



Minutes for Regularly Scheduled Board Meeting
To Be Held in the District Board Room
1055 Griffiths Lane
Ashwaubenon WI 54304
(Phone: 920.492.2900)

Wednesday, January 9, 2019

6:30 pm

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A. Call to order: Board President VanLaanen called the meeting to order at 6:30 pm

B. Roll call:

Board Members Present: VanLaanen, Vyskocil, Trondson, Garrigan, VanDeKreeke

Board Members Excused: all present

School Choice Advisory Representative: Mike Mader

Others Present: Kurt Weyers, Keith Lucius, Jill Kieslich, Tammy Nicholson, Tom Schmitt, Mandy Schroeder, Jamie Averbeck, Dirk Ribbens, Pete Marto, Kris Hucek, Brian Carter, Tom Schmitt, Doug Pieschek, Andy Bake, John Hilbert, Paul Lotto, Joel Hibbard, Sheryl Stathas

C. Declaration of quorum: Quorum present

D. Pledge of allegiance: The pledge was recited

E. Adoption of Agenda: Moved by Trondson, seconded by VanDeKreeke to adopt the agenda as presented. Aye 5, Nay 0. Motion carried 5:0

F. Announcement of Executive Session: In accordance with W.S. 19.85(1) (c) an executive session is being held for the consideration of employment, promotion, compensation or performance evaluation data of any public employee over which the body has jurisdiction or exercises responsibility. (*Compensation*)

G. Citizens and/or delegations:

1. **Public Forum** – no issues presented

2. **Student Presentation** – Andy Bake introduced Sheryl Stathas and Joel Hibbard. They shared Valley View’s RtI and PBIS programs. Bake stated the success of these programs is a result of the work and efforts of our teachers.

- Tier 1 of PBIS was implemented in 2011 with Tier 2 in 2014.
- 60% of infractions happen in the classroom. This has dropped to 40% with PBIS.
- Expectations are shared with students and reviewed and practiced at “Character Camp” sessions.
- Family engagement – what is happening in school, community service, home game boards, school/community links and at home Jaguar Way website.
- Major/minor behavior referrals have dropped 17% from September to December. There are 118 fewer referrals than last year.
- What is the key to our success? Consistent core PBIS system; incentives, themes (Wonder Women for 18-19), fun and kept fresh; and staff believe in PBIS.
- RtI encourages “every student every day” (ex. Student learn how to walk through the halls quietly. These efforts have gained more classroom time).
- Shared the video from the 17-18 Wisconsin RtI Center Annual Report and Walkthrough.

- Intervention and enrichment time (30 minutes of math and 30 minutes of ELA every day). Children are placed in groups according to where they need help and will achieve the most success. 56% of 17-18 students do not need extra support through intervention this year.
- During collaboration, staff have a mind set of “all our kids” instead of “my kids/your kids”. Students have the opportunity to work with many teachers through this process.
- The key is academic support for all students and the ability to share instructional programming.
- Stathas and Hibbard shared a video from staff and students about their experiences with intervention and enrichment time.

H. Consent Agenda: Moved by Vyskocil, seconded by VanDeKreeke to adopt the Consent Agenda as presented. Aye 5, Nay 0. Motion carried 5:0

1. Minutes of the regular meeting held on Wednesday, December 12, 2018
2. Minutes of the executive meeting held on Wednesday, December 12, 2018
3. The schedule of checks written 12/04/18 to 01/02/19
4. Staffing: hirings, resignations, retirements, leave of absences
5. There were 31 co-curriculars approved
6. Budget Financial Reports for November

I. Superintendent’s Report

• Staff/Student Recognition

- **Professional Learning Communities:** Weyers stated that Professional Learning Communities are a part of his district goals as well as his long-term vision for the school district. On Monday, February 4th, the Ashwaubenon School District along with CESA 7 will be hosting Dr. Anthony Muhammad. Dr. Muhammad is one of the nation’s leading speakers on Professional Learning Communities. In April, the district will be hosting Dr. Muhammad for just the district staff in an all-day inservice. These two training opportunities will kick-off the district’s Professional Learning Communities journey. Last week, Kieslich and Weyers presented to the administrative team the five year vision and framework. We are very excited to begin this journey and the opportunities it will create for students and staff.
- **State and National Champions recognized:** On Tuesday, January 8th, we recognized former state championships teams and global champions at a ceremony during halftime of the boys basketball game versus Manitowoc. The four championship banners are hanging in the fieldhouse.
- **Ashwaubenon High School DECA Team:** Ashwaubenon High School had 24 students compete at the DECA District Competition. The competition welcomed 20 schools and more than 600 students. Ten of our students medaled in the competition and several others were series finalists. Three students will be moving on to the DECA State Competition in March. Congratulations the overall DECA Finalists, State Qualifies, the entire DECA team and their coach Mr. Lotto.
- **Taste of Ashwaubenon:** Just a reminder that this year’s Taste of Ashwaubenon will occur on Wednesday, March 13th at Stadium View. As a result, the school board meeting for the month of March will be on Wednesday, March 20, 2019.
- **98 State Education Convention - January 23rd - 25th:** Weyers stated he is excited to attend the State Education Convention this year with Michelle Garrigan, Jennie Vyskocil, and Tammy Nicholson. The theme for this year’s convention is “*Leading for Excellence and Equity*”.
- **Coffee with the Superintendent:** We had three community members and school board member Michelle Garrigan attend the January Coffee with the Superintendent. Wonderful conversations around a variety of topics including truancy, student engagement, community resources for students, Professional Learning Communities, and possible referendum in the future. Our next Coffee with the Superintendent will be on Friday, February 1st held again at the Ashwaubenon Community Center from 8:30-9:30.
- **Jaguar Excellence Awards:** For the month of December, 48 staff members were recognized by their peers for the great work that they do every single day. Since we started this program in October, we have recognized over 150 staff members in the Ashwaubenon School District.

J. Discussion/Presentation Items:

1. **District Website:** Schroeder and Averbeck presented the new district website. Schroeder shared the following:

- The new site will go live on January 14, 2019
- The website was update for the following reasons:
 - Information was outdated
 - Difficult to find information (required a lot of scrolling)
 - Too many tabs
- New site is more accessible and easier to use.
- Helps to tell our story in a pleasing way
- New larger images of students and staff
- Mega menu with categories people often visited
- Quick link icons on top
- The new site is ADA compliant
- New staff directory the include pictures

Discussion

- Averbeck recognized Schroeder for all the time and work she put into developing this new site and helping to make us more compliant. He added that students were involved in this process.
- The board felt the new site is easier to work with. The placement of the calendar makes it easier to use.
- The website can be translated into other language by clicking on a bottom.
- All images are in text to be ADA compliant

Schroeder asked the board to please contact her with any questions they may have.

2. **Report Card Follow-up:** Kieslich stated she provided the board an overview of the report card in a December weekly update. Today she is providing information on the district's next steps. In February, building administrators will give an update on their individual building plans and progress toward goals.

- Things to celebrate: student growth, closing the achievement gaps.
- Things to improve upon: as a whole student achievement has declined, yet in most cases, the district is ahead of the state average
- Concern that there is an idea that old data is no longer important. It is because it shows growth over time, closing of the achievement gaps, and college and career readiness.
- Tests are just a snap shot in time. We look at day-to-day data and what we are doing every day to keep our student on target.
- The report card allows us to look at data from a student level, school level, district level and comparable.
- At the student level, we can look at ways to move student from minimal to proficient and from basic to proficient. It allows us to look at students in a moment of time.
- At the school level, we can see the priority areas of student achievement, student growth and closing gaps
- At the district level, we can focus on core instruction (what we are looking for from students and staff; fidelity of the curriculum and materials); student growth and gaps (core instructions, equity and ongoing data study; PLC (bring teachers together to discuss learning, practices and instruction).
- Monitor progress at the district level by STAR assessment test score review at the end of January; one-on-one meetings and classroom visits with building principals.
- Kieslich thanked the board for their support.
- The elementary and middle schools will present their plans and goal progress at the February meeting. The high school will present at the March meeting.

K. Action Items:

1. **“Education for Employment with ACP” Annual Plan:** John Hilbert, Bryanna Moody, and Paul Lotto presented the ACP Annual Plan. Hilbert reminded the board what ACP is and stated that it is now a state requirement to have a board approved plan in place. In the past, Academic Career Planning was a grade specific curriculum and content. Hilbert explained the role of the ACP committee and the work they have done with ACP. The 16 member committee is made of up district and building administrators, teachers and guidance.

What has the committee done:

- 8th grade ACP class: Currently all students are required to take this ACP class that connects students interests and skills to appropriate career choices and gives them an opportunity to explore those careers, post-secondary options and employability skills.
- 9th grade ACP class: Currently, all students are required to take this ACP class that further connects students’ career interests to a plan for academic and career success through the choices they make in high school.
- Current continuation of students ACP plan: All students continue to prepare their individual academic and career plan by grade level as sophomores, juniors, seniors by doing age appropriate academic and career planning.

What are they working on this year:

- Engage staff 6-12 with local, regional, state, and national labor market needs, programs of study, and course selection process.
- Create new opportunities to engage business and community partners in classes and school ACP learning opportunities.
- Conduct a 6-12 inventory of ACP activities delivered at the classroom level.
- Provide staff development and learning opportunities to inform staff 6-12 about career clusters, CTE coursework and connections to other curricular areas.
- Provide staff development and learning opportunities to inform staff 6-12 about academic and career planning.
- Connect parents with ACP resources, so parents can help their children connect to their future career and academic goals.

Discussion:

- Is 9th grade the right age to teach the financial literacy class? Yes it is. We have received very positive feedback from both parents and students. The curriculum taught in 8th grade is a smooth transition into the topics that are taught in 9th.
- The committee reviewed the components of ACP: what are we doing, what needs to be done, community partnerships, and helping students determine a career path.
- The idea is to help students develop an area of interest and include this when course planning. It is to help students to pick classes more intentionally and with a plan.
- The committee will be reviewing content areas and developing programs of study.
- Youth Apprenticeship and co-ops help student to gain work experience while helping with course work. On the job experiences help to build a resume and expose some students to a trade.
- Middle school ACP courses get students exploring options and prepare them for their next ACP courses in high school. The idea is to have students exploring their options, see their future and plan.
- Student are discovering relevancy in the classes and interesting career paths to explore.
- Parents are very excited about this curriculum and are providing positive feedback.
- We need to continue to inform and educate teachers on the idea of career clusters and why their specific areas are so important.
- How much of the curriculum addresses soft skills? Currently this is taught at the sophomore level. The goal is to incorporate it in every level and all curriculum. Soft skills are also addressed as part of the 8th grade interview curriculum. The goal is to start this in 6th grade.
- The current plan incorporates grade 6-12. The ultimate goal is to have a district wide plan.

- Can the financial literacy piece be expanded to 10th grade and up? We are working with teachers to see what works best.
- We are using any opportunity in courses to explore possible careers (i.e. what type of jobs can you find in the area of science, English, math, etc.)

Hilbert closed by stating that the ACP plan will be presented yearly to the board for review and approval.

Moved by Trondson, seconded by Vyskocil to approve the Education for Employment with ACP Annual Plan as presented. Aye 5, Nay 0. Motion carried 5:0

2. **Open Enrollment Policy-second read:** Weyers presented policy 5113.01 for a second read and approval. The board did not have any additional changes. Moved by VanDeKreeke, seconded by Vyskocil to approve the updated policy as presented. Aye 5, Nay 0. Motion carried 5:0
3. **Open Enrollment Open Seats:** Lucius began by stating his total open seat calculation is inaccurate. It should actually total is 266 not 308. He informed the board that the district is seeing a larger resident student population in early elementary grades. There are typically larger enrollment numbers in grades 6 and 9 as student move from elementary to middle and middle to high school. This increase in resident enrollment has been happening over the last couple of years.

Lucius stated Parkview Middle School is close to capacity for 2019-20. If we continue to accept open enrollment students at Parkview, we are projected to be at or above capacity in 2020-21. This increase will flow through to the high school as students move forward. Lucius stated that it is not operationally efficient to be above capacity for the building. Based on the current numbers and projections explained above, Lucius is recommending that the open seats for new students applying for open enrollment in grades 5-8 for the 2019-20 school year be set at zero. Lucius added that we currently have 74 open enrollment students that are seniors this school year. This means we need 74 new students to have the same number of open enrollment students next year.

Lucius is recommending the following open seats per grade/building for new students applying for open enrollment:

Building	Grade	Maximum Enrollment	Actual Enrollment	Open Seats for 2019-20
Cormier	4K	200	140	60
Cormier	5K	160	107	53
Pioneer	5K	40	40	0
Pioneer	1	100	89	11
Pioneer	2	105	87	18
Pioneer	3	92	91	1
Pioneer	4	100	91	9
Pioneer	5	98	98	0
Valley View	5K	40	40	0
Valley View	1	140	134	6
Valley View	2	147	130	17
Valley View	3	138	133	5
Valley View	4	125	123	2
Valley View	5	148	148	0
Parkview	6	249	249	0
Parkview	7	261	261	0
Parkview	8	217	217	0
High School	9-12	1,075	991	84
TOTAL		3435	3169	266

Discussion:

- The board felt that limiting space, yet having the ability to fill the open seats over the years with open enrollment students is a great thing. It is good to see that once again we are able to start filling these seats with resident students.
- The board expressed that limiting seats in a number of grades is a change for our community. It was felt that we need to change people’s perception about enrollment into Ashwaubenon. Open enrollment is an option but it is not a guarantee acceptance into this district. Limiting seats also is an incentive to open enroll earlier when there are seats available versus later when space is limited.
- The board inquired about the open seats in 4th grade. Lucius stated that adjustments in the number of classes in a grade is dependent on the class size the previous year. We make adjustment to the total number of seats (sections) based on the students attending. We do not want to add a full-time teacher just to add another section. The idea of open enrollment is to fill empty seats, not creating sections.
- Are we seeing grade levels sliding? As students move through the schools, we will see an increase in one grade and a decrease in another. We could lose one section in one grade but gain a section in another.
- It was felt we need to somehow inform families that space is becoming more limited.
- The board inquired if a student that open enrolls can stay until they graduate or do they need to reapply. Ashwaubenon allows a student that is currently enrolled and attending through open enrollment to stay through graduation without reapplying
- The board asked that 8th grade open seats be reviewed. It is felt that as these student move from middle school to high school, more seats are available. It was suggest increasing the open seats from 0 to 5 or 10. Hucek explained the difficulty in scheduling electives with near capacity enrollment. Allowing more student to open enroll at this time does impact this scheduling. The board felt this number should be increased to 5.

Moved by Garrigan, seconded by VanDekreeke to approve the Open Enrollment Open Seats as presented with the addition of 5 open seats for Parkview 8th for a combined total of 271 total open seats available for open enrollment for 2019-20 (see table below for board approved grade/building level open seat breakdown). Aye 5, Nay 0. Motion carried 5:0

Building	Grade	Maximum Enrollment	Actual Enrollment	Open Seats for 2019-20
Cormier	4K	200	140	60
Cormier	5K	160	107	53
Pioneer	5K	40	40	0
Pioneer	1	100	89	11
Pioneer	2	105	87	18
Pioneer	3	92	91	1
Pioneer	4	100	91	9
Pioneer	5	98	98	0
Valley View	5K	40	40	0
Valley View	1	140	134	6
Valley View	2	147	130	17
Valley View	3	138	133	5
Valley View	4	125	123	2
Valley View	5	148	148	0
Parkview	6	249	249	0
Parkview	7	261	261	0
Parkview	8	217	217	5
High School	9-12	1,075	991	84
TOTAL		3435	3169	271

4. **Open Enrollment Open Seats - Special Education:** Nicholson stated that the open seats for special education open enrollment was not determined by grade but rather by building. Criteria around setting open seats for special education require open seats to be based on building openings versus grade openings to avoid any form of discrimination. Nicholson stated that open seats are based on a weighted ratio range. The total number of students for all disability areas was added together then divided by the number of teachers and aides servicing students. See projected ratios below for 2019-20:

PROJECTED 2019-20

CORMIER 3 YR OLD - K		Ratios
students	29	
teachers	3.5	8.3
aides	3	9.7
weighted FTE	5	5.8
weighted ratio range: 6-7		
1 open seat		

PIONEER K-5		Ratios
students	42	
teachers	3	14
aides	3	14
weighted FTE	4.5	9.3
combined ratio range: 9-10		
no open seats		

VALLEY VIEW K-5		Ratios
students	96	
teachers	7	13.7
aides	5	19.2
weighted FTE	9.5	10.1
weighted ratio range: 9-10		
no open seats		

PARKVIEW 6-8		Ratios
students	103	
teachers	7.5	13.73
aides	3	34.3
weighted FTE	9	11.44
weighted ratio range: 11-12		
no open seats		

ASD 9-12		Ratios
students	139	
teachers	7.5	18.53
aides	5	27.8
weighted FTE	10	13.9
weighted ratio range: 13-14		
no open seats		

CHALLENGE PROGRAM 6-12		Ratios
students	8	
teachers	1	8
aides	1	8
weighted FTE	1.5	5.3
weighted ratio range: 5.0-6.0		
no open seats		

Recommended open seats for new special education open enrollment students:

- All Kindergarten special education students will attend Cormier.
- Cormier: 1 open seat- this seat is open to a student who requires in house, non-contracted special education services (ex. Syble Hopp, CESA, Macht Village etc. are excluded).
- Pioneer: Initially Nicholson recommended 1 open seat at Pioneer. Within the last few days, the district has enrolled 4 new resident students at Pioneer. A number of these students require special education serves. As a result of this increase in students requiring services, Nicholson is recommending 0 open seats at Pioneer for new open enrollment students for the 2019-20 school year.
- Valley View: no open seats
- Parkview: no open seats
- AHS: no open seats
- Ashwaubenon Challenge Program: no open seats
- Syble Hopp: only open to district residents, no open seats
- Nicholson informed the board that state law, the district reserves the right to revoke a student's open enrollment status if the student enters the district as a general education student and then qualifies for special education services.

Discussion:

- The board asked for the purpose of returning a student to their resident district if they move from regular education to special education. Nicholson stated that if space is not available, the district needs to make sure it has the space in the services it has for the students we currently service.

- What is the time frame for returning a student? Nicholson stated the law states we may return a student. The district would look at possibly returning a student that moves from regular education to special education anywhere from 1-2 years of being open enrolled.
- The board inquired if this is a new practice? No, it has been in effect for a long time and we have used it a few times in the past when space was not available.
- What are the special education caseloads like in the district? They are high but manageable at this point. Besides the daily education of students, special education teachers also has a large amount of required paperwork along with parent meetings/conversations.

Moved by Trondson, seconded by VanDeKreeke to approve the Open Enrollment Open Seats for special education as presented below. Aye 5, Nay 0. Motion carried 5:0

- All Kindergarten special education students will attend Cormier.
- Cormier: 1 open seat- this seat is open to a student who requires in house, non-contracted special education services (ex. Syble Hopp, CESA, Macht Village etc. are excluded).
- Pioneer: no open seats.
- Valley View: no open seats
- Parkview: no open seats
- AHS: no open seats
- Ashwaubenon Challenge Program: no open seats
- Syble Hopp: only open to district residents, no open seats

5. **Capital Improvement Projects:** Tom Schmitt presented the 10 year facilities improvement plan. He reminded the board that each year as part of the budgeting process, Schmitt presents to the board the upcoming facilities improvement projects. This gives the board the opportunity to review the list and provide their feedback. Tonight's focus is not on the entire 10 year plan but on the next 3 years and more specifically next year. Tonight's feedback will be used by Lucius to prepare the budget. Schmitt reviewed the projects list for 19-20.

Discussion

- Boiler replacement at Cormier – All 3 boilers eventually would need to be replaced along with the controls system. The current boilers are getting more difficult to keep running. The 19-20 budget plan is to replace the first of the 3 boilers at \$40,000.
- How much would it cost to replace all three at once? Approximately \$100,000 for the boilers and an additional \$120,000 - \$150,000 for the controls system.
- If it was decided to go to referendum in the spring, would the boilers hold out through the referendum? They should be ok.
- Would boilers 2 and 3 and the controls system be part of the referendum? We could make the entire boiler project part of the referendum.
- What is the pay back cycle on replacement of the boilers? 15 years
- How old are the current boilers – over 30 years old
- Members of the board stated strongly they are against going to referendum for deferred maintenance. Lucius stated that he does not disagree with the board on this topic, however, there is a difference between repairing something and a major remodel. Projects that come up every 30-40 years are not deferred maintenance. If we don't go to referendum and instead use the facilities improvement budget, other smaller projects will be pushed off. Our budget from the state does not change to allow for these large projects.
- Members of the board stated that at the last meeting they discussed the large projects. These projects are not considered deferred any longer.
- Is there a more cost effective way to complete these projects without going to referendum and have a quicker pay back?

- Schmitt stated the typical referendum topics are things like boilers, roofs and parking lots. We have avoided these in the past. It is impressive for a school district to be able to accomplish these type of projects without going to referendum. When we look at any project, we take into account everything attached to the project. In the case of the Cormier boilers, we would need to not only replace the boilers but also the controls systems. Projects recommended for referendum would take the entire budget to accomplish and more.
- The board felt that if a project is built into the current budget, it should not be built into the referendum. It should be accomplished with budgeted money.
- Schmitt stated that if we went to referendum and could accomplish some of the budgeted project with referendum dollars, it would allow capital improvement dollars to take a care of other projects.
- Lucius stated he is concerned about the state budget and the impact it will have on our projects. At this time we are not sure what and if anything will need to be cut to meet this.
- Schmitt stated when looking at projects you accomplish them by looking at what fits together or makes sense to complete at the same time (i.e. boilers and controls systems; high school track and parking lot). It would hard to complete one project without it impacting the other.

Reviewed the possible referendum projects:

- It was felt that before the community is surveyed, the list should be shortened and considered by safety, money savings and other. Others felt that the list needed to be ranked according to priority.
- Lucius stated that all the projects on the list need to be accomplished. We need to determine if we cut from elsewhere to accomplish them or go to referendum.
- Is there an option to use the fund balance to accomplish any of these? We have uses the fund balance for smaller projects. Having a fund balance gives us the stability the community likes.
- Could the air conditioning needs at the high school be a referendum question on its own? Lucius stated that we are allowed only two referendum questions per year. It would be better to survey the community first before deciding this. Schmitt added that about 38-40% of the school is already air conditioned. The core education areas are not but the infrastructure is in place.
- The number one concern on any list is school safety. The board inquired what is being funded by the safety grants. Shatter resistance film, cameras, glassed entrances, radios, security systems, PA systems, and egress windows in the lower level of Parkview. Are the upper level Parkview windows on the project list? They could be added.
- The board reminded everyone that in the past we have taken from the technology and maintenance budgets to help with budget cuts. Lucius stated that whenever possible, money was put back into these budgets. Schmitt stated that we have been able to accomplish a lot with what we have been given. Lucius stated that because of Schmitt, we have been able to find ways to get things done.
- Schmitt stated that is we go to referendum to accomplish some of these projects, it will help to stabilize and level out the capital improvement budget and keep us on track.
- Is it possible to get a more detailed list and lump similar items together like the gym lights?
- The board expressed interest in reviewing the list and getting a better idea of the dollar range we are looking at. They expressed interested in using the fund balance when possible. Lucius explained the concerns about the loss in aid when using the fund balance to accomplish these projects.
- It was felt that the community should be provided both scenarios so they could see what will happen to the mill rate. Lucius stated this would be better explained in the preliminary budget.

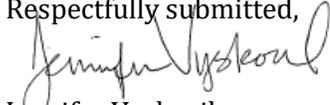
It was decided that the list of potential referendum projects should be reviewed, prioritized, have project costs included and then survey the community for feedback.

No action was needed.

- L. Board & Superintendent Communications:** Taste of Ashwaubenon is scheduled for March 13, 2019. The event currently has 17 vendors. The committee is working to increase this to at least 20.

- M. Future Board Meetings & Topics:** The next board meeting is scheduled for **Wednesday, February 13, 2019**, at 6:30 pm in the District Office.
- N. Adjournment to executive session:**
In accordance with W.S. 19.85(1) (c) an executive session will be held at the end of the meeting for the purpose of considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility. (*Compensation*)
- Moved by Vyskocil seconded by Trondson to adjourn to executive session at 9:10 pm. Aye 5, Nay 0. Motion carried 5:0. Roll Call: VanLaanen, Vyskocil, Trondson, Garrigan, VanDeKreeke
- O. Return to open session:** Moved by VanDeKreeke seconded by Trondson to adjourn to open session. Aye 5, Nay 0. Motion carried 5:0.
- P. Action following executive session:** No Action taken
- Q. Adjournment:** Moved by Trondson seconded by VanDeKreeke to adjourn the meeting at 10:08 pm. Aye 5, Nay 0. Motion carried 5:0.

Respectfully submitted,



Jennifer Vyskocil