

School District of River Falls

School Board Retreat

Monday, July 28, 2025

District Office

852 E Division Street

River Falls, Wisconsin 54022

A quorum of the Board may be present for information-gathering purposes only.

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

<https://v3.boardbook.org/Public/PublicHome.aspx?ak=1001044>

1. **BOARD PLANNING SESSION**

A. Neola Policy Drafting Plan for 2025-26

B. School District Scorecard and Stakeholder Feedback Analysis and Review

C. Recommended Strategic Areas of Focus Discussion

2. **ADJOURN**

2

School Board Retreat

July 28, 2025



Agenda

1. Policy drafting plan for 2025-26
2. Analysis and review of School District Scorecard and Stakeholder Feedback
3. Discuss strategic areas of focus recommendations.



Governance-Transition to NEOLA

- Although the School Board will be engaged in discussing the updated NEOLA policies throughout the school year, current school board policies will guide the district until all NEOLA Policies are approved. Policies will be renumbered based on NEOLA's system. However, current policies that were recently updated and/or added will be used when there is alignment. The goal is to make the full transition to NEOLA by 6/30/26.
- Each NEOLA Policy Series will be approved only after the following steps:
 - Admin Team Review
 - Drafting Meeting with NEOLA Representative
 - Ad-Hoc Policy Committee Meeting
 - School Board First Reading and Second Reading



NEOLA Series (Current Series)

- Bylaws (100-Board Operations)
- 1000 Administration (200-Administration)
- 2000 Program (300-Instruction)
- 3000 Professional Staff (500-Personnel)
- 4000 Support Staff (500-Personnel)
- 5000 Students (400-Students)
- 6000 Finance (600-Fiscal Management)
- 7000 Property (800-Facilities)
- 8000 Operations (700-Support Services)
- 9000 Relations (800-Community Relations)



Admin Team Review

- Each series of NEOLA policies (By-Laws and 1000-9000) will be carefully reviewed by a team of Administrators. The team will consist of the Superintendent, Admin. Asst. to the Superintendent, and any administrators who may be impacted by the policy. The review will include:
 - When applicable, compare and contrast the current policy to the suggested NEOLA policy.
 - Review of options/choices provided in the NEOLA policy and provide a recommendation.



Align current policy to NEOLA

0142.7 - ORIENTATION

- The School Board and the administrative staff will assist each new member-elect in understanding the School Board's functions, policies, and procedures before taking office. The following methods will be employed:
1. The member-elect or appointed member, will be given materials available relating to the job as a member of the School Board prior to the first School Board meeting.
 2. The member-elect or appointed member, will be invited to attend School Board open session meetings.
 3. The superintendent will supply a district-issued computer device, district email address, training related to electronic BoardBook meeting agendas, copy of district's strategic plan, and related materials pertinent to meetings and will explain their use.
 4. The member-elect or appointed member, is expected to meet jointly with the superintendent and School Board President for the purpose of discussing all matters related to School Board operations, School Board policy, strategic initiatives, committee structures, format of meeting agendas, and to address any questions. Additionally, the member-elect or appointed member will be invited to also meet with other administrative personnel, and members of the School Board to discuss responsibilities and jobs they perform for the School Board.
 5. The member-elected or appointed member, may initiate conferences with a School Board member-or a school administrator to discuss district matters.
 6. The member-elect or appointed member, will be directed by the superintendent to the district's website for policy and district practices.

School District of River Falls Policy (162) 2025

The Board believes that the preparation of each Board member for the performance of Board duties is essential to the effective functioning of the Board. The Board shall encourage each new Board member to understand the functions of the Board, acquire knowledge of matters related to the operation of the District, and learn Board procedures. Accordingly, the Board shall give to each new Board member:

- () no later than his/her first regular meeting as a Board member
- for his/her use and possession during the term on the Board the following items:
 - A. () access to the Board policy manual
 - B. () a copy of each current employee handbook(s)
 - C. () the current budget statement and related fiscal materials
 - D. () District Administrator's contract, evaluation process/forms, and other pertinent employment documents
 - E. () _____ [other materials]
- () The Board will provide and maintain a library of publications and reference materials for the use of Board members.
- () Each new Board member shall be invited to meet with
 - () the Board President
 - () the District Administrator
 - () the Business Manager
- to discuss Board functions, policies, and procedures.
- () The Board shall encourage the attendance of each new Board member at orientation and training meetings.

Replace Current with NEOLA Template

0132.2 - ADMINISTRATIVE GUIDELINES

The Board shall delegate to the District Administrator the function of specifying required actions and designing the detailed arrangements under which the District will be operated. These detailed arrangements shall constitute the administrative guidelines governing the District which are not inconsistent with statutes or regulations of the Department of Public Instruction or the policies of this Board. (See Policy 1230.01)

~~Such administrative guidelines shall be binding on the employees and the students of this District when issued.~~

The District Administrator shall be delegated the authority to take necessary action in circumstances not provided for in Board policy, provided that such action shall be reported to the Board at the next meeting following such action.

© Neola 2020



Add NEOLA Policies, Retire current Policies

- Policy 0173-Independent Financial Auditor→ New Policy from NEOLA
- Policy 151.2-Policy Dissemination→ Retired Policy



Drafting Meeting with NEOLA Representative

- After the Admin. Team Review, the NEOLA representative will meet with the Superintendent and Admin. Asst. to the Superintendent for 2-3 hours per series.
- The representative will offer feedback, advice, recommendations, and guidance.
- The goal will be to ensure all policies are aligned to state statute and in 'nearly' final draft form.
- Meetings will take place every other month starting in August.



Ad-Hoc Policy Committee

- For the 2025-26 School Year, the School Board will establish a 3-person Ad-Hoc Policy Committee. The purpose of this committee will be to review the NEOLA Policies per series.
- On the first Monday of each month, the committee will review a NEOLA Series. For the 2025-26 school year, the other committee meetings will be held on the 2nd Monday of each month.



Ad-Hoc Policy Committee

- Committee Members (as well as all Board Members) will be provided the full series, at least two weeks in advance.
- Committee members will review full series prior to scheduled meeting.
- Low Priority Policies will be approved via a 'consent agenda' approval.
- The Admin Team will highlight high priority policy updates.
 - Low Priority→ Current policies that are just being aligned to the NEOLA numbering system.
 - Low Priority→ A NEOLA policy is replacing a current policy, but the language is 'substantially similar'
 - Low Priority→ A new NEOLA policy is being added to reflect current practice.
 - High Priority→ A new NEOLA policy will substantially update/change a current policy.



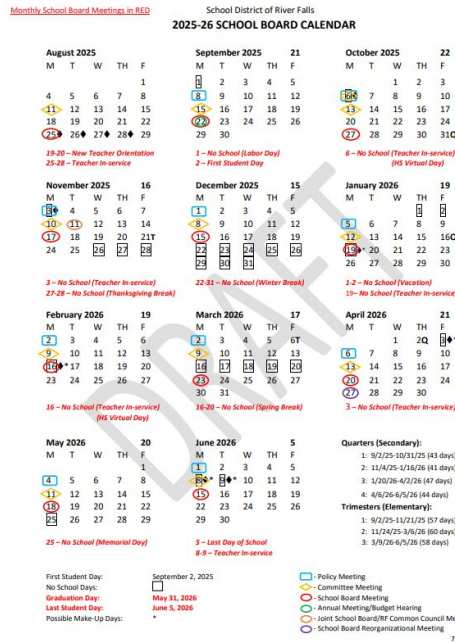
School Board Readings and Final Policy Adoption Resolution

- After the Ad-Hoc Policy Committee reviews a NEOLA series, it will go to the full School Board for a First and Second Reading.
- After all of the series have completed a First and Second Reading, then the School Board will adopt the entire NEOLA Policy Manual.



Series Approval Timeline Example

- Bylaws
 - 8/4→ Admin Team Review
 - 8/11→ Neola Drafting Meeting
 - 9/8→ Ad-Hoc Policy Committee Review
 - 9/15→ First Reading
 - 10/20→ Second Reading
- 1000
 - 8/4→ Admin Team Review
 - 8/11→ Neola Drafting Meeting
 - 10/6→ Ad-Hoc Policy Committee Review
 - 10/20→ First Reading
 - 11/17→ Second Reading



District Scorecard Review

- Review the RF Learns, RF Connects, and RF Works data
 - What resonates?
 - What gives you pause?



RIVER FALLS LEARNS



- Commitment to academic growth of all students.
- Investment in college and career planning experiences.
- Strong systems of support and robust resources for every learner.

District Critical Performance Indicator	2023-2024	2024-25	2025-26	2026-2027 Target
100% of students in Grades K-5 will be proficient or exceed their yearly growth goal as measured by the reading screening assessment.		82.7		100
100% of our students at Meyer Middle School will be proficient (3.0) on priority standards measured on each of their end of course cumulative assessments.		72.1		100
100% of students at River Falls High School will achieve grade level reading comprehension expectations or achieve at least 10% growth each year as they progress towards reading mastery.		84.3		100
80% Special Education students will show above average growth (Student Growth Percentile of > 65) on Universal Reading Screeners from Fall to Spring.		36.8		80
The district's composite score on the state report card will rank 2nd or better when compared to *regionally or demographically comparable school districts.	4	Released 1/25		2nd
The district's achievement score on the state report card will rank 2nd or better when compared to *regionally or demographically comparable school districts.	2	Released 1/25		2nd
Overall ACT Composite will increase to 22.0 for 11th Grade Students.	20.5	20.9		22.0
80% of students taking an AP Exam will earn a 3 or better.	73.4	76.3		80

*Hudson, Menomonie, New Richmond, Monona Grove, West Deperre, and Pulaski



RIVER FALLS WORKS



- Supportive collaborative teaching culture focused on student learning and high quality teaching practices.
- Mentoring and coach support for all staff.
- Regionally competitive salary and benefits package.
- Dedicated to a strong district and building culture and climate.

District Critical Performance Indicator	2023-2024	2024-25	2025-26	2026-2027 Target
Employee retention rate will increase from 79% to 90%.	84	90		90
Staff member job satisfaction, as measured on the Job Satisfaction: Staff Feedback Survey Composite will increase from 67.25% to 75%.	67.25	71.88		75
Employee salary ranking will be 2nd or better when compared to *regionally and demographically comparable school districts.	5th	4th		2nd
Staff feedback regarding effective training/professional development, as measured on the job satisfaction: Staff Feedback Survey, will increase from 63.5% to 85%.	63.25	63.5		85
Capital referendum projects will be completed aligned to the plan, within budget, on schedule, and with consistent, transparent communication to all stakeholders.		AP		100
Authentic collaboration will occur on scheduled collaboration dates within all K-12 buildings.		AP		85

*AP=Adequate Progress
 *Hudson, Menomonie, New Richmond, Monona Grove, West Deperre, and Pulaski



RIVER FALLS CONNECTS



- Connected and supportive community.
- Transparent and open communication.
- College and technical college connections.

District Critical Performance Indicator	2023-2024	2024-25	2025-26	2026-2027 Target
The percentage of students who are identified as **chronically absent will decrease from 8.32% to 3%.	8.32	7.41		3
Parent connections feedback survey will increase from 83.4% to 90%.	83.4	83.6		90
The percentage of students completing at least one dual enrollment course will increase from 59.4% to 70%.	59.4			70
District website accessibility will be updated 100% of users have access to online programs, services, and activities.		AP		100
Community Education offerings will maintain a satisfaction rating of 4.8 or higher.		4.87		4.8
82% of River Falls High School Students will participate in at least one co-curricular activity.	76	78		82

**For the purpose of this scorecard, chronically absent is defined as absent for more than 10% of school days. All absences, except medical, are considered.



Admin Analysis of Scorecard

- What resonates?
 - Lofty goals, but focused on the right work.
 - Celebrating a consistent, focused process to goal setting and data review.
 - While there are areas for growth, stakeholder feedback is very positive.
- What gives us pause?
 - Lag measure growth connection to lead measure planning.
 - Connecting teachers and students to WIG goal.
 - Potential tweaks, adjustments to SPED and MMS goals.
 - Recognizing the impact that cohorts will have on our ability to meet 2027 goals.



Stakeholder Feedback Analysis

Staff Feedback Survey Celebrations: 24-25	23-24	24-25
Participation	238	178
Our District is a family friendly workplace.	92.4	96
I feel a sense of meaning and purpose in my work.	94.2	95.5
I would recommend this District to others seeking employment.	90.4	93.8
I understand the goals of the District.	92	93.3
I have strong relationships with my colleagues.	91.6	93.2
Our District has a positive culture.	85.3	91.1
Our District effectively onboards new employees.	74.3	83.1
My principal/supervisor is available and provides me with constructive feedback.	83.6	79.2



Stakeholder Feedback Analysis

Staff Feedback Survey Cause for Pause: 24-25	23-24	24-25
Participation	238	178
My principal/supervisor is effective at resolving/mediating conflicts.	73.6	64.6
Inservice training/professional development days are organized and well planned.	63.5	63.5
I was assigned a mentor and that mentor increased my understanding of job responsibilities and District expectations.	66.7	53.8
When compared to other school districts in the region, I am satisfied with my pay	40.8	47.1
When compared to other school districts in the region, I am satisfied with my benefits.	47	45.5



Stakeholder Feedback Analysis

Student Feedback Survey Celebrations: 24-25	23-24	24-25
Participation	1206	1255
I understand the importance of treating other students and staff with respect.	97.6	98.5
I understand how I am supposed to behave at school.	98.1	98.4
I recognize and can explain the importance of character traits.	93.4	94
I have a good relationship with my teachers.	93.6	93.5



Stakeholder Feedback Analysis

Student Feedback Survey Cause for Pause: 24-25		
	23-24	24-25
Participation	1206	1255
I am satisfied with my school's effort to prevent bullying.	69.5	72.9
Students treat each other and staff with respect.	69.4	72.5
I feel comfortable talking to a teacher or counselor if I am having problems with a classmate.	62.1	65
I feel comfortable talking to a teacher or counselor if I am stressed or overwhelmed with my school work.	61	60.3
I enjoy coming to school most days.	61.5	60



Stakeholder Feedback Analysis

Parent Feedback Survey Celebrations: 24-25		
	23-24	24-25
Participation	876	754
I understand the expectations for behavior in my child's school.	96.6	96.8
What my child is learning in school will help them be successful in the next school year.	95.3	96.1
Students are expected to treat classmates and staff with respect.	92.3	94.8
I feel that my child is safe at school.	93.8	93.3
My child is provided with challenging, age-appropriate learning opportunities.	91.9	92.4
My family is respected and treated fairly at school by teachers, principals, and other staff.	92.4	92.3
My child is developing critical thinking skills. Critical thinking skills are defined as the objective analysis of an issue in order to form a judgement.	87.7	92
My child is developing problem solving skills. Problem solving skills are defined as the process of finding solutions to difficult or complex issues.	84.1	91.3



Stakeholder Feedback Analysis

Parent Feedback Survey Cause for Pause: 24-25	23-24	24-25
Participation	876	754
I am satisfied with our school's efforts to prevent bullying.	78.1	77.7
What my child is learning in school will help them be successful with their college/career goals.	72.8	75.4
The district is responsive to my concerns.	59.3	60.2
My child explores careers/jobs that may interest them after high school.	43.5	48.2



Disciplined Focus

- Discipline #1: Focus on the Wildly Important
 - Too many priorities, means no priorities.
 - Specific, measurable
- Discipline #2: Act on the Lead Measures
 - Predictive, Actionable
 - Within our circle of influence
- Discipline #3: Keep a Compelling Scoreboard
 - Shared widely
 - No blame or shame
- Discipline #4: Create a Cadence of Accountability
 - Regular, repeated, and predictable
 - School Board, School/Department, Classroom



Summarized based on the work of Sean Covey ([LINK](#))



SCHOOL BOARD MONITORING CALENDAR

MONTH	MEETING	PRESENTATION	MONTH	MEETING	PRESENTATION
July	School Board Meeting	2025-26 Planning Update	January	Finance and Facilities	Budget Forecast and Facility Planning
Aug/Sept	Personnel, Ed Pro, and Finance and Facilities	Committee Goals	February	Personnel Committee	Salary Comparability Report
September	School Board Meeting	Final Strategic Plan Scorecard and Monitoring Calendar	February	School Board Meeting	Elementary WIG Report
October	School Board Meeting	Elementary WIG Report,	March	School Board Meeting	RFHS/RCA, MMS and SPED WIG Report
October	Personnel Committee Meeting	Staff Retention Report	April	Personnel Committee	2025-26 Staffing Plan
November	School Board Meeting	RFHS/RCA, MMS and SPED WIG Report	June	School Board Meeting	Final WIG Reports
December	Ed Pro	State Assessment Report	June	Planning Retreat	Scorecard and Stakeholder Feedback Analysis



2025-26 Areas of Focus

- *Student Success*: Next Steps, not new steps
- *Governance*: Transition to NEOLA Policy Manual.
- *Organizational Alignment*: Identify districtwide systems to address areas critical to student success
 - Clear Expectations→Behavior, Cell Phones, Attendance, AI
 - Multi-Level Systems of Support→ Framework to respond to the needs of students.
 - Educator Effectiveness Calibration
- *Communication and Engagement*: Expanding awareness and ongoing connections.

