Tier Performers will participate in lessons and activities centered around the acquisition and use of academic vocabulary through the Wordly Wise 3000 curriculum and supplemental materials. This will include activities about word origins, prefixes, suffixes, roots, synonyms, antonyms, homophones, and understanding/using words in context in nonfiction passages and writing. We will also use the topics of these non-fiction texts as a springboard for digging deeper into social studies and science concepts with self-chosen content, processes and products. Students will have the opportunity to use language to solve puzzles and analogies and play word games focused on the use of language.

Math Description: At the 3rd, 4th and 5th grade levels, Top Tier Performers will participate in Beast Academy lessons, activities and puzzles that will extend their grade level standards and push them to engage their problem solving skills. This curriculum is meant to help students tackle math challenges that will move them past memorization and into rigorous, creative thinking that will build perseverance and resilience in problem solving. Students in 5th grade groups will also have the opportunity to earn a place on their school's Math Masters team and compete in the spring Math Masters competition. Students will also solve problems, do puzzles and play games throughout the year that will help them to apply their math thinking in new ways.

Creativity/Leadership/Social Emotional Learning Description: Students who score in the top 98% of their grade level testing(local and state assessments) are invited to participate in monthly creative thinking, leadership and social emotional groups. These groups can also have members recommended by teachers.



STARBURST PROBABILITY AREA MODEL TRIALS

How can we use a probability area model to find the probability of an event?

We have two cups - Container 1 and Container 2. First, we will choose three random Starbursts and put them in Container 1. Then, we will randomly choose 4 Starbursts to put into Container 2. (It's ok if we have repeat colors)

1.) Identify the capital letter abbreviations for each of the following outcomes:
 Red First, Yellow Second: _____
 Pink First, Orange Second: _____
 Pink First, Pink Second: _____

2.) After building your area model, identify the TOTAL number of possible outcomes there are in this scenario.
 There are _____ possible outcomes in total because _____

3.) Identify one outcome with a probability of $\frac{1}{12}$: _____

4.) Identify one outcome with a probability of $\frac{1}{6}$: _____

5.) Identify one outcome with the probability of $\frac{1}{4}$: _____

6.) Identify one outcome with a probability of 0: _____

Error Analysis How-Tos

Welcome, New Teachers! It's time to grade papers! Do you have your grading pen and pencil ready? Let's do this!

- Read your student's answer.
- Use your grading pen to circle or underline the mistake. You might need to draw an arrow or write something in their answer to show what mistake they made.
- Put your grading pen down and grab your pencil.
- Explain why your student got the problem wrong in the first box. Try to use good math words and be positive. Mistakes happen! For example, "You used addition instead of subtraction."
- Give them a good "Rule To Remember" - For example, "When we see the word 'difference' we know that we need to subtract". Show them, in pencil, how to write the answer correctly.
- Add a smiley face or star and a positive phrase like, Nice work or Great job or Way to go! Your students are working hard!

PROUD OF YOU

31 DERFUL

A DECK OF CARDS HAS 52 CARDS, BUT YOU ONLY NEED 25! CHOOSE WISELY!

Use 25 cards to make a 5 by 5 grid. Your only rule is that each row must add to 31 and each column must add to 31.

ACES ARE WORTH 11.
 FACE CARDS ARE WORTH 10.
 ALL OTHER CARDS ARE WORTH THE AMOUNT PRINTED.
 (7S ARE WORTH 7, AS ARE WORTH 4)

CAN YOU DO IT IN MORE THAN ONE WAY?
 WHAT IS YOUR STRATEGY?

UPS AND DOWNS

Sometimes we have things we feel confident about and things we don't. Sometimes we look around at others and feel like they are learning some things faster or slower than us - and both of those things can make us feel frustrated. The cool thing is - this is totally NORMAL. And it's called

ASYNCHRONOUS LEARNING

What are some things that you've learned really quickly?

What are some things that you've felt took you longer to learn than you liked or longer than someone around you?

How did each of those make you feel?

Bulls and Cows

CAN YOU GUESS MRS. MAZZEI'S 3 DIGIT SECRET CODE?

MY GUESS	BULLS	COWS

CHALLENGING LEARNERS TO STRETCH THEIR BRAINS WITH PUZZLES, GAMES, AND OPPORTUNITIES FOR REFLECTION
 SUPPORTING TEACHERS WITH IDEAS, RESOURCES AND INFORMATION ABOUT THEIR HIGH-ACHIEVING LEARNERS

Thinking TIC TAC TOE

Look back at our Thinking Mat - what dig deeper thinking could you use to...

CREATE A ONE PARAGRAPH STORY USING ALL OF THE NEW VOCABULARY WORDS WE'VE LEARNED	design a gameboard that takes players through situations that our characters experienced in Lost!	Create a zoo that features only animals native to Costa Rica. Write a short explanation for each animal's exhibit display sign.
Make a travel brochure for Costa Rica. Use the information you've learned about it from our story	Prepare a test for Mrs. Mazzei to take once we are done with our book. Include multiple types of questions (multiple choice, matching, short answer)	WRITE AND PERFORM A SHORT SKIT USING A DIFFERENT POINT OF VIEW THAN IS USED IN OUR STORY
CREATE A MISSING PERSONS POSTER FOR ANNA AND CARTER. MAKE SURE TO LIST THEIR PHYSICAL AND INTERNAL CHARACTER TRAITS.	TERRY LYNN JOHNSON IS A CONSERVATION OFFICER. CHOOSE AN ENDANGERED PLANT OR ANIMAL YOU'D LIKE TO SAVE AND WRITE A LETTER TO THE EDITOR OF A WILDLIFE MAGAZINE, CONVINCING THEM TO DONATE	Make a Jamboard about a topic you chose to dig deeper

You Did It!

You finished your first full Curious Word Learners unit! Let's celebrate by taking the time to DIG DEEPER

Your word list included:
 accommodate aggressive bask carcass
 conceal flail gorge morsel protrude
 ripple slither sluggish snout taper visible

YOU MAY SCAN ANY THESE QR CODES TO LEARN MORE ABOUT CROCODILES

OR YOU MAY WORK WITH YOUR WORDS SOME MORE WITH THE

ON THE FLY MATH ENRICHMENT INTERACTIVE BULLETIN BOARD

Create a worded problem
 Solve a worded problem
 Create a visual representation
 Flip the Question Folder
 Equation Challenges
 Year-Long Literature Challenge Board

CREATE A GAME REVIEW/EXTENSION

Have students create a bin of games used to review concepts throughout the year. Could be an initial board creation and "packs" of cards for each skill. Students can learn the board, but choose a pack based on what they want to review.

ENRICH MATH TASKS

Share a poster problem a day (easier or harder) and create a binder of backlogged problems. Students can keep track of their solutions in a pack or notebook and have share and compare times for those interested. Use Mathematical Discourse Questions to guide compare and shares. Students can find a friend who solved the same poster problem and pick a question from the question list/pocket/bin and write below it. Both sign the answers in each other's notebook.

Vocabulary Riddles Book 2

Blase B balked at the task, calling it a banal boondoggle.

- Which word means "a questionable project or use of time?" _____
- "Hackneyed" is a synonym for which word? _____
- "Fostered" is an antonym for which word? _____
- Which word means "uninterested in pleasure because of overindulgence?" _____
- "Balked" is used as what part of speech? noun verb adjective adverb _____
- Choose the sentence that best decodes the riddle.
 - Bored B resisted the task, calling it an uninspired procrastination.
 - Disenchanted B cringed at the task, calling it a tedious dallying.
 - Apathetic B flinched at the task, calling it a cliché dawdling.
 - Pampered B recoiled from the task, calling it a rapid puttering.

Bellicose B was berated for his brazen belligerence.

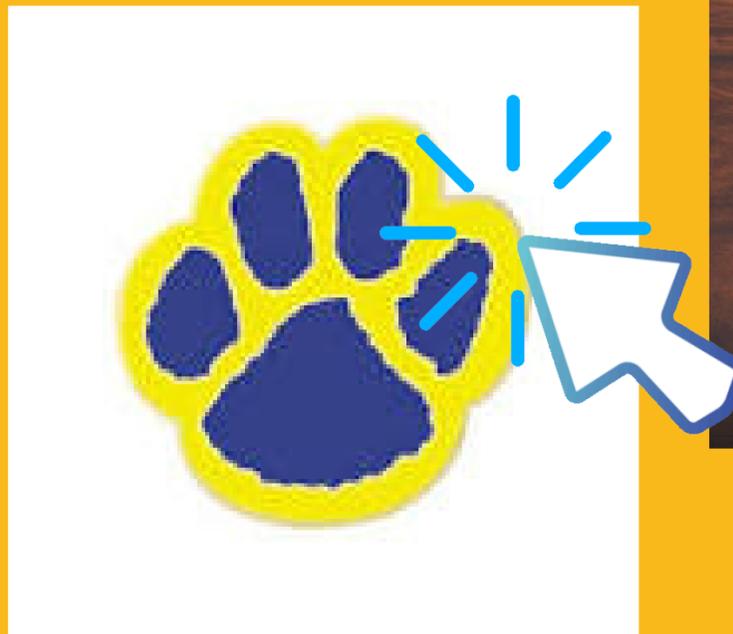
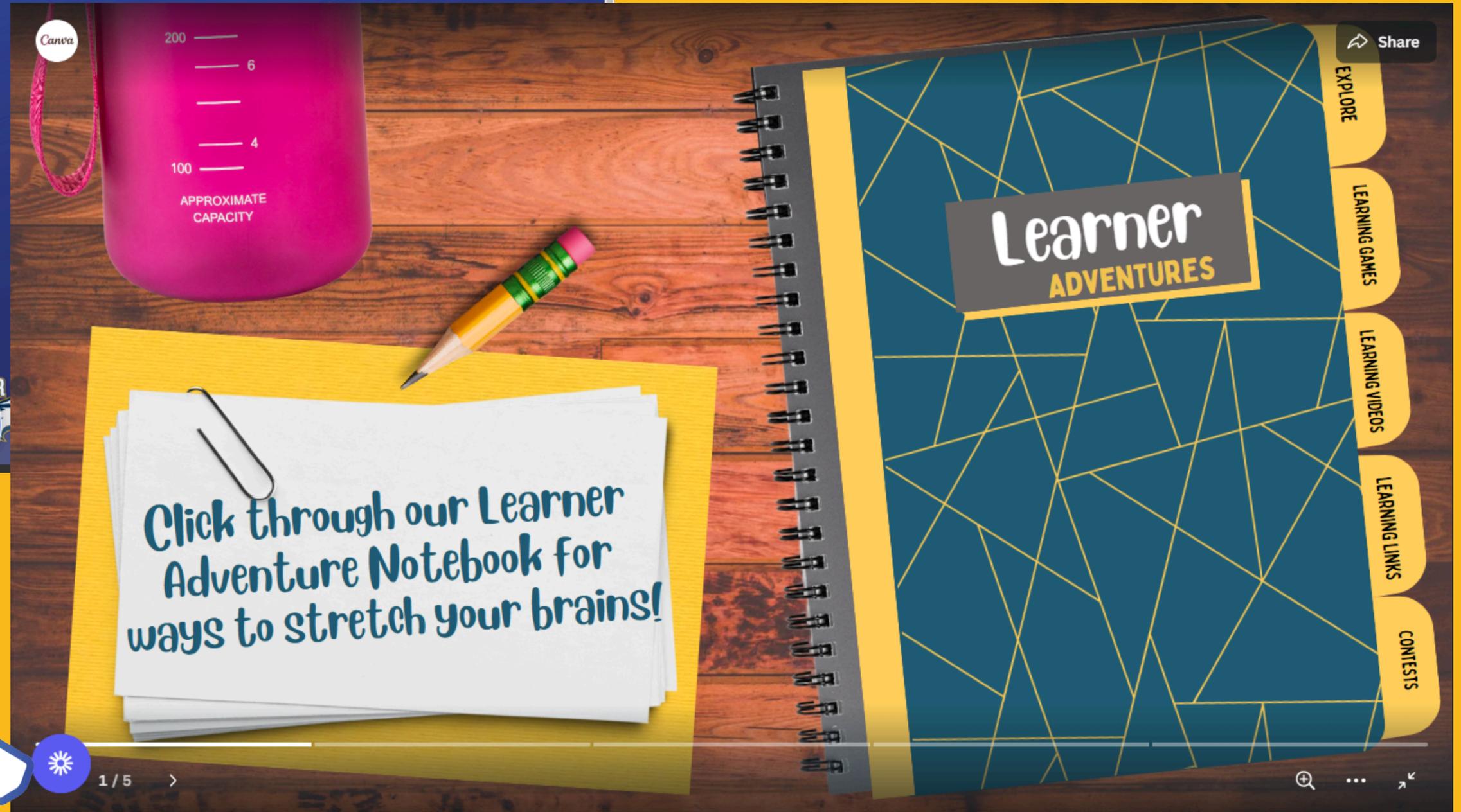
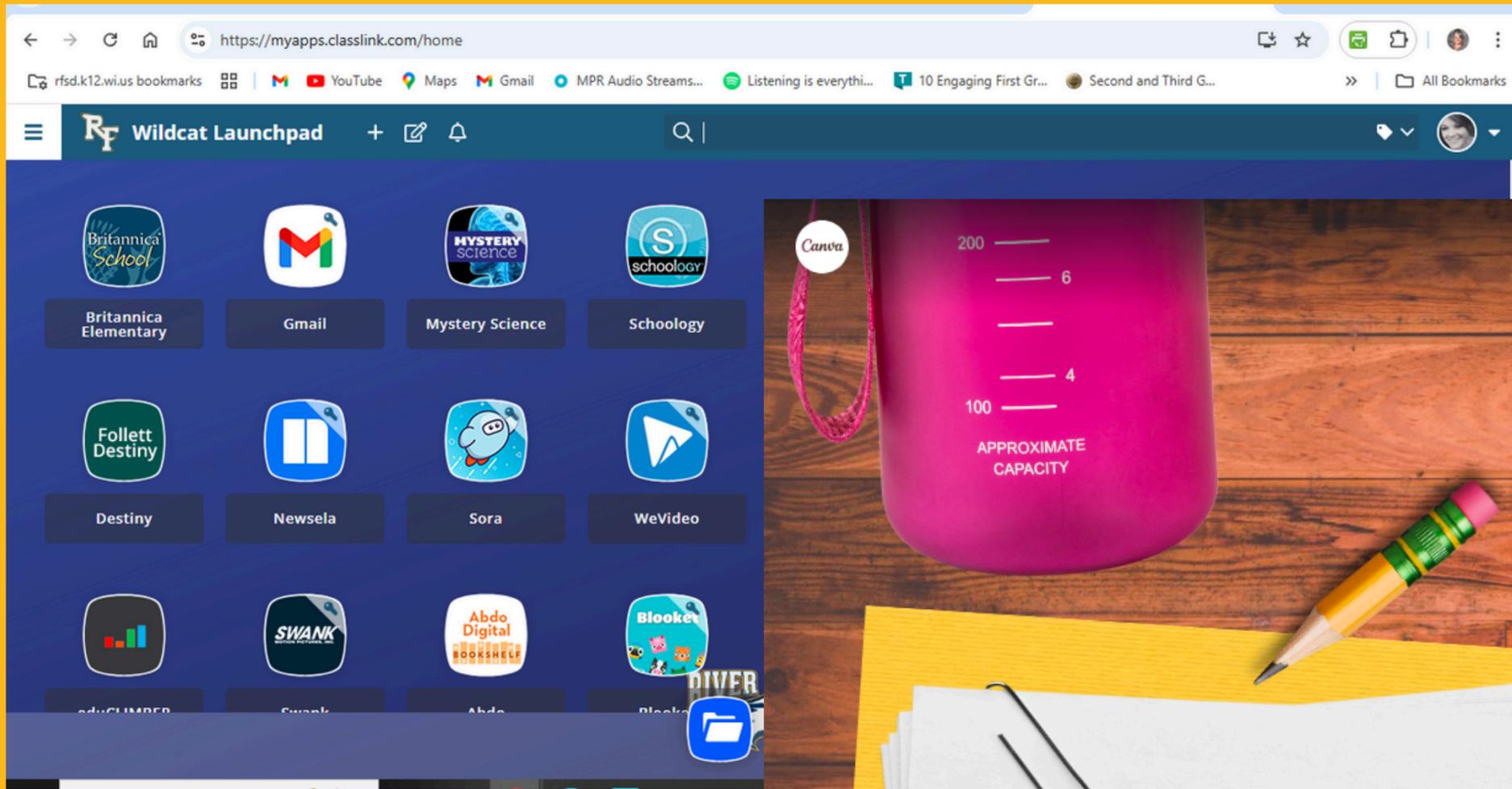
- Which word means "to vehemently scold?" _____
- "Pugnacious" is a synonym for which word? _____
- "Meek" is an antonym for which word? _____
- Which word means "an aggressive disposition?" _____
- "Brazen" is used as what part of speech? noun verb adjective adverb _____
- Choose the sentence that best decodes the riddle.
 - Hawkish B was chastised for his bold combativeness.
 - Scrappy B was rebuked for his unflinching hostility.
 - Feisty B was denounced for his flagrant defiance.
 - Bristly B was reprimanded for his shameless fierceness.

Solve the following four analogies by selecting the correct answer and writing the underlined letter in the circle to the right.

- saw : cut :: razor : _____
 shave beard
 board sharp
- meadow : grass :: _____ : sand
 jungle mountain
 beach valley
- tree : palm :: fish : _____
 scales swim
 salmon school
- rectangle : square :: _____ : circle
 oval hexagon
 triangle pyramid

Unscramble the four letters from the circles above and find the answer to the following analogy challenge!

like : _____ :: mad : furious



Games by Grade Level

K - 2ND



MR. NUSSBAUM
LEARNING + FUN

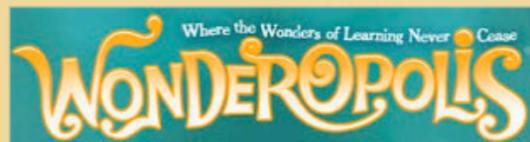


Games by Grade Level

3RD - 5TH

YOU CAN CLICK
ON ANY K-2ND
GAME OR TRY

Learning Videos



Learning Videos



Learning Links



kidsthinkdesign

Learning Links



The Metropolitan Museum of Art
#metkids

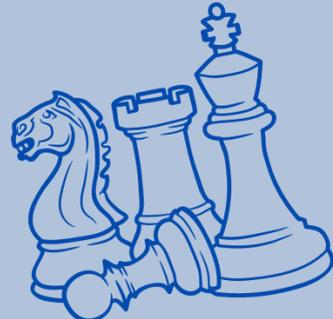
TIME for KIDS

Figure This!
Math Challenges for Families

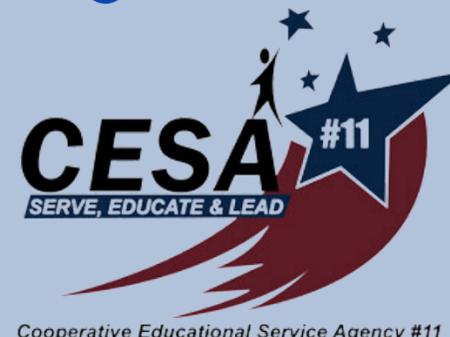


CONTESTS

What else?



CHESS CLUB AT ELEMENTARY AND MIDDLE SCHOOL LEVELS



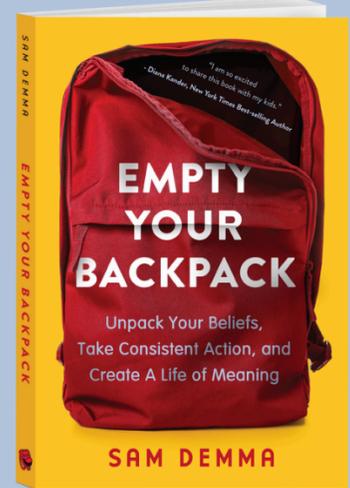
CESA ENRICHMENT OPPORTUNITIES FOR LEADERSHIP, CREATIVITY, AND SOCIAL EMOTIONAL LEARNING



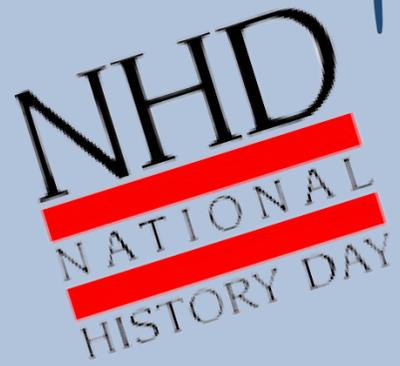
MATH MASTERS TEAMS FOR GRADES 5 AND 6
MATHCOUNTS TEAMS FOR GRADES 7 AND 8



MATHCOUNTS
COMPETITION SERIES
EST. 1983



CRAZY FOR CONTESTS - FACILITATING ENTRY INTO CONTESTS TO PROMOTE WRITING, ART, HISTORY, STEM AND MATH



TEACHER AND PARA COLLABORATION TO PROMOTE HIGHER-LEVEL QUESTIONING





Meyer Middle School 2024-25 Goals

(Building) Wildly Important Goal (WIG)

Goal: By May of 2027, 90% of Meyer Middle School Students will be proficient on 80% of the standards measured by their end of the year assessment.

Description: Each grade level core teacher will develop and implement a mid-year and end-of-year cumulative assessment aligned to their priority standards. Allied arts teachers will be tracking their end of course report card data with the same goal.

Strategic Plan: Goal #1: Hold High Expectations for Student Learning

- 1.1- Support a collaborative teaching culture focused on student learning.
- 1.2- Identify and monitor academic readiness benchmarks.



Wildly Important Goal (WIG)

Our goal was identified by ...

Our WIG goal is relevant and valuable to the work we are doing around standards based grading and our focus on retention of our priority standards. Further, while tracking 8 years of Forward data, we recognize a disconnect between letter grades and results on the Forward exam (in part) leading to our transition to standards based grading.

Data Used: Considering this is a three year goal, we currently do not have the baseline data. The first set of data will take place in January, when we administer the mid-year cumulative assessment. Teachers will collect data on the priority standards already taught to provide an insight on what students are retaining over time. To comprehensively understand the progress of all students, our PLC will conduct a data protocol to create a plan to guide future instruction for the final semester of the school year. Additionally, we will identify achievement gaps, if any, and review issues related to student equity. At the end of the 2024-2025 school year, our PLC team will administer the end of year cumulative assessment. We will complete a data protocol to document, analyze, and monitor student proficiencies of the priority standards. The assessments, both mid-year and end-of-year, will have (two questions per priority standard/writing prompt/application).

Story from the Data: [Forward Trend Data 2016-2024](#)

Qualitative Factors that Influenced Our Decision: One of our departments created cumulative “interim” assessments last year and noticed students were struggling to retain proficiency of standards taught/learned earlier in the year.

Monitoring Our WIG

Assessment Used to Measure Our Progress:

Core teachers are creating and utilizing common mid-year and end-of-year cumulative assessments aligned to our priority standards.



Committing To Our Lead Measure

Activity our building will commit to that is in our circle of control/influence that impacts our WIG?:

- 1.) Our belief that all students can learn at high levels, 2.) Our weekly PLC meetings with conversations about student learning and how to best respond when students aren't learning, 3.) Following a common data protocol, 4.) Following a common assessment calendar, 5.) Reviewing prior standards in subsequent units. Review will include practice problems, warm-up activities, and homework, 7.) Prioritize providing feedback to students, 8.) Use of response days

We selected these commitments because...

They have been proven to have high effect sizes according to John Hattie's research. The commitments align to our district goals of collaboration and they help us respond to the BIG 4 +1: What do we want students to know? How do we know they know it? How do we respond when students don't learn? How do respond when students already learned it? Which students?

We will track the implementation/effectiveness of these commitments by?

- 1.) Through artifacts / evidence in our PLC notebooks
- 2.) Data collections
- 3.) Classroom observation



WIG DATA TRACKING

Most Recent Lag Data

Overall	TBD				
Disaggregated by grade-level (or sub-group)	We will be tracking individual and overall results using this data tracking template: Mid & End of Year Data Tracking Template Building Wide Data Tracking Document				
<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Data to Celebrate</th> <th style="width: 50%;">Data that give us Pause</th> </tr> <tr> <td>TBD</td> <td>TBD</td> </tr> </table>		Data to Celebrate	Data that give us Pause	TBD	TBD
Data to Celebrate	Data that give us Pause				
TBD	TBD				



Responding to Current Lag Data

Adjustments made to our lead measures as a response to the most recent data collection?

Obstacles will have to move/adjust to continue to grow?:

TBD

TBD





RFHS

2024-25 Goals



Wildly Important Goal (WIG)

Our goal was identified by ...

OUR WIG TEAM OVER THE COURSE OF SUMMER LEARNING AND PLANNING SESSIONS.

Data Used:

STATE REPORT CARD, ACT, & SURVEY DATA.

Story from the Data:

**PERFORMANCE TREND >. < READING REQUIREMENT (NECESSARY TO ENSURE STUDENT SUCCESS).
PROFESSIONAL DEVELOPMENT.**

Qualitative Factors that Influenced Our Decision:

DISCUSSIONS & FEEDBACK FROM THE WIG PILOT TEAM PLANNING FOR A QUALITY ROLL-OUT.

READING

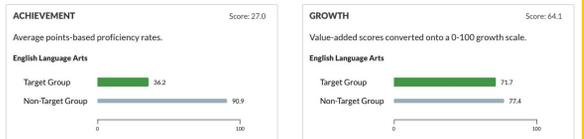
11th Grade ACT Projected Score

Range	22-23 PreACT Gr. 9 Class of 2026	22-23 Pre ACT Gr. 10 Class of 2025	23-24 PreACT Gr. 9 Class of 2027	23-24 PreACT Gr. 10 Class of 2026
>13	.4%	.4%	0	.7%
13-15	2.5%	18.3	11.8%	16.8%
16-19	39.4%	43.5%	50.4%	41.8%
20-23	31.2%	14.2%	20.9%	18.7%
24-27	12.4%	7.3%	5.9%	8.1%
28-32	9.6%	13.4%	6.3%	9.5%
33-36	4.6%	2.8%	4.7%	4.4%

ENGLISH LANGUAGE ARTS



Component Scores



RFHS Wildly Important Goal (WIG)

Goal:

By 2027, ALL students at River Falls High School will achieve and sustain mastery of reading comprehension or will achieve at least 10% growth each year as they progress towards reading mastery.

Description:

Students will be provided with baseline universal and content related reading instruction and measured practice opportunities (embedded Reading and Response Activities) within each term/course. We will then be able to monitor growth within each course, content area, and will be able to eventually measure average student growth across contents.

Strategic Plan:

2024-2025: Pilot Team -> **Full Staff Roll-Out in 2nd Semester: 2 Reading & Response Activities/Course (Gathering Baseline).**

- *The First 3 Weeks and Last 3 Weeks of Each Course.*

2025-2026: Enhance and Refine from Prior Year (**3 Reading & Response Activities/Course**), Implement, & Reflect.

2026-2027: Bolster & Embed Reading Strategies. **Create System of Intervention/Support:** Implement, Reflect, Refine.

Monitoring Our WIG



Assessment Used to Measure Our Progress:
Read & Response Activities.
Long-Term Measure: ACT.

Measuring Our Progress:
Reading Activity Level of Performance.

BASIC	PROFICIENT	MASTERY
(16-19) ACT Composite Score	(20-23) ACT Composite Score	(24-27) ACT Composite Score
1-3	4-6	7-9

Measuring Our Progress:
Growth over time on reading & response activities. (Within Content & Across Contents)

- Use of baseline data to see growth
- Tracking progress within content areas and among individuals and student groups



Committing To Our Lead Measure

Activity our building will commit to that is in our circle of control/influence that impacts our WIG:

- **PLC Collaborative Meetings (late start dates & inservice days)**
- **Tier 1 Reading Instruction (monthly PD for all teachers)**
- **Integration of reading and response activities across ALL content areas**



We selected these commitments because...

All of these commitments are focused on the development and implementation of solid Tier 1 Reading Practices and allow our teachers to have a shared area of focus and data for discussion during the Collaborative Team Meetings which will ultimately bolster our PLC Practices, leading to increased student achievement. This not only ties in with the RFHS mission of empowering students to become their personal best, but it also ties into the RFSD Strategic Plan Goal 1: Hold High Expectations for Student Learning. Supporting students to reach their goals is how we become successful in holding those expectations.

We will track the implementation/effectiveness of these commitments by...

- **Monitoring PLC notebooks**
- **Collaborative team coaching**
- **Attendance at Tier 1 trainings**
- **Classroom walkthroughs and observations**
- **WIG team meetings & feedback**
- **Baseline data monitoring**



Responding to Current Lag Data

Adjustments made to our lead measures as a response to the most recent data collection?

Based on the initial WIG Team Pilot we made the following adjustments:

- Tiered Roll-Out for Implementation (WIG Team - ALL).
- **Professional Development** for Staff on the Creation of Reading and Response Activities.
- Professional Development for Staff on **Tier 1 Reading Practices:**
Before, During, and After Reading.
- Defining and adjusting expected Proficiency Level.
- **Frequency: 2x/Class (2024-2025) - 3x/Class 2025-2026.**

Obstacles will have to move/adjust to continue to grow?:

Continued development and improvement of Tier 1 reading instructional strategies (both Universal and Content specific).

Data Collection and Compilation.

Development of MTSS System for students below proficiency in reading.





Superintendent Report

November 18, 2024

Veterans Day Programming



- **MMS Veterans Day Program** → Guest Address (MSgt. Terry Slaght), Student Speakers (Addalyn Zimmerman, Carson Kilpin, and Abigail Jaeckel), MMS Band and Choir Performance, MMS Student Council hosted refreshments and snacks for Veterans after the program. 2

Veterans Day Programming



- **RFHS All-School Assembly** → American Legion Post 121 Honor Guard and Commander, RFHS Band and Choir Performances
- **Renaissance Charter Academy** → Students wrote handwritten thank you notes to local Veterans. An honor slide show was created and shared with students.

3

Veterans Day Programming



- **All Elementary Schools** → American Legion Post 121 presentation of the colors and ceremony.
- **Rocky Branch and Westside** → Buddy Groups Letters to Veterans and SgM Mel Hoffman spoke to classes
- **RFPME** → RFPME Student Council organized a Hero Wall of Honor and a Veterans Day reception for our community's Veterans. Upper and Lower Elementary students were treated to guest speaker, Larry Berg. He spoke about his experiences as a Vietnam Veteran.
- **Greenwood Veterans Day Breakfast** → CW students organized and invited CW family Veterans to a homemade breakfast.

4

American Education Week



- It is **American Education Week!** In the School District of River Falls, we are taking this opportunity to honor the powerful impact that teachers and support staff have on our students, while also celebrating the invaluable support our schools have received from the River Falls community.
- Our organization is large, so it can be difficult to find the appropriate way to meaningfully honor the people who devote their professional lives to inspiring, engaging, and challenging students. From **bus drivers** and **teachers to support staff** and **volunteers**, each person contributes to the positive environment and culture in our schools. It can be a complicated operation, however, our students benefit from a support system that believes in their ability to learn and grow.



American Education Week



- American Education Week is also about **recognizing the importance of the support our schools receive from the River Falls community.** I have been fortunate to live and work in other communities in Wisconsin. I can confirm that all communities in our state have a high level of pride in their local schools; however, the support in River Falls is special. This support can take many forms, such as **leading volunteer organizations, donating supplies, supporting co-curricular activities, or advocating for the needs of students.** Support doesn't mean we always agree, but it does mean our community is committed to helping our students reach their unique potential.
- Finally, it is essential to acknowledge our students. They **inspire us with their wisdom and kindness, challenge us to unlock their unique potential, and bring us joy and excitement each day.**



School District of River Falls
Regular Board Meeting
Monday, October 21, 2024 - 7:00 PM
District Office, 852 E Division Street
River Falls, Wisconsin 54022

The regularly scheduled meeting of the River Falls School Board was called to order on Monday, October 21, 2024, at the District Office, 852 E Division Street, River Falls, Wisconsin 54022. President Johnson Myers called the meeting to order at 7:00 p.m. It was ascertained that notice of the meeting had been properly posted in the appointed locations, and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

President Stacy Johnson Myers, Vice President Alan Tuchtenhagen, Clerk Lindsey Curtis, Treasurer Mike Miller, members Bo Hirstein, Monica LaVold, Alison Page, and student representative Addison Reisdorfer. Also present were Superintendent David Bell, Director of Human Resources and Leadership Development Nate Schurman, Co-Directors of Academic Services MaryBeth Elliott & Amy Wise, and Director of Finance & Facilities Lynette Coy. Student Services Director Mark Inouye, Meyer Middle School Principal Mark Chapin, Rocky Branch Principal Ashley Bingenheimer, Westside Principal Rachel Mader, and River Falls High School Teacher Ryan Brill were also present. High School Robotics Team members Forrest Knox, Nick Toffolon, Nole Kaeder, and Caitlyn Perfect were also present.

HEARING OF VISITORS OR DELEGATIONS - None

INFORMATIONAL ITEMS

A. Spotlight on Education: High School Robotics Program

Members of the Robotics team shared information about the program's history, competition season, and some of the challenges they have faced. The 35-member team is entering its third year of competition and is entirely led and operated by students, with adult supervision.

B. Superintendent, Administrative, and Student Representative Reports

1. Student Representative Report

Reisdorfer provided an update on the Student Council. She noted that the club's main focus this year is on rebuilding, specifically emphasizing school leadership, event planning, and community service.

2. Administrative Reports

Bingenheimer and Mader presented the Elementary Wildly Important Goal (WIG) which states: 100% of students will be proficient or exceed their yearly growth goal in foundational reading skills as measured by the grade level screening assessment by Spring of 2027. The elementary team shared how they arrived at the WIG and how they will monitor progress.

3. Superintendent Report

Bell presented an update on his 90-day Entry Plan to the School Board. He emphasized the steady progress being made in the policy review and outlined his plans to engage with students, families, and the community. Additionally, Bell announced that the Meyer Middle School Counseling Team will be recognized next month as the 2025 Wisconsin School Counseling Team Award recipient. He also shared that the RFHS Marching Band won the Class AAA State Championship and received first place for both Best Visual Presentation and Best Color Guard.

ACTION ITEMS

A. Johnson Myers reviewed the minutes, bills, and recommended employment items on the agenda. Curtis moved, seconded by Page that the School Board approve the following:

1. The Minutes from the September 30, 2024, Regular School Board meeting.
2. Accounts Payable and Payroll payments in the amount of \$4,763,969.26.
3. Pursuant to School Board Policy which references Wisconsin Statutes Sections 111, 118, and 121, approval of the following employment recommendations: 1. Recommended approval of the increased employment of Courtney Menter, Second Grade Teacher at Greenwood Elementary School, from 0.625 FTE to 1.0 FTE effective September 23, 2024 through June 9, 2025 (increased need). 2. Recommended approval of the increased employment of Becky McAleavey, RF4C

Coordinator, from 0.6 FTE to 0.8 FTE effective October 7, 2024 (increased support). 3. Recommended approval of the hiring of the following short-term, on call Substitute Teachers: a. Sherri Larson b. Vickie Kaiser c. Ryan Ponick d. Grace Koebler. Motion carried unanimously (7-0).

B. Consideration and/or Action to approve October 7, 2024, Educational Program Committee recommendations

The Educational Program Committee met on October 7, 2024, to approve new high school course development for *Career and Technical Writing* and *Advanced Creative Writing*, to hear a 30-day Academic Services goal update, an ACT 20 update, and a preliminary field trip proposal to Lanesboro, MN. The revision of high school course *Natural Resources of WI* was tabled for a later date.

Tuchtenhagen moved, seconded by Page to approve both the *Advanced Creative Writing* and the *Career and Technical Writing* courses. Motion carried unanimously (7-0).

C. Consideration and/or Action to approve October 14, 2024, Personnel Committee recommendations

The Personnel Committee met on October 14, 2024, to hear a class size analysis, to review the analysis of certified/support staff retainment, to approve the core mentor compensation plan, and to approve the 2025-26 school year calendar. The committee also went into closed session to discuss 2025-26 school year salary adjustments for select certified staff.

1. Johnson Myers moved, seconded by Tuchtenhagen to approve the Core Mentor Compensation Plan. Motion carried unanimously (7-0).
2. Curtis moved, seconded by Miller to approve the 2025-26 School Year Calendar. Motion carried unanimously (7-0).

D. Consideration and/or Action to approve October 14, 2024, Finance & Facilities Committee recommendations

The Finance and Facilities Committee met on October 14, 2024, to hear a facilities project update, 2024-25 budget update, a 2024-25 student enrollment update, and to approve a school bus purchase. The committee also went into closed session to discuss competitive pricing estimates for facilities projects.

Miller moved, seconded by Hirstein to approve the purchase of two (2) school buses from Nelson's Bus Service with budgeted funds from the 2024-25 school year. Motion carried unanimously (7-0).

E. Consideration and/or Action to approve the 2024-2025 Tax Levy and Original Budget

Administration discussed the 2024-2025 tax levy and original budget with the School Board.

1. Miller moved, seconded by Page to approve the 2024-2025 budget as presented. Motion carried unanimously (7-0).
2. Curtis moved, seconded by Page to approve the 2024-2025 tax levy as presented. Motion carried unanimously (7-0).

F. Consideration and/or Action to appoint a School Board member to cast a vote, on behalf of the entire Board, for Alan Tuchtenhagen for a Region 4 seat on the WASB Board of Directors.

Alan is on the ballot. Each local School Board has one vote for the Region 4 election which will be held on Wednesday, October 23, 2024.

Miller moved, seconded by LaVold to appoint a School Board Member - Alan Tuchtenhagen - to cast a vote, on behalf of the entire Board, for Alan Tuchtenhagen for a Region 4 seat on the WASB Board of Directors. Motion carried unanimously (7-0).

G. Appoint a Deputy Clerk for the 2025 School Board Elections

Each year the School Board has appointed, pursuant to a recommendation from the Wisconsin Department of Public Instruction, a Deputy Election Clerk for the school board elections. This is to facilitate the election process and assist prospective candidates who wish to file for the school board.

Tuchtenhagen moved, seconded by LaVold to appoint Amanda Taylor, Administrative Assistant to the Superintendent, as the Deputy Election Clerk for the 2025 School Board elections. Motion carried unanimously (7-0).

H. Consideration and/or Action to approve the first readings of revised School Board Policy 171 Regular School Board Meetings, 171.1 Public Notification of School Board Meetings, 171.2 Agenda Preparation and Dissemination, and 171.3 Consent Agendas

The administrative team recommended minor updates to the following policies in the 100 series. (Link)

Hirstein moved, seconded by Page to approve the first readings of revised School Board Policies 171 Regular School Board Meetings, 171.1 Public Notification of School Board Meetings, 171.2 Agenda Preparation and Dissemination, and 171.3 Consent Agendas. Motion carried unanimously (7-0).

I. Consideration and/or Action to approve the second readings of revised School Board Policy 611 Fiscal Management, Policy 652 Investment Income, Policy 653 Gate Receipts and Admissions, Policy 662.1 Student Activity Funds Management, and Policy 662.3 Fund Balance

The first readings of revised policies: 611 Fiscal Management, 652 Investment Income, 653 Gate Receipts and Admissions, 662.1 Student Activity Funds Management, and 662.3 Fund Balance were approved at the September 30, 2024, Regular Board Meeting. (Link)

Curtis moved, seconded by Tuchtenhagen to approve the second readings of revised School Board Policies 611 Fiscal Management, 652 Investment Income, 653 Gate Receipts and Admissions, 662.1 Student Activity Funds Management and 662.3 Fund Balance. Motion carried unanimously (7-0).

J. Consideration and/or Action to approve the second readings of revised School Board Policy 523.11 School Bus Driver Alcohol and Drug Testing, Policy 533.1 Criminal Background Investigation and 860 Visitors to School District Buildings

The first readings of revised policies: 523.11 School Bus Driver Alcohol and Drug Testing, 533.1 Criminal Background Investigation, and 860 Visitors to School District Buildings were approved at the September 30, 2024, Regular Board Meeting. (Link)

LaVold moved, seconded by Tuchtenhagen to approve the second readings of revised School Board Policies 523.11 School Bus Driver Alcohol and Drug Testing, 533.1 Criminal Background Investigation, and 860 Visitors to School District Buildings. Motion carried unanimously (7-0).

K. Consideration and/or Action to approve the second readings of revised School Board Policy 153 Evaluation of School Board Operations, 161 School Board Member Authority, 162 New School Board Member Orientation, 163 School Board Conferences, Conventions, and Workshops, 163.1 School Board Memberships, and 164 School Board Member Compensation and Expenses

The first readings of revised policies: 153 Evaluation of School Board Operations, 161 School Board Member Authority, 162 New School Board Member Orientation, 163 School Board Conferences, Conventions, and Workshops, 163.1 School Board Memberships, and 164 School Board Member Compensation and Expenses were approved at the September 30, 2024, Regular Board Meeting. (Link)

Hirstein moved, seconded by Miller to approve the second readings of revised School Board Policies 153 Evaluation of School Board Operations, 161 School Board Member Authority, 162 New School Board Member Orientation, 163 School Board Conferences, Conventions, and Workshops, 163.1 School Board Memberships and 164 School Board Member Compensation and Expenses with the adjustment as recommended by the Superintendent to Policy 164. Motion carried unanimously (7-0).

Edit as follows for Policy 164 School Board Member Compensation and Expenses

No other compensation payment will be made unless authorized by the annual meeting according to state law. **Alcohol purchases may not be charged to or reimbursed by the district.**

L. Proposed/suggested items for the next regular and future School Board meeting agenda(s)

As always, School Board members will be given the opportunity to suggest items for future School Board meeting agendas. No suggestions at this time.

M. Schedule next School Board/Committee meetings

Set the meeting schedule as follows:

School Board/RF Common Council meeting: Monday, October 28, 2024, 6:00 p.m. *(at the River Falls High School)*

Educational Program Committee meeting: Monday, November 4, 2024, 6:00 p.m.

Finance & Facilities Committee meeting: Monday, November 11, 2024, 6:00 p.m.

Personnel Committee meeting: Monday, November 11, 2024, 7:00 p.m. (or immediately following Finance & Facilities)

Regular School Board meeting: Monday, November 18, 2024, 6:00 p.m.

All of the above meetings will be held at the District Office Conference Room, 852 E. Division Street unless noted otherwise.

ADJOURNMENT

President Johnson Myers declared the meeting adjourned at 8:27 p.m.

Lindsey Curtis, Clerk

SCHOOL DISTRICT OF RIVER FALLS
River Falls , Wisconsin 54022

November 2024 Board Meeting

Accounts Payable	AMOUNT
Checks # 219332 - 219803	\$593,035.72
ACH # 242500227-242500345	\$910,709.12
Wires The Standard, Mn Life, Payroll Taxes, WEA, Wis Deferred Comp, EBC, State of Wi garnishment Postage, EyeMed, HSA Bank, WRS-Retirement HealthPartners (medical prem/dental fees/self funded claims)	\$1,969,407.22
NSF/Return of Funds	
Void Check #190667, 195647, 197546, 219208, 193595, 191835 196824, 198305	-\$3,045.78
 PAYROLL	
Checks #	\$0.00
ACH # 997393171 - 997394384	\$1,671,262.14
Void	
	<u><u>\$5,141,368.42</u></u>

	Actual
FNB - General Money Market Balance	\$8,807,835.12
RCU - Money Market Balance	\$165,284.77

Publication List - Checks over \$100 - Nov 2024 Meeting

POST	CHECK		INVOICE	
DATE	NUMBER	VENDOR	DESCRIPTION	AMOUNT
10/4/2024	219334	APPLE INC	Ipad-Forward Grant	\$ 329.00
10/4/2024	219336	ARK PRODUCTS LLC	supplies	\$ 218.96
10/4/2024	219337	AUTO VALUE	Multiple Invoices	\$ 174.11
10/4/2024	219338	AWSA	Multiple Invoices	\$ 574.00
10/4/2024	219339	BALDWIN LIGHTSTREAM	phone/internet	\$ 1,601.84
10/4/2024	219345	BLICK ART MATERIALS	Supplies	\$ 1,466.46
10/4/2024	219347	BORCHARDT, REAGAN	Multiple Invoices	\$ 260.00
10/4/2024	219348	BOWERS HYNES, SOMMER	Conf Reim	\$ 250.00
10/4/2024	219349	BREITENBACH CORBID, HOLLY ANN	CE Class Pymt	\$ 231.42
10/4/2024	219352	CAMPBELL, GARY	officiating fees	\$ 240.00
10/4/2024	219353	CAPITAL ONE	supplies	\$ 204.37
10/4/2024	219356	CAUBLE, KAREN	officiating fees	\$ 110.00
10/4/2024	219357	CDW GOVERNMENT	Multiple Invoices	\$ 7,440.00
10/4/2024	219358	CESA 6	CMS4Schools	\$ 6,998.00
10/4/2024	219360	CINTAS	Multiple Invoices	\$ 605.14
10/4/2024	219361	COLUMN SOFTWARE PBC	Multiple Invoices	\$ 404.12
10/4/2024	219362	CONTINENTAL CLAY	kiln & supplies	\$ 6,074.00
10/4/2024	219365	COY, LYNETTE	Nashville Conf	\$ 110.70
10/4/2024	219366	CRAIL, DAVID	WIAA Meeting	\$ 119.38
10/4/2024	219367	CREATE ROOM	Cabinet	\$ 2,612.00
10/4/2024	219370	CUMMINS SALE & SERVICE	Multiple Invoices	\$ 1,834.84
10/4/2024	219372	DAVIS, COREY	officiating fees	\$ 150.00
10/4/2024	219373	DECK THE HALLS	CE Class Pymt	\$ 362.34
10/4/2024	219375	EAU CLAIRE NORTH HIGH SCHOOL	WIAA GSW	\$ 150.00
10/4/2024	219377	ENABLING DEVICES	Multiple Invoices	\$ 1,312.40
10/4/2024	219378	EXPRESS SERVICES INC	Multiple Invoices	\$ 1,129.60
10/4/2024	219379	FAST COPY CENTER	Multiple Invoices	\$ 177.80
10/4/2024	219381	FIELD ENVIRONMENTAL CONSULTING INC	Inspection	\$ 4,796.39
10/4/2024	219382	FOOD SERVICE-SDRF	fall picnic	\$ 1,855.00
10/4/2024	219383	GENERAL COMMUNICATIONS INC	Dist Crisis batteries	\$ 321.20
10/4/2024	219384	GEORGE SIEGFRIED CONSTRUCTION COMPANY	Tray Return Infill	\$ 4,716.60
10/4/2024	219386	GOPHER SPORT	supplies	\$ 510.38
10/4/2024	219388	GRAINGER	Multiple Invoices	\$ 2,182.03
10/4/2024	219389	GRAM, GARY	officiating fees	\$ 150.00
10/4/2024	219390	GUMZ, DEAN	officiating fees	\$ 110.00
10/4/2024	219391	HALLING, SUSAN	Reim supplies	\$ 181.72
10/4/2024	219392	HAMM, ANDREW	officiating fees	\$ 150.00
10/4/2024	219393	HARRINGTON, JULIE	Multiple Invoices	\$ 280.00
10/4/2024	219394	HELGESON, JIMMY	reim mileage	\$ 218.42
10/4/2024	219395	HILLYARD INC MPLS	Multiple Invoices	\$ 1,970.59
10/4/2024	219397	HUDSON PHYSICIANS	Multiple Invoices	\$ 8,136.38
10/4/2024	219399	HUDSON SENIOR HIGH	WIAA CC 10-5-24	\$ 150.00
10/4/2024	219400	HUDSON SENIOR HIGH	WIAA GGO Reg	\$ 150.00
10/4/2024	219401	HUPPERT, ERIN	reim supplies	\$ 105.90

Publication List - Checks over \$100 - Nov 2024 Meeting

10/4/2024	219402	INDUSTRIAL SAFETY INC	Extinguisher Testing	\$ 993.00
10/4/2024	219403	INSPIRING ACTIONS LLC	CE Class Pymt	\$ 108.30
10/4/2024	219406	J H LARSON COMPANY	Multiple Invoices	\$ 918.40
10/4/2024	219410	KEES, KATE	CE Refund	\$ 268.00
10/4/2024	219411	KLUNDT, SHANE	Multiple Invoices	\$ 245.00
10/4/2024	219412	LAMINATION DEPOT	supplies	\$ 177.96
10/4/2024	219413	LAWSON PRODUCTS INC	Parts/Supplies	\$ 422.50
10/4/2024	219414	LEARNING WITHOUT TEARS	RF4C curriculum	\$ 1,154.78
10/4/2024	219416	LOGSLETT, TRAVIS	officiating fees	\$ 120.00
10/4/2024	219418	LUECK, LARISSA	reim supplies	\$ 138.00
10/4/2024	219419	MAROTZ, ALAN	officiating fees	\$ 110.00
10/4/2024	219420	MARK'S PLUMBING PARTS	Multiple Invoices	\$ 533.34
10/4/2024	219421	MATH MASTERS	team reg	\$ 320.00
10/4/2024	219422	MATZEK-MILLER CONSTRUCTION	Dugout Benches	\$ 2,800.00
10/4/2024	219424	MC GRAW-HILL COMPANIES	Multiple Invoices	\$ 2,397.70
10/4/2024	219425	MENARDS	Multiple Invoices	\$ 391.18
10/4/2024	219426	MENOMONIE HIGH SCHOOL	WIAA VB 9-28-24	\$ 175.00
10/4/2024	219428	MERTIG, BENJAMIN	officiating fees	\$ 110.00
10/4/2024	219429	MILLER, THOMAS III	officiating fees	\$ 150.00
10/4/2024	219430	MINNESOTA ZOO	Field Trip	\$ 390.00
10/4/2024	219431	MTI DISTRIBUTING INC	Multiple Invoices	\$ 2,114.24
10/4/2024	219432	NP DESIGN & PHOTOGRAPHY INC	supplies	\$ 300.00
10/4/2024	219434	O'ROURKE MEDIA GROUP-MINNESOTA LLC	Multiple Invoices	\$ 109.39
10/4/2024	219436	ONEMONROE	Multiple Invoices	\$ 258.05
10/4/2024	219437	PATNOE, SHARON	CE Class Pymt	\$ 219.60
10/4/2024	219439	POLUM, AARON	officiating fees	\$ 155.00
10/4/2024	219441	PREMIER TRUCK GROUP	Parts	\$ 384.57
10/4/2024	219442	PRINCE, JEFF	officiating fees	\$ 120.00
10/4/2024	219443	PRINCE, RICK	officiating fees	\$ 120.00
10/4/2024	219444	PRO 3 SOLUTIONS NORTH	equip cleaner svc	\$ 3,300.00
10/4/2024	219446	RASMUSSEN, TOM	officiating fees	\$ 175.00
10/4/2024	219448	RENFROW INC	wall repair	\$ 3,263.00
10/4/2024	219449	RIPPLINGER, DAVID	officiating fees	\$ 175.00
10/4/2024	219450	ROCHESTER CENTURY HIGH SCHOOL	WIAA VB 9-28-24	\$ 400.00
10/4/2024	219451	ROCKLER WOODWORKING & HARDWARE	Tech Ed Saw	\$ 4,849.00
10/4/2024	219452	RODE, JON	officiating fees	\$ 140.00
10/4/2024	219454	SAUVE, BRADLEY	officiating fees	\$ 130.00
10/4/2024	219455	SCHIEFELBEIN, KATHRYN	officiating fees	\$ 155.00
10/4/2024	219457	SCHMITT TIMBER CORP	supplies	\$ 250.00
10/4/2024	219459	SHIFFLER EQUIPMENT SALES INC	locker lock bars	\$ 370.56
10/4/2024	219460	SIMLEY HIGH SCHOOL	WIAA GSW 10-5-24	\$ 125.00
10/4/2024	219461	ST. OLAF COLLEGE	scholarship pymt	\$ 500.00
10/4/2024	219462	STATE BAR OF WISCONSIN	Mock Trial Reg	\$ 585.00
10/4/2024	219463	STEWART, JESSICA	officiating fees	\$ 140.00
10/4/2024	219464	STMA VOLLEYBALL BOOSTER CLUB	WIAA VB 10-4-24	\$ 425.00
10/4/2024	219465	STRATFORD SCHOOL DISTRICT	WIAA CC 9-27-24	\$ 350.00
10/4/2024	219467	SUNRISE NURSERY & LANDSCAPING	Mulch	\$ 178.20

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Publication List - Checks over \$100 - Nov 2024 Meeting

10/4/2024	219469	TEACHER'S DISCOVERY	Multiple Invoices	\$ 172.95
10/4/2024	219470	THE HUNTINGTON NATIONAL BANK	video display	\$ 34,326.20
10/4/2024	219471	THE JOURNAL	legal posting	\$ 346.50
10/4/2024	219472	THE ZONES OF REGULATION INC	digital curriculum	\$ 120.00
10/4/2024	219473	TWIN CITY HARDWARE CO.	Multiple Invoices	\$ 832.60
10/4/2024	219475	UNITED RENTALS (NORTH AMERICA) INC	service call	\$ 408.34
10/4/2024	219476	UNIVERSITY OF NORTHERN IOWA	Banner	\$ 200.00
10/4/2024	219477	UNITED WAY ST CROIX VALLEY	Multiple Invoices	\$ 175.00
10/4/2024	219478	UPPER MIDWEST ATHLETIC CONSTRUCTION INC	Gear Assembly	\$ 453.00
10/4/2024	219480	VENTRIS LEARNING LLC	Teacher Manuals	\$ 301.00
10/4/2024	219481	WAAE INC	Conf Reg	\$ 466.00
10/4/2024	219482	WASPA	Conf Reg	\$ 295.00
10/4/2024	219483	WCASS	Conf Reg	\$ 375.00
10/4/2024	219484	WEINSTEIN, RICHELE	CE Class Pymt	\$ 484.50
10/4/2024	219485	WILS	Multiple Invoices	\$ 7,341.38
10/4/2024	219487	WISCONSIN DEPT OF REVENUE	Payroll accrual	\$ 378.05
10/4/2024	219488	WISCONSIN FFA CENTER	center fee	\$ 400.00
10/4/2024	219489	WSCA ADMIN OFFICE	Multiple Invoices	\$ 325.00
10/4/2024	219490	WTG TERRAZZO AND TILE INC	Tile Repair	\$ 3,200.00
10/4/2024	219491	YOLITZ, COREY	officiating fees	\$ 120.00
10/11/2024	219492	ABUNDANT LIFE	Oct site payout	\$ 12,787.20
10/11/2024	219493	ABUNDANT LIFE	Oct teacher payout	\$ 432.00
10/11/2024	219494	ALBRECHT, VICTOR	Multiple Invoices	\$ 1,086.75
10/11/2024	219496	ARCHKEY TECHNOLOGIES	Printer Issues	\$ 217.50
10/11/2024	219498	BARRY, RAINBOW	reim supplies	\$ 178.68
10/11/2024	219499	BELL, KATRINA	reim supplies	\$ 188.98
10/11/2024	219501	BRANDVOLD, KARIN	reim Sept mileage	\$ 180.57
10/11/2024	219502	BRICKHOUSE MUSIC LLC	Multiple Invoices	\$ 502.54
10/11/2024	219503	BSN SPORTS	Multiple Invoices	\$ 1,963.00
10/11/2024	219504	CAMPBELL, GARY	officiating fees	\$ 285.00
10/11/2024	219506	CANON FINANCIAL SERVICES INC	Multiple Invoices	\$ 3,257.56
10/11/2024	219508	CARPENTIER, RHONDA	reim supplies	\$ 714.83
10/11/2024	219510	CARROLL, THOMAS	officiating fees	\$ 170.00
10/11/2024	219512	CERNOHOUS CHEVROLET INC	Airbag Maintenance	\$ 137.55
10/11/2024	219513	CHILD CENTER	Oct site payout	\$ 10,656.00
10/11/2024	219514	CHILD CENTER	Oct teacher payout	\$ 360.00
10/11/2024	219516	CINTAS	Supplies	\$ 457.79
10/11/2024	219517	CPI INC	CPI Books	\$ 1,745.64
10/11/2024	219518	DELUCA, KARI	reim CC dinner	\$ 273.41
10/11/2024	219521	DWD-UI	Benefit charges	\$ 1,784.25
10/11/2024	219522	EAU CLAIRE MEMORIAL HIGH SCHOOL	Multiple Invoices	\$ 420.00
10/11/2024	219523	EMBI TEC	SCIENCE SUPPLIES	\$ 536.00
10/11/2024	219524	ETS CONSULTING LLC	service	\$ 897.00
10/11/2024	219525	EXPRESS SERVICES INC	sub fulfillment	\$ 262.40
10/11/2024	219526	FLETCHER, LEAH	Multiple Invoices	\$ 140.84
10/11/2024	219527	FRANKLIN, MEGAN	reim dance supplies	\$ 2,701.24
10/11/2024	219528	FULL COMPASS SYSTEMS	supplies	\$ 192.81

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10/11/2024	219532	GRAHAM, JACQUELINE	Multiple Invoices	\$ 225.71
10/11/2024	219533	GRAINGER	maint supplies	\$ 102.48
10/11/2024	219534	HARRINGTON, JULIE	officiating fees	\$ 140.00
10/11/2024	219535	HASELMAN, JOSEPH	reim mileage	\$ 195.04
10/11/2024	219536	HILDI INC	Actuarial Disclosures	\$ 2,800.00
10/11/2024	219537	HILLYARD INC MPLS	Multiple Invoices	\$ 4,420.47
10/11/2024	219539	JACOB'S LADDER	Oct site payout	\$ 20,246.40
10/11/2024	219540	JACOB'S LADDER	Oct teacher payout	\$ 684.00
10/11/2024	219541	J H LARSON COMPANY	Multiple Invoices	\$ 393.93
10/11/2024	219542	JOHN HALL'S ALASKA	football camp trip	\$ 3,078.00
10/11/2024	219545	KWIK TRIP INC	Fuel	\$ 2,877.90
10/11/2024	219546	LITTLE ADVENTURES 1	Oct site payout	\$ 10,656.00
10/11/2024	219547	LITTLE ADVENTURES 1	Oct teacher payout	\$ 360.00
10/11/2024	219548	LITTLE ADVENTURES 2	Oct site payout	\$ 13,852.80
10/11/2024	219549	LITTLE ADVENTURES 2	Oct teacher payout	\$ 468.00
10/11/2024	219552	MARIACHI LOCO	staff inservice lunch	\$ 1,275.00
10/11/2024	219553	MARK'S PLUMBING PARTS	plumbing supplies	\$ 874.80
10/11/2024	219554	MC GRAW-HILL COMPANIES	Multiple Invoices	\$ 448.74
10/11/2024	219555	MENARDS	Multiple Invoices	\$ 226.68
10/11/2024	219556	MERIDIAN CONSULTING GROUP	Health & Safety	\$ 1,440.00
10/11/2024	219557	MERTIG, AARON	officiating fees	\$ 110.00
10/11/2024	219558	MERTIG, BENJAMIN	officiating fees	\$ 110.00
10/11/2024	219560	MINUTEMAN PRESS	Wiley Stickers	\$ 235.15
10/11/2024	219564	O'REILLY AUTO PARTS	Multiple Invoices	\$ 123.34
10/11/2024	219566	PARR, DALE	officiating fees	\$ 120.00
10/11/2024	219569	PFUNDHELLER, ROBERT	officiating fees	\$ 120.00
10/11/2024	219571	PREMIER TRUCK GROUP	Multiple Invoices	\$ 7,072.42
10/11/2024	219572	PTACEKS FAMILY MARKET	Multiple Invoices	\$ 2,326.38
10/11/2024	219573	RASMUSSEN, TOM	officiating fees	\$ 230.00
10/11/2024	219574	READTHEORY EDUCATION SERVICES INC	ReadTheory for HS	\$ 168.00
10/11/2024	219575	RENAISSANCE	subscription	\$ 4,321.80
10/11/2024	219577	RIVER FALLS ACE HARDWARE	Multiple Invoices	\$ 785.63
10/11/2024	219578	RODGERS, KAI	Transp Classroom	\$ 107.07
10/11/2024	219582	SCHINDLER ELEVATOR CORP	service call	\$ 1,776.62
10/11/2024	219583	SCVMEA	Multiple Invoices	\$ 150.00
10/11/2024	219587	ST CROIX GAS	Multiple Invoices	\$ 3,521.17
10/11/2024	219588	STEP SAVER INC	Multiple Invoices	\$ 175.50
10/11/2024	219589	TASB INC	Subscription	\$ 3,250.00
10/11/2024	219592	TOLEDO PHY ED SUPPLY	supplies	\$ 142.99
10/11/2024	219593	TORMACH INC	supplies	\$ 1,764.95
10/11/2024	219594	TRAFERA LLC	Promethean board	\$ 2,808.00
10/11/2024	219595	TWIN CITY HARDWARE CO.	door replacement	\$ 5,745.00
10/11/2024	219596	ULINE	courier cart	\$ 289.68
10/11/2024	219597	THE UNIVERSITY PRESCHOOL	Oct site payout	\$ 8,524.80
10/11/2024	219598	THE UNIVERSITY PRESCHOOL	Oct teacher payout	\$ 288.00
10/11/2024	219599	UW-MADISON/PLACE	Multiple Invoices	\$ 550.00
10/11/2024	219600	WARNER, KERRINGTON	dance choreo	\$ 600.00

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10/11/2024	219601	WHITE, DAVE	officiating fees	\$ 120.00
10/9/2024	219602	FENTON, ERIN	bookfair starter \$	\$ 200.00
10/18/2024	219604	ARCHKEY TECHNOLOGIES	Multiple Invoices	\$ 1,820.00
10/18/2024	219605	ASCA	membership	\$ 129.00
10/18/2024	219606	ASIL DESIGN	envelopes	\$ 573.50
10/18/2024	219607	AT&T	715 425-1803 147 0	\$ 1,386.17
10/18/2024	219608	AT&T BUSINESS DIRECT	Multiple Invoices	\$ 1,714.77
10/18/2024	219609	AUTO VALUE	Multiple Invoices	\$ 239.56
10/18/2024	219611	BEEN, NICOLAS	officiating fees	\$ 150.00
10/18/2024	219613	BOESPFLUG, PAUL	Driver Meals	\$ 165.00
10/18/2024	219614	BOHL, STEVE	officiating fees	\$ 155.00
10/18/2024	219618	CAMPBELL, GARY	officiating fees	\$ 110.00
10/18/2024	219619	CAUBLE, KAREN	officiating fees	\$ 110.00
10/18/2024	219620	CDW GOVERNMENT	license	\$ 747.00
10/18/2024	219621	CINTAS	Supplies	\$ 372.37
10/18/2024	219623	COY, LYNETTE	reim mileage	\$ 402.00
10/18/2024	219625	DISCOVERY EDUCATION INC	subscription	\$ 2,861.21
10/18/2024	219628	EKHOLM, HATTIE	Reim conf reg	\$ 200.00
10/18/2024	219632	EPSTEIN, GARY	Driver Meals	\$ 290.00
10/18/2024	219633	ERICKSON, KARL	Driver Meals	\$ 202.00
10/18/2024	219635	EXPRESS SERVICES INC	sub fulfillment	\$ 3,528.00
10/18/2024	219636	FLINN SCIENTIFIC INC	supplies	\$ 450.61
10/18/2024	219640	GEIGER, KAYDAN	Multiple Invoices	\$ 305.53
10/18/2024	219641	GRAINGER	Multiple Invoices	\$ 766.20
10/18/2024	219642	GUMZ, DEAN	officiating fees	\$ 110.00
10/18/2024	219643	HARRINGTON, JULIE	officiating fees	\$ 140.00
10/18/2024	219644	HENNING, JACOB	officiating fees	\$ 110.00
10/18/2024	219646	HILLYARD INC MPLS	Multiple Invoices	\$ 16,685.30
10/18/2024	219647	HILTON GARDEN INN	Conf Hotel	\$ 290.00
10/18/2024	219649	HUDSON PHYSICIANS	Multiple Invoices	\$ 1,977.00
10/18/2024	219650	HUPPERT, ERIN	reim supplies	\$ 151.42
10/18/2024	219653	JACKSON & ASSOCIATES LLC	Roof Repairs	\$ 903.00
10/18/2024	219654	J H LARSON COMPANY	Emergency Light	\$ 271.01
10/18/2024	219655	JOHANNES, DAVID	officiating fees	\$ 120.00
10/18/2024	219662	LEISEN FAMILY FARM LLC	Field Trip	\$ 209.00
10/18/2024	219663	LIBERTY MUTUAL INSURANCE	Business Insurance	\$ 611.01
10/18/2024	219664	LINEHAN OUTDOOR SERVICES LLC	RB Curb & HS Pad	\$ 8,100.00
10/18/2024	219669	LOFFLER COMPANIES INC	Multiple Invoices	\$ 4,155.36
10/18/2024	219670	MA'S IRVINGTON CAMPGROUND & RENTALS	Outdoor Ed	\$ 2,070.00
10/18/2024	219671	MANSFIELD SERVICE PARTNERS	FUEL	\$ 20,823.45
10/18/2024	219672	MARCUM, CHRISTOPHER	officiating fees	\$ 110.00
10/18/2024	219674	MASTERCARD CORPORATE CLIENTS	Multiple Invoices	\$ 21,222.08
10/18/2024	219676	MENARDS	Supplies	\$ 147.42
10/18/2024	219678	MERTIG, BENJAMIN	officiating fees	\$ 110.00
10/18/2024	219682	MTI DISTRIBUTING INC	Multiple Invoices	\$ 136.87
10/18/2024	219683	NELSON, BRIAN	Driver Meals	\$ 129.00
10/18/2024	219685	NEW RICHMOND HIGH SCHOOL	Multiple Invoices	\$ 250.00

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10/18/2024	219687	O'REILLY AUTO PARTS	Multiple Invoices	\$ 158.42
10/18/2024	219688	O'ROURKE MEDIA GROUP-MINNESOTA LLC	Multiple Invoices	\$ 102.49
10/18/2024	219689	THE OSTHOFF RESORT	Conf Hotel	\$ 196.00
10/18/2024	219690	PAOLI CLAY COMPANY INC	clay	\$ 510.00
10/18/2024	219692	PRIOHEALTH	CalmConnect	\$ 149.00
10/18/2024	219694	RASMUSSEN, TOM	officiating fees	\$ 110.00
10/18/2024	219696	RFHS ATHLETIC BOOSTER CLUB	donation	\$ 135.00
10/18/2024	219698	RIVER FALLS MUNICIPAL	Multiple Invoices	\$ 92,204.68
10/18/2024	219699	RIXMANN, JEFFREY	Driver Meals	\$ 189.00
10/18/2024	219701	SCHOLASTIC BOOK FAIRS - 15	book fair	\$ 1,753.09
10/18/2024	219702	SCHOOLSTATUS LLC	subscription	\$ 1,050.00
10/18/2024	219704	SHOPSABRE CNC	CNC for Kyle	\$ 37,150.00
10/18/2024	219706	SKOUG, JOSHUA	officiating fees	\$ 120.00
10/18/2024	219711	SWANEPOEL, ADAM	officiating fees	\$ 150.00
10/18/2024	219712	TEACHER SYNERGY LLC	supplies	\$ 120.99
10/18/2024	219714	TRIMARK	Dishwasher install	\$ 7,812.72
10/18/2024	219716	UNIFIDE CST	WR Scale Service	\$ 404.60
10/18/2024	219717	UNITED WAY ST CROIX VALLEY	Multiple Invoices	\$ 175.00
10/18/2024	219719	VERIZON WIRELESS	9/2/2024-10/1/2024	\$ 1,990.45
10/18/2024	219720	WASBO	Conf Reg (L Coy)	\$ 360.00
10/18/2024	219721	WCDA	Student Choir Reg	\$ 1,436.00
10/18/2024	219723	WISCONSIN DEPT OF REVENUE	Payroll accrual	\$ 383.97
10/25/2024	219725	ALFVEBY, DENNIS	Choir Accompanist	\$ 300.00
10/25/2024	219726	AMERICAN TIME	clocks	\$ 673.35
10/25/2024	219727	ARCHKEY TECHNOLOGIES	renewal	\$ 6,532.33
10/25/2024	219729	AUTO VALUE	Multiple Invoices	\$ 117.09
10/25/2024	219730	BALDWIN GREENHOUSE	supplies	\$ 407.50
10/25/2024	219732	BLICK ART MATERIALS	supplies	\$ 205.92
10/25/2024	219734	BSN SPORTS	supplies	\$ 904.00
10/25/2024	219738	CHARACTER.ORG	banner	\$ 175.00
10/25/2024	219740	CINTAS	supplies	\$ 397.57
10/25/2024	219741	CITY OF MENOMONIE	KC water park	\$ 468.00
10/25/2024	219742	COLLABORATIVE CLASSROOM	supplies	\$ 4,276.80
10/25/2024	219743	CONFIDENTIAL RECORDS INC	Multiple Invoices	\$ 243.50
10/25/2024	219745	EXPRESS SERVICES INC	Multiple Invoices	\$ 1,720.00
10/25/2024	219747	FLASCH, STEVEN	Uncashed AP Cks	\$ 111.50
10/25/2024	219749	FREDERICKSON, AARON	officiating fees	\$ 110.00
10/25/2024	219750	GRAINGER	Multiple Invoices	\$ 356.03
10/25/2024	219751	GUMZ, DEAN	officiating fees	\$ 155.00
10/25/2024	219752	HACKEL, DERRICK	Multiple Invoices	\$ 415.47
10/25/2024	219754	HIGH NOON BOOKS	supplies	\$ 175.84
10/25/2024	219755	HILLYARD INC MPLS	Multiple Invoices	\$ 1,085.44
10/25/2024	219756	HIRSTEIN, ALI	reim supplies	\$ 152.00
10/25/2024	219757	HOBART SERVICE	drain parts	\$ 288.27
10/25/2024	219758	HOWE, LYNNAE	officiating fees	\$ 150.00
10/25/2024	219759	HUDSON PHYSICIANS	health screens	\$ 1,482.00
10/25/2024	219760	JOHNSON, AUDREY	reg/membership	\$ 219.00

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10/25/2024	219761	JOHNSON, BILLIE JO	reim conf reg	\$ 325.00
10/25/2024	219765	LEISEN FAMILY FARM LLC	Field Trip	\$ 280.00
10/25/2024	219766	MACKIN EDUCATIONAL RESOURCES	books	\$ 1,049.42
10/25/2024	219767	MACIE PUBLISHING CO	Multiple Invoices	\$ 530.03
10/25/2024	219769	MARK'S PLUMBING PARTS	plumbing parts	\$ 123.60
10/25/2024	219770	MENARDS	Multiple Invoices	\$ 473.72
10/25/2024	219771	MEYER, BRUCE	Multiple Invoices	\$ 130.00
10/25/2024	219772	MONROE TRUCK EQUIPMENT INC	truck parts	\$ 312.85
10/25/2024	219773	MONTESSORI N' SUCH	supplies	\$ 499.99
10/25/2024	219774	MORAN, JOHN JR	race services	\$ 450.00
10/25/2024	219777	NCS PEARSON INCORPORATED	subscription	\$ 2,483.00
10/25/2024	219780	OHMANN, SAMANTHA	reim mileage	\$ 921.92
10/25/2024	219783	POCERNICH, DALE	officiating fees	\$ 155.00
10/25/2024	219784	RASMUSSEN, TOM	Multiple Invoices	\$ 150.00
10/25/2024	219785	ROGERS, NANCY	reim mileage	\$ 270.41
10/25/2024	219787	SCHWAB-VOLLHABER-LUBRATT INC	Pool Exhaust Fan	\$ 12,390.00
10/25/2024	219788	SHUTTERFLY LIFETOUCH LLC	yearbk invoice	\$ 277.50
10/25/2024	219789	SKATETIME SCHOOL PROGRAMS INC.	GW Skating	\$ 3,156.00
10/25/2024	219792	T-MOBILE	9/11-10/10	\$ 500.00
10/25/2024	219793	T-MOBILE	bus WiFi	\$ 172.20
10/25/2024	219800	WENGEL, DANIEL	officiating fees	\$ 110.00
10/29/2024	219803	DELUCA, KARI	CC State food \$	\$ 269.45
10/4/2024	242500227	ABDO PUBLISHING COMPANY	subscriptions	\$ 390.00
10/4/2024	242500228	ACCESS SECURITY INC	Service Call	\$ 139.00
10/4/2024	242500239	AMAZON CAPITAL SERVICES INC	Multiple Invoices	\$ 9,332.45
10/4/2024	242500240	APPLE AWARDS	Retirement bells	\$ 127.81
10/4/2024	242500241	BRAY ASSOCIATES ARCHITECTS INC	design/eng scv	\$ 300,891.62
10/4/2024	242500242	CHARTWELLS	Aug inv	\$ 73,855.04
10/4/2024	242500243	CHIPPEWA VALLEY SPORTING GOODS	Multiple Invoices	\$ 1,222.78
10/4/2024	242500244	COMPUTER INTEGRATION TECHNOLOGIES INC	Multiple Invoices	\$ 1,603.50
10/4/2024	242500245	CORIANDER LIVING COLLECTIVE LLC	CE Class Pymt	\$ 259.35
10/4/2024	242500246	DECKER INC	Multiple Invoices	\$ 1,520.48
10/4/2024	242500247	DUET RESOURCE GROUP INC	Multiple Invoices	\$ 72,830.47
10/4/2024	242500248	FIRELINE SPRINKLER LLC	Install head guards	\$ 600.00
10/4/2024	242500249	GILBY'S STREET DEPT	Fixing Rust	\$ 825.00
10/4/2024	242500251	HORIZON COMMERCIAL POOLS	Pool Pump	\$ 533.04
10/4/2024	242500252	HUB 70 DESIGN AND PRINT LLC	Multiple Invoices	\$ 450.89
10/4/2024	242500253	ION INC	Radios	\$ 2,104.95
10/4/2024	242500255	J W PEPPER & SON INC	Multiple Invoices	\$ 856.23
10/4/2024	242500256	LAFORCE	supplies	\$ 383.51
10/4/2024	242500257	LEARNING A-Z	Raz Plus Renewal	\$ 241.00
10/4/2024	242500258	MEI MEI'S COOKIES & CREAMERY LLC	Oct inservice lunch	\$ 156.00
10/4/2024	242500261	NEO ELECTRICAL SOLUTIONS LLC	Multiple Invoices	\$ 45,650.28
10/4/2024	242500263	NORTH CENTRAL INTERNATIONAL LLC	Multiple Invoices	\$ 827.97
10/4/2024	242500264	PARAGON DEVELOPMENT SYSTEMS INC	Multiple Invoices	\$ 6,522.00
10/4/2024	242500266	RF REN PROJECT LLC	Oct Rent/Insur	\$ 18,476.24
10/4/2024	242500267	SECURITY CHECK ME LLC	Bkgrd cks	\$ 252.00

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10/4/2024	242500268	SOUTHWEST BINDING & LAMINATING	supplies	\$ 276.48
10/4/2024	242500272	STAPLES -(PAPER)	Multiple Invoices	\$ 2,450.91
10/4/2024	242500273	WILLIAM V MACGILL AND CO	Audiometer	\$ 2,999.00
10/11/2024	242500278	AMAZON CAPITAL SERVICES INC	Multiple Invoices	\$ 5,875.55
10/11/2024	242500279	C & L COMMUNICATIONS INC	Locates	\$ 6,931.75
10/11/2024	242500280	COMPUTER INTEGRATION TECHNOLOGIES INC	Agrmt Mgd Svcs	\$ 1,760.00
10/11/2024	242500281	DUET RESOURCE GROUP INC	Tables	\$ 2,194.50
10/11/2024	242500282	HARRIS ST PAUL INC	Kiln Exhaust Proj	\$ 16,950.00
10/11/2024	242500284	HUEBSCH	Multiple Invoices	\$ 1,344.02
10/11/2024	242500285	INSTRUMENTAL MUSIC CO.INC.	Supplies	\$ 139.44
10/11/2024	242500286	J W PEPPER & SON INC	supplies	\$ 130.49
10/11/2024	242500287	NEO ELECTRICAL SOLUTIONS LLC	Multiple Invoices	\$ 2,012.18
10/11/2024	242500288	RIVER CITY DISPOSAL INC.	Garbage/Recycling	\$ 3,243.27
10/11/2024	242500289	ST CROIX VALLEY RESTORATIVE SERVICES INC	Student Therapy	\$ 225.00
10/11/2024	242500290	STAPLES -(PAPER)	Multiple Invoices	\$ 183.55
10/18/2024	242500292	ACCESS SECURITY INC	Deficiency Repairs	\$ 533.00
10/18/2024	242500296	AMAZON CAPITAL SERVICES INC	Multiple Invoices	\$ 6,250.22
10/18/2024	242500297	BAUER BUILT INC	Multiple Invoices	\$ 7,732.28
10/18/2024	242500298	CAROLINA BIOLOGICAL SUPPLY COMPANY	Multiple Invoices	\$ 147.90
10/18/2024	242500300	J W PEPPER & SON INC	Music	\$ 212.99
10/18/2024	242500301	LAFORCE	Multiple Invoices	\$ 623.60
10/18/2024	242500302	NEO ELECTRICAL SOLUTIONS LLC	Multiple Invoices	\$ 2,998.31
10/18/2024	242500303	NORTH CENTRAL INTERNATIONAL LLC	Supplies	\$ 398.13
10/18/2024	242500304	PERMA-BOUND	Multiple Invoices	\$ 5,693.68
10/18/2024	242500306	RIESTER REFRIGERATION INC	Multiple Invoices	\$ 2,306.00
10/18/2024	242500307	SECURITY CHECK ME LLC	Bkgrd cks	\$ 763.00
10/18/2024	242500309	STAPLES -(PAPER)	Multiple Invoices	\$ 1,804.58
10/18/2024	242500310	STEEL TOWNE R.F.	supplies	\$ 204.84
10/18/2024	242500311	UNIVERSAL LASER SYSTEMS INC	supplies	\$ 192.50
10/18/2024	242500312	WESTERN PSYCHOLOGICAL SERVICES	supplies	\$ 207.90
10/18/2024	242500313	WILLIAM V MACGILL AND CO	Multiple Invoices	\$ 3,575.22
10/18/2024	242500314	WI ASSOC OF FFA INC.	conference	\$ 420.00
10/25/2024	242500315	5 STAR RESTROOM RENTALS	Multiple Invoices	\$ 1,513.50
10/25/2024	242500316	ACCESS SECURITY INC	supplies	\$ 121.00
10/25/2024	242500317	AIR COMMUNICATIONS OF WI INC	Supplies	\$ 581.28
10/25/2024	242500322	AMAZON CAPITAL SERVICES INC	Multiple Invoices	\$ 5,213.95
10/25/2024	242500323	AWSA	Conf Reg	\$ 267.00
10/25/2024	242500324	BOARDMAN & CLARK LLP	legal fees	\$ 3,600.00
10/25/2024	242500325	CDW GOVERNMENT	SYSLOUD Wkspace	\$ 6,267.50
10/25/2024	242500326	CESA 9	WVS Enrollements	\$ 1,740.00
10/25/2024	242500327	CHARTWELLS	Sept Invoice	\$ 238,058.68
10/25/2024	242500328	COMPUTER INTEGRATION TECHNOLOGIES INC	Multiple Invoices	\$ 1,707.00
10/25/2024	242500329	DUET RESOURCE GROUP INC	supplies	\$ 340.00
10/25/2024	242500330	GALLAGHER BENEFIT SERVICES INC	consulting svcs	\$ 5,000.00
10/25/2024	242500331	HORIZON COMMERCIAL POOLS	supplies	\$ 2,416.18
10/25/2024	242500333	ION INC	walkie talkie	\$ 215.23
10/25/2024	242500334	IXL LEARNING	license	\$ 123.75

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Publication List - Checks over \$100 - Nov 2024 Meeting

10/25/2024	242500335	J W PEPPER & SON INC	Multiple Invoices	\$ 260.24
10/25/2024	242500336	MEI MEI'S COOKIES & CREAMERY LLC	Fam Night Cookies	\$ 150.00
10/25/2024	242500338	OFFICE ENTERPRISES INC	Ink Cartridge	\$ 221.66
10/25/2024	242500339	PERMA-BOUND	Multiple Invoices	\$ 1,182.52
10/25/2024	242500342	RF REN PROJECT LLC	Base rent/insur	\$ 18,476.16
10/25/2024	242500343	RIVER CITY STITCH LLC	Character Ed shirts	\$ 639.00
10/25/2024	242500344	STAPLES -(PAPER)	Multiple Invoices	\$ 977.80

RIVER FALLS BOARD OF EDUCATION MEETING

Monday, November 18, 2024

Personnel Agenda:

1. Recommended approval of the hiring of the following short-term, on call Substitute Teachers:
 - a. Chris Silver
 - b. Ken Biebighauser
 - c. Jake Bruecker
 - d. Kenadie Eberhardt
 - e. Erin Timm

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 16th, 2024

PERSON SUBMITTING REPORT: Kate Skappel

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Lockdown

(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.)

September 13th: Parents notified of district safety plan.

Week of September 23rd: Discussion-Based Exercise (introduction/seminar/workshop).

1. School Resource Officer will visit classrooms and present ALICE plan to students
 - a. (Grades 3-5) Week of September 23
 - b. (Grades K-2) Week of September 23
2. Teachers will read & discuss book "I'm not scared. I'm prepared." to K-5 classrooms
3. Students will complete various activities from the I'm Not Scared I'm Prepared activity book.

Week of October 7: Discussion-Based Exercise (Orientation).

4. Students will tour the classroom and building
 - a. Classroom tours will make students aware of exits, phones, first aid supplies, 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.

*Week of October 14: Operations-Based Exercises (Class based walk-through speed)

5. Elementary teachers will teach students the importance of listening and following directions the first time they are given in a safety situation.
6. Elementary teachers and students will conduct a "hideout"/lockdown and barricade of classroom doors.
 - a. Students will learn how to distract an intruder if necessary.
7. Elementary teachers will practice evacuation with their students.

- We sent home our notice of lockdown preparation and drill procedures to all families on September 13, 2024 via our Greenwood Weekly. We received no opt-out requests for the drill events.
- Officer Jensen met with all students K-5 on Monday, September 23rd to review intruder safety (ALICE).
- Our lockdown drill was scheduled for 1:10 pm on October 16th. We reviewed our procedures during our staff meeting that morning.
- At 1:10 pm Mrs. Skappel announced that we were going to practice our lockdown drill and all

classrooms were to go into lockdown status.

- Mrs. Skappel, Mrs. Dreyer, Mr. Slaght and Officer Jensen went through the halls to check that all classrooms were locked down appropriately. No children were found in the bathrooms or outside of a locked-down classroom.
- We announced the end of the drill at 1:16 pm and classes resumed as usual.
- We had one room (room 114) that wasn't locked. There were no people in room 114. We had one other classroom where the lights were not turned off and one student was in line of sight from the window on the door. We reviewed these two issues with the teachers in those classrooms to make sure we are cognizant of them in a real emergency.
- On Monday, October 28th we conducted our emergency evacuation drill. During this drill our students and staff all move to the Middle School Auditorium. We take attendance there and then head back to school. We had no students missing and we were able to get there and back in 30 minutes time.
- Further discussions about this situation will include conversation about what we will do with students if we need to be there for an extended amount of time.

Certifications:

Our School Board will meet to discuss this drill on 11/18/24 during our monthly full board meeting.

Our school certifies that this drill was conducted on 10/16/24 and this written evaluation was sent to and reviewed by the school board on 11/18/24

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: River Falls High School

DATE AND TIME OF DRILL: Friday, October 18th 2024

PERSON SUBMITTING REPORT: Heidi Link

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Listed in plan below

(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.)

Education/Preparation:

At the start of the school year individual grade level presentations were provided where each grade level was given a safety overview. An ALICE training was also provided to teachers during the back to school in-service. (One observation noted on the staff training is that while a conscious effort was made to include para support staff, it is important to ensure admin assistants and custodial staff can also be trained and included during building PD regarding all safety related topics). During the first week of school all students are provided with a walking tour of the building where exits are highlighted to ensure students have full knowledge of how to best navigate a crisis situation where evacuation might be necessary.

Two weeks prior to the drill, the district sent notification to families informing families what ALICE is and why we do the drills. Similar communication was later provided at the building level. In the week leading up to the drill, parents were notified by Principal Luedtke of the plan via email newsletter where students were provided with the opportunity to opt out. Students and their WIN teachers were provided a 30 minute ALICE training. During the training students were told the drill would take place on Friday, October 18th during their WIN class.

Drill Breakdown:

On Friday, October 18th, 2024 RFHS did their ALICE drill. During this drill, the WIN teachers took attendance prior to the front office making the announcement to initiate the drill. The announcement provided an overview for why the drill was taking place, what was expected and provided times for those students who had opted out to safely move to the designated location in the library. Once the announcement was made over the PA, the safety team began checking doors to ensure that they were all locked and that students were safely staggered within the room. The following notes were made during these safety checks regarding potential areas for improvement and necessary next steps.

Observations and Next Steps:

- Whenever possible, staff need to check and clear the hallway and bathrooms prior to locking down.
 - This was observed in the D-wing and in band/choir, but bathroom clearance was not observed in the C-wing. One student evacuated to the outside around the building. A few students in each area were left in the hallway and were escorted into the bathrooms by a member of our safety team or found a classroom to open the door and let them in.

- Shut all interior access doors: including hallway end caps.
 - The upper C-wing doors were closed, but lower level C wing and both D wing interior access doors were both left open.

- All classroom doors should be locked and curtains should be fully drawn to eliminate visibility into the classroom.
 - One C-wing classroom facing the locker bay, had curtains that remained open and students were visible, still sitting at their desks.

 - Dance Room and Fashion's Classroom: Curtains could not be fully extended due to equipment (removal of equipment is needed so that curtains can be fully closed).

 - One classroom had students prop the curtain to see what was going on, allowing visibility.

 - One classroom had a bar door (near locker bay) still unlocked and had a table in front, but could easily be moved.

 - One classroom had a magnet and access was gained (no one inside).

- Identify barricade items and location (talk about what you will move and how).

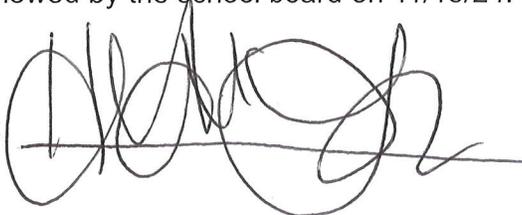
- Stagger and silent: Students should be quiet to avoid audible distinction of which classrooms have inhabitants.
 - Get students to stagger/space, multiple classrooms were observed still sitting in desks and talking. Noise volume was high in a number of spots.

- Once in lockdown, remain until all-clear is given. No access should be provided until after that time (the door will be opened by key from the outside).
 - One classroom door had a student open after it was jiggled giving access.

Certifications:

Our School Board will meet to discuss this drill on 11/18/24 during our monthly full board meeting.

Our school certifies that these drills were conducted during the week of 10/14/24 and this written evaluation was sent to and reviewed by the school board on 11/18/24.

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: Meyer Middle School

DATE AND TIME OF DRILL: Week of 9/23/24

PERSON SUBMITTING REPORT: Brian Buck

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Please see plan below
(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.)

School District of River Falls Middle School Intruder/Shooter Drill Plan 2024-2025 School year

*Parents will be notified of our plan via letter and will have the opportunity to opt out:
September 20, 2024

- **All TA teachers should follow this drill plan during the week to cover all school safety activities below.**
- **During the week, all teachers should take a few minutes during each period to discuss the closest emergency exit near their room and what they would do in their classroom if there was an intruder.**

Monday 9/23/24:

- Fire Drill with evacuation
- Normally we look for smoke before we evacuate. We will assume there is smoke and we need to evacuate. Please talk to your TA students about why we wait and look for smoke.

Tuesday 9/24/24:

- Show students the loom video regarding Speak Up Speak Out (7 mins).
- <https://www.loom.com/share/42b767a6b49148ddb77c89f04b845e57?sid=f2646474-36a1-49aa-9e67-3863c664e380>
- Please show the students the link on our website and answer any questions they have regarding threat reporting. The link and logo is on the main Meyer website page.
- Please take time to talk to the students about their responsibilities during our MERT drills and emergency situations. Our staff on the MERT team will respond quickly to the scene. Students in those teachers' classrooms are to be seated and need to stay in the classroom. Other house teachers will monitor the classroom. Students who are in the hall need to quickly move back to their scheduled classroom. Students do not leave the classroom until the end announcement is made, even if the bell rings.

Wednesday 9/25/24:

- Present [ALICE Slides Presentation](#). There is a 7 minute ALICE video in the presentation. You can use this [ALICE Companion Guide](#) to help with your presentation and discussion.
- Discuss ALICE and answer any student questions. Make sure to discuss how we properly barricade our rooms and why we will most likely barricade in this building.
- Show students the MMS Rally Points and discuss where to go during an evacuation <https://drive.google.com/file/d/1nFhIHfEyPeWYjTOVUmitsngAS6BqEKdP/view?usp=sharing>

Thursday 9/26/24:

- 7:45-7:55 - Please talk to your TA students about what makes a good barricade and take time to discuss how you will barricade your door.
- **At 7:55am, there will be an announcement to barricade all doors. After 10 seconds, Mark, Buck, and Officer Jensen will be walking around checking doors to make sure they are locked and barricaded.**
- There will be an announcement when the drill is over.

Our drills and practice went very well. Officer Jensen, Terry Slaght, and I met after our Thursday drill and gave some feedback to staff. During the intruder drill, Officer Jensen, Terry Slaght, our counseling staff, and I checked all doors for locks, barricades, and to make sure students were out of sight and quiet. Our staff appreciated breaking this down into four days instead of doing everything all at once. Our school focuses on the lockdown and barricade part of ALICE. We do this because the design of our school makes our hallways more dangerous than barricading in a room. An intruder could shoot from one end to the other and we don't want our students in the hallways. Half of our classrooms are interior and do not have windows. The best option for these rooms is to barricade. During the week we had each teacher discuss the outlay of their room, the nearest exits, and the closest rally point to their classroom if we ever had to evacuate. We had no parent/student requests to sit out of any drills or safety activities this year.

Certifications:

Our School Board will meet to discuss this drill on 11/18/24 during our monthly full board meeting.

Our school certifies that these drills were conducted during the week of 9/23/24 and this written evaluation was sent to and reviewed by the school board on 11/18/24.

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: RFPME

DATE AND TIME OF DRILL: 10/16/2024 10:45am

PERSON SUBMITTING REPORT: Kai Rodgers

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: lockdown
(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.)

At 10:45am, an all-school announcement was made for an administrative hold. Classroom doors were locked and each teacher took attendance to ensure no one was in the bathrooms.

Teachers then ran through a scenario of what they would do if this was a lockdown for an unsafe person in our building. Students and staff talked about barricading the door and grabbing objects to throw. They also talked about hiding out of site from the door window and pulling the shade on the door window to block the view in.

Office staff ran through our protocol. Hitting the buzzer under the secretary desk, using walkies to determine the location of the intruder in the building.

In our staff debrief after the drill, all staff felt comfortable with how it went and how students responded.

Kai Rodgers

10/30/2024

Certifications:

Our School Board will meet to discuss this drill on 11/18/24 during our monthly full board meeting.

Our school certifies that this drill was conducted on 10/16/24 and this written evaluation was sent to and reviewed by the school board on 11/18/24

Principal Signature: Kai Rodgers

Superintendent Signature: _____

School Board President Signature: _____

SAFETY DRILL EVALUATION

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

SCHOOL NAME: Renaissance Charter Academy

DATE AND TIME OF DRILL: 11/01/2024

PERSON SUBMITTING REPORT: Peggy Webb

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Active shooter and lockdown

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 Friday, November 1, 2024 Officer Amaro and Terry Slaght presented the Active Shooter Drill during the Friday Afternoon Meeting. The meeting started at 1:35 pm and concluded at 2:10 pm.

Officer Amaro gave details and instructions to staff, students and visitors in the event of an active shooter. There 26 students, 5 instructional staff, 2 support staff and 2 visitors present.

After the presentation staff and students were directed to classrooms to execute the blockade drills. Staff instructed and discussed with students how to prepare the rooms in the event of an active shooter. Once staff completed their instruction, P. Webb announced the active shooter drill. Officer Amaro and Terry Slaght gave staff and students 3 minutes to execute and prepare rooms.

Officer Amaro and Terry Slaght then check the doors to ensure doors were locked. Of the 6 classrooms, 5 had secured doors. Room 130 was unlocked. It was determined that a staff member who was not assigned to Room 130 had keyed the door thinking they were locking in it. When in fact, they had unlocked the door the assigned teacher had already locked. When the assigned teacher pulled their magnet from the door, the door had been keyed to open, causing a breach of security.

Staff was retrained keying doors open and closed.

It was determined Room 110 has the most routes to safety ~ however lacks a security curtain on the fixed pane window next to the door. A maintenance request was submitted to install a blind.

Certifications:

Our School Board will meet to discuss this drill on 11/18/24 during our monthly full board meeting.

Our school certifies that this drill was conducted on 11/1/24 and this written evaluation was sent to and reviewed by the school board on 11/18/24

Principal Signature: Peggy Webb - 11-1-2024

Superintendent Signature: _____

School Board President Signature: _____

SAFETY DRILL EVALUATION

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

SCHOOL NAME: Rocky Branch

DATE AND TIME OF DRILL: 10/16, 9:40am

PERSON SUBMITTING REPORT: Ashley Bingenheimer

SPECIFIC "SCHOOL VIOLENCE" SCENARIO DRILLED: Lockdown/Intruder

(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.)

Summary of timeline leading up to drill:

Elementary Intruder Drill Plan

*Parents notified of drill plan: **September 6**

*Grade 3-5 receive training/presentations week of **September 23**

*Grades K-2 receive training/presentations week of **October 7**

1. Parents will be notified of our plan via letter and will have the opportunity to opt out
2. Parents will be notified at completion of drills and provided resources to debrief with their children.
(within a few days of drill completion)

Discussion-Based Exercise (Introduction)

3. SRO will visit classrooms and present ALICE/OUT plan to students
 - a. SRO Jensen in person presentation to students (20-30 minutes)
 - i. **3-5 Week of September 23rd**
 - ii. **K-2 Week of October 7th**
 - iii. What do we do to be safe
 1. Drills
 - a. Fire Drill
 - b. Lockdown
 - i. Safety from dangerous someone
 2. Teach 3 things you can do
 - a. Get away from dangerous someone
 - i. Maybe not stay in classroom (kind of like a fire drill)
 1. *Who's going to tell us where to go?
 - b. Make it harder for dangerous people to get to us
 - i. How can we do that?
 1. Barricade the door
 - c. Stranger danger

- i. What do you do if someone comes up to you that you don't know & tries to cause you harm
 1. Scream, run, kick, bite
 2. Same thing as you would at home
 3. If a dangerous someone comes in the room and can see you, don't hide in the corner, don't hide under desks, get away.
 3. Most important thing you can do is to listen to your teacher

Discussion-Based Exercise (seminar/workshop): (Grades 3-5) Week of September 23, (Grades K-2) Week of October 7

4. Teachers will read & discuss book "I'm not scared, I'm prepared," to K-5 classrooms
 - a. See summary of book below
5. Students will complete various activities from I'm Not Scared I'm Prepared activity book
6. Consider words not to use, things to say or not to say (guidelines for elementary teachers)
 - a. Do NOT use the term Shooter
 - b. Do NOT use the term Intruder
 - c. Do NOT use the term Bad Person
 - d. The book uses the phrase "dangerous someone". USE the term Dangerous Someone.
 - i. Answer the question, what makes a dangerous person?

Discussion-Based Exercise (Orientation): Week of October 7

7. Students will tour 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 14

8. Elementary teachers will **discuss and practice** "hideout"/lockdown and door barricade.
 - a. Kids will be taught ways to distract an intruder
9. Elementary teachers will teach students the importance of listening and following directions the first time they are given in a safety situation.
10. 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
11. Complete School Board Reporting Form and share with Nate

Resources:

ALICE Training Institute

National Association of School Resource Officers www.nasro.org

National Association of School Psychologists www.nasponline.org

"Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills" (2017).

National Association of School Psychologists and National Association of School Resource Officer

I'm not scared I'm prepared summary

Sheep, shepherd, wolf drill:

- "teaches us what to do if a "dangerous someone" is in our school who isn't supposed to be there"
- I'm shepherd, you're sheep, you must do as I say
- Goes through ALICE - Alert (there is a wolf in the building), Lockdown, Inform, Counter (if the wolf sees us must do things to ruin his day), Evacuate (leave building and run away)
 - Where do we run, and where do we stop: Take a walk and show you
 - Show kids a special meeting place
- When I signal for sheep, shepherd, wolf - do as I say, don't ask why, just do what you're told.
- Lockdown -get quiet and out of sight, be ready to move and spread out, don't stand in a clump
- Find something to hold on to, something that's easy to throw, shoe, book, remote,
 - If Wolf gets in, make noise, run around, and throw something at wolf
 - Run right past and out the door, run in zig zaggy way down hall if necessary
- Run as fast as can to tree, don't wait for me
- Speaks to practice evacuation and lockdown (barricade the door and grab some things to throw)

Summary of drill:

The lockdown/intruder drill went really well. Zero families opted out of the drill. As we walked around to check that doors were locked, lights were off, and windows were covered, here is what we found:

- 1 classroom had lights on
- 1 classroom could be heard from the hallway (talking/moving)
- Our conference room had a meeting taking place and the announcement did not sound in that room. They had no idea that the drill was taking place.

Based on our observations, I notified the teachers who we could here or who had lights on so they were aware. We have since added a note to the speaker volume dial in the conference room that says the dial should never be at level "0". We also plan to adjust where the window coverings are in that hallway. Right now there is one on the door leading into the hallway (with our conference room, school psych, and instructional coach), but no curtain on the conference room door. We think it is more realistic to lock and cover the door/window in the conference room than to exit that room and lock the hallway door and pull that window covering.

Students did a great job and seemed well prepared for the drill. One class was in phy ed, so the teacher planned ahead of time to have the students go into the equipment room when the announcement sounded. She said this worked well. The gym has 4 sets of doors, so the equipment room is easier to secure quickly.

Certifications:

Our School Board will meet to discuss this drill on 11/18/24 during our monthly full board meeting.

Our school certifies that this drill was conducted on 10/16/24 and this written evaluation was sent to and reviewed by the school board on 11/18/24

Principal Signature: Ashley B...

Superintendent Signature: _____

School Board President Signature: _____

SAFETY DRILL EVALUATION

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

SCHOOL NAME: Westside Elementary

DATE AND TIME OF DRILL: 10/17/24 3:10pm

PERSON SUBMITTING REPORT: Rachel Mader

SPECIFIC “SCHOOL VIOLENCE” SCENARIO DRILLED: Active Shooter/Lockdown Drill
(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.)

September 6: Parents notified of district safety plan

Week of September 25: Grades 3-5 School Resource Officer training and ALICE presentation

Week of October 7: Grades K-2 School Resource Officer training and ALICE presentation

Week of October 9:

Students will tour 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.

Week of October 17:

1. Elementary teachers will teach students the importance of listening and following directions the first time they are given in a safety situation.
2. Elementary teachers and students will conduct a “hideout”/lockdown and barricade of classroom doors.
 - a. Students will learn how to distract and intruder if necessary.
3. Elementary teachers will practice evacuation with their students.

Active Shooter and Lockdown Drill Reflection:

- Families were notified of the Lockdown Drill in the Westsider on October 11th. We received 5 Opt Outs from between the notification of the Safety Plan on September 6 and the communication in the Westsider. Those families received notification from Sarah Jarocki about the date and time of the drill so families could pick up their students. For the one student who was not picked up that was on the Opt Out list, the School Counselor provided the opportunity for an outdoor walk during the drill.
- Officer Jensen met with 3-5 students on Tuesday, September 26th and our K-2 students on October 8th to review intruder safety (ALICE).
- Our lockdown drill was scheduled for 3:10pm on Thursday, October 17th, 2024. Staff were reminded of the Elementary Intruder Plan and there was opportunity for discussion at our September 25th staff meeting about protocols and procedures during the drill.

- At 3:10pm Rachel Mader announced that we were going to practice our lockdown drill and all classrooms were to go into lockdown status.
- Rachel Mader, Bryan Jensen, and Terry Slaght went through the halls to check that all classrooms were locked down appropriately. One child was found in the bathroom during the drill. Conversation with the student about what to do if that happened in a real situation was discussed after the drill was completed.
- Rachel Mader announced the end of the drill at 1:17pm and classes resumed as usual.
- We discovered that staff and students with a lockdown location in the bathroom could not hear the all clear announcement- Walkie Talkie communication signalling the drill was over helped to alleviate this problem.
- We also had a slight hiccup with the Announcement System playing the Severe Weather message instead of the Lockdown message. This has been studied further to prevent happening in a real-world scenario.

Certifications:

Our School Board will meet to discuss this drill on 11/18/24 during our monthly full board meeting.

Our school certifies that this drill was conducted on 10/17/24 and this written evaluation was sent to and reviewed by the school board on 11/18/24

Principal Signature: 

Superintendent Signature: _____

School Board President Signature: _____

School District of River Falls
Educational Program Committee Meeting Report

Monday, November 4, 2024 - 6:00 PM
District Office
852 E Division Street
River Falls, Wisconsin 54022

The School Board’s Educational Program Committee meeting was held on Monday, November 4, 2024, at the District Office, 852 E Division Street, River Falls, Wisconsin 54022. Chair Tuchtenhagen called the meeting to order at 6:00 pm. It was ascertained that notice of the meeting had been properly posted in the appointed locations, and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

Committee Members Alan Tuchtenhagen (Chair), Lindsey Curtis, and Monica LaVold were present. Board members Bo Hirstein, Stacy Johnson Myers, and Mike Miller were present. Superintendent David Bell, Co-Directors of Academic Services MaryBeth Elliott & Amy Wise, Director of Human Resources and Leadership Development Nate Schurman were also present.

1. **CALL TO ORDER - 6:00 PM**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS - None**

4. **OVERVIEW OF HIGH SCHOOL COURSE DEVELOPMENT**
Kit Luedtke, River Falls High School Principal, gave an overview of the process for the development of new courses.
Action: No action, informational only.

5. **APPROVE THE DEVELOPMENT OF *CIVIL DISCOURSE AND DIALOGUE* AS A NEW COURSE AT RIVER FALLS HIGH SCHOOL**
Heather Boleman, High School Political Science & Social Studies Teacher, presented a new course proposal for *Civil Discourse and Dialogue* for approval for the 2025-26 school year.
Action: Motion by Alan Tuchtenhagen, seconded by Monica LaVold to approve *Civil Discourse and Dialogue* New Course Approval Form. The motion passed 3-0.

6. **APPROVE THE PRELIMINARY FIELD TRIP APPLICATION FOR THE SQUADS ABROAD GLOBAL MEDICAL ACADEMY**
Amber Merkatoris, High School Science Teacher, presented the preliminary field trip application for the Squads Abroad Global Medical Academy, June 7-15, 2026, in Athens, Greece for approval.
Action: Motion by Monica LaVold, seconded by Lindsey Curtis to approve Squads Abroad Global Medical Academy preliminary field trip application. The motion passed 3-0.

7. **APPROVE THE FIRST READING OF NEW POLICY 453.4 RULE(3) PROCEDURES FOR ADMINISTERING MEDICATION TO STUDENTS ON FIELD TRIPS**
Nate Schurman, Director of Human Resources and Leadership, presented the new School Board Policy 453.4 Rule(3) Procedures for Administering Medication to Students on Field Trips. This rule addresses the process for administering medication to students on field trips. The committee discussed the policy for the first reading to the Board on November 18th.
Action: No action needed, informational only.

8. **APPROVE THE FIRST READING OF REVISED POLICY 342.7 PROGRAMS FOR ENGLISH LEARNERS**
Amy Wise, Co-Director of Academic Services, presented revised School Board Policy 342.7 Programs for English Learners.
Action: Motion by Lindsey Curtis, seconded by Alan Tuchtenhagen to approve the first reading of revised School Board Policy 342.7 Programs for English Learners. The motion passed 3-0.

9. **APPROVE THE FIRST READING OF REVISED POLICY 342.7-RULE ENGLISH LEARNER IDENTIFICATION AND ASSESSMENT**
Amy Wise, Co-Director of Academic Services, presented revised School Board Policy 342.7-Rule English Learner Identification and Assessment. This rule addresses the process for the identification and assessment of English language learners.
Action: Motion by Alan Tuchtenhagen, seconded by Lindsey Curtis to approve the first reading of revised School Board Policy 342.7-Rule English Learner Identification and Assessment. The motion passed 3-0.
10. **APPROVE THE FIRST READING OF REVISED POLICY 342.72 ENGLISH LEARNERS PARENT NOTIFICATION**
Amy Wise, Co-Director of Academic Services, presented revised School Board Policy 342.72 English Learner Parent Notification. This policy addresses the process for notifying parents/caregivers of English language learners.
Action: Motion by Monica LaVold, seconded by Lindsey Curtis to approve the first reading of revised School Board Policy 342.72 English Learner Parent Notification. The motion passed 3-0.
11. **PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE EDUCATIONAL PROGRAM MEETING AGENDA(S)**
As always, committee members will be given the opportunity to suggest items for future committee and/or Board meeting agendas.
Action: As needed.
12. **SCHEDULE NEXT EDUCATIONAL PROGRAM COMMITTEE MEETING**
Action: Set the meeting schedule as follows:
Educational Program Committee meeting: Monday, December 2, 2024, 6:00 p.m.
The meeting will be held at the District Office conference room, 852 E. Division Street.
13. **ADJOURN** at 7:46 pm.

Alan Tuchtenhagen, Educational Program Committee Chair

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

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

Contact	School/Department: River Falls High School Social Studies Department Date: 10/07/2024 Contact Person: Heather Boleman Phone/Email: 715-425-1830 ext 3477; heather.boleman@rfsd.k12.wi.us
Course Information	Select all that apply: <input checked="" type="checkbox"/> Proposed New Course <input type="checkbox"/> Revision to Existing Course <input type="checkbox"/> Title Change Full/Proposed Course Title: Civil Discourse and Dialogue Previous Title (if changed): N/A Course Length 1 Term Credits .5 Required _____ Elective: X Prerequisites: N/A Level/Type: <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School
Course Description	The course Civil Discourse and Dialogue is designed to empower high school students with the skills necessary to engage in productive civic discussions, through respectful, thoughtful conversations about pressing social, political, and ethical issues. In an era of heightened polarization, this course aims to teach students how to communicate effectively across differences, critically evaluate information, and participate in democratic processes. By fostering an understanding of the principles of civil discourse, students will learn how to engage in meaningful dialogue and debate while respecting diverse viewpoints and building common ground. Course Objectives: By the end of this course, students will be able to: <ol style="list-style-type: none"> 1. Understand Civil Discourse: Define and explain the concept of civil discourse and its role in democracy. 2. Analyze Issues Critically: Evaluate current social and political issues through research and critical thinking. 3. Engage in Constructive Dialogue: Practice techniques for engaging in respectful and effective conversations about complex topics. 4. Identify and Overcome Bias: Recognize personal and societal biases and learn strategies to address them in discourse. 5. Develop Persuasive Communication Skills: Articulate well-reasoned arguments while respecting opposing viewpoints. 6. Practice Active Listening: Demonstrate active listening techniques to understand others' perspectives better and enhance dialogue. 7. Apply Civil Discourse to Civic Engagement: Learn how civil discourse can foster positive civic participation and change.

Justification	<p>Please check the box next to each statement that pertains to the need for the proposed new course or course revision:</p> <p><input checked="" type="checkbox"/> Need for this course is based on gaps in the curriculum and/or current course offerings.</p> <p><input type="checkbox"/> Need for this course has been identified by building leadership in alignment with school initiatives.</p> <p><input type="checkbox"/> Other: _____</p> <p>In the space provided below, add a short narrative justifying the checked statements above. Illustrate how the new course or course revision will integrate with and complement current programming within your school.</p> <p>In our current course offerings, especially Civics, A.P. U.S. Government and Politics, and U.S. History, we teach the foundational knowledge of democracy and governance. A civil discourse class would provide students with much-needed practical tools to actively engage in the civic process by focusing on skills in communication, conflict resolution, argumentative/persuasive writing, etc. A course of this nature can sharpen a student's media literacy gaps as well as enhance their emotional intelligence skills by practicing empathy and self-awareness.</p>	
	<p>Explain how this course meets certain criteria of Goal 4.1 of the SDRF Strategic Plan: Embed into curriculum and instruction: critical thinking, problem-solving, perseverance, adaptability, social-emotional awareness, financial literacy, & desire for lifelong learning.</p> <p>A class on civil discourse challenges students to think critically. Students will be asked to evaluate arguments, distinguishing between fact, opinion, and bias. They will be prompted to question assumptions and identify falsehoods in discussions building strong analytical skills. Students will learn to identify key problems with discussions that have or are currently impacting society working toward collaborative solutions. By focusing on real-world civic issues, students will practice finding actionable ways that they can personally improve their communities or influence policy. The principles of civil discourse promote a mindset of ongoing curiosity and openness to new information, encouraging lifelong learning. Assignments that require research on current issues will keep students engaged with changing civic issues, encouraging them to stay informed beyond the classroom.</p>	
Approval to List and Develop	<p>Signatures below signify approval to list the course as an option in a future course catalog, and develop/revise the above-named course should there be enough student interest to run the course.</p> <p>Approved <input checked="" type="checkbox"/> Denied <input type="checkbox"/> _____ <u>10/9/2024</u> Department/Content Area Leader (if school sponsored) Date</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> _____ <u>10/10/2024</u> Principal (if school sponsored) Date</p> <p><input type="checkbox"/> <input type="checkbox"/> _____ <u>10/10/24</u> Director of Academic Services (if denied, attach justification) Date</p> <p><i>Note: Above approvals must be met prior to presenting this course request to the Educational Program Committee for final approval.</i></p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> _____ <u>10/4/2024</u> Educational Programs Committee Chairperson Date</p>	

SCHOOL DISTRICT OF RIVER FALLS

APPLICATION FOR SANCTION OF SCHOOL-SPONSORED TRIPS

Have you: <input checked="" type="checkbox"/> Completed all necessary forms <input checked="" type="checkbox"/> Approval from Building Principal	
Trip/Group Name: <i>Squads Abroad Global Medical Academy</i>	
Location of Trip: <i>Athens, Greece</i>	
Date of Trip: <i>June 7-15, 2026</i>	Total Number of Days (from departure to return): <i>9 days</i>
Name of Tour Company (if applicable): <i>Squads Abroad</i>	
Name of Head Chaperone/Advisor: <i>Amber Merkatoris</i>	
Name of Other Chaperones (ratio: 1:15 maximum, 1:7 minimum): <i>undecided</i>	
Approximate Number of Students Involved and Grade Levels: <i>graduated 10-12th grade HOSA members, 12+</i>	
Estimated Cost of Trip per Student; What is Included/Not Included in Price? <i>\$1,900 in-country expenses \$1,400-1,800 flights</i>	
What was the impact of fundraising on the cost for students:	
Will student cost include a pro-rated amount for chaperone(s) cost? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the additional amount per student, if applicable? <i>unsure, already applied</i>	
Deadline for forfeiture of deposit if a student decided not to participate:	
Brief explanation of instruction purposes of the trip and how it compliments the district curriculum objective: <i>Students gain 30+ hrs documented medical service hours, community service to help end rural poverty.</i>	
Trip Category: <input type="checkbox"/> Instructional <input type="checkbox"/> Supplementary <input type="checkbox"/> Extended <input checked="" type="checkbox"/> Abroad <input type="checkbox"/> Day Trip Overnight	
Date <i>10/21/24</i>	Chaperone/Advisor Signature <i>Amber M. Merkatoris</i>
Date <i>10/22/25</i>	Building Administrator Signature 



POLICY 342.7 PROGRAMS FOR ENGLISH LEARNERS

The School Board recognizes that within the River Falls School District there are students from diverse language backgrounds who are learning academic content while developing their English language skills and whose primary language is not English. The School Board ~~shall~~ **will** provide appropriate identification and transition services for students **and parents/families** who possess limited English language proficiency. The purpose of these services is to develop English language skills that will enable the students to function successfully in ~~an~~ all English classrooms and complete the ~~d~~istrict's required curriculum.

These services ~~shall~~ **will** include the identification of students who are English Learners (EL), the implementation of curricular and instructional modifications, and the assessment of the EL student's academic progress, identification of EL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services ~~shall~~ **will** be determined individually and ~~shall~~ **will** be based on the needs of each student.

If a sufficient number of students identified with limited English proficiency are of the same language group to meet statutory requirements; the Board ~~shall~~ **will** establish and implement a bilingual-bicultural education program as required by the law.

The ~~s~~chool ~~d~~istrict ~~shall~~ **will** assess the academic progress of EL students in accordance with legal requirements and established District procedures. Decisions regarding the administration of state-required tests to EL students ~~shall~~ **will** be **based on DPI recommendations**, ~~made on a case-by-case basis~~. Accommodations for all assessments may be made based on student needs, provided the validity of the test is maintained. The ~~s~~chool ~~d~~istrict ~~shall~~ **will** administer ~~s~~tate-required assessments to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempt from taking a ~~s~~tate-required assessment ~~shall~~ **will** be administered an alternative assessment approved by the Department of Public Instruction.

The results of both state-required assessments and local assessments ~~shall~~ **will** be used consistent with ~~s~~chool ~~d~~istrict policies in making instructional, promotion and graduation decisions. Assessment results may not be used as the sole criterion in re-classifying an EL student from a bilingual- bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in post-secondary education opportunities. Exemption of an EL student from taking a state-required assessment may also not be used as the sole criterion for making such determinations.

The parent(s)/guardian(s) of EL students ~~shall~~ **will** be notified of student assessment arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications ~~shall~~ **will** be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them. Information provided to parents will include, but is not

limited to: reason(s) for identifying the student for the English-language learner (ELL) program; their student's level of English proficiency and how it was assessed; information regarding instructional methods used in the program in which the student is participating; how the program will meet the student's educational strengths and needs; how the program will help the student learn the English language; and exit requirements for the program. **Parents have the right to request more information about the programming, choose another program or method of instruction, if available; or refuse all services.**

LEGAL REFERENCE: Wisconsin Statutes Sections 115.96, 115.97, 118.13, 118.30, **121.02(1)(r)**; Wisconsin Administrative Code PI 13, **PI 8.01(2)(r)**; ~~No Child Left Behind Act of 2001~~

CROSS REFERENCE: 342 AP Alternative Programs and Curriculum Modifications, 342AP-Exhibit Request for Modification of Student Program, 342AP-Rule Guidelines for Approving Alternatives to Regular School Program, 342.7AP ELL Student Selection Procedures, 342.71 ELL Program Exit and Reclassification, 345.6 Graduation Requirements, 346 Student Assessment; 411 Equal Educational Opportunities

DATE OF ADOPTION: December 20, 1993

REVISED: April 20, 2005, May 17, 2010, January 20, 2020, **November 4, 2024**



POLICY 342.7-RULE ENGLISH LEARNER IDENTIFICATION AND ASSESSMENT

Identification of English Learners

1. All new students enrolling in the district will be asked to complete a Department of Public Instruction (DPI)-approved home language survey. The survey will be used to identify the following students for further evaluation and possible eligibility for the district's services or programs for English Learners (ELs):
 - a. Students who communicate in a language other than English; or
 - b. Students whose families use a primary language other than English in the home; or
 - c. Students who use **are exposed to** a language other than English in daily non-school surroundings.
 - d. Student whose initial language is different from language spoken at home.**
2. After any initial identification as provided above, ~~or after some other initial referral indicating that language may be a barrier to the student's learning~~ **a previous English language proficiency screener report, or English language proficiency annual assessment report**, the District will review the student's available academic history, consider any input provided by the parent or guardian, and any input based on the student's performance in school.
3. Students will receive a formal screening for potential placement via testing if: ~~(a) the review of the student's academic history indicates a possible language barrier, (b) a lack of sufficient information on which to judge academic performance and/or the extent to which limited English proficiency may be a barrier to learning, or (c) the student is newly arrived in the United States.~~ **it is indicated by the DPI approved home language survey. indicates it.**

Parents and guardians will be notified of identification, assessed proficiency, placement and other information as required by law. Parent or guardian consent for placement in a formal bilingual-bicultural program ~~shall~~ **will** be obtained as required by law. Parents and guardians may also withdraw their child from offered supports and services at any time.

Assessing English Proficiency

1. ~~On or before March 1 each year~~ **Before the DPI - approved English proficiency assessment test window closes for the state of Wisconsin**, District staff ~~shall~~ **will** conduct a count of all English Learners (ELs) enrolled in district schools, assess the language proficiency of such students and classify such students by language group, grade level, age and English language proficiency.
2. EL students ~~shall~~ **will** be assessed to determine their English language proficiency using the DPI-approved English proficiency assessment instrument – ACCESS for ELLs® (or

Alternative ACCESS for ELLS for qualifying students with significant cognitive disabilities). The assessment ~~shall~~ **will** be administered by the Title III/EL Program Assistant or EL teacher **or bilingual paraprofessional**. The ~~d~~istrict may also use information such as the following when assessing a student's English proficiency: prior academic records from within or outside the United States, information on everyday classroom performance, and course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language skills.

3. EL students assessed ~~shall~~ **will** be classified and reclassified as appropriate, according to their English proficiency level as outlined in state rules (Level 1 – Beginning Preproduction through Level 6 – Formerly Limited-English Proficient Now Fully-English Proficient).
4. Student English proficiency assessment records ~~shall~~ **will** be maintained by the ~~d~~istrict in accordance with state and federal laws and District student records policies and procedures. **Academic r**eports regarding EL students ~~shall~~ **will** be made to the DPI as legally required.

Assessing Academic Performance

Decisions regarding academic performance and assessment ~~shall~~ **will** be made on an individual basis for each EL student, and information on both academic and English proficiency data ~~shall~~ **will** be documented and considered. ~~Decisions regarding the appropriate approach to assessment, including the planned approach for the student's state-wide academic tests, shall~~ **will** normally be made by the Title III/EL Program Assistant, in consultation with the classroom teachers and/or English as a second language teacher. **EL students will receive grades based on accommodations or alternative assignments appropriate to the student's language proficiency level, and will receive the same report card that is used for students in general education. Grading for EL students will reflect daily instructional and testing accommodations, and will not penalize the student for not being English proficient. Any student rostered in an English Language Development (ELD) course will receive a Pass/Fail grade.** Such decisions ~~shall~~ **will** be communicated to the student's parent(s) or guardian. The District's approach to the administration of state-wide academic tests is further identified in the next section of this rule.

Newly arrived students at the lowest ELP level may receive a grade of N/A for one grading period if the student is unable to demonstrate knowledge in the language of instruction or assessment and if their language instruction instruction plan (LIEP) is focused on language development.

EL Students and State-wide Academic Tests

1. As used in this section, state-wide academic tests are all state-mandated tests that are expressly covered by Chapter PI 13 of the Wisconsin Administrative Code and all of the annual state-wide tests required under the federal Elementary and Secondary Education Act to which the ~~d~~istrict may lawfully apply the Chapter PI 13 standards regarding testing accommodations and testing exemptions.
2. Decisions relating to the administration of state-wide academic tests to an EL student ~~shall~~ **will** be made on an individualized basis. Information and data on the student's academic progress and English proficiency ~~shall~~ **will** be documented and considered.

3. The **d**istrict shall **will** administer a state-wide academic test to an EL student unless an individualized determination has been made that the results of the test, with allowable accommodations made for the student as needed, or as otherwise provided by statute, will not be a valid and reliable indicator of the student's academic knowledge and skills. For example, any student with a qualifying significant cognitive disability and who, as a result is unable to meaningfully participate in state-wide academic tests ~~shall~~ **will** be administered a DPI-approved alternative test (Dynamic Learning Maps – DLM). In no case may the **d**istrict exempt an EL student from any state-wide academic test based solely on the student's EL status
 - a. Before making decisions regarding state-wide academic tests for any EL student, the District will first determine if the student has recently arrived in the United States. "Recently arrived **Newcomer**" refers to a student that has attended a U.S school for fewer than 12 months.
 - i. ~~A recently arrived~~ **newcomer** EL student with limited English language proficiency (classified as ACCESS level 1 or 2) may be exempted from one required administration of the state's English/Language Arts test. EL students for whom this exemption is claimed must take the ACCESS for ELLs during the school year of the exemption, which counts for participation on the English/Language Arts section(s) exempted. EL students arriving in the narrow window between the end of ACCESS testing and the end of academic content testing are exempted from this requirement.
 - ii. Unless lawfully exempted for reasons other than solely their EL or ~~recently arrived~~ **newcomer** status, ~~recently arrived~~ **newcomer** students must participate in all other content areas of the applicable state-wide tests (with or without accommodations).
 - b. The **d**istrict ~~shall~~ **will** provide testing accommodations for an EL student if they are needed. As required by DPI regulations, any approved accommodation must maintain the validity of the test. Testing accommodations may include, but are not limited to, one or more of the following:
 - i. ~~for tests that do not assess English language competency, p~~ Providing translations in a student's native language or the assistance of a qualified translator to translate instruction or read test items **for tests that do not assess English language competency.**
 - ii. **P**roviding small group or individual testing opportunities;
 - iii. **P**roviding more practice tests or examples before the actual test is administered;
 - iv. **A**llowing EL students to use dictionaries or other educational aids while taking the test unless this use would invalidate the test;
 - v. **A**llowing EL students ~~as much time as necessary~~ **and a half** to complete the test; and
 - vi. **A**ny other accommodation approved by the DPI.

- c. The **d**istrict ~~shall~~ **will** document the accommodations that are approved for any EL student in connection with the administration of state-wide academic tests. To the extent applicable for EL students with disabilities, such supports and accommodations ~~shall~~ **will** be coordinated with decisions that are made by the student's individualized education program (IEP) or Section 504 team.
4. Separate from any lawful testing exemptions that are based on a student's ~~recently arrived~~ **newcomer** status or the validity and reliability of the test results, if the parent or guardian of an EL student decides to opt their student out of taking a state-wide test, the **d**istrict will accept such decisions to the same extent that state law or School Board policy 333 allows parent-initiated opt-out decisions for students who are not English Learners.
5. School personnel ~~shall~~ **will** make reasonable efforts to consult with a student's parent or guardian regarding the planned approach to the student's state-wide academic tests.
6. The results of state-wide academic tests that are given to an EL student ~~shall~~ **will** be used in a manner that is consistent with **d**istrict policies in making instructional, promotion and graduation decisions. In addition, the results of such tests may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in post-secondary education opportunities. Similarly, if a student has been exempted from taking any state-wide academic test, the exemption may not be used as the sole criterion for making such determinations.
7. Student test results ~~shall~~ **will** be communicated to the student's parent or guardian and to the DPI as required by law.

Educational Program Assistance

1. An EL student will be provided educational program assistance and/or services as appropriate and necessary to help the student improve his/her English language skills and academic performance. The degree of curricular and instructional modification, type of support or other program services and their duration ~~shall~~ **will** be determined individually, based on student need.
2. Bilingual-Bicultural Programs
 - a. Parent or guardian consent for placement in a formal bilingual-bicultural program ~~shall~~ **will** be obtained as required by law.
 - b. The **d**istrict will provide each EL student who is participating in a **d**istrict bilingual-bicultural program with an effective instructional program and supportive services appropriate to meet the needs of the student.
 - c. The **d**istrict ~~shall~~ **will** provide each EL student with full access to supportive services, such as language development and speech therapy, as are available to other students in the District and as are appropriate to the individual needs of the student.
 - d. The **d**istrict ~~shall~~ **will** provide programs and services that reflect the cultural background of the EL students. In appropriate instances, some instruction may be provided that is intended to improve the skills of an EL student in the use of his/her primary language for the purpose of enabling the student to become proficient or advanced in all subject areas.

Students Exiting the EL Program Based on Proficiency

1. Whenever an EL student is considered or evaluated for exiting the EL program (i.e., possible reclassification as a former EL student), the relevant data and other information used in the process, along with resulting determination, **shall will** be maintained as part of the student's academic record.
2. An EL student **must** be exited from the EL program or services when the student achieves an overall composite score of 5.0 or greater on the ACCESS for ELLs®.
3. An EL student **may** also be eligible for exiting from the EL program or services if all of the following conditions are met:
 - a. The student has attained an overall composite score of 4.5 or above on the ACCESS for ELLs®.
 - b. Additional pieces of evidence, as gathered using a Multiple Indicator Protocol (MIP), demonstrate that the student has become fully English language proficient. Evidence should include demonstrations of the student's reading, writing, speaking and listening skills in English through observation of student language use in classroom activities or through a portfolio of student work (examples of language use over time – e.g., writing assignments, book reports, audio or video projects, etc.). District staff may also utilize the Classroom Observation MIP or Language Artifact Portfolio MIP, and related forms, found in DPI's English Learner Policy Handbook when gathering this evidence and demonstrating a student's English language proficiency.

The **d**istrict **shall will** notify the student's parent(s) or guardian(s) of the MIP process used to make discretionary decisions regarding exiting the program and of the resulting determination. In addition, the **d**istrict may provide parents and guardians with an opportunity to provide input into the discretionary reclassification process.

4. Once a decision is made to exit an EL student from the EL program based on current-year ACCESS test results and any current-year MIP results:
 - a. The **d**istrict will notify the student's parent or guardian of the reclassification decision and communicate information about any changes in programming or supports **in their preferred language**.
 - b. The student will maintain EL status through the remainder of the current school year and begin the next school year as a former EL student.
5. Once students have been exited from the EL program:
 - a. They **shall will** no longer be tested on their English proficiency or receive accommodations for EL students when taking state-wide academic tests.
 - b. The **d**istrict will continue to monitor the exiting student for two additional years. **Data collected in this period will include district and state academic content assessment scores (minimum of two standardized measures demonstrating access to grade - level content without the use of adapted or modified EL - related accommodations).** ~~through teacher observation and by documenting adequate progress/classroom performance.~~ If it is determined that the student was exited from the EL program prematurely, **the district must administer the MIP, and assess the results of that tool. The WIDA screener will be used to make an EL**

classification determination. Based on screening results he/she will be placed back in the EL program and provided appropriate services.

- c. The **d**istrict will continue to report the academic progress of students that have exited EL status to the DPI for four years after the reclassification occurs, as required by the DPI.

Notices and Other Communications with Parents and Guardians

District personnel are expected to make reasonable efforts to present formal notices and other information to parents and guardians in an understandable format and in a language parents and guardians can understand. Notices and communications may be provided in the parent's or guardian's primary language (preferred when practical, and required by law in some instances), in English with additional explanation, or via other means that sufficiently convey the required information (e.g., using direct translation assistance if available and if necessary).

LEGAL REF.: Section 118.01(2)(b) Wisconsin Statute

CROSS REF.: 333 PARENT RIGHTS AND DISTRICT PROGRAMS/ACTIVITIES (Student Privacy)

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



POLICY 342.72 ENGLISH LEARNERS PARENT NOTIFICATION

The School District of River Falls will ensure that parents of English Learners (EL) being served by District programs will have an opportunity to participate in the design and implementation of the program.

Parents ~~shall~~ **will** be notified in writing, no later than 30 days after school begins each fall, of the following:

1. Reasons for identifying the student for the EL program;
2. The student's level of English proficiency and how it was assessed, and the student's general academic proficiency;
3. The instructional methods used in the program in which the student is, or will be, enrolled;
4. How the program will meet the student's educational strengths and needs;
5. How the program will specifically help the student learn English and meet **grade level** academic **achievement** standards for promotion and graduation;
6. The exit requirements for the program, the rate of transition from the program into non-EL classrooms, and the program plan to successfully achieve a diploma;
- 7. The requirement to annually assess the student's English language proficiency until the student reaches proficiency, independent of whether or not the parents accept or deny EL services;**
8. For disabled students, how the program will meet the objectives of the student's individualized education program, and;
9. Information pertaining to parental rights that includes written guidance: (a) detailing the right that parents have to have their child immediately removed from the program upon their request; (b) detailing the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available; and (c) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district.

For those families that enroll during the school year, a notification will take place within a 2-week time frame **after enrollment**.

Parents will be notified in writing, within 30 days, if the program fails to meet the State goals set for ELL programs.

All notices will be presented in an understandable and uniform format in the language of the parents, to the extent practicable.

LEGAL REFERENCE: Wisconsin Statutes Sections 115.96, 115.97, 118.13, 118.30; Wisconsin Administrative Code PI 13

CROSS REFERENCE: 342.7 Programs for English Learners

DATE OF ADOPTION: August 16, 2010

REVISED: January 20, 2020, **November 4, 2024**

School District of River Falls
Finance and Facilities Committee Meeting Report

Monday, November 11, 2024 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

The School Board's Finance and Facilities Committee meeting was held on Monday, November 11, 2024 at District Office, 852 E. Division Street, River Falls, Wisconsin 54022. Chair Miller called the meeting to order at 6:00 p.m. It was ascertained that notice of the meeting had been properly posted in the appointed locations, and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

Committee members Mike Miller (Chair), Bo Hirstein and Alison Page were present. Also present were Board members Lindsey Curtis, Stacy Johnson Myers, Monica LaVold and Alan Tuchtenhagen. Superintendent David Bell, Director of Human Resources and Leadership Development Nate Schurman and Director of Finance and Facilities Lynette Coy were also present.

1. CALL TO ORDER - 6:00 PM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS - None.

4. Facilities Projects Update

The Administration provided a Facilities Projects Update.

Action: None, informational only.

5. 2024-25 Budget Update

The Director of Finance & Facilities provided an update on the 2024-25 budget.

Action: None, informational only.

6. Parental Choice Program Discussion

The Director of Finance & Facilities led a discussion on the Wisconsin Parental Choice (Private School Voucher) Program.

Action: None, informational only.

7. Review Policy 671.2 - Expense Reimbursement

The Director of Finance recommended updates to School Board Policy 671.2 - Expense Reimbursements.

Action: Hirstein moved, seconded by Page to approve initial reading of Policy 671.2 - Expense Reimbursements. The motion passed 3-0.

8. PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE FINANCE & FACILITIES MEETING AGENDA(S)

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

Action: None taken.

9. SCHEDULE NEXT FINANCE & FACILITIES COMMITTEE MEETING

Upcoming committee meeting dates, times, and locations were reviewed.

Action: Set the meeting schedule as follows:

Finance and Facilities Committee meeting, Monday, December 9, 2024, 6:00 p.m.

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

10. ADJOURNED at 6:50 p.m.

Mike Miller, Finance and Facilities Committee Chair



POLICY 671.2 EXPENSE REIMBURSEMENTS

Travel

District travel requires pre-approval of the Superintendent, **or designee**. Employee obtains pre-approval by completing and submitting a Travel Request which outlines the event, event date, and anticipated travel expense. The district will reimburse employees for lodging, conference fees, mileage, **parking**, and meals when proper receipts and documentation are provided. **Parking tickets and/or traffic violation fines will not be reimbursed.**

Mileage:

The District will reimburse travel **when a school vehicle is unavailable**. Reimbursement will be at the applicable standard IRS mileage rate.

Meals:

The District will **reimburse meals up to the current General Services Administration standard rates** develop and recommend to the Board a district meal reimbursement rate on an annual basis that conforms with IRS requirements. **The superintendent, or designee may waive these limits for special circumstances. Alcoholic beverages will not be reimbursed.**

Supplies & Materials

District employees will be reimbursed for pre-approved supplies acquired for the District when all of the following are met:

1. Proper receipts and documentation are submitted.
2. **The expense is not unreasonably excessive in its amount as determined by the Supervisor and Director of Finance & Facilities.**
3. **The expense is reasonably necessary as determined by the Supervisor and Director of Finance & Facilities.**
4. **The expense does not materially conflict with any applicable District policies.**
5. **Sales tax will not be reimbursed.**

Reimbursement requests must be submitted to the business office within 60 days of the date an expense is incurred, or within 10 days of the end of the fiscal year, whichever is sooner.

LEGAL REFERENCE: Wisconsin Statute Sections 118.21(3), 118.24, 120.10(4), 120.13(16), 120.13(32)

CROSS REFERENCE: 671.2-Procedure Expense Reimbursement

DATE OF ADOPTION: September 16, 1991

REVISED: May 21, 2007, November 19, 2012, **XXXXXXXX XX, 20XX**

**School District of River Falls
Personnel Committee Meeting Report**

Monday, November 11, 2024 - at 7:00 PM or immediately following the 6:00 PM Finance & Facilities meeting
District Office
852 E Division Street
River Falls, Wisconsin 54022

The School Board's Personnel Committee meeting was held on Monday, November 11, 2024 at District Office 852 E. Division Street, River Falls, Wisconsin 54022. Chair Johnson Myers called the meeting to order at 6:51 PM. It was ascertained that notice of the meeting had been properly posted in the appointed locations, and sent to the *Star-Observer*, *Pierce County Journal*, WEVR Radio Station, and the *Eau Claire Leader-Telegram*.

PRESENT

Committee Members Stacy Johnson Myers (Chair), Alison Page, and Alan Tuchtenhagen were present. Board members Lindsey Curtis, Bo Hirstein, Monica LaVold, and Mike Miller were present. Superintendent David Bell, Director of Human Resources and Leadership Development Nate Schurman, and Director of Finance and Facilities Lynette Coy were also present.

1. CALL TO ORDER - 6:51 PM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS - None

4. REVIEW POLICY 343.2: CLASS SIZE GUIDELINES

Administration recommended updates to the class size guidelines for the Renaissance Charter Academy.

Action: Tuchtenhagen moved, seconded by Page to approve initial reading of Policy 343.2: Class Size Guidelines. The motion passed 3-0.

5. REVIEW POLICY 527: EMPLOYEE GRIEVANCES

Administration recommended minor updates to Policy 527: Employee Grievances as part of the ongoing 500 policy review.

Action: Page moved, seconded by Tuchtenhagen to approve initial reading of Policy 527: Employee Grievances. The motion passed 3-0.

6. REVIEW POLICY 527 RULE 1: EMPLOYEE GRIEVANCE PROCEDURE

Administration recommended minor updates to Policy 527 Rule 1: Employee Grievance Procedure in connection with the review of Policy 527.

Action: Tuchtenhagen moved, seconded by Page to approve initial reading of Policy 527 Rule 1: Employee Grievance Procedure. The motion passed 3-0.

7. REVIEW POLICY 527 RULE 2: IMPARTIAL HEARING OFFICER SELECTION PROCEDURES

Administration recommended minor updates to Policy 527 Rule 2: Impartial Hearing Officer Selection in connection with the review of Policy 527.

Action: Tuchtenhagen moved, seconded by Page to approve initial reading of Policy 527 Rule 2: Impartial Hearing Officer Selection Procedures. The motion passed 3-0.

8. PARAPROFESSIONAL MENTOR CHECK-IN REPORT

Director of Human Resources and Leadership Nate Schurman led a discussion of findings from the one-on-one meetings with paraprofessional mentors.

Action: None, informational only.

9. WELLNESS PLAN REPORT

Director of Human Resources and Leadership Nate Schurman led a discussion of the 2024-25 District Wellness Plan.

Action: None, informational only.

10. **PRINCIPAL LEADERSHIP CHECK-IN REPORT**

Director of Human Resources and Leadership Nate Schurman led a discussion on monthly check-in meetings he holds with building principals.

Action: None, informational only.

11. **CONSIDERATION OF ADJOURNING TO CLOSED SESSION PURSUANT TO WIS. STAT. SEC. 19.85(1)(C), WHICH PERMITS CONVENING IN CLOSED SESSION FOR THE PURPOSE OF CONSIDERING THE EMPLOYMENT, PROMOTION, COMPENSATION OR PERFORMANCE EVALUATION DATA OF ANY PUBLIC EMPLOYEE OVER WHICH THE GOVERNMENTAL BODY HAS JURISDICTION OR EXERCISES RESPONSIBILITY, TO DISCUSS 2025-26 SCHOOL YEAR SALARY ADJUSTMENTS FOR SELECT STAFF. ROLL CALL VOTE REQUIRED.**

Action: Page moved, seconded by Tuchenhagen to adjourn into closed session. Roll Call Vote: Tuchenhagen-yes, Page, yes, Myers-yes.

12. **CONVENE TO CLOSED SESSION** at 7:32 p.m.

Present: Committee Members Stacy Johnson Myers (Chair), Alison Page, and Alan Tuchenhagen were present. Board members Lindsey Curtis, Bo Hirstein, Monica LaVold, and Mike Miller were present. Superintendent David Bell, Director of Human Resources and Leadership Development Nate Schurman, and Director of Finance and Facilities Lynette Coy were also present.

Director of Human Resources and Leadership Development Nate Schurman provided information that showed there are currently 28 certified staff members who are placed on the salary schedule in a position that is not commensurate with their years of experience in the district. Data was presented that outlined the cost of aligning certified staff years' of experience with the appropriate position on the salary ladder beginning with the 25-26 school year.

13. **RECONVENE INTO OPEN SESSION** at 7:41 p.m.

Action: Page moved, seconded by Tuchenhage to reconvene into open session.

Page moved to accept the salary adjustments as presented, seconded by Tuchenhage. The motion passed unanimously.

14. **PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE PERSONNEL MEETING AGENDA(S)**

Committee members were given the opportunity to suggest items for future committee and/or Board meeting agendas.

Action: None

15. **SCHEDULE NEXT PERSONNEL COMMITTEE MEETING**

Upcoming committee meeting dates, times, and locations were reviewed.

Action: Set the meeting schedule as follows:

Personnel Committee meeting, Monday, December 9, 2024, 7:00 p.m. (or immediately following Finance & Facilities)

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

16. **ADJOURNED** at 7:43 PM.

Stacy Johnson Myers, Personnel Committee Chair



POLICY 343.2 CLASS SIZE GUIDELINES

Scheduling parameters shall **will** be set at a student enrollment for all classes as enumerated in guidelines approved by the **School** Board of Education. Exceptions to a minimum of 15 for all classes will be made for those classes required by the Department of Public Instruction or specifically authorized by the **School** Board of Education.

DISTRICT CLASS SIZE GUIDELINES

ELEMENTARY				
LEVEL	MINIMUM	MAXIMUM	LOOK TO ADD PARA OR PART TIME FTE PER G.L. RATIO	LOOK TO ADD CLASS/TCHR PER G.L. RATIO
4K	At the discretion of the 4K Site	13	At the discretion of the 4K Site	14
JK**	12	17	18	*20
K-1-2	18	23	24	27
3-4-5	18	25	27	28
Combination K-5	18	21		
Montessori (CH)	10	18	19	20
Montessori (1-2-3)	18	23	24	27
Montessori (4-5-6)	18	25	27	28
Virtual/E-School (K-2)	18	23	24	30
Virtual/E-School (3-5)	18	25	27	30

JK enrollment will be capped at 20, no additional directions will be added without **School Board approval.

MIDDLE SCHOOL		
CLASS TYPE	MINIMUM	MAXIMUM
CORE (LA, Social Studies, Science, Math, Health, PE)	24	30
Exploratory (Art, TE, Music, Foreign Language, FACE, Computer)	17	27
Large Group Music (vocal/instrumental)	30	90

Instrumental Individual/Small Group Music Lessons (15 min each)	1	10
Foreign Language (7-8)	18	30
Virtual/E-School (6-8)	24	30

HIGH SCHOOL		
CLASS TYPE	MINIMUM	MAXIMUM
LA, Social Studies, Math, Health, Science, Computer	20	30
LAB (Science, TE, AG, Art, FACE) - facility, safety, and station dependent	20	28
Large Group Music (vocal/instrumental)	30	100+
Vocal & Instrumental Indiv/Sm Group Music Lessons (15 min each)	1	10
Physical Education (general)	25	35
Swimming/Lifeguarding	20	30
Foreign Language	18	30
Advanced (with School Board permission) (singleton, safety) exs: engineering physics, AP calculus, adv power mechanics, & foreign languages levels 3+	15	30
*Virtual/ E-School Instructor (9-12)	24	30
**Virtual/ E-School Local Education Guide (LEG)	30	50
*With the support of an online platform, the VES Instructor is responsible for the planning, instruction, assessment, and student/family communication.		
**The VES LEG is responsible for monitoring academic progress and student/family communication when the student is taking a virtual course from an off-site instructor.		

With the exception of “capstone” high school courses, any class that goes below the approved minimum must have **superintendent** Board of Education approval to be offered.

RENAISSANCE CHARTER ALTERNATIVE ACADEMY
Staffing Ratio Based on 12:1

Students	DAY PROGRAM		NIGHT PROGRAM	
	Teacher FTE	Paraprofessional FTE	Teacher FTE	Paraprofessional FTE
12	1.0	0.0	0.0	0.0
18	1.5	0.0	1.0	1.0
24	2.0	0.5	1.0	1.0
30	2.5	0.5	1.0	2.0
36	3.0	1.0	1.0	2.0
42	3.5	1.0	2.0	2.0
48	4.0	1.0	2.0	2.0
54	4.5	1.0	2.0	3.0
60	5.0	1.0	2.0	3.0

+0.5 coordinator.

*At 48 a 0.5 contract for services position will be added rather than a certified teacher-

This chart reflects the minimum number of students needed to increase staff to the next level

RENAISSANCE CHARTER ACADEMY (RCA)		
Staffing Ratio based on 12 students: 1 Teacher for RCA and General Education Development Option #2 (GEDO II)		
STUDENTS	TEACHER FTE	PARAPROFESSIONAL FTE
12	1.0	0
18	1.5	0
24	2.0	0.5
30	2.5	0.5
36	3.0	1.0
42	3.5	1.0
48	4.0	1.0

54	4.5	1.0
60	5.0	1.0
66	5.5	1.0

TEACHER PREP TIME

~~The School District of River Falls believes that teacher prep time is important and has value. It shall be the responsibility of the Building Principal to annually review teacher schedules to assure teachers are provided with an appropriate amount of prep time.~~

Guidelines updated 12/19/07 (added Montessori and Renaissance)

Guidelines updated 1/21/08 (deleted SAGE requirement)

Guidelines updated 5/18/09 (additional FTE added to Renaissance)

Guidelines updated 10/15/19 (alignment of all Elementary Staffing Ratios)

Guidelines updated 11/9/20 (addition of Virtual/E-School)

Guidelines updated 08/15/22 (addition of JK)

Guidelines updated 11/11/24 (addition of GEDO II Program at RCA)

CROSS REFERENCE: Attached Guidelines

DATE OF ADOPTION: September 16, 1991

REVISED: March 17, 2008, October 14, 2019, November 9, 2020, September 19, 2022, **XXXX**



POLICY 527 EMPLOYEE GRIEVANCES (Discipline, Termination, and Workplace Safety)

Pursuant to state law, the School Board ~~shall~~ **will** provide a grievance procedure for the orderly resolution of employee grievances related to employee discipline, employee terminations, and workplace safety. Any employee of the district has the right to access the grievance procedure provided the grievance is filed in writing within the applicable timelines, and provided that the issue presented by the grievance properly concerns a grievable complaint. However, nothing within this policy or within the written rules and procedures implementing this policy ~~shall~~ **will** be construed **to**:

1. ~~To~~ **P**revent an employee and the district from voluntarily resolving, or attempting to resolve, an employee's grievance, complaint, concern or other dispute using informal methods separate from the formal grievance process, such as a mediated resolution or other similar outcome;
2. ~~To~~ **G**rant or confer to any employee any substantive rights or employment protections that would not exist in the absence of this policy and its implementing rules, except for those primarily procedural rights inherent and minimally necessary to an employee's ability to access and use the grievance procedure in the manner defined by state law and by the **School** Board.

No employee is required to pursue a formal grievance using the procedures established pursuant to this policy, and supervisors and administrators are expected to fulfill their supervisory role(s) with respect to managing employee complaints and concerns even where an employee is unable to or elects not to pursue a grievance under the formal procedures established by the **School** Board.

The grievance procedure ~~shall~~ **will** provide for grievances to be handled in a timely manner. The procedure ~~shall~~ **will** also include an opportunity for a grievant to present his/her grievance before an impartial hearing officer, as well as an appeals process in which the highest level of appeal is the **School** Board.

No employee or District official ~~shall~~ **will**, or attempt to, restrain, interfere with, coerce, discriminate against and/or retaliate against any employee who files or processes a grievance in good faith. The same protections apply to any person who otherwise participates in the presentation, processing or resolution of a grievance (e.g., a witness), regardless of whether the allegations presented by the grievance are ultimately sustained. Action taken in bad faith, such as engaging in abuse of the process, providing false information, or engaging in libel or slander in connection with a grievance, are not protected. Violations of this paragraph may lead to disciplinary action, up to and including termination.

In the event a grievance proceeds to a hearing before an impartial hearing officer, the ~~District Administrator~~ **superintendent** or designee ~~shall~~ **will** identify an impartial hearing officer consistent with minimum requirements set forth by the **School** Board. The role of the hearing officer ~~shall~~ **will** include adherence to the following:

1. A hearing officer must agree to comply with all relevant laws and with all applicable **School** Board policies and district procedures to the extent it is consistent with the law, including laws and policies covering public records, personnel records, and student records.
2. An impartial hearing officer ~~shall~~ **will** neither add to, delete from, nor modify any **School** Board policies or administrative rules or regulations, although it ~~shall~~ **will** be within the purview of a hearing officer to reach a conclusion that a given policy, rule or regulation violates applicable law (upholding the determination of the impartial hearing officer is subject to the agreement of the **School** Board).

LEGAL REFERENCE: Wisconsin State Statute Sections **66.0509(1m)**

CROSS REFERENCE: 527 Rule-1 Employee Grievance Procedure, **527 Rule-2 Impartial Hearing Officer Selection Procedures**

DATE OF ADOPTION: September 19, 2011

REVISED: December 17, 2012, **XXXXXXXX XX, XXXX**



POLICY 527-RULE(1) EMPLOYEE GRIEVANCE PROCEDURE (Discipline, Termination, and Workplace Safety)

To This rule defines ~~an~~ provide a timely and orderly review **process** of decisions concerning: a) employee terminations; b) employee discipline; and c) workplace safety.

1. Purpose and Applicability: This procedure provides an employee with the ~~individual~~ opportunity to address concerns regarding **their** discipline, termination, or workplace safety matters. **Only one subject may be covered in any one grievance. The procedure also outlines how a grievance will be** ~~to have these matters~~ reviewed by an impartial hearing officer, and to appeal to the **School** Board of Education, where appropriate. The District expects employees and management to exercise reasonable efforts to resolve ~~any~~ questions, problems, or misunderstandings prior to utilizing the grievance procedure. **A determined effort will be made to settle any grievance at the lowest possible level in the grievance procedure.**

If an employee is subject to a contractual grievance procedure, the contractual grievance procedure must be followed as applicable. This procedure does not replace or supersede any statutory provision which **is** ~~may be~~ applicable to an employee's employment with the district. Any grievance, or part of a grievance, that is subject to the jurisdiction of a different governmental body or Wisconsin statute, or subject to a different dispute resolution process, is excluded from this grievance procedure. This grievance procedure does not create a legally binding contract or a contract of employment.

2. Definitions

A. Definition of "Employee":

- 1) For purposes of discipline and termination under this grievance procedure, an employee is ~~shall be~~ defined to include regular full-time, part-time, and limited term employees. All other individuals employed by the district, including ~~such as~~ casual employees, temporary employees, and short-term substitutes as well as independent contractors, are specifically excluded from the definition of employee and, therefore, this grievance procedure is not available to them.
- 2) For purposes of workplace safety under this grievance procedure, an employee ~~shall~~ **will** be defined to include regular full-time, part-time, limited term, casual, and temporary employees. All other individuals employed by the district are specifically excluded from the definition of employee and, therefore, this grievance procedure is not available to them.

- B. Definition of "Discipline": For purposes of this procedure, "discipline" means an employee action that results in a disciplinary suspension or disciplinary demotion. "Discipline" for purposes of access to this grievance procedure does not include any written or verbal notices, warnings, reprimands, ~~or~~ reminders, **documentation of staff member acts and/or omissions placed in a personnel file, non-disciplinary wage, salary, or benefit adjustments, improvement plans, or suspensions with pay**; verbal disciplines will be documented, but are not subject to the grievance procedure. The purpose of written and verbal notices, warnings, reprimands, or reminders is to alert the

employee that failure to correct the behavior may result in disciplinary suspension, without pay, disciplinary termination, or disciplinary demotion.

- C. Definition of “Termination”: For purposes of this procedure, “termination” means a separation from employment by the employer for disciplinary or quality of performance reasons. “Termination” does not include layoff, reduction in workday, furlough, reduction in workforce, job transfer or reassignment, or the end or completion of temporary employment, which are not subject to the grievance procedure. **Unless required by law, where separation from employment results from the district’s use of specific statutory procedures for the nonrenewal of a fixed-term employment contract, such separation via nonrenewal is not grievable as a “termination.”**
- D. Definition of “Workplace Safety”: For purposes of this procedure, “workplace safety” includes any conditions, **or anticipated conditions,** of employment related to the physical health and safety of **the employee filing the grievance,** employees, including the safety of the physical work environment, the safe operation of workplace equipment and tools, provision of personal protective equipment, and accident risks. “Workplace Safety” does not include conditions of employment unrelated to physical health and safety matters, including, but not limited to, hours, overtime, assignments and work schedules.

3. General Provisions

- A. Role and Appointment of “Impartial Hearing Officer”: For purposes of this procedure, the role of the “Impartial Hearing Officer” will be to define the issues, identifying areas of agreement between the parties and identifying the issues in dispute, and to hear the parties’ respective arguments. The impartial hearing officer ~~shall~~ **will** be appointed by the ~~District Administrator~~ **superintendent** based upon the nature of the matter in dispute.
- B. Time Limits: Failure to submit or process a grievance by the employee within the time limits specified below, or agreed upon extensions, ~~shall~~ **will** constitute waiver of the grievance ~~and it will be considered resolved on the basis of the District’s last answer.~~ Failure of a district representative to meet the time limits specified below ~~shall~~ **will** cause the grievance to move automatically to the next step in the procedure within seven (7) days of such failure. A grievance or decision or appeal is considered timely if received by the employer during normal business hours or if postmarked, **or emailed,** by 12:00 midnight on the due date. The time limits contained in this procedure are to be strictly observed and may only be extended upon the express written consent of the parties.
- C. Days: The term “days” as used in this provision means calendar days, excluding holidays. If the last day on which a grievance is to be filed or a decision is to be appealed is a Saturday, Sunday, or holiday, the time limit is the next day that is not a Saturday, Sunday, or holiday.
- D. Scheduling: Grievance meetings and hearings will typically be held during the employee’s off-duty hours. Time spent in grievance meetings and hearings ~~shall~~ **will** not be considered as compensable work time.
- E. Representation: The employee ~~shall~~ **will** have the right to representation during the grievance procedure at the employee’s expense.

4. Procedure for Grievances Concerning Employee Terminations and Employee Discipline:

The employer and employee may mutually agree, in writing, to waive any step to facilitate or expedite resolution of the grievance.

Step 1: An earnest effort **shall will** be made to settle the matter informally between the aggrieved employee and the employee's immediate supervisor. If the grievance is not resolved informally, then it **shall will** be reduced to writing by the employee who **shall will** submit it to the employee's immediate supervisor within fourteen (14) days after the facts upon which the grievance is based first became known, or should have become known, to the employee.

The written grievance **shall will provide** a detailed statement concerning the subject of the grievance, the facts upon which the grievance is based, and indicate the specific relief being sought.

The supervisor will reply in writing to the employee within fourteen (14) days after receipt of the written grievance.

Step 2: If the grievance is not settled in Step 1, and the employee wishes to appeal the decision of the supervisor, the employee **shall will** submit **in writing** a request for administrative reconsideration **by to** the ~~District Administrator~~ **superintendent** or designee within fourteen (14) days of the date the employee received the initial administrative denial of the grievance, or, if no initial response was provided, within fourteen (14) days of the deadline for providing written grievance. **The written grievance must include the name and job title of the grievant and a detailed statement of the grievance, including the issue involved, the relief sought, and the time and date the alleged incident or violation took place, the signature of the grievant and the date the grievance was filed.**

The ~~District Administrator~~ **superintendent** or designee shall provide a final administrative response to the grievant in writing within twenty (20) days of the district's receipt of the request for reconsideration. If the grievance has not been resolved and either (1) has been denied in the form of a final administrative response from the ~~District Administrator~~ **superintendent** or designee; or (2) no final administrative response has been provided by the ~~District Administrator~~ **superintendent** or designee by the applicable deadline for such a response, the grievant may continue to pursue the grievance by filing a request for a hearing as provided under Step 3, below.

Step 3: If the grievance is not settled in Step 2, and the employee wishes to appeal the decision of the ~~District Administrator~~ **superintendent** or designee, the employee shall submit the written grievance to the ~~District Administrator~~ **superintendent** or designee within seven (7) days after receipt of the supervisor's written answer to request a hearing before an impartial hearing officer. The impartial hearing officer will be appointed by the ~~District Administrator~~ **superintendent** or designee. If timely requested, the hearing will normally be scheduled within thirty (30) days of receipt of the request for hearing. The impartial hearing officer may require the parties to submit documents and witness lists in advance of the hearing in order to expedite the hearing. The impartial hearing officer will have the authority to administer oaths, issue subpoenas at the request of either party, and decide if a transcript

is necessary. At the conclusion of the hearing, the impartial hearing officer ~~shall~~ **will** render a written decision indicating the reasons for one of four **possible** decisions:

- 1) Sustaining the discipline/termination.
- 2) Modifying the discipline/termination .
- 3) Denying the discipline/termination.
- 4) Recommending additional investigation prior to final determination.

The impartial hearing officer ~~shall~~ **will** issue the written decision to the employee and employer within thirty (30) calendar days from the date of the hearing or **submission** ~~submit~~ of post-hearing briefs. In cases where the impartial hearing officer recommends additional investigation, at the conclusion of the additional investigation, a second, follow-up hearing ~~shall~~ **will** be scheduled. The impartial hearing officer may apply relaxed standards for the admission of evidence and may request oral or written arguments and replies.

Step 4: The employer or employee may appeal the decision of the impartial hearing officer to the **School** Board in writing within seven (7) days of receipt of the written decision of the impartial hearing officer. The decision of the governing body ~~shall~~ **will** be final and binding upon the parties.

Level of Review: The role of the **School** Board of Education, in reviewing the decision of the impartial hearing officer, is to solely address the following questions:

- 1) Did the impartial hearing officer follow a fair and impartial process?
- 2) Is there evidence of corruption, fraud, or misconduct by the impartial hearing officer?
- 3) Did the impartial hearing officer make an error of law which makes ~~his/her~~ the award invalid?
- 4) Did the impartial hearing officer make an error of fact which makes ~~his/her~~ the award invalid?

After answering the above questions, the **School** Board of Education will decide to uphold, modify, or reverse the decision of the Impartial Hearing Officer. The **School** Board will issue its written decision within sixty (60) days from receipt of the appeal.

5. Procedure for Grievances Concerning Employee Workplace Safety:

The employer and employee may mutually agree, in writing, to waive any step to facilitate or expedite resolution of the grievance.

Step 1: Any employee who personally identifies, or is given information about, a workplace safety issue or incident must notify his/her immediate supervisor of the issue or incident as soon as reasonably practicable. All workplace safety issues and incidents, no matter how insignificant the situation may appear to be, must be reported by an employee to their immediate supervisor within 24 hours after the incident or issue was raised in order to be addressed as part of the grievance procedure.

A written report of the incident or issue, ~~by~~ of the person **experiencing or anticipating physical health or safety concerns**, ~~will~~ outlining the events

that transpired and proposed resolution, if any, ~~will shall~~ be submitted to the building principal or direct supervisor for review and consideration within seven (7) days of the incident or issue.

Step 2: After receipt of the written report, the building principal, **direct supervisor**, or designee will conduct additional investigation, as required, and ~~normally~~ issue a final report on its findings and conclusions within thirty (30) days of receipt of the written report. Copies of the report will be given to the persons who signed the written **incident** report as well as to the ~~District Administrator~~ **superintendent** or designee.

Step 3: The employee may appeal the findings and conclusions of the building principal or **direct supervisor** by submitting a request for administrative reconsideration by the ~~District Administrator~~ **superintendent** or designee within fourteen (14) days of the date the employee received the initial administrative denial of the grievance, or, if no initial response was provided, within fourteen (14) days of the deadline for providing written grievance.

The ~~District Administrator~~ **superintendent** or designee ~~shall~~ **will** provide a final administrative response to the grievant in writing within twenty (20) days of the district's receipt of the request for reconsideration. If the grievance has not been resolved and either (1) has been denied in the form of a final administrative response from the ~~District Administrator~~ **superintendent** or designee; or (2) no final administrative response has been provided by the ~~District Administrator~~ **superintendent** or designee by the applicable deadline for such a response, the grievant may continue to pursue the grievance by filing a request for a hearing as provided under Step ~~43~~, below.

Step 4: The employee may appeal the findings and conclusions of the ~~District Administrator~~ **superintendent** or designee and request the appointment of an impartial hearing officer within seven (7) days after receipt of the Building Principal's report. The impartial hearing officer will be appointed by the ~~District Administrator~~ **superintendent** or designee.

If timely requested, the hearing will normally be scheduled within thirty (30) days of receipt of the request for hearing. The impartial hearing officer may require the parties to submit documents and witness lists in advance of the hearing in order to expedite the hearing. The impartial hearing officer will have the authority to administer oaths, issue subpoenas at the request of either party, and decide if a transcript is necessary. At the conclusion of the hearing, the impartial hearing officer ~~shall~~ **will** render a written decision indicating one of three outcomes:

- 1) Sustaining the conclusions of the building principal or **direct supervisor**.
- 2) Denying the conclusions of the building principal or **direct supervisor** and ordering additional or alternative remedial measures.
- 3) Recommending additional investigation prior to final determination.

The impartial hearing officer ~~shall~~ **will** issue the written decision to the employee and employer within thirty (30) calendar days from the date of the hearing or **submission** ~~submittal~~ of post-hearing briefs. In cases where the impartial hearing officer recommends additional investigation, at the conclusion of the additional investigation, a second, follow-up hearing ~~shall~~

will be scheduled. The impartial hearing officer may apply relaxed standards for the admission of evidence and may request oral or written arguments and replies.

Step 5: The employer or employee may appeal the decision of the impartial hearing officer to the **School** Board in writing within seven (7) days of receipt of the written decision of the impartial hearing officer. The decision of the **School Board** governing body shall **will** be final and binding upon the parties.

Level of Review: The role of the **School** Board of Education, in reviewing the decision of the impartial hearing officer, is to solely address the following questions:

- 1) Did the impartial hearing officer follow a fair and impartial process?
- 2) Is there evidence of corruption, fraud, or misconduct by the impartial hearing officer ?
- 3) Did the impartial hearing officer make an error of law which makes **the** his/her award invalid?
- 4) Did the impartial hearing officer make an error of fact which makes **the** his/her award invalid?

After answering the above questions, the **School** Board of Education will decide to uphold, modify, or reverse the decision of the Impartial Hearing Officer. The **School** Board will issue its written decision within sixty (60) days from receipt of the appeal.

CROSS REFERENCE: 527 Employee Grievances, **527 Rule-2 Impartial Hearing Officer Selection Procedures**

DATE OF ADOPTION: September 19, 2011

REVISED: **XXXXXXXX XX, XXXX**



POLICY 527-RULE(2) IMPARTIAL HEARING OFFICER SELECTION PROCEDURES

In the event an employee grievance related to employee discipline, termination or workplace safety proceeds to a hearing before an impartial hearing officer, the ~~District Administrator~~ **superintendent** or designee ~~shall~~ **will** identify an impartial hearing officer consistent with the following minimum requirements:

- The hearing officer shall be (1) an attorney who is licensed to practice in the State of Wisconsin; or (2) a current or former school administrator who remains licensed by the Department of Public Instruction as either a ~~district administrator~~ **superintendent** or principal, provided the person demonstrates to the satisfaction of the ~~District Administrator~~ **superintendent** sufficient familiarity with the procedures for conducting a fair and impartial hearing; or (3) such another individual deemed qualified by the School Board provided that the **School** Board, upon recommendation by the ~~District Administrator~~ **superintendent**, affirmatively approves the individual's alternative qualifications prior to the person serving as a hearing officer.
- If the hearing officer is an attorney, that individual may be an attorney who (or whose firm) represents the district in ~~some other~~ **another** capacity only if (1) there is no evidence of bias toward either party; and (2) the attorney, or another attorney from the same firm, is not representing the District in any capacity in connection with the grievance in question.
- The hearing officer ~~shall~~ **will** not be an employee of the district.
- ~~Due to their background and experience,~~ **H**earing officers may be identified based on their suitability to hear grievances over particular issues (due to their background and experience). (e.g., an individual may be deemed well-qualified to hear a grievance over a "workplace safety" issue, or perhaps well-suited for grievances other than a grievance over a "workplace safety" issue).
- The hearing officer assigned to any pending grievance must be available to hear the case and render a decision in a timely manner. To the extent that the district has compiled a list of two or more potential impartial hearing officers who the district deems qualified to serve as a hearing officer with respect to any pending grievance, the ~~District Administrator~~ **superintendent** or designee may use a rotational system, random drawing, or similar system to identify the hearing officer who will be contacted first and asked about his/her availability. However, the failure to use such a system ~~shall~~ **will** not be deemed **an** error unless the individual selected as the hearing officer fails to satisfy the statutory requirement of impartiality.

CROSS REFERENCE: **527 Employee Grievances, 527 Rule-1 Employee Grievance Procedures**

DATE OF ADOPTION: November 21, 2011

REVISED: **XXXXXXXX XX, XXXX**



POLICY 172 SPECIAL SCHOOL BOARD MEETINGS

Special **School** Board of Education meetings may be called upon written request of any member of the **School** Board.

1. The request will be filed with the School Board president. Such a request may be filed directly with the School Board president or at the Office of the Superintendent.
2. The School Board member requesting the meeting is responsible for confirming that the request has been received as intended and for adequately identifying the subject matter he/she is proposing for the meeting.
3. The School Board president or an authorized designee acting on behalf of the School Board president, will determine if a special School Board meeting should be called, establish a reasonable date, time, and place for the special meeting and issue notice of the meeting to each School Board member.
4. The **School** Board clerk or authorized designee will ~~shall~~ notify **all** the members of a special **School** Board meeting at least 24 hours prior to the meeting. Such notice ~~will shall~~ be in writing and ~~will shall~~ be provided to each **School** Board member personally, or by ~~leaving~~ written notice at the member's usual abode, **providing written email and phone message notice**, setting forth the time and place of said meeting.
5. A special **School** Board meeting may be held if all **School** Board members are present and consent, or if every School Board member consents in writing even though he/she does not attend. **A quorum of the School Board is necessary to hold a special School Board meeting.**
6. No business ~~will shall~~ be transacted at the special School Board meeting other than that specified in the notification thereof.

Public notice of the special School Board meeting ~~will shall~~ be given in accordance with state law and **School Board Policy 171.1.**

LEGAL REFERENCE: Wisconsin Statutes Sections **19.81 (2), 19.83, 19.84, 19.85, 120.11(2)(4), WI Act 96**

CROSS REFERENCE: 171.1 Public Notification of School Board Meetings, 171.2 Agenda Preparation and Dissemination, 173 Closed Sessions, 181 Rules of Order, 182 Quorum, 183 Voting, 184 School Board Minutes, 187 Public Participation at School Board Meetings

DATE OF ADOPTION: September 16, 1974

REVISED: September 16, 1991, August 16, 2004, September 19, 2011, August 16, 2016, **November 18, 2024**



POLICY 174 SCHOOL BOARD ORGANIZATIONAL MEETING

The annual organizational meeting of the **School** Board of Education ~~must~~ shall be held at the first meeting of the **School** Board on or within thirty days following the fourth Monday in April.

The purpose of the organizational meeting will be to elect **School** Board officers, make **School** Board committee assignments, set meeting dates, and take other actions as ~~may be~~ appropriate.

LEGAL REFERENCE: Wisconsin Statutes Sections 19.84, 120.05

CROSS REFERENCE: 141 School Board Officers, 171.1 Public Notification of School Board Meetings,, 185 School Board Committees

DATE OF ADOPTION: September 16, 1991

REVISED: October 18, 2004, September 19, 2011, August 16, 2016, **November 18, 2024**



POLICY 181 RULES OF ORDER

All regular and special meetings of the ~~School~~ Board of Education shall be governed by the most current revision of ~~Robert's Rules of Order~~, except as otherwise specifically provided.

In the absence of any specific legal requirement or any local rule of order or procedure that has been established by the School Board, the School Board directs the presiding officer to rely on Robert's Rules of Order (including the procedures and procedural flexibility that Robert's Rules allow for small boards) to conduct School Board meetings. The presiding officer and School Board members will refer to Robert's Rules or their knowledge thereof to resolve procedural inquiries, points of order, objections, and appeals during meetings. However, any misapplication of, or failure to precisely follow Robert's Rules or any local discretionary procedural rule(s) shall not, standing alone, be construed to render any decision made by the School Board void, voidable, or otherwise invalid. Such rules are intended for the benefit of the School Board and all of their proceedings, and individual members are expected to raise procedural inquiries, points of order, objections, and appeals at the meetings on a timely and respectful basis.

DATE OF ADOPTION: September 16, 1991

REVISED: August 16, 2004, August 15, 2011, August 16, 2016, November 18, 2024



POLICY 182 QUORUM

A majority of ~~the elected~~ School Board of Education members constitute a quorum for the transaction of School Board business. A quorum will be determined according to School Board members physically present. In the absence of a quorum, the only official action that the School Board may take is to adjourn the meeting to another time and/or date.

LEGAL REFERENCE: Wisconsin Statutes Sections 120.11(1)

CROSS REFERENCE: 188, Remote School Board Member Participation

DATE OF ADOPTION: September 16, 1991

REVISED: October 18, 2004, August 15, 2011, August 16, 2016, November 18, 2024



POLICY 166-RULE SCHOOL BOARD MEMBER ELECTRONIC COMMUNICATIONS

Each School Board member, as a public official, is a records authority for purposes of the Wisconsin Public Records Law. In addition, a School Board member's electronic communications related to their office or to district matters are records that are subject to retention requirements and possible public disclosure. Accordingly, School Board members have legal obligations to ensure that electronic communications that they send or receive related to their individual office or to district business are appropriately retained such that the communications can be retrieved, evaluated, and, where appropriate, disclosed pursuant to a lawful request.

Unless otherwise provided by School Board policy or rule, when a School Board member is communicating electronically as an individual School Board member (e.g., when he/she writes a blog post that addresses school district matters or when he/she addresses school district matters through a non-district social media platform), the School Board member is individually responsible for the retention of his/her individual electronic communications and for responding to any lawful requests for access to such records. Further, regardless of any otherwise applicable policy or rule, in no case will a district employee serve as the custodian of an individual School Board member's electronic communications (or copies of such records) where either of the following are true: (1) the School Board member has not, in the manner prescribed by the custodian of records, provided the records to the district for purposes of records management; or (2) the School Board member has attempted to provide the records to the district in a format that the district's systems cannot reliably store or retrieve.

Each School Board member also has an obligation to ensure that he/she does not violate the Wisconsin Open Meetings Law through his/her participation in electronic communications (or other technology-facilitated activities) that involve multiple members of the School Board, a School Board committee, or any other district-created governmental body on which the School Board member serves. As an example of actions regulated under the Open Meetings Law, School Board members must avoid creating a "walking quorum" through any series of communications among members of the School Board who agree, tacitly or explicitly, to act uniformly in sufficient number to determine the School Board's course of action on any matter.

As to any form of electronic communication that pertains to his/her office or to district business, a School Board member should ask himself/herself the following questions:

1. Should I be using this method of electronic communication at all? (e.g., Will the content of my communication remain under my control or under the control of an appropriate custodian of records; and is the communication being retained in a manner, and for a duration of time, such that it can be retrieved and produced if needed?); and
2. Should I be using this specific method of communication for this specific subject matter?

Electronic communications are generally an effective and efficient medium for activities such as addressing scheduling/availability for meetings, bringing potential agenda items to the attention of the superintendent and School Board president, and the one-way distribution of information (e.g., from the Superintendent to all School Board members). However, the School Board strongly discourages (and, in some circumstances, applicable laws will directly prohibit) individual School

Board members from using email or other forms of electronic communication for any of the following:

1. Interactive discussion of substantive School Board business among with another or multiple School Board members, due to Open Meetings Law concerns (e.g., potential walking quorums or illegal meetings) and due to the potential appearance of impropriety surrounding communications that are perceived to be inappropriately “secretive” even if not unlawful;
2. Communications regarding matters that involve individually identifiable students, due to potential violation of the laws surrounding student privacy and the confidentiality of student record information; or
3. Communications regarding district matters that are considered confidential or highly sensitive (e.g., closed session content, personnel matters, etc.), due to issues surrounding the security and possible improper disclosure of the information.

The School Board strongly discourages School Members from using of personal email addresses, personal websites, weblogs, or other forms of electronic communication when conducting School Board business.

Unless the School Board member is performing a legally-designated duty or responsibility, or unless he/she has been expressly authorized by the School Board, an individual School Board member may not, in his/her electronic or other communications, either (1) purport to speak on behalf of the entire School Board or for the district, or (2) speak in a manner that purports to obligate the Board or district to a particular course of action.

LEGAL REFERENCE: Wisconsin Statutes Section 19.84

CROSS REFERENCE: 165 Board Member Ethics, 173 Closed Sessions, 823 Access to Public Records

DATE OF ADOPTION: **November 18, 2024**



POLICY 171 REGULAR SCHOOL BOARD MEETINGS

The School Board of Education will shall meet on a monthly basis according to the schedule as set at the annual reorganizational meeting, unless otherwise stipulated by the School Board president. In alignment to Policy 172, additional special School Board meetings may be held as needed to conduct the district's business.

All meetings of the School Board will shall be open to the public, except those that by law may be closed. Notice of School Board meetings will shall be given to the public in accordance with state law and School Board policy.

LEGAL REFERENCE: Chapter 19, Subch. V, Wisconsin Statutes Sections 120.11(4)

CROSS REFERENCE: 171.1 Public Notification of School Board Meetings, 171.2 Agenda Preparation and Dissemination, 172 Special School Board Meetings, 173 Closed Sessions, 181 Rules of Order, 182 Quorum, 183 Voting, 184 School Board Minutes, 187 Public Participation at School Board Meetings

DATE OF ADOPTION: March 19, 1973

REVISED: August 26, 1974, September 16, 1991, August 16, 2004, August 15, 2011, August 16, 2016, November 18, 2024



POLICY 171.1 PUBLIC NOTIFICATION OF SCHOOL BOARD MEETINGS

Public notice of all meetings of the **School** Board of Education ~~will~~ shall be **provided by** given by ~~communication from~~ the superintendent, or his/her designee, to the Star-Observer, Pierce County Journal, radio station WEVR, district website, and to any other news media who **has** ~~have~~ filed a no-fee written request for such notice. All meeting agendas will be posted publicly at the River Falls Public Library, First National Bank, District Administrative Office, and Ptacek's Family Market.

All meeting notices **will include** ~~shall contain~~ the time, date, place, and subject matter of the meeting.

Public notices of all meetings of the **School** Board ~~will~~ shall be given at least 24 hours prior to the start of **the** ~~such~~ meeting. When such notice is impossible or impractical, shorter notice may be given, but in no case may the notice be provided fewer than two hours in advance of the meeting.

In the event that a matter arises that is not included on the already-distributed **School** Board meeting agenda, and it is determined by the **School** Board president with the advice of the superintendent that the matter should be included on the agenda, the agenda will be supplemented with the additional matter. The superintendent will give public notice of the supplemented agenda material at least 24 hours in advance of the meeting. When, for good cause, 24 hours notice of the supplemented material is impossible or impractical, shorter notice may be given, but the public notice should be given ~~at least~~ two hours or **more in** advance of the meeting.

Notice of the supplemented agenda material will be given in the same manner as the original agenda notice, unless such notice is impracticable due to publication or broadcast deadlines. In such cases, the notice ~~will~~ shall be posted in at least three designated locations in the district.

All media and/or persons who have filed a written request for School Board meeting notification ~~will~~ shall be contacted by telephone **or email** regarding supplemented agenda material.

LEGAL REFERENCE: Wisconsin Statutes Sections 19.84, 120.11(4)

CROSS REFERENCE: 171.2 Agenda Preparation and Dissemination

DATE OF ADOPTION: August 26, 1974

REVISED: August 21, 1978, September 16, 1991, October 18, 2004, September 18, 2011, August 16, 2016, February 17, 2020, January 23, 2023, **November 18, 2024**



POLICY 171.2 AGENDA PREPARATION AND DISSEMINATION

The superintendent and the School Board president will shall prepare all agendas for meetings of the School Board of Education. In doing so, the superintendent will shall consult as appropriate with other School Board members and with members of the administrative staff.

Items of business may be suggested by any School Board member, staff member, or citizen of the district. Anyone wishing to place a discussion item on the agenda should notify the superintendent or the School Board president by Monday of the preceding the regular School Board meeting. The inclusion of these items will shall be at the discretion of the superintendent and School Board president based upon time restrictions and the interests of the district.

The agenda, together with supporting materials, will shall be distributed to School Board members in a timely manner so as to permit members to give items of business careful consideration. In accordance with order to augment the Open Meetings Law notice, the agenda will shall be made available to the media and to any other persons upon request twenty-four hours prior to the scheduled starting time of the School Board meeting (not including Saturday or Sunday).

LEGAL REFERENCE: Wisconsin Statutes Section 19.84

CROSS REFERENCE: 171.1 Public Notification of School Board Meetings, 184 School Board Minutes, 187 Public Participation at School Board Meetings

DATE OF ADOPTION: March 19, 1973

REVISED: September 16, 1991, October 18, 2004, September 19, 2011, August 16, 2016, November 18, 2024



POLICY 171.3 CONSENT AGENDAS

PURPOSE

The purpose of this policy is to allow for use of a consent agenda for School Board meetings in order to allow the School Board to act on multiple items with a single motion, thereby enabling the **School** Board to ~~speed up the approval process and~~ make more efficient use of time.

DEFINITION

Consent agenda items are routine, non-controversial items that require no discussion.

GENERAL STATEMENT OF POLICY

1. Items to be placed on the consent agenda of any regular business meeting of the **School** Board will be approved by the superintendent and the **School** Board **president** ~~chair~~ at the time the meeting agenda is put together for dissemination to the **School** Board members.
2. Each consent item will be listed separately, along with necessary background information and supporting documents. Once the agenda has been disseminated, no additional items may be added to the consent agenda for that meeting.
3. At no time should items be placed on the consent agenda in order to eliminate discussion. If any **School** Board member requests to discuss an item included on the consent agenda **before the meeting agenda is approved**, that item will be pulled from the consent items and placed at the action/discussion agenda. The request does not require a second or a vote by the School Board.
4. ~~Once the agenda is approved, A~~ction will be taken on the consent agenda items with a single motion. No discussion of these items will be allowed at this time.
5. Items to be included on the consent agenda may include, but not necessarily be limited to the following:
 - a. Minutes of the regular, special, and committee meetings.
 - b. Approval of bills.
 - c. Approval of recommended employment, resignations, and leaves of absence.
 - d. Committee reports and recommendations.**
 - e. Routine perennial issues.
 - f. Other information-only reports that do not require discussion.
6. Items that may not be included among the consent agenda items include:
 - a. Non-routine new business items.
 - b. Notable donations to the ~~School~~ district.
 - c. Recognitions of achievements and accomplishments.
 - d. First or second readings of policies.

LEGAL REFERENCE: Wisconsin Statutes Section 19.84, 19.88

CROSS REFERENCE: 171.1 Public Notification of School Board Meetings, 171.2 Agenda Preparation and Dissemination, 184 School Board Minutes, 187 Public Participation at School Board Meetings

DATE OF ADOPTION: March 22, 2010

REVISED: September 19, 2011, August 16, 2016, November 18, 2024



POLICY 537 STAFF DEVELOPMENT

The ~~School Board of Education~~ recognizes the importance of ~~the~~ professional growth and ~~staff~~ development ~~of staff members~~ as a means ~~of~~ to strengthening the educational ~~al~~ programming. Individual staff members are encouraged to attend ~~out of district professional development opportunities such as workshops, conferences, conventions, and advanced educational programs opportunities.~~ Professional growth experiences will align with District goals and priorities, to enhance educational growth. ~~Staff who attend such conferences are expected to share their learning with other staff as directed by their supervisor.~~

~~Building administrators, in collaboration with the Director of Academic Services, will promote professional development and will prioritize budget dollars for these opportunities.~~ The School Board shall attempt to allow for these opportunities in developing the annual District budget. ~~Attendance at out of district professional development opportunities, registration, mileage and related expenses for attendance at inservice meetings, conventions, etc., must be approved in writing in advance by the prescribed District procedures.~~

~~Principals, and other instructional leaders such as instructional coaches, will provide internal professional development opportunities for all staff, in line with building and district goals.~~ District directed inservice activities ~~shall be~~ will addressed to the expressed needs of the staff and the priorities of the ~~School Board as documented in the strategic plan.~~ ~~The administrative team will~~ Collaborative efforts should be implemented to assess local needs, analyze resources, and plan and evaluate the long-range comprehensive professional growth and development program to ensure that all personnel are appropriately and adequately trained.

~~The School District of River Falls encourages staff to attend national, state and local professional conferences when attendance is thought to~~ will provide for an expansion of skills and knowledge which will result in further professional development. . Further,

LEGAL REFERENCE: Wisconsin Statutes Section 118.21(4), 120.12(2m), 121.02(1)(a), 121.02(1)(b), 121.02(1)(q); Wisconsin Administrative Codes PI 8.01(2)(b), PI 34, Subch. II

CROSS REFERENCE: 671.2 Expense Reimbursements, Current Employee Agreement

DATE OF ADOPTION: March 19, 1979

REVISED: September 16, 1991, December 19, 2005, November 18, 2024