

**School District of River Falls
Personnel Committee meeting**

Monday, December 13, 2021 - 7:00 PM
District Office, 852 E Division Street, River Falls, Wisconsin 54022

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

1. **CALL TO ORDER - 7:00 p.m. at the District Office Conference Room**

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

3. **HEARING OF VISITORS OR DELEGATIONS**

4. **Teacher Compensation Plan Modifications**

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Description: The Compensation Steering Committee is seeking Board of Education approval to move forward with revising the Teacher Professional Compensation Plan.

Recommended Action: Approve teacher professional compensation plan revisions.

5. **Kids Club Job Description Revisions**

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Description: Angela Bohnert is requesting an update to the following Kids Club employee job descriptions: Coordinator, Site Manager, Lead Teacher, and Assistant Teacher. She is also requesting the addition of a new position: High School Helper.

Recommended Action: Approve the revised and new Kids Club job positions.

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

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

Recommended Action: As needed.

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

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

Recommended Action: Set the meeting schedule as follows:

Personnel Committee meeting, Monday, January 17, 2021, 7:00 p.m.

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

8. **Request for anticipated executive session pursuant to Wisconsin § 19.85(1)(c)(e) (Roll call vote required) for the purpose of approving 2022-23 bargaining goals.**

9. **Convene to Executive Session**



TEACHER COMPENSATION MODEL UPDATE

BACKGROUND

The River Falls ***Teacher** compensation model is a dynamic plan that identifies and rewards educator practices, experiences, and performance. The system is designed to be clear, sustainable, and promote an engaging learning environment that empowers all students to reach their full potential. The model is intended to reward teachers for effective teaching experience, advanced training and skills, and performance.

Teachers will no longer have to document the attainment of professional development points, instead, teachers will engage in authentic self-reflection to annually determine personalized professional development aligned to district priorities.

Teachers will be expected to complete annual Educator Effectiveness (EE) requirements, and earn a satisfactory summary evaluation. While these expectations are not changing, the vision is that this process will be a meaningful, focused, and collaborative exercise.

***Note:** For the purposes of this document, teacher includes all certified staff (counselors, school psychologists, Library Media Specialists, OT, PT, etc)

SUMMARY OF ADJUSTMENTS

1. [REMOVAL OF PROFESSIONAL COMPENSATION POINT REQUIREMENTS](#)
2. [SALARY SCHEDULE REORGANIZATION INTO A CAREER LADDER.](#)
3. [SUPPLEMENTAL PAY](#)
4. [COMPENSATION BEYOND TEACHER CONTRACT](#)
5. [PARTICIPATION IN SCHOOL, DEPARTMENT, AND DISTRICT COMMITTEES AND PROFESSIONAL MEETINGS](#)

APPENDIX A	<u>EDUCATOR EFFECTIVENESS (EE) REQUIREMENTS</u>
APPENDIX B	<u>PLAN OF ASSISTANCE DETAILS</u>
APPENDIX C	<u>FREQUENTLY ASKED QUESTIONS (FAQ)</u>
APPENDIX D	<u>IMPLEMENTATION TIMELINE</u>

1. REMOVAL OF PROFESSIONAL COMPENSATION POINT REQUIREMENTS

After analysis and reflection, the 2022-23 teacher compensation model update will remove ‘point’ attainment as a requirement for level advancement. The district will continue to offer robust and differentiated professional development opportunities for teachers to attain this growth. Teachers will still have the opportunity to engage in the activities that will best help them meet their professional practice goals, however, they will no longer be required to document this growth through point attainment.

2. SALARY SCHEDULE REORGANIZATION INTO A CAREER LADDER

CAREER LADDER PLACEMENT.

- Teachers will be transferred based on their placement on the 2021-22 salary scale.
- If there was a misalignment of more than three years between years of RFSD experience, approved prior experience (not actual), and the new career ladder placement, then an adjustment will be considered. To be considered, a teacher, must:
 - Submit a request to the Director of Human Resources to review the salary placement.
 - Demonstrate they have not been denied level advancement for not completing PD points and/or being on a plan of assistance.
 - The max adjustment will be one level on the Career Ladder.

CAREER LADDER ADVANCEMENT

Teachers will be credited with an effective year of experience upon successful completion of the Educator Effectiveness (EE) requirements for the year. EE requirements will vary depending on if the teacher is in a supporting or summary year. The specific requirements are outlined in [Educator Effectiveness\(EE\) requirements](#).

CAREER TIERS

1. FIRST YEAR (NEW): Teachers new to the district, with no recognized prior experience, start at this career level.
2. CAREER TIER A (A1-A3)
3. CAREER TIER B (B1-B3)
4. CAREER TIER C (C1-C3)
5. CAREER TIER D (D1-D3)
6. CAREER TIER E (E1-E3)
7. CAREER TIER F (F1-F3)
8. CAREER TIER G (G1-G3)
9. CAREER TIER H (H1-H3)
10. CAREER TIER V: Veteran Teachers continue to earn base wage and supplement increases, however, they are no longer eligible for Career Tier Advancement.

CAREER LADDER SALARY INCREASES

The ladder will be adjusted each year to reflect the following potential salary increases for teachers.

BASE WAGE INCREASE: Each year the Board of Education will negotiate the total BASE WAGE increase. Under current law, the BASE WAGE increase can not exceed the Consumer Price Index (CPI) for the prior year. The distribution of the BASE WAGE increase is at the discretion of the Board of Education.

AUXILIARY WAGE INCREASE: At the sole discretion of the Board of Education, and based on available funding, the Board of Education may determine an auxiliary wage increase. The distribution of the AUXILIARY WAGE increases will be determined based on compensation analysis and could be in the form of a per cell increase, percentage per cell increase, or targeted to a specific career tier.

CAREER TIER ADVANCEMENT: Career Tier advancement occurs every three years. Career Tiers are defined on the ladder. Career Tiers will be set at the Board's discretion based on available funding and market comparable analysis. Career Tiers will be analyzed on a yearly basis. The purpose of the Career Tiers is to clearly communicate potential salary growth to teachers. Generally, a teacher's raise will be higher in a year when they advance to a new career tier.

LADDER PLACEMENT TRANSITION GUIDE

IF THIS WAS YOUR 2021-22 TIER/LEVEL	ASSUMING YOU QUALIFIED FOR LEVEL MOVEMENT, YOUR 2022-23 TIER/LEVEL WOULD HAVE BEEN THIS:	IF THE PROPOSED CAREER LADDER IS APPROVED FOR 2022-23 IS APPROVED, THEN YOUR LADDER DESIGNATION WILL BE:
3,15	3,16	V+3
3,14	3,15	V+2
3,13	3,14	V+1
3,12	3,13	V
3,11	3,12	H3
3,10	3,11	H2
3,9	3,10	H1
3,8	3,9	G3
3,7	3,8	G2
3,6	3,7	G1
3,5	3,6	F3
3,4	3,5	F2
3,3	3,4	F1
3,2	3,3	E3
3,1	3,2	E2
2,7	3,1	E1
2,6	2,7	D3
2,5	2,6	D2
2,4	2,5	D1
2,3	2,4	C3
2,2	2,3	C2
2,1	2,2	C1
1,5	2,1	B3
1,4	1,5	B2
1,3	1,4	B1
1,2	1,3	A3
1,1 (1-year exp in 21-22)	1,2	A2
1,1 (new in 21-22)	1,1	A1
NA	1,0	NEW

2021-22 MOCK LADDER

Below is a graphic that represents what the ladder would look like if we had transitioned in 2021-22. **This is not what the ladder will look like in 2022-23.** Each career level amount will be updated to reflect base wage and auxiliary wage increases.

2021-22 MOCK LADDER IF ADJUSTMENT HAD BEEN MADE THIS YEAR.			
2021-22 TIER/LEVEL	LADDER DESIGNATION	*BA	*MA
3,13+	V+		<i>Up to \$78,572</i>
3,13	V1		\$76,572
3,12	H3		\$75,272
3,11	H2		\$73,972
3,10	H1		\$72,672
3,9	G3		\$71,372
3,8	G2		\$70,072
3,7	G1	\$65,372	\$68,772
3,6	F3	\$64,072	\$67,472
3,5	F2	\$62,772	\$66,172
3,4	F1	\$62,172	\$64,872
3,3	E3	\$60,872	\$63,572
3,2	E2	\$59,572	\$62,272
3,1	E1	\$58,272	\$60,972
2,7	D3	\$56,972	\$59,472
2,6	D2	\$55,672	\$58,172
2,5	D1	\$54,372	\$56,872
2,4	C3	\$53,072	\$55,572
2,3	C2	\$51,772	\$54,272
2,2	C1	\$50,472	\$52,972
2,1	B3	\$49,172	\$51,672
1,5	B2	\$47,070	\$49,570
1,4	B1	\$45,840	\$48,340
1,3	A3	\$44,610	\$47,110
1,2	A2	\$43,380	\$45,880
1,1-1,0	A1-NEW	\$42,150	\$44,650

KEY DIFFERENCES BETWEEN THE CAREER LADDER AND CURRENT SALARY SCHEDULE

1. Teachers will not have to complete points to advance to the next level. The requirement for a satisfactory evaluation and completion of required EE documents remains the same.
2. The bold and highlighted salaries signify **Career Tiers** on the ladder. Generally, a teacher's raise will be higher in a year when they advance to a new career tier (i.e move from an A level up to a B level).
3. The salaries in italics signify *Intermediate Levels*. These salaries will be set on an annual basis by determining the base wage increase during contract negotiations. Intermediate level salaries will fluctuate based on the base wage increase.
4. This model offers flexibility to adapt salary offers annually based on current economic and market conditions, while still committing to salary growth that puts our teachers in a market positive position.

PROBATIONARY STATUS

All teachers new to the district, regardless of their placement, are considered probationary for 5 years.

RECOGNITION OF PRIOR YEARS OF SERVICE

Recognition of prior years of service is made at the sole discretion of the Director of Human Resources and Leadership Development. All prior service must be verified by prior employers.

MARKET ADJUSTMENTS

Labor market factors may arise that allow the District, through the Director of Human Resources and Leadership Development, to make salary modifications for individual employees. Such labor market factors may include, but are not limited by enumeration to: certifications held by the employee, the number of applicants for the employee's position, the placement of new employees in the incumbent employee's position and additional skills and/or responsibilities not set forth in the preceding sections. The Director of Human Resources and Leadership Development may under such special circumstances grant a salary in excess of career level minimums. It is within the Director of Human Resources and Leadership Development's discretion as to whether to bring a level modification recommendation to the Board. The Director of Human Resources and Leadership Development's recommendation for such placement modifications shall be approved by the Board.

3. SUPPLEMENTAL PAY

ADVANCED DEGREES, CERTIFICATIONS, TRAINING, AND LICENSURE

Teachers holding advanced degrees, certifications, training, and licensure that have a proven impact on student learning will receive supplemental pay added to their base compensation. The quantity of the supplemental pay and the completion requirements will be defined by the Board of Education and clearly communicated to all teachers.

MASTERS'/DOCTORAL SUPPLEMENTAL PAY

Teachers who pursue a Master's Degree in an area of study that directly applies to their current teaching assignment will be eligible for a permanent supplemental pay. Masters' programs must be pre-approved by the building principal and the Director of Human Resources and Leadership Development in order to be recorded in the school district's records and eligible for Master's supplemental pay. All approved programs must be from a North Central Association Commission on Accreditation and School Improvement, Higher Learning Commission accredited college or university earned after the baccalaureate degree and certification or master's degree and certification. The Director of Human Resources and Leadership Development (in consultation with the Director of Academic Services), in his/her discretion, may award advancement to approved credits, graduate or undergraduate, that were obtained from an international college or university that is not covered by the accreditation process set forth above.

VERSION 5.0

Proper credentials shall be considered as statements of degrees attained or status toward a degree. Such statements shall be certified by a college registrar or other proper college official.

Official transcripts must be received prior to August 1 in order to be eligible for MASTERS' SUPPLEMENTAL PAY to take effect the next contract year. Such transcripts shall be certified by a college registrar or other proper college official.

- 1st Masters' Degree in a District Approved Field of Study **Per Career Ladder**
- 2nd Masters' Degree in a District Approved Field of Study (TBD)
- Doctorate Degree in a District Approved Field of Study (TBD)

BOARD CERTIFICATIONS SUPPLEMENTAL PAY

National Board Certification demonstrates the rigorous pursuit of excellence in instruction and practice. The following Board Certifications are eligible for permanent supplemental pay. The teacher will be expected to hold the certification and be using the certification for a specific purpose that expands student opportunities.

- National Board Certification in Teaching (or other applicable area) (TBD)

HIGH NEED LICENSURE SUPPLEMENTAL PAY

In recognition of high need licensure areas, the district will add a permanent high need license supplement for employees who are teaching within these high need licensure areas. Annually the district will determine the license areas that qualify for the supplement and the amount of the supplement. Determination of need is at the sole discretion of the District.

- Special Education \$1200
- Career and Technical Education \$800
- Alternative Education \$1200

RETENTION STIPEND

Upon completion of his/her 10th year (full or part time), an active employee will be eligible for a \$500 retainment stipend on the 10/20 payroll. The receipt of the above additional one-time salary stipend may be deleted without adhering to the non-renewal provisions set forth in section 118.22, Wis. Stats. Such modification, amendment or deletion shall not affect the other terms and conditions of the teacher's individual contract.

MICROCREDENTIAL STIPEND

Each year, the District may communicate microcredential professional development opportunities available to all staff. These opportunities will require efforts both during and outside of the teacher's regular working hours. In recognition of teachers who successfully complete microcredential expectations, the District will offer a one-time stipend.

- Microcredentials will be self-paced, which will allow for teachers to complete requirements individually or in a group setting.
- The requirements for completing a microcredential will be communicated prior to the start of school year at the district's discretion.

- More than one microcredential may be offered during the course of a school year. Topics will be aligned so that different grade-levels and departments have equal opportunity for high interest professional development.
- Stipends for completed microcredentials will be paid on the 6/20 payroll.
- The quantity of the one-time stipend will be determined at the sole discretion of the district. Participation in the microcredential is voluntary. Lack of participation will not impact a teacher's evaluation.
- For 2022-23 only, if teachers exceed 12 points, a microcredential will be offered in recognition of points 13-18.

4. COMPENSATION BEYOND TEACHER CONTRACT

In addition to base and supplemental compensation components, qualified teachers can earn additional compensation by coaching, advising co-curricular activities, tutoring, teaching summer school, writing curriculum, leading professional development, and/or being selected to serve on building-level leadership teams. The exact compensation for these positions is outlined in the Employee Handbook and teacher's will be provided separate employment recommendations for each opportunity. A teacher's instructional evaluation (EE) will be separate from his/her evaluation as a coach or advisor.

CO-CURRICULAR COACH, ADVISOR

There will be no adjustments to the Co-curricular Coach and Advisor Schedule ([LINK](#))

PAID LEADERSHIP OPPORTUNITIES (EXACT COMPENSATION TBD)

Teachers serving in an additional leadership capacity will earn a supplemental stipend. The exact list of positions and the compensation for these positions will be outlined in the Employee Handbook and teacher's will be provided separate employment recommendations for each opportunity. Examples include, but are not limited to:

- Mentor Teacher
- Buddy Teacher
- Department Chair
- Building Leadership Team
- Curriculum Review Task Force

EXTENDED YEAR CONTRACTS

At the sole discretion of the District, certain teachers may be offered extended year contracts (EYC). Extended Year Contracts are for work responsibilities that have to be completed, but can't be accomplished during the 188 contract days. Examples include, but are not limited to:

- MS/HS Counselors
- School Psychologists
- Technology Integration Coach

ADVANCED LEARNING GRANT

Advanced Learning Grants offer an incentive for employees to pursue lifelong learning goals. The program recognizes the personal investment in lifelong learning and provides an opportunity for employees to be reimbursed for a portion of the costs associated with this investment. Additional information is available at ([LINK](#)).

5. PARTICIPATION IN SCHOOL, DEPARTMENT, AND DISTRICT COMMITTEES AND PROFESSIONAL MEETINGS

SCHOOL, DEPARTMENT, AND DISTRICT COMMITTEES

There will be times when teachers will be invited to participate in school, department, and district committees. Not all committees will be compensated, it is appropriate for a teacher to inquire if the participation on the committee will result in compensation. Examples of voluntary committees, include, but are not limited to:

- School-based Committees (Wellness, Character Education)
- District Human Resources/Academic Services Committees (i.e. Calendar, Insurance Study, Technology)

PROFESSIONAL MEETINGS

Staff Meetings: Teachers are required to attend all mandatory administratively-called staff meetings.

Administratively-called meetings may begin 30 minutes before the normal workday begins or go 30 minutes later than the end of the normal workday. The number of staff meetings shall be established by the District. The administration shall attempt to provide reasonable notice of all such meetings. Teachers who are required to attend administratively-called meetings will receive no additional remuneration above their regularly paid salaries for attending such meetings.

Other Administratively-Called Meetings: The notification and duration provisions of the previous paragraph do not include nor shall they apply to parent-teacher conferences, department meetings, **IEP meetings**, or activities of similar nature which are normally conducted at other times. Teachers are required to attend such events regardless of the date, time, or duration of said meetings. Teachers who are required to attend other administratively-called meetings will receive no additional remuneration above their regularly paid salaries for attending such meetings.

APPENDIX A: EDUCATOR EFFECTIVENESS (EE) REQUIREMENTS

SUPPORTING YEAR 1 AND 2 EDUCATOR EFFECTIVENESS EXPECTATIONS

1. Professional Practice Goal (PPG) and Student Learning Objectives (SLO)
 - Teachers will have the opportunity to develop and discuss their PPG/SLO in a collaborative environment.
 - In Supporting Year 1 and 2, the teacher will create and monitor the PPG/SLO.
 - Teachers will be expected to complete the SLO process, meeting the goal is not a requirement, but documenting the process is a requirement.
 - Failure to submit a PPG/SLO will result in being placed on a Plan of Assistance
2. Meet Performance Expectations.
 - If after observation a teacher is not performing to the teaching level expected of faculty, then the teacher will be placed on a PLAN OF ASSISTANCE. While on a plan of assistance, a teacher is not eligible for ladder advancement, auxiliary wage increases, or microcredential stipends.

SUMMARY YEAR EDUCATOR EFFECTIVENESS EXPECTATIONS

1. Teacher Framework Self-Review ([LINK](#))
2. Professional Practice Goal (PPG) and Student Learning Objectives (SLO)([LINK](#))
 - In a summary year, the teacher and supervisor will engage in meaningful dialogue about the progress of the teacher's PPG and SLO
 - Teachers will be expected to complete the SLO process, meeting the goal is not a requirement.
 - Failure to submit a PPG/SLO will result in being placed on a Plan of Assistance

3. Orientation and End of Cycle Evaluation Meetings with Principal/Evaluator
4. Meet Performance Expectations.
 - During the summary year, if after observation, a teacher is not performing to the teaching level expected of faculty, then the teacher will be placed on a PLAN OF ASSISTANCE. While on a plan of assistance, a teacher is not eligible for ladder advancement, auxiliary wage increases, or microcredential stipends.
 - At the end of the summary year, if a teacher's summary year evaluation includes an unsatisfactory rating and/or multiple basic ratings in a specific domain, then the teacher may be placed on a PLAN OF ASSISTANCE. While on a plan of assistance, a teacher is not eligible for ladder advancement, auxiliary wage increases, or or microcredential stipends.

TEACHERS NOT EVALUATED BY EDUCATOR EFFECTIVENESS (EE)

If a teacher's duties don't align to the EE model an alternative evaluation model aligned to the principles of Educator Effectiveness will be used. Non-EE teachers evaluation expectations require comparable levels of reflection, effort, and observation.

APPENDIX B: PLAN OF ASSISTANCE

The intention of the compensation plan revision is not to increase the number of teachers who are placed on a plan of assistance. The expectations for teachers remain the same. The purpose of Appendix B is to clarify critical plans of assistance components.

PLAN OF ASSISTANCE DEFINITION

Structured, documented, time bound plan created for an employee when regular training and coaching efforts have not resulted in the desired change in performance.

A written agreement between district and employee that may include:

- Examples of performance deficiencies and dates of previous discussions
- A performance roadmap (action plan) with clear, manageable goals
- A timeline for the employee to achieve required goals
- Schedule of meetings between the supervisor, employee, and union representative/representation

LENGTH

The minimum length of a plan of assistance is all, or part, of two semesters (secondary) and three trimesters (elementary).

COMPLETION PLAN OF ASSISTANCE

At the end of the plan of assistance timeline, the evaluator/supervisor will determine if the teacher has met the objectives of the plan of assistance and the teacher's performance is meeting expectations.

- If the teacher successfully completes the plan of assistance, then the teacher will be eligible for ladder advancement, auxiliary wage increases, and microcredential stipends for the next school year.
- If the teacher doesn't successfully complete the plan of assistance, the evaluator will select one of the following pathways:
 - The teacher will be granted an extension. During the extension the teacher is not eligible for ladder advancement, auxiliary wage increases, and microcredential stipends.
 - The teacher will return to probationary status for three years and be subject to non-renewal under the standard applicable to probationary teachers.

IMPACT ON CAREER LADDER SALARY INCREASES

- Not eligible for ladder advancement or auxiliary wage increases.

IMPACT ON SUPPLEMENTAL PAY

- Not Eligible for Micro Credential Stipend
- Eligible for Masters, Board Certifications, High Need

APPENDIX C: FAQ

Who is on the Teacher Compensation Steering Committee?

Amy Halvorson (Board Member), Kim Serene (HS), Kit Luedtke (HS), Paige Segerstrom (HS), Jared GrothOlson (HS), Chris Muenich (HS), BJ Stokes (MMS), Bob White (MMS), Randy Goss (MMS), Chris Silver (RCA), Karen Olson (RFPME), Joe Young (RB), Steve Papp (GW), Tori Koskiniemi (WS), Jamie Benson (Superintendent), David Bell (HR), Chad Smurawa (Finance), Jennifer Peterson (Academic Services).

What were the results of the Teacher feedback survey given in Spring, 2021?

[Teacher Compensation Feedback Survey](#)

What other compensation models did the TCSC analyze?

Baldwin-Woodville, Chippewa Falls, Eau Claire, Ellsworth, Hudson, Mahtomedi, Menomonie, Monona Grove, New Richmond, Onalaska, St. Croix Central.

I liked being in control of my salary increase. Now that points are gone, it feels like I am losing control of my salary advancement. How will I know that I am on track for a salary increase?

- There are no additional requirements being added to your evaluation. As part of your evaluation, you are expected to demonstrate professional growth. You just don't have to quantify this growth in terms of point attainment.
- You will qualify for salary advancement by completing all EE requirements and not being identified as in need of a plan of assistance.

If we do not have to do points, how will we document our professional growth?

After analysis and reflection, the 2022-23 teacher compensation model update will remove 'point' attainment as a requirement for salary advancement. The district will continue to offer robust and differentiated professional development opportunities for teachers. Teachers will still have the opportunity to engage in activities that help them meet their professional practice goals, however, they will no longer be required to document this growth through point attainment.

What does it take to advance on the career ladder?

Teachers will be credited with an effective year of experience upon successful completion of the Educator Effectiveness (EE) requirements for the year. EE requirements will vary depending on if the teacher is in a supporting or summary year. The EE requirements are the same as the current expectations for all teachers.

How will I know if I am in danger of being placed on a plan of assistance?

- Prior to being placed on a plan of assistance, if you are not demonstrating growth, this will be communicated to you by your principal (evaluator). This communication will include expectations for you to follow to address these concerns.

How do I learn more about the components of the plan of assistance?

- See [Appendix B](#)

How can I predict my 2022-23 Salary?

- If you earn 12 professional compensation points, then your 2022-23 salary will result in no less than a \$1300 increase.
- There is a chance that your salary will be higher, the final 2022-23 Career Ladder will be shared no later than June 15, 2022 (pending contract negotiations).
- You will be provided with your specific salary offer no later than June 15, 2022 (pending contract negotiations). However, our goal is to get this information to you by the end of the school year.

Where do you start on the career ladder?

Initial Educators will start at the bottom of the ladder. Teachers have the opportunity to move up one ‘rung’ on the ladder each year.

Will the career ladder stay the same each year, or will the career tiers increase?

- Career levels will be set at the Board’s discretion based on available funding and market comparable analysis. Career level will be analyzed on a yearly basis (stay the same or increase, but not go down).

Why are some salaries **bold**, while others are in *italics*?

- The bold and highlighted salaries signify **Career Tiers** on the ladder. Generally, a teacher’s raise will be higher in a year when they advance to a new career tier (i.e move from an A level up to a B level).
- The salaries in italics signify *Intermediate Levels*. These salaries will be set on an annual basis by determining the base wage increase during contract negotiations. Intermediate level salaries will fluctuate based on the base wage increase.

What does V+ mean?

This represents the top of the ladder. If you are at V+, you will qualify for intermediate level growth and annual base wage increases each year.

What if I feel my placement is not accurate?

During this transition, there will be a process to identify severe misalignment between years of RFSD experience, approved prior experience (not actual), and the new career ladder placement. Specific details will be provided during the transition process.

Will this change my EE requirements?

No.

APPENDIX D: IMPLEMENTATION TIMELINE

1. Final Board of Education Approval→ December, 2021
2. Informational Meetings at Each School Site→ January-February, 2022
 - a. David Bell will request 10-15 minutes at a Faculty meeting at each school.
 - b. David Bell will schedule a day in each building to answer individual and/or group questions.
3. Finalize Career Ladder and Point Supplemental Pay→ April, 2022
4. Finalize Transition Placements→ May, 2022
 - a. Letter to each teacher with their specific placement.

School District of River Falls
Job Description
KIDS CLUB SITE MANAGER (NEW)

MINIMUM QUALIFICATIONS:

1. Minimum of 2 years experience as a Kids Club lead teacher, in a licensed center/school age care program, or in a school position working with students.
2. Strong communications skills.
3. Ability to develop and maintain interpersonal relationships.
4. CPR and first aid training.

POSITION SUMMARY:

Support the Kids Club Coordinator in managing and providing quality before and after school care and summer care in a safe and nurturing environment.

REPORTS TO:

Kids Club Coordinator

PERFORMANCE RESPONSIBILITIES:

1. Assist the Kids Club Coordinator in the development, management, and quality control of the program sites, ensuring that Kids Club is operating in accordance with the organizational policies and state licensing standards.
2. Assist Kids Club Coordinator in leading and mentoring staff, supporting families, light office work, and monthly licensing checks.
3. Maintain proper records according to State Statutes and USDA.
4. Train, guide, and direct Kids Club Leads, Assistants, and Volunteers as needed.
5. Report any performance concerns or policy violations to the Kids Club Coordinator immediately.
6. Assist in ensuring the program operates within budget and follow budgeting policies and procedures.
7. Ensure the health and safety of all the children in the program.
8. Ensure that the daily schedule for activities is followed.
9. Develop and maintain interpersonal relationships, resolve conflicts, and mediate with staff and/or parents when needed.
10. Communicate with parents and Kids Club Coordinator in the event of a change in programming, accident, or disciplinary incident.
11. Request necessary materials, games, manipulatives for active play, snacks, and cleaning and general supplies.
12. Serve in various roles throughout Kids Club when needed.
13. Conduct monthly fire and tornado drills.
14. Maintain an accurate inventory of snacks, make adjustments, and communicate with Kids Club Coordinator.
15. Assume accountability for the management of Kids Club if the Kids Club Coordinator is absent.
16. Perform all other duties as assigned.

Approved by the Board on 12/13/21

School District of River Falls
Job Description
HIGH SCHOOL HELPER (NEW)

Qualifications:

1. Must be 15 years or older.
2. Preferred experience working with children or enrolled in a High School level childcare/child development class.
3. Strong communications skills.
4. Ability to develop and maintain interpersonal relationships.

POSITION SUMMARY:

Assist in providing quality before and after school care to enrolled children in a safe environment.

REPORTS TO:

Kids Club Coordinator

PERFORMANCE RESPONSIBILITIES:

1. Assist the lead/assistant in establishing and preparing crafts and activities.
2. Assist in supervising children and maintaining positive discipline and cleanliness in the multi-purpose room, playground, and other areas utilized by Kids Club.
3. Attend staff meetings as required.
4. Perform other tasks as assigned by the lead/assistant staff

Approved by the Board on 12/13/21

Recommended Pay Rate \$11.30

School District of River Falls

Job Description

KIDS CLUB ASSISTANT TEACHER (REPLACES ASSISTANT CAREGIVER)

MINIMUM QUALIFICATIONS:

1. Must be 18 years or older.
2. Experience working with children.
3. One year of college coursework in education or related experience.
4. Strong communications skills.
5. Ability to develop and maintain interpersonal relationships.
6. CPR and first aid training.

POSITION SUMMARY:

Provide quality before and after school care to enrolled children in a safe environment.

REPORTS TO:

Kids Club Coordinator

PERFORMANCE RESPONSIBILITIES:

1. Maintain constant supervision of students, ensuring their health and safety at all times.
2. Assist lead teacher in establishing and preparing crafts and activities.
3. Assist with following the session schedule for the group of children he/she is responsible for.
4. Assist in supervising children and maintaining positive discipline and cleanliness in the multi-purpose room, playground, and other areas utilized by Kids Club.
5. Assist with snack service according to USDA procedures.
6. Assist lead teacher in maintaining children's records, attendance, and reports as needed.
7. Attend staff meetings and professional development activities as required.
8. Perform other tasks as assigned by the Lead staff.

Approved by the Board on 12/13/21

School District of River Falls

Job Description

KIDS CLUB ASSISTANT TEACHER (REPLACES ASSISTANT CAREGIVER)

School District of River Falls
Job Description
KIDS CLUB COORDINATOR

MINIMUM QUALIFICATIONS:

1. Bachelor's degree in Early Childhood Education, Child Development, or Elementary Education.
2. Extensive experience in a childcare center, preschool, or elementary classroom setting.
3. One or more years of management experience, or completion of one approved course in business or program administration.
4. Strong communications skills.
5. Ability to develop and maintain interpersonal relationships.

POSITION SUMMARY:

Manage and provide quality before/after school care and summer care to children in Kindergarten through 5th grades during the school year, and through 7th grade during the summer in a safe and nurturing environment.

REPORTS TO:

Principal of Rocky Branch Elementary

PERFORMANCE RESPONSIBILITIES:

1. Coordinate, supervise, and direct all Kids Club sites.
2. Hire, train, supervise, and schedule Kids Club staff members to be in compliance with the Department of Families and Children's requirements.
3. Develop and schedule creative programming for Kids Club participants in an environment conducive to growth and development.
4. Create and manage the Kids Club program budget.
5. Evaluate all Kids Club staff.
6. Conduct a minimum of six staff professional development trainings annually.
7. Communicate with staff daily regarding staffing needs, schedule changes, and other programming information.
8. Communicate with parents in the event of a change in programming, accident, or disciplinary incident.
9. Ensure behavior and medical emergency plans are implemented in coordination with special education, the school nurse, Kids Club staff, and parents.
10. Maintain current student information in regards to health, immunizations, and behavioral needs.
11. Meet with the Program Principal for program quality and growth.
12. Lead Kids Club Advisory Council.
13. Manage the Kids Club website, scheduling, and information pages.
14. Coordinate the online student registration and payment system (Eyleo).
15. Manage office phone calls and emails, and respond in a timely manner.
16. Purchase necessary materials for active play, snacks, and general supplies.
17. Coordinate with the Food Service Director to ensure all snack procedures, paperwork, and inspections comply with the USDA snack requirements.
18. Communicate with the Bus Garage frequently to ensure individual student and group field trip transportation needs are met.
19. Communicate with elementary school secretaries to ensure Kids Club students are going to the correct place after school.
20. Resolve conflicts and mediate with staff and/or parents as needed.
21. Review and interpret DCF regulations, and develop procedures to meet them.
22. Manage payroll for all Kids Club staff
23. Conduct monthly fire and tornado drills.
24. Perform all other duties as assigned.

School District of River Falls
Job Description
KIDS CLUB LEAD TEACHER (REPLACES LEAD CAREGIVER)

MINIMUM QUALIFICATIONS:

1. 80 full days or 120 half days of experience as an assistant childcare teacher in a licensed or other approved setting, experience in a school age program, or school position working with students.
2. Strong communications skills.
3. Ability to develop and maintain interpersonal relationships.
4. CPR and first aid training.

POSITION SUMMARY:

Provide quality before and after school care and/or summer care to children enrolled in a safe environment.

REPORTS TO:

Kids Club Coordinator

PERFORMANCE RESPONSIBILITIES:

1. Maintain constant supervision of students, ensuring their health and safety at all times.
2. Assist Site Manager in planning, organizing, initiating, and conducting site activities as required including crafts, games, and activities.
3. Facilitate socialization, participation, and interaction of all students through active involvement in safe, fun and developmentally appropriate activities; provides adaptations based on individual needs and utilizes positive behavior guidance techniques with students.
4. Adhere to all policies and procedures set forth by Kids Club, along with local and state licensing agencies.
5. Prepare documentation when necessary for incidents/accidents, behavior plans, medical log book, and snack documentation in accordance with USDA and state statutes.
6. Communicate with parents any issues that arise during the Kids Club session in regards to their child in a confidential manner.
7. Notify Site Manager and or Coordinator of issues that they will need to address.
8. Assign tasks to assistants to help the session operate smoothly
9. Follow up on students not in attendance at the time of sign in to determine their location and that they are safe.
10. Serve snack according to USDA procedures
11. Attend staff meetings and professional development activities as required.
12. Perform all other duties as assigned.

Approved by the Board on 12/13/21

School District of River Falls

Job Description

KIDS CLUB LEAD TEACHER (REPLACES LEAD CAREGIVER)