

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

Monday, March 7, 2022 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

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

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

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

**1. CALL TO ORDER - 6:00 p.m. in the District Office Conference Room.**

**2. MANNER OF PUBLIC NOTIFICATION OF MEETING**

**3. HEARING OF VISITORS OR DELEGATIONS**

**4. Middle School Standards-Based Grading and Student Learning Update 2**

**Description:** Mark Chapin, Meyer Middle School Principal, will provide committee members with an update regarding the current building-level work being done with teachers focused on student learning and preparations being made to transition to standards-based grading for the 2023-24 school year.

**Recommended Action:** None, Information only.

**5. Approve Girl's Hockey COOP 17**

**Description:** David Crail, Activities Director, will present committee members with the Girl's Hockey COOP for approval. WIAA requires school board approval for all athletic COOP's by April 1st. COOP terms are required for a 2-year period. This approval request is for the continuation of our existing Girl's Hockey COOP for the upcoming 2-year period to include both Baldwin-Woodville, St. Croix Central and River Falls.

**Recommended Action:** Approve the Girl's Hockey COOP.

**6. River Falls High School Laude Update 19**

**Description:** Kit Luetke, River Falls High School Principal, will provide committee members with an update regarding the implementation of the Laude System at the high school in preparation for the upcoming 2022 graduating class. The Laude System will determine which students will graduate as Summa Cum Laude, Magna Cum Laude and Cum Laude in place of using a student's GPA.

**Recommended Action:** None, Information only.

**7. Summer School Programming Update 23**

**Description:** Jennifer Peterson, Director of Academic Services, will provide committee members with a Summer School 2022 update. Information provided will include basic summer school information, course offerings and program highlights.

**Recommended Action:** None, Information only.

**8. Approve the CESA 11 Shared Services agreement for the 2022-23 school year 35**

**Description:** Jennifer Peterson, Director of Academic Services, will present the 2022-23 CESA 11 Shared Services contract for approval. A cost comparison from previous years will also be shared with committee members.

**Recommended Action:** Approve the CESA 11 Shared Services agreement for the 2022-23 school year

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

**Description:** Board members will be given the opportunity to suggest items for future Board member agendas.

**Recommended Action:** As needed.

**10. Schedule next Board/Committee meetings**

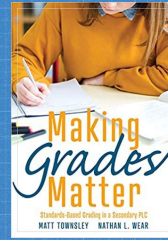
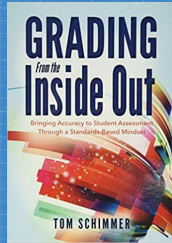
**Description:** Upcoming committee meeting dates, times, and locations will be reviewed.

**Recommended Action:** Set the meeting schedule as follows:

Educational Program Committee meeting, Monday, April 4, 2022, 6:00 p.m.

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

**11. ADJOURN**



# Standards Based Grading

(grading for learning)

## @ Meyer Middle School

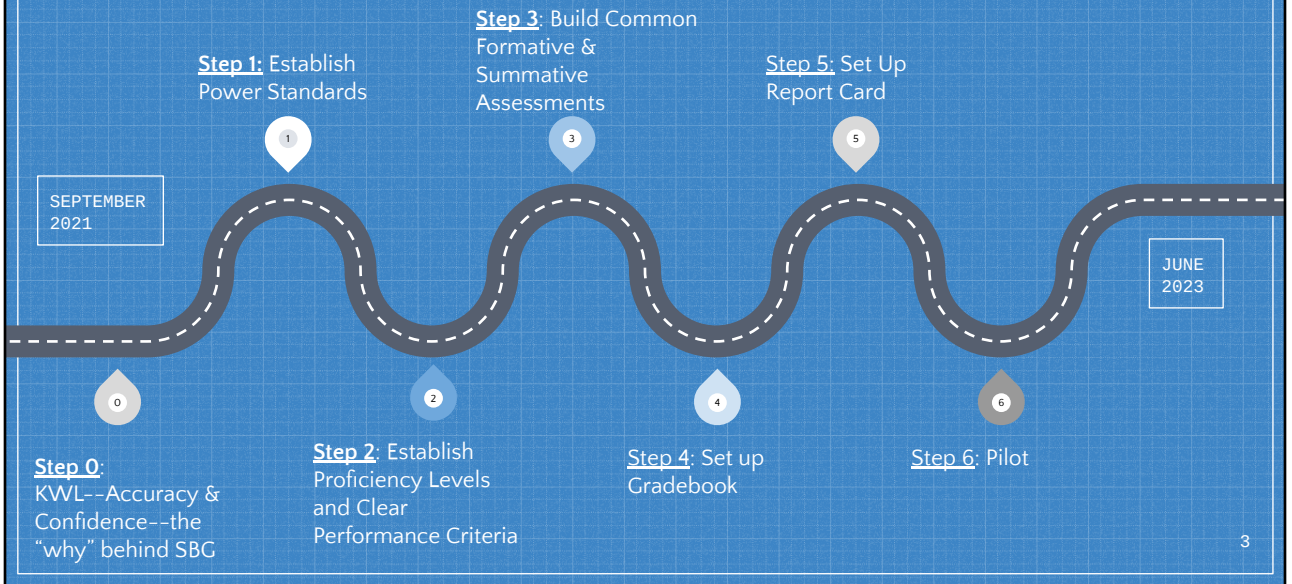


## Our Mission

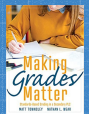
*At Meyer Middle School we are collectively committed to the academic growth, character development, and well-being of every student, every day.*



# Overview: Where have we been and where are we headed? Standards Based Grading Roadmap



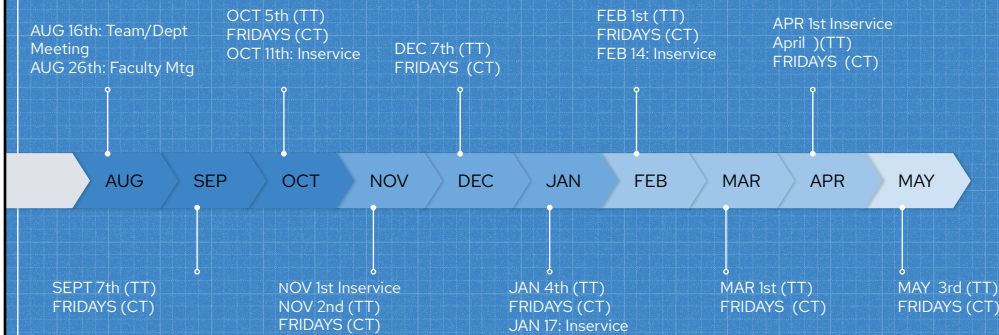
## Sample Report Cards: Beginning with the end in mind



- 1.) OSCEOLA
- 2.) BEAVER DAM: Grade 6, Grade 7, Grade 8
- 3.) Onalaska: 6th Grade Math, 7th Grade Math
- 4.) St. Croix Central SBG Playbook
- 5.) Middleton Middle School: 7th Grade (guide)
- 6.) Millis Public Schools (standards with rubrics) -
- 7.) Millis Public Schools Standards Based Report Card - This will be the model for our SBG Report Card

# PD & Planning Time for Teachers

(9) TT=Team Time PD (44 min)  
(18) CT=Collaboration Time (44 min)  
(5) Inservice (3-6 hours)

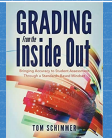


## Collaboration Schedule

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## Examining our Grading Practices: The Need for Accuracy and Confidence



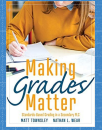
TRUE NORTH:

Do the grades I report accurately reflect my students' true level of understanding?

Do our grading practices serve to establish, sustain and grow student confidence about potential success? Do our grading practices contribute to student confidence, or do they raise anxiety?

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## ✎ Standards Based Grading & Professional Learning Communities

*“As authors and educators, we believe that secondary schools cannot accomplish standards-based grading practices without a strong foundation in the PLC process.” (P.3)*

## Why Standards Based Grading?

Alignment to Professional Learning Communities and the BIG 4 + 1 . . . .

- 1.) What knowledge, skills, and dispositions should every student acquire as a result of this unit, this course, or this grade level?
- 2.) How will we know when each student has acquired the essential knowledge and skills?
- 3.) How will we respond when some students do not learn?
- 4.) How will we extend the learning for students who are already proficient?

+ 1.) What students? (SPED? Economically Disadvantaged? Students of color? Other?)

# Why Standards Based Grading?

Standards based grading is a starting point for professional learning communities that will allow us to focus on student learning rather than focusing on points or a letter grade.

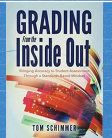
Our current reporting/recording practices (gradebook & report card) do not allow us to meet our mission. Our reporting of grades are not specific enough (by standard/by student) nor in many cases accurately reflect our students' true level of understanding to achieve district goal #3: Address the achievement gap by focusing on growth.

FORWARD TREND DATA: 2016, 17, 18, 19, ~~20~~, 21

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## STEP 1: Identify Power Standards



- 1.) Video Resource: Standards Based Learning--Criterion Based Thought (how many standards & why)
- 2.) Video Resource: Standards Based Learning--Prioritizing Standards
- 3.) Use the template and directions to guide your work
- 4.) Power Standard Examples from other Middle Schools

Common Core Math Guidance

Forward Test Standard Setting

Additional Videos: How do we decide our essential standards? (Mattos)

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# How to Establish Power Standards

**Directions:** Select a standard, and use each column to assess whether the standard meets or does not meet the priority standard criteria found in the column heading. A yes in more than three columns indicates this is a priority standard. If there is a no in three or more columns, it is likely not a priority standard. Results in between indicate a need to further review and assess the standard's importance.

Standard: \_\_\_\_\_

<b>Teacher Input:</b> Is this standard important to know? Can a student learn the content-the big concept-without having this information? (Circle yes or no.)		<b>Endurance:</b> Do we really expect our students to retain the knowledge and skills over time, as opposed to merely learning them for a test (Circle yes or no.)		<b>Readiness:</b> Is the standard essential for success in the next unit, course, or grade level? (Circle yes or no.)		<b>Leverage:</b> Will proficiency in this standard help our students in other areas of the curriculum and in other academic disciplines? (Circle yes or no.)		<b>State or National Testing:</b> Is the standard tested? (Circle yes or no.)	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
My reasoning:		My reasoning:		My reasoning:		My reasoning:		# of related questions on the test:	

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## MEYER MIDDLE SCHOOL POWER STANDARDS IDENTIFIED

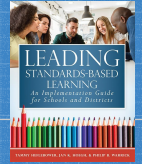
Guaranteed & Viable Curriculum Template Linked Below for Each Course

<a href="#">6-SCI</a>	<a href="#">6-SS</a>	<a href="#">6-LA</a>	<a href="#">6-LIT</a>	<a href="#">6-MATH</a>	<a href="#">6-SPANISH</a>	<a href="#">6-French</a>	<a href="#">6-Health</a>	<a href="#">6-G2T</a>	<a href="#">6-CONNECT</a>	<a href="#">6-MIE</a>	<a href="#">6-ART</a>	<a href="#">6-BAND</a>	<a href="#">6-CHOIR</a>	<a href="#">6-PE</a>	<a href="#">LD</a>
<a href="#">7-SCI</a>	<a href="#">7-SS</a>	<a href="#">7-LA</a>	<a href="#">7-LIT</a>	<a href="#">7-MATH</a>	<a href="#">7-SPANISH</a>	<a href="#">7-French</a>	<a href="#">7-Health</a>	<a href="#">7-G2T</a>	<a href="#">7-CONNECT</a>	<a href="#">7-STEM</a>	<a href="#">7-ART</a>	<a href="#">7-BAND</a>	<a href="#">7-CHOIR</a>	<a href="#">7-PE</a>	<a href="#">JD</a>
<a href="#">8-SCI</a>	<a href="#">8-SS</a>	<a href="#">8-LA</a>	<a href="#">8-LIT</a>	<a href="#">8-MATH</a>	<a href="#">8-SPANISH</a>	<a href="#">8-French</a>	<a href="#">8-Health</a>	<a href="#">8-G2T</a>	<a href="#">8-CONNECT</a>	<a href="#">8-CAREERS</a>	<a href="#">8-ART</a>	<a href="#">8-BAND</a>	<a href="#">8-CHOIR</a>	<a href="#">8-PE</a>	<a href="#">Social/Emotional</a>

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## STEP 2: Establish Proficiency Levels and Clear Performance Criteria



After prioritizing standards, it will be appropriate and necessary to embark on the creation of proficiency scales

This entails expanding each prioritized standard into a progression of knowledge by clearly articulating the simple, target, and complex knowledge and skills within a standard.

These levels of knowledge are matched to numeric scores to create a proficiency scale.

Proficiency scales serve as the hub for teaching and learning in a standards-based system. Everything in a standards based system revolves around proficiency scales.

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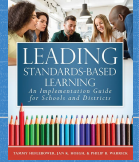


## STEP 2: Establish Proficiency Levels and Clear Performance Criteria

- 1.) [Video Resource: Standards Based Learning--Establishing a Proficiency Scale](#)
- 2.) [Video Resource: Standards Based Learning--Establishing a Full Proficiency Scale](#)
- 3.) [Video Resource: Standards Based Learning--Real World Examples of Proficiency Scales](#)
- 4.) [Marzano: Building Proficiency Scales](#)

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## STEP 2: Establish Proficiency Levels and Clear Performance Criteria



Proficiency scales are used by multiple stakeholders including teachers, students and parents.

Additionally, many classroom practices link to proficiency scales:

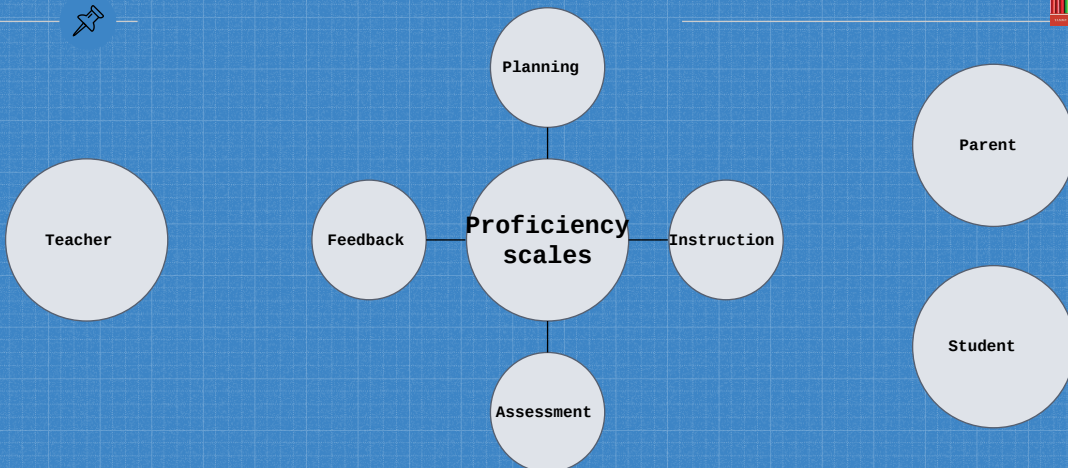
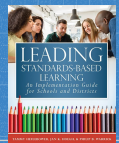
Planning, Instruction, Assessment, and Feedback

In essence, proficiency scales are in the center of the Standards Based Learning environment.

[Video: How to use proficiency scales](#)

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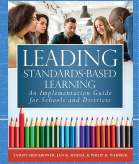
## Proficiency Scales as the Hub of the Teaching and Learning Process



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## STEP 2: Establish Proficiency Levels and Clear Performance Criteria



### HOW TO:

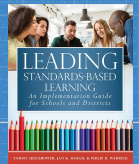
- 1.) Determine the topic of the proficiency scale
- 2.) Determine the language of score 3.0: The language of the standard works well for this level which sometimes can be broken down by several learning targets.
- 3.) Determine vocabulary related to the target content and record it in score 2.0 (simple content)
- 4.) Determine additional simple content and record it in score 2.0
- 5.) Identify an example or two of how a student might demonstrate a score 3.5 performance (the complex content).

[A handbook for developing proficiency scales-Marzano](#)

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## SAMPLE PROFICIENCY SCALES



\*\*\*[Wichita School District Grading For Learning Website](#)

\*\*\*[North Dakota Proficiency Scales for Math & ELA](#)

\*\*\*[Alabama \(math\) Proficiency Scales](#) - [Alabama \(science\) Proficiency Scales](#)

\*\*\*[Missoula Montana Proficiency Scales \(all subjects\)](#)

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## Sample Proficiency Scales

[Meyer Middle School Proficiency Scale Template for Teachers](#)

[8th Grade ELA Proficiency Scale for Students](#)

[7th Grade Social Studies Proficiency Scale](#)

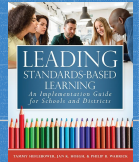
[8th Grade Math Proficiency Scale](#)

[7th Grade Literature Proficiency Scale for Teachers](#)

[6th Grade Science Proficiency Scale for Teachers](#)

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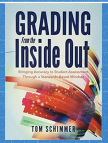
## STEP 2: Establish Proficiency Levels and Clear Performance Criteria



Proficiency scales are a “a powerful means of clarifying what students must know and be able to do by the end of an academic year or course” (Hoegel, 2020, p.4)

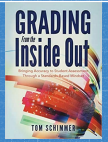
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## STEP 3: Building Assessments

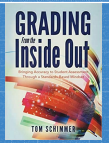
- 1.) Standards Based Learning--Using Proficiency Scales to Build Assessments
- 2.) Marzano: Using Proficiency Scales to Build Assessments
- 3.) Examples from other middle schools
  - 6th Grade Science                      Writing
  - Spanish
  - Math
  - Math



## STEP 4: Set Up Gradebook

- 1.) Video: Standards Based Learning--Item Response Theory
- 2.) Sample Gradebooks from other middle schools

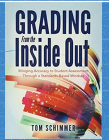
Millis Public Schools Standards Based Report Card -  
This will be the model for our SBG Report Card



## STEP 5: Set Up Report Card

- 1.) [Video: Standards Based Learning--Translating a Proficiency Scale Into Traditional Grades](#)
- 2.) Sample Report Cards from other middle schools

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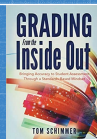
## Assessing Student Attributes & Competencies

*If our objective is to improve student behavior, then our first obligation as teachers and leaders is to describe with clarity and specificity the behavior that we wish to achieve.*

-Douglas Reeves

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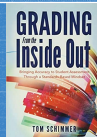


## Assessing Student Attributes & Competencies

Teaching attributes separately aligns with the grading true north. It passes the accuracy test because it ensures that subject grades only reflect learning and important student attributes receive the attention they deserve.

It also passes the confidence test, as it helps students know what it takes to develop and sustain habits for lifelong success, which are every bit as important as subject specific proficiency to ensure that they are prepared to take on the challenges of college or career.

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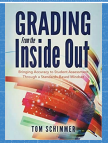


## Assessing Student Attributes & Competencies

Attribute	Success Criteria
Responsibility:	(insert here)
Respect:	(insert here)
Work Ethic:	(insert here)
Citizenship:	(insert here)
Organization:	(insert here)

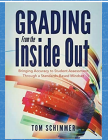
Once teachers decide what attributes matter, they will establish clear performance criteria (Ex: Advanced, Proficient, Basic, Below Basic)

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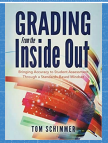
## Assessing Student Attributes & Competencies

SAMPLE RUBRIC: [Orland School District Standards Based Grading Handbook](#)  
P. 20-21



## Getting Parents on Board

- Parents are familiar with standards based grading at the elementary level.
- Communication on our website (exemplars from other districts)
- Design a Standards Based Grading Handbook for staff, students and parents ([sample](#))
- Grading From the Inside Out: Each chapter has a section on how to bring parents on board
- Parent communication in early spring regarding this transition (exemplars from other districts).



## Video Resources



[Video Resource: Misconceptions about SBG](#)

[Video Resource: The Issue with Traditional Grading Methods](#)

[Video Resource: Developing a Standards Based Mindset](#)

[Video Resource: Standards Based Grading--Systems of Thought](#)

[Video Resource: Standards Based Learning--Criterion Based Thought \(how many standards & why\)](#)

[Video Resource: Standards Based Learning--Prioritizing Standards](#)

[Video Resource: Standards Based Learning--Establishing a Proficiency Scale](#)

[Video Resource: Standards Based Learning--Establishing a Full Proficiency Scale](#)

[Video Resource: Standards Based Learning--Real World Examples of Proficiency Scales](#)

[Marzano Guaranteed and Viable Curriculum Powerpoint](#)

[Kansas City Kansas: Guaranteed and Viable Curriculum](#)



## QUESTIONS?



## RIVER FALLS HIGH SCHOOL

818 Cemetery Road, River Falls, WI 54022 P: 715.425.1830 F: 715.426.6513

**PRINCIPAL**  
MR. KIT LUEDTKE

**ASST. PRINCIPAL**  
MRS. TARYL GRAETZ

**ASST. PRINCIPAL**  
MS. LISA GOIHL

**ACTIVITIES DIRECTOR**  
MR. DAVID CRAIL

March 1, 2022

RE: Girls Hockey

In the spring of 2005, a girls cooperative hockey program was started which has included, over the years, the school districts of River Falls, Baldwin-Woodville, St. Croix Central, Boyceville, Elmwood, Spring Valley, Ellsworth and Glenwood City. According to the Wisconsin Interscholastic Athletic Association (WIAA), these agreements were for two years in length and then reapplied for after two years. Board approval from each district is a necessary step in the application process. There is an April 1<sup>st</sup> deadline for this application.

For the 2022-23 and 2023-24 seasons, we would like the schools listed below to be part of this agreement. They include Baldwin-Woodville and St. Croix Central.

River Falls has served as the 'lead' school in this co-op since its inception, but it has truly been a cooperative venture as the ADs involved discuss all aspects of this arrangement. Collectively, we are known as the St. Croix Valley Fusion, though you may see it listed as the River Falls Coop in some publications.

We would like to continue this cooperative endeavor with the above schools and ask for your approval. The costs for the program are divided among the schools involved based on the percentage of players that come from each school. It has given our young ladies a great opportunity to play the game of hockey with a reduced rate to the district.

Thank You,

*David Crail*

David Crail

# Wisconsin Interscholastic Athletic Association

Email Completed Application to: Dorothy Sankey [dsankey@wiaawi.org](mailto:dsankey@wiaawi.org)

## APPLICATION FOR COOPERATIVE TEAM RENEWAL

**NOT FOR FOOTBALL – SEE SEPARATE APPLICATION**

Fall Sports – February 1, 2022

Winter Sports – April 1, 2022

Spring Sports – June 1, 2022

1. We are applying to renew our cooperative agreement in Girls Hockey for the school years of 2022-2023 & 2023-2024.  
 (one sport per application) \_\_\_\_\_ boys  girls

**NOTE: GYMNASTICS 2022-2023 -- CO-OP APPLICATION IS DUE ANNUALLY**

2. Contact School (WIAA contact, where materials are sent, etc.) River Falls  
 LIST ALL SCHOOLS INVOLVED IN CO-OP  
River Falls \_\_\_\_\_  
Baldwin - Woodville \_\_\_\_\_  
St. Croix Central \_\_\_\_\_

3. With the signatures below, we agree to continue this co-op agreement for the school years indicated based on the stipulations of the initial co-op agreement drafted between all involved schools. All schools involved in this agreement agree to continue the agreement. We guarantee a no-cut policy, where any interested students will have an opportunity to participate in the requested co-op.

We further confirm that all school districts will provide the same level of institutional oversight to this program as to other sports sponsored by their district. In addition, we acknowledge that any monetary funds provided to us by outside sources will be handled according to district policies. Parent support groups, etc., shall not be involved in paying program expenses directly.

List Contact School <u>River Falls</u>	Board of Ed or Governing Body President Signature _____	District Administrator Signature _____
List Non-Contact School/s <u>Baldwin - Woodville</u> <u>St. Croix Central</u>	Board of Ed or Governing Body President Signature _____ _____ _____	District Administrator Signature _____ _____ _____
Name of Conference <u>Big Rivers</u>	Conference Approval Signature <u>[Signature]</u>	Conference Position <u>BRC PRESIDENT</u>

**NOTE: If at any time your co-op is discontinued or not renewed, BOTH (ALL) SCHOOLS MUST RE-APPLY FOR TOURNAMENT ELIGIBILITY for the following season by the appropriate deadline.**

<https://www.wiaawi.org/Portals/0/PDF/Forms/Tournament%20Series%20Application%20%28Non-Football%29.pdf>

Date submitted to WIAA \_\_\_\_\_

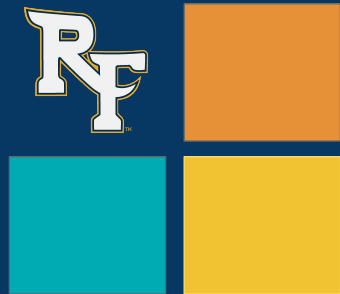
**You may check the Board of Control action status March 10, 2022, April 29, 2022, July 1, 2022**  
Login to [wiaawi.org](http://wiaawi.org) – schools/manage your school/school name/teams/season (2022-2023)/click co-op app

### OFFICIAL ACTION OF WIAA BOARD OF CONTROL

The above request for cooperative team sponsorship is hereby granted, and must continue, for the school years indicated above. Application must be made again in the event any or all schools are interested in continuing agreement beyond the school year(s) indicated.

# School District of River Falls Laude System

Honoring Student Success



## Laude System

***The purpose of the River Falls Laude System is to encourage and recognize graduates for completion of challenging coursework and prepare for future success.***

The School District of River Falls does not recognize valedictorian or salutatorian. Instead, students will earn a certain recognition level through a point total accrued in 3.75 years.

# Criteria

Any Senior with a grade point average of 3.3 or higher after Term 3 may apply.

- Round the GPA to the nearest tenth

Official Laude Recognition will not occur until graduation.



# Laude Recognition

GPA multiplied by Laude Points (per Score Sheet)=

**Laude Recognition**

**Example:** 3.5 (GPA) x 11 (Laude Score) = 38.5  
(Cum Laude Recognition)

## RECOGNITION LEVELS

No rounding of Laude scores

**Summa Cum Laude**

50.0+

**Magna Cum Laude**

39.0 - 49.9

**Cum Laude**

29.0 - 38.9



# RIVER FALLS LAUDE POINT SHEET

Also Available in the  
Academic & Career  
Planning Guide

Below is the breakdown of the current point value for specific courses holding Laude value.

AGRICULTURE	
Animal Science - TC	0.5
CTE Capstone	1
Horticulture - TC	0.5

ART	
Advanced Ceramics	1
Advanced Drawing	1
Advanced Painting	1

BUSINESS	
CVTC Business Analytics	0.5
Business Ethics - TC	0.5
Business Finance - TC	0.5
CVTC Business Law	0.5
Business Management Capstone - TC	0.5
CTE Capstone	1

FAMILY CONSUMER SCIENCE	
ACCT: Assistant Childcare Teacher - TC	0.5
CTE Capstone	1
Infant & Toddler - TC	0.5

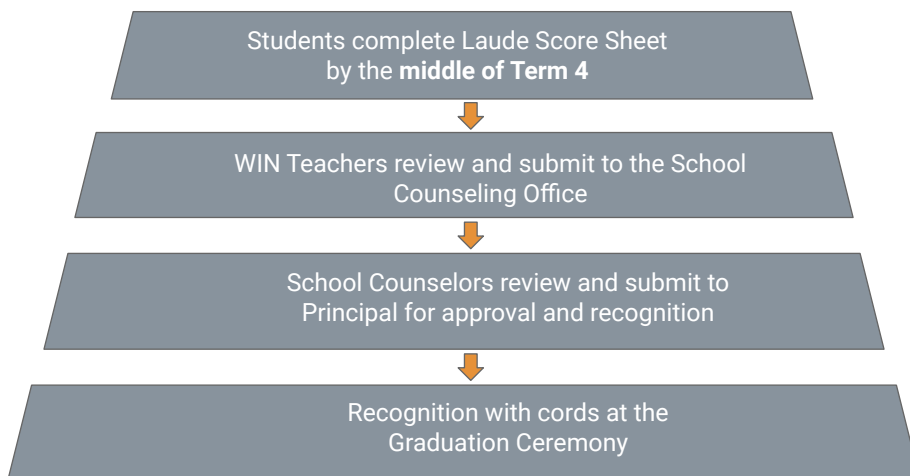
LANGUAGE ARTS	
Advanced Composition and British Literature	1
AP English Language & Composition	2
UWRF English 106	2
Drama II - Dramatic Performance	1
English 10 Honors	1
English 9 Honors (ends class of 2023)	1
CVTC Speech	0.5

MATHEMATICS	
Calculus	1
UWRF Calculus 1	2
AP Calculus BC	2
UWRF Calculus 2	2

SCIENCE & ENGINEERING CONT.	
AP Chemistry	2
Chemistry	1
Intro to Health Professions - TC (only 19/20)	0.5
Engineering Physics	1
General Physics	1
Medical Terminology - TC	0.5
PLTW - Introduction to Engineering Design (ends 2019/20)	1
PLTW - Principles of Engineering (ends 2019/20)	1





SOCIAL STUDIES	
Africa & Middles East	0.5
AP Human Geography	2
AP Psychology	2
AP U.S. Government & Politics	2
AP U.S. History	2
Crime & Delinquency	0.5
Law	0.5




## Submit the Form



**PRE 1-2 Course Descriptions**



<p>Fine Motor Fun</p> <p><b>Grade: Pre 1</b></p>	<p>Students will be working on a variety of academic learning tasks targeted to strengthen their fine motor skills.</p> <p align="center"><b>Session I: 8:30am-10:00am 10:30am-12:00pm &amp; 12:30pm-2:00pm</b></p> <p align="center"><b>Session II: 8:30am-10:00am 10:30am-12:00pm &amp; 12:30pm-2:00pm</b></p>
<p>Engineering: Design and Build</p>  <p><b>Grade: Pre 1-2</b></p>	<p>Plan, build, implement, fail, take apart, plan again, build better, implement the new design, repeat ..... In this class we will take risks. We will collaborate with peers. We will design and attempt to build our own planned designs. Many different materials will be used throughout the two weeks. Get ready to be slightly frustrated, but have a ton of fun!</p> <p align="center"><b>Session I: 10:30am - 12:00pm Session II: 10:30am-12:00pm</b></p>
<p>Insects and Spiders</p>  <p><b>Grade: Pre 1-2</b></p>	<p>Bugs, bugs, bugs. In this course we will talk about the differences and similarities between insects and spiders. We will study the different life cycles that these critters have. We will use a variety of media to create some insects and spiders and we will collect live samples of these bugs with sweep nets.</p> <p align="center"><b>Session I: 8:30am - 10:00am Session II: 8:30am-10:00am</b></p>
<p>Reading: The World of Eric Carle</p>  <p><b>Grade: Pre 1-2</b></p>	<p>Do you love the book "The Very Hungry Caterpillar"? How about "The Grouchy Ladybug"? Come and learn more about the amazing world of Eric Carle and his books! We will be reading many of his books, doing experiments, making art projects, playing games, and best of all learning many ways to paint pictures like Eric Carle Does! If you like painting, this is the class for you!</p> <p align="center"><b>Session I: 10:30am-12:00pm &amp; 12:30pm-2:00pm</b></p> <p align="center"><b>Session II: 8:30am-10:00am</b></p>
<p>Reading: Mo Willems: An Author Study</p>  <p><b>Grade: Pre 1-2</b></p>	<p>Have you heard how funny the Elephant and Piggie books are? Have you read about that crazy pigeon? This is the class for you! We will learn all about Mo Willems, the creative author behind those books plus more! Students will work on projects, read his stories and be creative!</p> <p align="center"><b>Session I: 8:30am-10:00am Session II: 10:30am-12:00pm Session II: 12:30pm - 2:00pm</b></p>

<p>Make and Take Musical Instruments</p>  <p><b>Grade: Pre 1-2</b></p>	<p>Learn about instruments from around the world by reading about them, hearing the music they make, and creating a version of the instrument to take home with upcycled materials!</p> <p><b>Session I: 10:30am-12:00pm</b></p>
<p>Math Breakout EDU</p>  <p><b>Pre 1-2</b></p>	<p>Breakout EDU can be used to introduce a new lesson or concept, to reinforce and strengthen learning, or at the end of a unit to bring closure to a lesson and reinforce skills and concepts learned, all in a fun way. Rather than breaking out of a room, Breakout EDU's versatile kit provides the basic materials necessary to present puzzles for students to decipher, each clue leading to another, and ultimately to the locked strongbox. This Breakout EDU session will focus on building mathematical skills and concepts.</p> <p><b>Session I: 10:30am-12:00pm</b> <b>Session II: 12:30-2:00pm</b></p>
<p>Digging up Dinosaurs</p>  <p><b>Grade: Pre 1-2</b></p>	<p>T-Rex, Stegosaurus, Brontosaurus, Pterodactyls, Triceratops, oh my! Are you interested in learning more about these amazing creatures? Then this class is for you! Each day we will read and discuss a nonfiction book about dinosaurs! Then, each day, we will work on a connected activity! Come join us for a dino-riffic time!</p> <p><b>Session II: 10:30am-12:00pm</b> <b>Session II: 12:30pm - 2:00pm</b></p>
<p>Stories and Songs</p>  <p><b>Grade: Pre 1</b></p>	<p>Students going into 1st grade will read stories and use children's literature to explore musical concepts like movement, composition, and form. Students can expect reading, dancing, singing, instrument playing, and lots of fun!</p> <p><b>Session I: 8:30am-10:00am</b> <b>Session II: 8:30am-10:00am</b></p>
<p>Getting Ready for First Grade</p> <p><b>Grade: Pre 1</b></p>	<p>Students leaving kindergarten will be strengthened through continued development of reading, writing, listening, math, motor skills, and cooperative games.</p> <p><b>Session I: 8:30am-10:00am &amp; 12:30pm-2:00pm</b></p>
<p>Getting Ready for 2nd Grade</p> <p><b>Grade: Pre 2</b></p>	<p>This course will review and strengthen foundational skills needed for 2nd grade! Each day will have a mix of reading and math concepts that will make a student feel more confident walking in one the first day of 2nd grade!</p> <p><b>Session II: 8:30am-10:00am</b></p>
<p>Grammar Games</p> <p><b>Grade: Pre 1-2</b></p>	<p>Children will engage in multiple games that allow them to review grammar skills, without realizing they are actually "working/learning".</p> <p><b>Session II: 10:30am - 12:00pm</b></p>



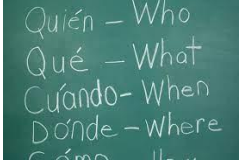

<p>Art in Nature</p> <p><b>Grade: Pre 1-2</b></p>	<p>Do you love being outside? Do you love making crafts and artwork? This class is perfect for you! We will use nature to create beautiful artwork, and make artwork in nature.</p> <p><b>Session I: 10:30am-12:00pm</b></p>
<p>20 Days of World Records</p>  <p><b>Grade: Pre 1-2</b></p>	<p>How would you like to break a record this summer? Join us as we explore the book of Guinness World Records. We'll create our own class record book including hula hooping, water-balloon toss, kickball marathon, and more!</p> <p><b>Session I: 8:30am-10:00am 10:30am-12:00pm &amp; 12:30pm-2:00pm</b></p> <p><b>Session II: 8:30am-10:00am 10:30am-12:00pm &amp; 12:30pm-2:00pm</b></p>
<p>Card Sharks</p>  <p><b>Grade: Pre 2-3</b></p>	<p>Students will build their fact fluency through card games. Students will learn a wide variety of games that can be played alone, with a partner or in small groups. Games include: Tens Go Fish, Flip Three, Addition to 100, Solitaire and more!</p> <p><b>Session I: 8:30am-10:00am Session II:8:30am-10:00am</b></p>
<p>Human Body Systems</p>  <p><b>Grade: Pre 1-5</b></p>	<p>Each day the students will learn about a different part of the human body. Students will take home projects. Students will also draw out a full size outline of their body with the body systems we learn about. The lessons are able to be modified depending on the grade level.</p> <p><b>Session I: Pre 1-2 8:30am-10:00am Pre 3-5 10:30am-12:00pm Pre 3-5 12:30pm-2:00pm</b></p> <p><b>Session II: Pre 3-5 8:30am-10:00am Pre 3-5 10:30am-12:00pm Pre 1-2 12:30-2:00 pm</b></p>






<p>Boosting Literacy: Dance with Me!</p> <p><b>Grade: Pre 1-2</b></p>	<p>This class reinforces basic concepts, reading comprehension, and social skills through storybooks, creative movement, and dance. Students have the opportunity to read/listen to new stories, complete related crafts/activities, and apply story concepts in dance lessons (e.g. acting out characters through movement, understanding and portraying different emotions, expanding vocabulary, sequencing, and more). They will build their capacity to express ideas in any form. Students will also learn music and dance basics of various styles of dance (ballet, jazz, tap, etc) as well as play fun creative movement games. <b>**NO</b> prior dance experience or apparel required. Come as you are!</p> <p style="text-align: center;"><b>Session I:</b>  <b>Pre 3-5 8:30am-10:00am</b>  <b>Pre 1-2 10:30am-12:00pm</b>  <b>Pre 1-2 12:30pm-2:00pm</b></p> <p style="text-align: center;"><b>Session II:</b>  <b>Pre 3-5 8:30am-10:00am</b>  <b>Pre 1-2 10:30am-12:00pm</b>  <b>Pre 1-2 12:30pm-2:00pm</b></p>

## PRE 3-5 Course Descriptions

<p style="text-align: center;">Card Sharks</p>  <p style="text-align: center;"><b>Grade: Pre 2-3</b></p>	<p>Students will build their fact fluency through card games. Students will learn a wide variety of games that can be played alone, with a partner or in small groups. Games include: Tens Go Fish, Flip Three, Addition to 100, Solitaire and more!</p> <p style="text-align: center;"><b>Session I: 8:30am-10:00am</b> <b>Session II: 8:30am-10:00am</b></p>
<p style="text-align: center;">Fractured Fairy Tales</p> <p style="text-align: center;"><b>Grade: Pre 3-4</b></p>	 <p>Children will read and learn about various different versions of well known fairy tales. Then, they will work to create their OWN Fractured Fairy Tale. Games will be provided, also.</p> <p style="text-align: center;"><b>Session II: 12:30pm - 2:00pm</b></p>
<p style="text-align: center;">Readers Theater</p>  <p style="text-align: center;"><b>Grade: Pre 3-5</b></p>	<p>Children will work on reading fluency and expression, then present a Readers Theater play to the class. (simple props, etc will be included). Each week will have 2 plays to choose from.</p> <p style="text-align: center;"><b>Session II: 8:30am - 10:00am</b></p>
<p style="text-align: center;">Human Body Systems</p>  <p style="text-align: center;"><b>Grade: Pre 1-5</b></p>	<p>Each day the students will learn about a different part of the human body. Students will take home projects. Students will also draw out a full size outline of their body with the body systems we learn about. The lessons are able to be modified depending on the grade level.</p> <p style="text-align: center;"><b>Session I:</b> <b>Pre 1-2 8:30am-10:00am</b> <b>Pre 3-5 10:30am-12:00pm</b> <b>Pre 3-5 12:30pm-2:00pm</b></p> <p style="text-align: center;"><b>Session II:</b> <b>Pre 3-5 8:30am-10:00am</b> <b>Pre 3-5 10:30am-12:00pm</b> <b>Pre 1-2 12:30-2:00 pm</b></p>
<p style="text-align: center;">Expressive Pages: Journal Making and Writing</p> <p style="text-align: center;"><b>Grade: Pre 3-5</b></p>	<p>Students will use a variety of materials to create journals and journal pages. Time will be spent writing in the journals.</p> <p style="text-align: center;"><b>Session I: 8:30am-10:00am</b></p> 

<p>Chemistry and Physics for Kids</p> <p><b>Grade: Pre 3-5</b></p>	 <p>Introduction to principles of chemistry and physics, hands on experiments, culminating with each student constructing a rube goldberg machine.</p> <p><b>Session I: 10:30am-12:00pm</b> <b>Session II: 8:30am-10:00am</b></p>
<p>Origami Fun</p>  <p><b>Grade: Pre 3-5</b></p>	<p>Students will learn to make simple origami creations from a blow up lantern, to a crane, etc.</p> <p><b>Session I: 8:30am-10:00am</b> <b>Session II: 12:30pm-2:00pm</b></p>
<p>Nature and Camping Skills</p>  <p><b>Grade: Pre 3-5</b></p>	<p>Skills such as tree/plant identification and uses, how to make camp snacks, birdwatching, how to set up a tent, hiking, etc.</p> <p><b>Session I: 12:30pm - 2:00pm</b> <b>Session II: 10:30am-12:00pm</b></p>
<p>Building with Lego's</p> <p><b>Grade: Pre 3-5</b></p>	<p>Students will design and build with Legos.</p> <p><b>Session I: 8:30am - 10:00am</b> <b>Session II: 8:30am-10:00am</b></p> 
<p>Games, Games, Games</p> <p><b>Grade: Pre 3-5</b></p>	<p>Students will play a variety of games (including board games) to learn and improve their math and reading skills.</p> <p><b>Session I: 10:30am - 12:00pm</b> <b>Session II: 10:30am -12:00pm</b></p> 
<p>Just Write!</p>  <p><b>Grade: Pre 3-5</b></p>	<p>Students will work on improving their writing skills and have the opportunity to let their creative juices flow. Writing pieces will include: writing a letter, opinion piece, informational report, personal narrative and more!</p> <p><b>Session I: 10:30am - 12:00pm</b> <b>Session II: 10:30am-12:00pm</b></p>

<p>Scrapbooking</p>  <p><b>Grade: Pre 3-5</b></p>	<p>Students will learn the basics of scrapbooking as they create their own personal scrapbook in class! Students should bring a 12x12 scrapbook, scissors and photos. Paper, stickers and adhesives will be provided.</p> <p><b>Session I: 12:30pm - 2:00pm</b>  <b>Session II: 12:30pm-2:00pm</b></p>
<p>Globetrotters</p>  <p><b>Grade: Pre 3-5</b></p>	<p>This class is an introduction to the people and places around the world where the languages French, German and Spanish are spoken. Students will learn key basic phrases in each language; like how to greet others, ask and answer simple questions, count, describe objects and more. Travel around the world without leaving the classroom with GlobeTrotters!</p> <p><b>Session I: 8:30am-10:00am</b>  <b>Session I: 12:30pm-2:00pm</b>  <b>Session II: 10:30am - 12:00pm</b></p>
<p>¡Viajamos!</p>  <p><b>Grade: Pre 3-5</b></p>	<p>Come on a journey across the ocean to the beautiful country of Spain! Learn some of the key aspects of traveling to a Spanish speaking country, such as navigating an airport, checking into a hotel, ordering a meal at a restaurant, and touring different landmarks.</p> <p><b>Session I: 10:30am - 12:00pm</b>  <b>Session II: 8:30am-10:00am</b>  <b>Session II: 12:30pm-2:00pm</b></p>
<p>Math: Know your numbers!</p> <p><b>Grade:Pre 3-5</b></p>	<p>Students will review place value, how to read and write numbers, adding and subtracting of 2-3 digit numbers, rounding, basic fractions and continue to learn their multiplication facts.</p> <p><b>Session I: 10:30am-12:00pm</b>  <b>Session I: 12:30pm-2:00pm</b></p>
<p>Computer Creations:</p>  <p><b>Grade:Pre 3-5</b></p>	<p>Students will become more familiar with Google Docs and Google Slides by adding slides, photos/frames, transitions, colors, and animated GIFs.</p> <p><b>*Students will need to have used Google Slides and Docs before taking this course*</b></p> <p><b>Session I: 8:30am-10:00am</b></p>
<p>It's Your Deal</p> <p><b>Grade:Pre 3-5</b></p>	<p>We will learn and play a variety of card games. Students will have a chance to create and share a game all their own.</p> <p><b>Session I:10:30am-12:00pm</b></p>

<p>Music in Entertainment</p>  <p><b>Grade: Pre 4-5</b></p>	<p>Students going into 4th and 5th grade will discover and explore musical trends in modern entertainment, focusing on the music used in films, video games, and TV shows. Students will learn about sound design and foley, creating their own videos with custom sound effects. Students will also complete a research project on a famous composer.</p> <p><b>Session I: 10:30am-12:00pm</b>  <b>Session II: 10:30am-12:00pm</b></p>
<p>Comic Book Creation</p>  <p><b>Grade: Pre 4</b></p>	<p>Learn how to turn your ideas into comic strips. Students will learn creative writing vocabulary, narrative structure, character creation, storyboarding, and comic book formatting. Over the 2 week course, each student will write and revise two comic strips, and learn about comic books .</p> <p><b>Session I: 8:30am-10:00am</b>  <b>Session II: 8:30am-10:00am</b></p>
<p>Math Breakout EDU</p>  <p><b>Pre 3-5</b></p>	<p>Breakout EDU can be used to introduce a new lesson or concept, to reinforce and strengthen learning, or at the end of a unit to bring closure to a lesson and reinforce skills and concepts learned, all in a fun way. Rather than breaking out of a room, Breakout EDU's versatile kit provides the basic materials necessary to present puzzles for students to decipher, each clue leading to another, and ultimately to the locked strongbox. This Breakout EDU session will focus on building mathematical skills and concepts.</p> <p><b>Session I: 12:30pm-2:00pm</b>  <b>Session II: 10:30am-12:00pm</b></p>
<p>Engineering: Design and Build</p>  <p><b>Grade: Pre 3-5</b></p>	<p>Plan, build, implement, fail, take apart, plan again, build better, implement the new design, repeat ..... In this class we will take risks. We will collaborate with peers. We will design and attempt to build our planned designs. Many different materials will be used throughout the two weeks. Get ready to be slightly frustrated, but have a ton of fun!</p> <p><b>Session I: 12:30pm-2:00pm</b>  <b>Session II: 12:30pm-2:00pm</b></p>
<p>Garden Club</p>  <p><b>Pre 3-5</b></p>	<p>This club is for kids who like to get their hands dirty and want to learn more about caring for a garden. We will learn everything from planning, planting, watering, weeding, growing and harvesting. We will learn everything from flowers, vegetables and herbs.</p> <p><b>Session I: 8:30am-10:00am</b></p>

<p>Boosting Literacy: Dance with Me!</p> <p><b>Grade: Pre 3-5</b></p>	<p>This class reinforces basic concepts, reading comprehension, and social skills through storybooks, creative movement, and dance. Students have the opportunity to read/listen to new stories, complete related crafts/activities, and apply story concepts in dance lessons (e.g. acting out characters through movement, understanding and portraying different emotions, expanding vocabulary, sequencing, and more). They will build their capacity to express ideas in any form. Students will also learn music and dance basics of various styles of dance (ballet, jazz, tap, etc) as well as play fun creative movement games. <b>**NO</b> prior dance experience or apparel required. Come as you are!</p> <p style="text-align: center;"><b>Session I:</b>  <b>Pre 3-5 8:30am-10:00am</b>  <b>Pre 1-2 10:30am-12:00pm</b>  <b>Pre 1-2 12:30pm-2:00pm</b></p> <p style="text-align: center;"><b>Session II:</b>  <b>Pre 3-5 8:30am-10:00am</b>  <b>Pre 1-2 10:30am-12:00pm</b>  <b>Pre 1-2 12:30pm-2:00pm</b></p>
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**SCHOOL DISTRICT OF RIVER FALLS**  
**River Falls High School**  
**CTE ELECTIVE CLASSES**



**FFA Leadership and Development Program**

Students are involved in a leadership-training program with student speaking, community development, goal setting, identifying strengths and weaknesses, and individual and team building activities.

Instructor: Ryan Pechacek

Dates: July 18 - 21

Grades: 9 - 12

Times: 7:30 - 11:30 a.m. and 12:30 - 4:30 p.m.

Location: Offsite



**Plants, Animals, Pizza and More**

Learn about modern agriculture by exploring career opportunities, large and small animals, natural resources, landscape design, plant production, gardening, agriculture mechanics, and precision agriculture (drones, GPS). Students who register for this course are eligible to participate in FFA events.

Instructor: Ryan Pechacek

Dates: July 11 - 14

Grades: 7 - 12

Times: 7:30 - 11:30 a.m.

Location: RFHS D-113

**Career Development through SAE (Supervised Agriculture Experience)**

Students will learn how to properly identify an SAE (Supervised Agriculture Experience) project. They will record activities on their SAE during the class and summer. Additionally, students will identify career opportunities in the field of agriculture.

Instructor: Ryan Pechacek

Dates: June 13 - 16

Grades: 9 - 12

Times: 7:30 - 11:30 a.m. and 12:30 - 4:30 p.m.

Location: Offsite



**Online registration opens Monday, March 2 2022. Links can be found on the District web page located under Academic Services or by visiting the following link:**

<https://forms.gle/TM8XTYHVk3KH04226>



# RIVER FALLS HIGH SCHOOL

## SUMMER

## HEALTH EDUCATION

Health is a required course where you will be introduced to many topics and issues that are directly related to you as a student, friend, brother/sister, son/daughter, and member of society. This class is designed to help you develop lifelong skills that will enhance your overall health and wellness as well as promote healthy lifestyle activities and decision making to protect your wellness and prevent disease or injury due to poor lifestyle choices. We will be covering issues that are associated with your character development, personal/emotional/social health, nutrition, addictions, mental illnesses and finally human growth and development.

Dates: June 13, 2022 - July 15, 2022

Required In-Person Dates: 6/13, 6/20/ 6/27, 7/11 & 7/14

[Health Registration Link:](#)

[https://docs.google.com/forms/d/e/1FAIpQLSfqQDE13PwDfb\\_Umv688\\_4ZSb2TqPDI2f34Jcflx6\\_zpuVuQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfqQDE13PwDfb_Umv688_4ZSb2TqPDI2f34Jcflx6_zpuVuQ/viewform?usp=sf_link)

[Syllabus Link:](#)

[https://docs.google.com/document/d/1aiZHBl54zoSJdA1RI9ldVbt61c2Fenz5l3\\_vot6S4H4/edit?usp=sharing](https://docs.google.com/document/d/1aiZHBl54zoSJdA1RI9ldVbt61c2Fenz5l3_vot6S4H4/edit?usp=sharing)



**School District of River Falls**  
**ADMINISTRATIVE OFFICE**  
852 East Division Street, River Falls WI 54022  
715-425-1800 phone / 715-425-1804 fax  
[www.rfsd.k12.wi.us](http://www.rfsd.k12.wi.us)

**To:** Ed Programs Committee  
**From:** Jennifer Peterson, Director of Academic Services  
**Date:** March 7, 2022  
**Re:** Summer School Update

We are planning an engaging and fun program for students in the River Falls School District this upcoming summer. Our Summer School 2022 Theme is *LEARN, GROW, LEVEL UP!* Summer School for students entering into grades Kindergarten through fifth grade will be held at Westside Elementary with Chris Kamrath serving as the Summer School Principal. Our Middle and High School will also be used as sites for specific grade level programming.

Summer School 2022 registration opened on March 1, 2022. Within the first two days of open registration, we received just shy of 200 enrollment responses and already have filled 11 classes.

**Below is a list of some of the programming being offered to students this summer:**

1. K-Boost (August 2022)
2. ***LEARN, GROW, LEVEL UP!*** (Pre-K through Pre-5)
3. ***LEARN, GROW, LEVEL UP!*** (Pre-6 through Pre-9)
4. Health (*for graduation credit*)
5. High School CTE Course Offerings
6. Marching Band
7. Middle Music Lessons (*individual & small group*)
8. You in the Middle (*August 2022*)
9. HS Musical Boot Camp (*August 2022*)
10. MS Speed & Strength
11. HS Speed & Strength
12. High School Credit Recovery

**Other Program Updates:**

1. We will be providing in-town transportation at designated locations.
2. We are exploring the options of adding a couple of additional pick-up spots based on high-enrollment locations.
3. We will be providing students with a morning snack daily.
4. Students enrolled for a full day of Summer School will be asked to bring a sack lunch; Lunch will be provided to students, as needed.

**Current Action Steps:**

1. We are monitoring student enrollments daily.
2. We have elementary summer school positions posted on WECAN.
3. We will be interviewing for several additional instructional positions
4. We will continue to look for additional Summer School programming opportunities based on available staffing.



## River Falls

**Shared Service Contract 2022-2023**

*We will renew all the services you are presently purchasing unless you have checked the column to drop the service.*

**SIGN, DATE AND RETURN TO CESA #11 BY APRIL 22, 2022**

### REQUIRED SERVICES

Program Area	Code	Estimated Cost	Renew
CESA Administration	100	\$14,985	X
Cooperative Bidding/Purchasing	730	\$1,240	X
Delivery Service	747	\$2,052	X

### INSTRUCTIONAL SUPPORT & PROFESSIONAL DEVELOPMENT (ISPD)

Program	Code	Estimated Cost	Purchase	Renew	Drop
American Rescue Plan-Homeless Children & Youth (ARP-HCY) Plan II Consortium	570	Consortium Grant: Paid with Federal Funds			
Career & Technical Education (CTE) Library	551	\$925	☐		
CARES/CRRSA Support Services (2022-23, 2023-24)	325	\$4,400 (\$2,200 each contract year)		☐	X
Comprehensive Consulting & Networking Services (CCNS)	756	\$6,370		X	☐
Curriculum Coordinator	776	_____ # of Days (10 day minimum)	☐		
District Level Consulting Services: 1-9 Days	757	\$1,025/Day _____ # of Days	☐		
District Level Consulting Services: 10-19 Days	753	\$995/Day _____ # of Days	☐		
District Level Consulting Services: 20-39 Days	739	\$965/Day _____ # of Days	☐		
District Level Consulting Services: 40+ Days	758	\$945/Day _____ # of Days	☐		
Early Learning Consortium	539	\$1,475		X	☐
Grant Development Services	870	\$1,025/Day _____ # of Days	☐		
Healthy, Safe, Respectful Schools	650	\$2,470		X	☐
Innovative Teaching & Learning Consortium (ITLC)	740	\$1,450		X	☐
Literacy Support Services	329	\$2,595	☐		
Promoting Equity for Every Student	652	\$895		X	☐
Reading Specialist	324	\$965/day _____ # of Days (20 day minimum)	☐		
Science, Math & Technology Resource Center (SciMaTech)	679	\$1,900 Base Fee + \$2/Student (\$5,500 Cap)		X	☐
Special Education Instructional Media Center (SEIMC)	698	\$2,050 Base Fee + \$500 / Special Ed Teacher (\$8,500 cap)	☐		
Title I: Administration and Program Services	705	4.95% of Annual Title I Allocation	☐		
Title II A Consortium: Building Systems of Support for Excellent Teaching & Leading	702	4.95% of Title IIA Allocation		X	☐
Title III Consortium: English Learners (EL)	345	Consortium Grant: Paid with Federal Funds		X	35

*Note: Because some service costs are based on projected expenses and/or participation, some rates may be adjusted during this time period.*

**SPECIAL EDUCATION SERVICES**

Program Area	Code	Estimated Cost	Purchase	Renew	Drop
Audiology Services/AT (Auditory Trainers)	355	Calculated on Individual District Basis		X	☐
Hearing Impaired Program Teacher - CESA Staff	130	Calculated on Individual District Basis	☐		
Occupational Therapy - CESA Staff	151	Calculated on Individual District Basis	☐		
Physical Therapy - CESA Staff	152	Calculated on Individual District Basis	☐		
School Based Services (SBS)	240	\$74 per Medicaid eligible student	☐		
School Psychologist		Calculated on Individual District Basis	☐		
Special Education Administration (Director)		Calculated on Individual District Basis	☐		
Special Education Consultation	301	\$1,025/Day _____ # of Days	☐		
Speech Therapist		Calculated on Individual District Basis	☐		
Supporting Students with Disabilities Network	712	\$2,525		X	☐
Vision Impaired / Orientation & Mobility Program	135	Calculated on Individual District Basis		X	☐

**TECHNOLOGY SERVICES**

Program Area	Code	Estimated Cost	Purchase	Renew	Drop
CESA 11 Distance Education Network (Formerly Northern Lights Distance Learning Administration)	668	\$8,125	☐		
CESA 11 Interactive Special Events Service (Formerly Northern Lights Managed Service)	664	\$4,195 / \$5,150	☐		
E-Rate Services	751	5% of Allocation / Cap	☐		

**BUSINESS SERVICES**

Program Area	Estimated Cost	Purchase	Renew	Drop
Business Manager Services	Customized Fee	☐		
Fiscal Agent Services	Customized Fee	☐		
Maintenance of Effort (MOE) Services	Customized Fee	☐		
Payroll Processing/Benefits Administration	Customized Fee	☐		

**OTHER SERVICES**

Program Area	Code	Estimated Cost	Purchase	Renew	Drop
Environmental Health & Safety Services (Contact CESA #10 for questions/info)	743	Base fee plus .003477 cents/ square foot	☐		

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date



## School District of River Falls

### ADMINISTRATIVE OFFICE

852 East Division Street, River Falls WI 54022

715-425-1800 phone / 715-425-1804 fax

[www.rfsd.k12.wi.us](http://www.rfsd.k12.wi.us)

**To:** Educational Programs Committee  
**From:** Jennifer Peterson, Director of Academic Services  
**Date:** March 7, 2022  
**Re:** 2022-23 CESA 11 Shared Services Contract Costs

Program Area	2019-20	2020-21	2021-22	2022-23
CESA Administration	\$14,421	\$14,691	\$14,691	\$14,985
Cooperative Bidding/Purchasing	\$1,225	\$1,240	\$1,240	\$1,240
Delivery Service	\$1,950	\$1,973	\$1,973	\$2,052
Comprehensive Consulting & Networking Services (CCNS)	\$5,890	\$5,990	\$6,125	\$6,370
Healthy, Safe, Respectful Schools	\$2,270	\$2,315	\$2,375	\$2,470
Promoting Equity for Every Student	\$775	\$775	\$850	\$895
Early Learning Consortium	-	-	\$1,400	\$1,475
Innovative Teaching & Learning Consortium (ITLC)	-	-	\$1,400	\$1,450
Science, Math & Technology Resource Center (SciMaTech)	\$1,760 Base Fee +\$2/Student \$5,300 (CAP)	\$1,795 Base Fee +\$2/Student \$5,400 (CAP)	\$1,850 Base Fee + \$2/Student \$5,400 (CAP)	\$1,900 Base Fee +2/Student \$5,500 (CAP)
Title II A Consortium: Building Systems of Support for Excellent Teaching & Leading	4% of Title IIA Allocation	4% of Title IIA Allocation	4.95% of Title IIA Allocation	4.95% of Title IIA Allocation
Title III Consortium: English Learners (EL)	Consortium Grant: Paid with Federal Funds \$3,000	Consortium Grant: Paid with Federal Funds \$3,000	Consortium Grant: Paid with Federal Funds \$3,000	Consortium Grant: Paid with Federal Funds \$3,000
Audiology Services/AT (Auditory Trainers)	Calculated based on District Need	Calculated based on District Need	Calculated based on District Need	Calculated based on District Need
Supporting Students with Disabilities Network	\$2,360	\$2,400	\$2,450	\$2,525
Vision Impaired/Orientation & Mobility Program	Calculated based on District Need	Calculated based on District Need	Calculated based on District Need	Calculated based on District Need