

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

Monday, July 17, 2023 - at 7:00 PM or immediately following the 6:00 PM Finance & Facilities meeting  
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 - 7:00 PM (or immediately after Finance & Facilities Committee Meeting)**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS**
4. **REVIEW OF PERSONNEL COMMITTEE GOALS** **3**  
**Description:** The committee will discuss progress toward 2022-23 goals and goals for the upcoming year.  
**Recommended Action:** None, informational only.
5. **PROPOSED 2023-24 EMPLOYEE HANDBOOK REVISIONS** **7**  
**Description:** The administrative team reviewed the employee handbook and is proposing the attached revisions. There may still be a few additional revisions prior to the start of the next school year.  
**Recommended Action:** Approve the 2023-24 Employee Handbook revisions as presented.
6. **CERTIFIED STAFFING UPDATE** **24**  
**Description:** The committee will discuss the recruitment, selection, and hiring timeline for upcoming certified staff openings.  
**Recommended Action:** None, informational only.
7. **INSURANCE CONSULTATION SERVICES RFP** **25**  
**Description:** The administrative team will provide a request for proposal (RFP) for insurance consultation services for the 2024-25 school year.  
**Recommended Action:** Approve Insurance Consultation Request for Proposal.
8. **APPROVE 1-YEAR ADMINISTRATOR LICENSE FOR RFPME PRINCIPAL**  
**Description:** The new RFPME Principal is an experienced school leader in Minnesota. Licensing requirements stipulate that she is required to complete an educational leadership program to be eligible for a Wisconsin Administrator License. While she completes this program, the Board of Education can request a one-year Administrator License from the Department of Instruction.  
**Recommended Action:** Approve one-year administrator license request.
9. **2023-24 BUS DRIVER AND TEACHER COLLECTIVE BARGAINING AGREEMENTS**  
**Description:** The Negotiations Committee is recommending the approval of the 2023-24 Bus Driver and Teacher Collective Bargaining Agreements.  
**Recommended Action:** Approve 2023-24 Driver and Teacher Collective Bargaining Agreements as presented.
10. **INSTRUCTIONAL COACH JOB DESCRIPTION** **29**  
**Description:** The administrative team recommends modifications to the duties and responsibilities of the Instructional Coach Job Description.  
**Recommended Action:** Approve revisions to the Instructional Coach Job Description.
11. **ELEMENTARY PRINCIPAL JOB DESCRIPTION** **31**  
**Description:** The administrative team recommends modifications that clarify principal responsibilities in the areas of parent engagement and district liaison duties.  
**Recommended Action:** Approve revisions to the Elementary Principal Job Description.
12. **REQUEST FOR ANTICIPATED EXECUTIVE SESSION PURSUANT TO WISCONSIN § 19.85(1)(c) FOR THE PURPOSE OF THE DISCUSSION OF EMPLOYEE NEGOTIATIONS AND EXTRA-CURRICULAR SALARY SCHEDULE ADJUSTMENTS. ROLL CALL REQUIRED.**
13. **CONVENE TO EXECUTIVE SESSION**
14. **RECONVENE INTO OPEN SESSION AND AFFIRM ACTION TAKEN IN EXECUTIVE SESSION IF NECESSARY**
15. **PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE PERSONNEL MEETING AGENDA(S)**

**Description:** As always, committee members will be given the opportunity to suggest items for future committee and/or Board meeting agendas.

**Recommended Action:** As needed.

**16. SCHEDULE NEXT PERSONNEL COMMITTEE MEETING**

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

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

Personnel Committee meeting, Monday, August 14, 2023, 7:00 p.m. *(or immediately following Finance & Facilities)*

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

**17. ADJOURN**



## 2022-23 PERSONNEL COMMITTEE GOALS REVIEW

### **Goal 3: Attract, Retain, and Develop High Quality Staff**

#### ***3.1: Enhance mentoring and coaching support for new certified teaching staff***

- 100% of new teachers indicate that new teacher orientation was successful  [Report to Personnel by October, 2022](#)
- 100% participation rate mid-year check-in with new teachers  Report to Personnel February, 2023
- Increase CESA-trained mentors  Report to Personnel by June, 2023
- Increase mentor job shadows  Report to Personnel by June, 2023
- Increase participation rate for New Teacher Support Team (NEST) events  Report to Personnel by June, 2023

#### ***3.2 Implement mentoring program for paraprofessionals (bus drivers will be targeted in 23-24)***

- Develop paraprofessional mentor handbook  [Report to Personnel by October, 2022](#)
- Meet *two times* with each mentor to address implementation  Report to Personnel by February, 2023
- 100% of new paras will be assigned a mentor
- 100% of new paras will indicate the mentor supported their onboarding to the district  Report to Personnel by February, 2023 → 94%

#### ***3.4 Monitor and maintain regionally competitive salary and benefits for all staff***

- Analysis of Certified/Support Staff Employee Retainment  [Report to Personnel by October, 2022](#)
- Update and monitor certified staffing ratio and ensure alignment to Board policy  [ELEM](#), [MMS](#), [RFHS](#)
- Update compensation analysis for each employee group  [Report to Personnel by March, 2023](#).
- Support the transition to new health and dental insurance providers.
- Complete 2023-24 employee negotiations  Work in progress
- Form retirement benefit steering committee (teacher, support staff, administrator)  [Report to Personnel by April, 2023](#).

#### ***3.6 Maintain and improve proactive communication systems allowing employee feedback.***

- Update HR website and resources in a timely fashion so that the information is easily accessible for employees  [HR Quick Guide](#)
- Facilitate listening sessions for all buildings and departments.
- Invite Board of Education representative to each listening session

### **Goal 4: Provide Life Readiness Skills**

#### ***4.4 Research and determine health and wellness priorities for students and staff***

- Organize wellness activities as part of districtwide in-service days  [Monthly Wellness Committee Update Example](#)
- Develop school/department-based wellness grants for employee groups to apply for.
- Organize a monthly employee wellness challenge based on one of the eight dimensions of wellness

## 2023-24 PERSONNEL COMMITTEE GOAL

### **Goal 3: Attract, Retain, and Develop High Quality Staff**

#### ***3.1: Enhance mentoring and coaching support for new certified teaching staff***

- **Ongoing**
  - 100% of new teachers indicate that new teacher orientation was successful
- **New/Adjusted**
  - Improve support for certified staff mentors

#### ***3.2 Enhance mentoring program for paraprofessionals (bus drivers will be targeted in 24-25)***

- **Ongoing**
  - 100% of new paras will be assigned a mentor
  - 100% of new paras will indicate the mentor supported their onboarding to the district
  - Refine paraprofessional mentor handbook
  - Meet with each mentor to address implementation
- **New/Adjusted**
  - Organize at least one bus driver training lunch.

#### ***3.4 Monitor and maintain regionally competitive salary and benefits for all staff***

- **Ongoing**
  - Analysis of Certified/Support Staff Employee Retainment
  - Update and monitor certified staffing ratio and ensure alignment to Board policy
  - Complete 2024-25 employee negotiations
- **New/Adjusted**
  - Update compensation analysis for each employee group. Provide data as needed to the Board of Education for the referendum development process.
  - Complete a request for proposal bidding process for insurance consultation services and health/dental insurance providers.
  - Recommend update to employee retirement benefit.

#### ***3.6 Maintain and improve proactive communication systems allowing employee feedback.***

- **Ongoing**
  - Facilitate listening sessions for all buildings and departments. Invite Board of Education representative to each listening session
  - Update HR website and resources in a timely fashion so that the information is easily accessible for employees.

### **Goal 4: Provide Life Readiness Skills**

#### ***4.2 Equity, Inclusivity, and Diversity***

- **Ongoing**
  - Facilitate EID committee for the purpose of engaging multiple community perspectives in order to help create a safe, welcoming, and academically engaging environment for all students by receiving administrative/school board recommendations and by analyzing student/community access and engagement data and addressing issues of equity, inclusion, and diversity in our schools.

#### ***4.4 Research and determine health and wellness priorities for students and staff***

- **Ongoing**
  - Develop school/department-based wellness grants for employee groups to apply for.
  - Organize a monthly employee wellness challenge based on one of the eight dimensions of wellness

## **CALENDAR**

### **August**

- Personnel Committee Goals
- Final certified staffing update
- Substitute Employee Handbook Revisions

### **September – No Meeting**

### **October**

- New Teacher Orientation/On-boarding Report
- Paraprofessional Mentor Handbook
- Analysis of Certified/Support Staff Employee Retainment
- Retirement Steering Committee Report

### **November**

- Update and monitor certified staffing ratio and ensure alignment to Board policy
- Initial budget forecast and staffing priorities.
- Wellness update

### **December**

- Initial negotiations and staffing goals
- HR website and resources update

### **January**

- Letters of intent to Administrative Team members every other year (2023) (accepted or rejected by March 31).
- Executive session for preliminary notice of nonrenewal to Administrative Team members by the end of January (seven days to request hearing). At least five months prior to expiration of contract (Jan. 31). If no such notice is given, the contract then in force will continue for two years.
- Health and dental insurance report and renewal forecast.

### **February**

- Paraprofessional mentoring report.
- Start recruitment of priority staffing positions that fall within the preliminary budget forecast.
- Review requests to continue job share arrangements.
- Executive session for final notice of nonrenewal to Administrative Team members (2023). No less than four months prior to the expiration of the administrative contract.

### **March**

- Executive session for preliminary nonrenewal of certified staff (motion required in executive session to accept recommendations of administration for nonrenewal of certified staff and send written notices of preliminary nonrenewal; must be approved by full Board (open meeting law); recipient may request hearing with Board within five days of receipt of notice.
- Negotiations Planning
- Compensation analysis report
- Set negotiation dates with teacher and bus driver groups

### **April**

- Employee listening sessions report
- Approve health and dental insurance renewal
- Letters of intent to certified staff no later than May 15.
- Executive session for private hearing requested by certified staff who received a preliminary notice of nonrenewal.
- Executive session for final nonrenewal of certified staff (motion required to accept recommendation of the administration for nonrenewal of certified staff and to send written notices of final nonrenewal no sooner than 15 days after receipt of preliminary notice); must be approved by full Board (open meeting law).

**May**

- Finalize contract with teacher and bus driver groups
- Finalize wage offers for support staff and administration.

**June**

- Teacher mentoring report
- Retirement steering committee report
- Wellness committee report
- Handbook recommendations

**Ongoing Monthly Activities**

- Certified Staffing Updates
- New or revised job descriptions
- Personnel Policy review
- Educator licensing updates and compliance

## 2023-24 RFSB EMPLOYEE HANDBOOK REVISION SUMMARY

7-17-23

### Update District Contact Information

- Reading/Title I Coordinator→ Switch to Nate Schurman

### Update School Hours

- Add 5 minutes to the end of each day
- No change to office hours

### Quick Reference

- Advisory Council, Kids Club
- ~~Advisory Council, SPED~~
- Calendar: David Bell
- Cut eSchool reference
- School to Work→ Melisa Hansen (Not DAS)

### Update District Educational Goals, Mission, Philosophy, and Priorities→ switch this page to reflect the strategic plan.

#### I.1.2 Definitions

A. Administrative Employees: “Administrative Employees” are defined as persons who are required to have a contract under § 118.24, Wis. Stats. and other supervisory administrative personnel designated by the District. **Administrative employees are considered Certified Staff (40) in the Wisconsin Retirement System.**

B. Casual Employees: “Casual Employees” are defined as persons who are not scheduled to work on a regular basis and/or a student employee whose employment will terminate with the loss of his/her student status. **Casual employees are not expected to meet Wisconsin Retirement System eligibility requirements at the time of hire.**

C. Limited Term Employees: Kids’ Club assistant caregivers, \*Kids Club lead caregivers, summer Kids’ Club staff, and trip drivers are considered limited term employees. **Limited term employees are not expected to meet Wisconsin Retirement System eligibility requirements at the time of hire.**

\*Note: if a Kids Club lead caregiver works as a regular employee (i.e. paraprofessional), then the hours worked as a Kids Club lead caregiver will contribute to the employee’s FTE.

E. Regular Employees: “Regular Employees” are defined as employees whom the District considers continuously employed, working either a fiscal or school year, until the District, at its discretion, changes the status of the employee. **Unless otherwise identified, regular employees are considered Support Staff (42) in the Wisconsin Retirement System.**

2. Regular Part-time Employee: “Regular part-time employees” are defined as those who work a school year or more, but less than the number of hours/days as defined in the Full Time Equivalency Chart above. **Regular Part-time employees who are not expected to work more than 880 hours will not meet Wisconsin Retirement System eligibility requirements at the time of hire.**

F. Seasonal/Summer School Employees: “Seasonal employees” are those employees who are hired for a specific period of time usually related to the seasonal needs of the District. A “summer school employee” is defined as an employee who is hired to work for the District during the summer school session. “Summer school session” is defined as the supplemental educational program offered for District students pursuant to Department of Public Instruction rules and regulations. **Seasonal/Summer School employees are not expected to meet Wisconsin Retirement System eligibility requirements at the time of hire.**

3. Seasonal employees performing non-exempt duties shall be paid in accordance with the following hourly wage schedule: [Update seasonal employee rates.](#)

G. Substitute Employees: “Substitute Employees” are defined as persons hired to replace a regular employee during the regular employee's leave of absence. See Part V, starting on page 99, for all details, specific policies, expectations, and procedures for substitute employees. [Substitute employees are not expected to meet Wisconsin Retirement System eligibility requirements at the time of hire.](#)

I. Teachers: “Teachers” are defined as persons hired under a contract under § 118.22, Wis. Stats. [Teachers \(including the district nurse\) are considered Certified Staff \(40\) in the Wisconsin Retirement System.](#)

J. Temporary Employees: “Temporary Employees” are defined as persons hired for a specific project for a specific length of time. A temporary employee has no expectation of continued employment and [are not expected to meet Wisconsin Retirement System eligibility requirements at the time of hire.](#)

### **I.3.14 Study of Controversial Topics**

[Fix Policy 381, Study of Controversial Issues \(Broken Link\)](#)

### **I.3.16 Criminal Background Checks/Charges/Convictions**

[Fix Policy 511 Equal Opportunity Employment \(broken link\)](#)

### **I.3.25 Inclement Weather and Other Emergency School Closings**

For all other staff, [unless it is otherwise addressed on this handbook](#), when there is an inclement weather emergency day which is not made up, employees will have the option to make up the time at a later date as approved by their building principal/supervisor, take the day without pay or substitute other available leave such as personal or vacation time.

Employees who have scheduled sick or personal leave when there is an inclement weather school closing will be allowed to withdraw the use of sick or personal leave and instead make up the time at a later date as approved by their building principal or supervisor. Employees on family and medical leave of absence or who have a scheduled vacation day do not have the option of making up the time missed due to inclement weather at a later date.

### **I.3.40 Rooms and Doors**

Each staff member is responsible for their own area. Classroom doors should be locked at all times. Do not loan your keys to students or permit students to use your room when you are not present. All staff are required to close and lock classroom windows prior to leaving at the end of the school day.

Heaters, candles, and unattended lights (Christmas lights) are not allowed. Fans should have UL rating attached as well as a grounding plug (three-prong). Classroom refrigerators are prohibited. However, they are allowed only in very specific situations (science or special education) and must be in an approved location through OSHA or Fire Marshal. [A full summary of allowed and prohibited classroom items is available at: Allowed and Prohibited Items.](#)

### **I.3.43 Staff-Student Relations (this might be out of alphabetical order)**

The school district is committed to quality educational programs requiring integrity, high ideals and human understanding. The welfare and achievement of students is dependent upon positive relationships within the school environment. Employees should understand that their conduct may be regarded as representative of the District, and that

even off-duty conduct may adversely affect the ability of a staff member to effectively perform his/her job duties. To this end, school district employees are expected to develop positive relationships by:

N. Staff at the high school and middle school levels may communicate directly with students' via media devices after the parents have been generally advised of the employee's intent to do so and have had the opportunity to opt-out.

### **I.3.44 Staff Use of Social Media**

The school district recognizes the importance of effective communication between students, staff, families, and community members. Social media and digital communication are potentially effective methods to keep stakeholders informed and engaged in a timely and accessible fashion. The use of these forms of communication should align to current school district policies, maintain student rights, and protect the interests of the school district. The guidelines in **Board Policy 522.71 Staff Use of Social Media (Fix Broken Link)** are designed to clarify the expectations for employee use of social networking and digital communication.

### **I.3.45 Student Use of Staff Name, Images, and Likeness**

Taking or using photos or videos of students or staff without their consent is prohibited for privacy purposes. If a student violates this rule, consequences (including but not limited to parent notification, documentation, detention, or suspension, depending on the situation) will result. Repeated violation of rules will result in further and possibly more serious consequences. If an employee becomes aware of inappropriate use, then these concerns should be reported to the building principal or supervisor. If an employee violates this rule, the employee will be subject to disciplinary action.

### **I.3.45 Suicide Prevention/Intervention Program (update required notice link)**

### **I.3.52 Advanced Learning Grants**

The purpose of Advanced Learning Grants is to create a sustainable and equitable program to financially support the professional growth of employees. The Director of Human Resources and Leadership Development will share grant rules, submission requirements, and deadlines with all employees via email and on the District Website no later than September 30.

- The maximum grant awards to an individual employee will be no greater than \$1,000.
- The total of all grant awards will not exceed ~~\$10,000~~: \$15,000,

### **I.3.54 Required Annual Trainings (check to make all mandatory trainings are accounted for)**

### **I.3.56 Title IX Coordinators**

Policy 411.1 and 411.11 → Broken Links

### **I.7.3 Direct Deposit Payment Method**

All employees, ~~except for those individuals whose position is solely as a coach,~~ shall participate in a direct payroll deposit plan. The district will bear any costs and/or services charges. Direct deposit changes may be made after giving 10 calendar days' notice in writing. Each non-exempt employee shall, with each electronic payroll deposit slip, receive information indicating the number of hours for which straight time hourly pay is received and the number of hours for which the overtime rate of pay is received. Each exempt employee shall, with each electronic payroll deposit slip, receive information on the employee's salary received. In addition to the above, each employee shall have access to electronic records indicating the number of accumulated sick leave days, the number of personal days remaining to the employee's credit, and the number of vacation days taken and the number remaining.

### **I.9.1 Workers' Compensation Coverage and Reporting Responsibilities**

Fix access to Employee Accident Report.

### **I.10.2 Bereavement Leave**

Bereavement/Funeral Leave for a Death in the Immediate Family: In the event of death in an employee's immediate family, the employee shall be allowed per occurrence up to four ~~three~~ paid days off work. Immediate family includes the spouse, parents, domestic partner, children, brother, sister, grandchildren, grandparent, step-relative of the same relationship as provided herein of the employee and his or her spouse.

### **I.10.5 Personal Leave**

### **I.10.6 Sick Leave**

#### **A. Sick Leave Earned**

1. Calendar Year Employees: Each employee shall be credited with one day of paid sick leave per month of employment to a maximum of 12 days per contract year. ~~For 2022-23 only, calendar year employees will be credited with 2 additional days of paid sick leave.~~

2. School Year Employees: Each employee shall be credited with one day of paid sick leave per month of employment to a maximum of 10 days per contract year. ~~For 2022-23 only, school year employees will be credited with 2 additional days of paid sick leave.~~

**D. Sick Leave Accumulation:** Sick leave will accumulate for full-time and part-time employees to a maximum of 144 days (prorated based on FTE). After the maximum accumulation of days, employees will be paid ~~\$60.00-\$150~~ for each day of accumulated, unused sick leave in excess of 144 days.

### **II.11.7 Wisconsin Retirement System (WRS) Contributions**

The Board agrees to contribute the employer's share ~~for eligible employees~~. The employee shall pay the employee's required WRS contribution as required by state statute. Under no circumstances shall the Board pay the employee's required WRS contribution.

### **II.1.1 Standard for Nonrenewal for Teachers**

1. A non-probationary teacher who has not been placed on a plan of assistance under the District's evaluation procedures for all or part of ~~two three~~ consecutive semesters may only be non-renewed for cause.

### **II.1.2 Length of Probationary Period for Teachers**

All teachers who possess one of the following licenses: a professional educator license under Wis. Admin. Code PI 34.18; a master educator license under Wis. Admin. Code PI 34.19; a life license under Wis. Admin. Code PI 34.20; or were hired as an initial educator license under Wis. Admin. Code PI 34.17 prior to July 1, 2011 shall serve a ~~four five~~ year probationary period from the employee's initial date of hire. Initial date of hire is defined as the employee's most recent date of hire with no break in service.

### **II.2.1 Curriculum**

A. Curriculum writing during the school year: To obtain compensation for new curriculum writing ~~that is not part of the curriculum cycle or regular PLC time~~, complete the appropriate form obtained from the office of the Director of Academic Services. Proposals are due two months before writing is to occur.

B. Summer school: Summer school class proposal applications will be available in December. Closing date will be the first week of January and will be closely adhered to. Email notification of reminders will come from the Director of Academic Services.

### **II.2.2 Field Trips**

~~See Board Policy 352 Field Trips / Extended Trips and Board Policy 352-R Guidelines for Field Trips / Extended Trips~~  
→ Fix broken links

### **II.2.3 Instructional/Library Media Center Materials**

The school district shall not discriminate in the selection and evaluation of textbooks, supplementary instructional materials, or library media center materials on the basis of sex, race, national origin, color, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures, as outlined in **Policy 361.2**.

Instructors should select instructional and library media center materials in a manner consistent with RFSD school board policy 361.1 and 361.2 and cross check possible instructional/library media center materials with criteria listed in Study and Discussion of Controversial Issues (policy 381) prior to purchasing and/or using such materials. If criteria listed in policy 381 are met, instructors should collaborate with their building principal to determine next steps.

A parent/guardian may request that his/her child not use certain instructional or library media center materials or participate in certain instructional programs. Alternative assignments or programs shall be made available in such cases.

Policy 871 and 871-Rule provide the background information and procedures to follow for staff members who encounter citizens of the community who issue a formal complaint about instructional materials (i.e., textbooks and supplementary instructional materials) or library media center materials.

~~Procedures: The following procedures shall serve as a guideline for those staff members dealing with citizens of the community who issue a formal complaint about instructional materials (i.e., textbooks and supplementary instructional materials) or library media center materials:~~

~~A. If the staff member (teacher, librarian/media specialist, department or building unit leader) to whom the complaint has been made is unable to resolve the issue, the building principal should schedule a meeting between the staff member(s) involved, the principal and the complainant.~~

~~B. If the issue cannot be resolved amicably during the above mentioned meeting, the principal should ask the complainant to complete a copy of the "Request for Reconsideration of Instructional/Library Media Center Materials" form and submit it to his/her office as soon as possible.~~

~~C. If the form has not been received within 30 days, it is reasonable to assume the complainant has dropped the case and the issue is closed.~~

~~D. If a completed form is returned, it is incumbent upon the principal to schedule a meeting of a committee to review the form and the material(s) in question. The membership of this committee shall be composed of the following persons:~~

- ~~1. The building principal~~
- ~~2. The staff member(s) to whom the complaint was made~~
- ~~3. Appropriate department and/or unit representatives~~
- ~~4. The Director of Academic Services~~
- ~~5. A student selected by the principal~~
- ~~6. A staff member at large~~

~~E. The decision of the review committee shall be forwarded to the Superintendent who shall advise the complainant of the committee's decision and his/her right of appeal to the Board of Education.~~

### **H.2.5 Homework Guidelines**

~~While there is varying research on the benefits and amounts of homework, all interested stakeholders agree that it is vital to a student's "practice" of skills. This holds true when the homework is rigorous, relevant, and designed in conjunction with the students' interests and abilities. However, staff members should adhere to the following parameters relative to homework:~~

~~A. Grades K-5: In addition to nightly reading and special projects, elementary school students may expect to receive required homework. The homework is to be relevant and serve to further develop the students' skills, abilities, and sense of responsibility.~~

~~B. Grades 6-12: Every attempt will be made by teachers to coordinate special projects and homework assignments to avoid overload of demand on students at any one time.~~

## **II.2.6 Religious Beliefs, Accommodating Students'**

The Board of Education recognizes that parents/guardians may desire or request that their children be excluded from receiving instruction in specific phases of certain curricular offerings on the basis of their religious beliefs. Accommodation requests shall be handled in accordance with established procedures.

### **Procedures:**

A. Parents/guardians should contact either their child's teacher or the building administrator/coordinator with questions and concerns dealing with curricular topics or assignments that they find objectionable. The curriculum guide and materials associated with any course will be available **upon request for parents to review** ~~for inspection by the parent/guardian prior to making the written request for exclusion.~~

B. Requests for exclusion of a child from any school-authorized course, or portions of a course, must be made by the parent/guardian in writing to the building principal, and must include an explanation of the reason for said request. The request must also identify that portion of the specific curriculum to which the request applies.

C. The written request will be evaluated by the building principal and director of academic services, who will consult with the teacher and rule on the appropriateness of the request. Parents/guardians shall be informed of the ruling in writing.

D. If the request is approved, the student will be assigned a work station away from the class, under the supervision of authorized school personnel, and will be given an alternate assignment by the teacher. Parents/guardians will be consulted when determining the alternate assignment.

E. If principal approval for the request is denied, the parent/guardian may appeal the decision in writing to the school district administrator and, if necessary, to the Board of Education.

The entire process of responding to an accommodation request shall be completed within 90 days, unless the parties involved agree to an extension of time. If after completing the above process a parent/guardian is still dissatisfied with the district's decision, he/she may appeal the decision to the State Superintendent of Public Instruction within 30 days of the Board's decision.

## **II.4.2 Professional Development/Training Programs/In-service**

**Graduate-Degree Prior Written Approval Request form (FIX BROKEN LINK)**

## **II.5 STUDENT TEACHER SUPERVISION**

**Student Teacher Process (FIX BROKEN LINK)**

### **II.9.2 Overview**

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 teachers to reach their full potential. 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. The compensation model was significantly revised in 2022. A summary of these adjustments is available at **(Fix Broken Link)**.

### **II.9.2.4 Supplemental Pay Professional Development**

**Masters'/Doctorate Supplemental Pay**

**Fix broken link**

### 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 exceeded 12 points for 2021-22, a one-time \$50 per point stipend will be offered in recognition of points 13-18 (\$300 max).**

### **II.10.4 Life Insurance**

The Board shall provide life insurance to eligible employees. The insurance carrier(s), program(s), and coverages will be selected and determined by the Board.

#### A. Eligibility

1. **Minimum Hours for Any Board Contribution:** An employee who has participated in the Wisconsin Retirement System (WRS) for at least six months through employment with the district and any other employer participating in WRS is eligible to participate in the District's life insurance plan. Employees must enroll in the plan during the 30-day open enrollment period following their sixth month of participating in WRS or 30 days following their initial employment with the district for employees with at least six months of participation in WRS through other covered employers. Employees who enroll outside of the open enrollment period may be required to show proof of insurability. Employees who do not participate in WRS are not eligible to participate in the District's life insurance plan.

2. **Enrollment Upon Return from Leave of Absence:** An employee is not eligible for life insurance during a leave of absence. Upon return from a leave of absence, the employee may re-enroll without evidence of insurability for the life insurance plans in effect prior to the leave.

3. **Enrollment Due to Family Status Change:** An employee may enroll in Basic coverage, or increase coverage without evidence of insurability if application is made within 30 days of gaining a dependent.

### **II.10.6 Wisconsin Retirement System (WRS) Contributions**

The Board agrees to contribute the employer's share. The employee agrees to pay the employee's required WRS contribution as required by state statute requirements. Under no circumstances shall the Board pay the employee's required WRS contribution. **Teachers (including the district nurse) are considered Certified Staff (40) in the Wisconsin Retirement System.**

### **III.2.4 Part-time Employees**

A schedule of hours shall be prepared for part-time employees. Such a schedule shall be made known to the affected employees.

The normal duty year for bus drivers and paraprofessionals upon which salary and benefits are based shall be as follows:

1. Bus Driver (Route): All student days plus two additional days (one dry run day and one inservice day). All drivers are expected to be available on late start or early release days which are caused by inclement weather or inservice days. Route bus drivers will be paid, but not required to make up the hours lost for full-day inclement weather closures. Bus drivers will have the option to make up the hours lost for the second inclement weather closure in a school year by completing optional online trainings selected by the Transportation Supervisor. The time to complete online trainings will not exceed the hours lost due to inclement weather. If the driver does not want to complete the online trainings, then he/she will be allowed to use personal leave or take the day without pay.

2. Paraprofessional: All student days plus six additional in-service days (two before school, three during the year, one after the students' last day). ~~three additional inservice days (one before students report, one mid-year, and one after students' last day).~~ Paraprofessionals will be paid, but not required to make up the hours lost for inclement weather closures, late starts, and early releases. In instances in which students are at-home learning, paraprofessionals must be available as needed to support virtual learning objectives.

~~Paraprofessionals will have the option to make up the time lost due to the second full day inclement weather cancellation, any late start, or any early release, at a later date as approved by their building principal.~~

### **III.12.2 Health Insurance**

#### **A. Eligibility**

1. Job Classification areas eligible for insurance: Employees in the following job classification areas are eligible for insurance if they meet the other eligibility requirements:

#### **f. Kids' Club Lead Care Givers**

\*Note: If a Kids' Club lead caregiver works as a regular employee (i.e. paraprofessional), then hours worked as a Kids Club lead caregiver will contribute towards the employees FTE..

### **III.12.4 Life Insurance**

The Board shall provide life insurance to eligible employees. The insurance carrier(s), program(s), and coverages will be selected and determined by the Board.

#### **A. Eligibility**

1. Minimum Hours for Any Board Contribution: An employee who has participated in the Wisconsin Retirement System (WRS) for at least six months through employment with the district and any other employer participating in WRS is eligible to participate in the District's life insurance plan. Employees must enroll in the plan during the 30-day open enrollment period following their sixth month of participating in WRS or 30 days following their initial employment with the district for employees with at least six months of participation in WRS through other covered employers. Employees who enroll outside of the open enrollment period may be required to show proof of insurability. Employees who do not participate in WRS are not eligible to participate in the District's life insurance plan.

2. Enrollment Upon Return from Leave of Absence: An employee is not eligible for life insurance during a leave of absence. Upon return from a leave of absence, the employee may re-enroll without evidence of insurability for the life insurance plans in effect prior to the leave.

**3. Enrollment Due to Family Status Change:** An employee may enroll in Basic coverage, or increase coverage without evidence of insurability if application is made within 30 days of gaining a dependent.

### **III.12.6 Wisconsin Retirement System (WRS) Contributions**

Unless otherwise identified, regular employees are considered Support Staff (42) in the Wisconsin Retirement System.

#### **IV.2.1 Athletics**

\*Schedule will be approved separately on 7-17-23

#### **IV.2.2 Activities**

\*Schedule will be approved separately on 7-17-23

### **V.3 Substitute Support Staff Employees**

Update Contact Information, School Calendar,

Compensation

Teacher \$200

Bus Driver, Route: \$TBD (Route Driver Step 1)

Custodian \$17.45

Starting 7/1/18, Sub Custodians who accumulate 925 hours of substitute custodian hours will advance to \$19.08 (Custodian Step 1) in the following fiscal year. Starting 7/1/18, Sub Custodians at Step 1 who accumulate 2,080 hours of substitute custodian hours will advance to \$19.48-Custodian Step 2 in the following fiscal year.

Kids Club Asst. \$13.41

Kids Club Lead \$15.64

Para, General Ed. \$17.45

Para, Special Ed. (etc) \$18.40

Secretary \$18.92

#### **A.1-A4**

**Update all salary information**

**Teachers → TBD**

**Support Staff → Approved**

**Supervisor/Admin → Approved**

**Sport Workers → Updates (7/17/23)**

#### **APPENDIX B-p.105**

**Update Principals**

#### **TEACHER HOURS**

Work hours are **8:05 a.m.-4:05 p.m.**

#### **MAILBOXES**

Boxes for teachers' mail, notices, daily bulletins, etc., are located in the **office workroom.**

### **FIELD TRIP GUIDELINES (also see overall employee handbook)**

The purpose of the following guidelines is to standardize field trip expectations for all grade levels. It is understood that some classes or grade levels may be required to cut back on some of the outings enjoyed in the past, while other classes or grade levels may be expected to explore learning opportunities outside the school walls.

- Each class should go on no more than two field trips per year which are funded by proceeds or donations accepted from the students' families. This count does not limit the number of field trips without cost (i.e., Kinnickinnic River Walk, community events, UWRF farm, Glen Park, local banks, etc.) or **additional field trips directly tied to curriculum objectives.**

**Question not of the handbook: Are the elementary schools going to adopt a common practice for collecting field trip money?**

### **CALENDAR OF EVENTS**

**Some dates for activities are dictated to us by the State Department of Public Instruction such as the ~~WKCE/WKCE-CRT Forward~~ testing window.**

### **TEACHER CLASSROOM CHECKLIST FOR SUMMER DEPARTURE**

- Remove all tape from the floor, doors, walls, and also hallways outside the classroom.
- Remove all furniture/bookcases, books, etc. from window ledges.
- Remove all totes, books, and other items from ledges where univents are.
- Empty heavy bookcases if you want them removed from your classroom so the floors can be cleaned beneath them.
- Draw a map so the custodians will know how to put your room back together after cleaning.
- Wash desks and chairs the last week of school (maybe students can help with this).
- Inventory keys.
- Flexible in-service records.
- **Evaluation materials signed and finalized.**
- **Cumulative files returned.**

### **COPIER USAGE**

The copier is for making copies of letters, documents, special graphs, pictures, newspaper articles, and very current articles. Please use Google Drive whenever possible. Color copies should only be used when necessary. School copiers should be used for school business only. **Employees are expected to only print materials for the current school year and retrieve materials in a timely manner.**

### **APPENDIX C-p.111**

#### **Cut A, B, C (entire sections)**

##### **A. Philosophy of Education**

##### **B. Goals of the Instructional Program**

## **C. Guidelines**

### **Our Mission at Meyer Middle School**

We are collectively committed to the academic growth, character development, and well-being of every student, every day.

### **Our Vision at Meyer Middle School**

We will operate as a high performing professional learning community in a caring environment where students and staff feel safe, connected and engaged.

### **Our Collective Commitments at Meyer Middle School**

In order to advance our shared vision, the staff at Meyer Middle School have made the following collective commitments:

- We will build and maintain meaningful relationships with our students, staff, families, and community.
- We will intentionally teach and support our students' character development and their social emotional learning.
- We will use evidence of student learning and effective practices to teach, assess, and reteach the essential standards through common formative and summative assessments.
- We will promote a wide variety of extracurricular opportunities to meet our students' interests.
- We will continue to grow professionally by learning from each other and by implementing effective practices to support students.
- We will be positive and solution focused contributing members of our collaborative teams.
- We will hire and retain the best employees who value our mission and vision.

## **D. Teacher Advisee Program**

Philosophy: The Teacher Advisee Program (TA) of the Meyer Middle School is an integral part of each school day. The TA exists for the purpose of developing personal and interpersonal skills in students, in addition to building warm and open relationships so all students feel safe and connected. TA also serves as a platform for character education and the development of positive character traits within our students. The overall goal of the TA program is to help our students become happy, self-actualized and fully functioning human beings with good character. The TA program will assist our students to more fully realize all of their potential capabilities and talents, learn how to relate to others in a meaningful and satisfying way and acknowledge their preciousness and worth as developing young adolescents.

1. To provide each student in grade 6, 7 and 8 access to a teacher-advisor on a daily basis. The Teacher Advisor will:

- a. Be aware of the student's total school performance by providing an Academic Check Day once per week.
- b. Provide a weekly character lesson
- b. Interact with and build positive connections with students.
- c. Be an integral link between the student and his/her assigned teachers.
- d. Encourage a positive attitude toward school.
- e. Counsel a student with discipline problems to promote appropriate social growth.

5. To teach, promote and reflect on the moral and performance character traits that will allow each student to reach their fullest potential in all aspects of their lives.

## **STAFF REGULATIONS**

### **A. Discipline**

Good classroom management is absolutely essential to good teaching. ~~Students rarely respect teachers who cannot control their classroom. Without respect, effective teaching cannot be accomplished, regardless of preparation.~~ The key to good classroom management begins with positive and caring relationships, clear expectations for student behavior, clear communication of how discipline will be handled, consistent follow through, engaging lessons and consistent routines and procedures.

### **C. Students After School**

~~Should you desire to retain a bus student after school, particularly as a disciplinary measure, please allow one day for the student to make arrangements at home. To keep the youth at school without allowing the parents to make adjustment could be considered punishment for the parent rather than the child. In all cases please verify the arrangements through a personal phone call to the parents.~~

### **D. Suspension From Class**

~~Cut section and replace with what is below~~

~~Students sent from class to the main office for disciplinary reasons should be followed up with a phone call or email from the classroom teacher explaining the reason for the removal from class.~~

### **F. Class Dismissal and Passing Time**

~~Please refer to the bell schedule. Teachers are responsible to dismiss the students at the appropriate times since bells will not ring at the end of each class period. Students should remain in their seats until the bell rings or until the teacher dismisses the students. Students should not be standing by the door waiting to be dismissed.~~

### **G. Rooms and Halls**

~~It is essential that halls and rooms be kept orderly. Students must be continually reminded of their responsibility in this endeavor and occasionally requested to assist in the “cleanup” process of picking up paper, etc. Please remember, it is generally assumed that your teaching success is positively correlated with room decor and neatness. Attractive and frequently changed bulletin board material is an education tool – a tool you are expected to use. An “Adopt-A-Hall” Program will be available to TA’s each year.~~

### **H. Lesson Plans**

~~Cut entire section~~

### **K. Book Fine Procedures**

~~Cut entire section~~

### **M. Media Publicity**

Three extremely valuable sources of good public relations are the local paper, the district webpage and the district social media outlets. Teachers are encouraged to request media exposure for classroom and extra-curricular activities. ~~It shall be mandatory that any article to appear in the local paper shall be cleared through the principal's office if it comes under any phase of school activity.~~ Social media posts should be cleared through the Director of Community Education and Communications. Newspaper articles should be cleared through the building principal. Please be mindful that one article of poor judgment or poor taste can destroy years of work in the attempt to build good public relations. ~~All articles shall be dated and have the signature of approval.~~

#### F. Corridor Passes

Cut entire section

#### G. Passes to Leave the Building

Cut entire section

#### I. Mailboxes

Cut entire section

#### L. Daily Bulletin and PA Announcements

Cut entire section

#### N. School Problems, Confidentiality

Cut entire section

#### P. Economy

Cut entire section

#### Q. Procedures for Dropping and Adding Classes

Cut entire section

### OTHER POLICIES AND PROCEDURES

#### A. Transferring Pupils

Cut entire section

#### B. Faculty Athletic Passes

Cut entire section

### REPORTING SYSTEM

Cut Sections A, B, and C and replace with:

#### A. Grading Guidelines

##### Purpose of Grading/Assessment

The purpose of grading/assessment in River Falls School District is to communicate the measured growth and achievement of students according to defined standards. Communication of goals, strengths, and deficits are achieved by a collaborative effort between students, parents, and teachers to provide ongoing written and oral information. Measurement is achieved through formal and informal assessments by both teachers and students to reflect student intellectual and social growth, determine a child's performance level and program placements, and aid the teacher in

modifying curriculum, instruction, and assessment to make it more effective. The district curriculum sets educational expectations for all students within scope and sequence across grade levels, using national and state standards as a guide.

## B. Grading Scale

Letter grades are used for identifying bands of student achievement as follows:

A – Outstanding

B – Above Average

C – Average

D – Below Average

F – Failure

Plus and minus signs may be used with the letters to indicate a position within that band – GPA (grade point average) included:

A	(93-100%)	4.0
A-	(90-92)	3.7
B+	(87-89)	3.3
B	(83-86)	3.0
B-	(80-82)	2.7
C+	(77-79)	2.3
C	(73-76)	2.0
C-	(70-72)	1.7
D+	(67-69)	1.3
D	(63-66)	1.0
D-	(60-62)	0.7
F	(0-59)	0.0

## C. Important Definitions

**Purpose Of Grading:** To formally communicate student learning and knowledge.

**Formative Assessments (15% Of Final Grade):** In-process, formal and informal processes are used to gather evidence for the purpose of improved learning. Examples could include exit tickets, quizzes, verbal whip around, journals, and brief writing prompts.

**Summative Assessments (85% Of Final Grade):** Assessments used in which students demonstrate their acquired knowledge. Commonly, summative assessments are administered at the conclusion of the unit of study

**Assignments:** A task given to students to independently practice a skill, set of skills, or concept.

### Grade Formation

- Report the academic achievement of the student.
- Student performance compared to learning targets and essential questions with clear descriptions of achievement expectations.
- Use individual achievement for summative assessments (no group grades).

- Extra credit is not offered.
- 85% summative assessments.
- 15% formative assessments and assignments.

### **Late Work**

- Students are expected to complete daily work (assignments), on time, for full credit.
- For quarters one, two and three, students will have an opportunity to complete summative assessments two weeks past the end of a unit of study for full credit.
- For quarter four, all summative assessments are due on the last day of school.
- Assign a zero as a placeholder for late work.
- Utilize in-classroom behavioral interventions to address late work.

### **Summative Retakes**

- Students scoring below 70% on a summative assessment are required to retake.
- The highest score a student can receive on a retake is 70%. Students scoring above 70% on a summative will not have an opportunity to retake the assessment.
- Standards-based grading; students will reassess if they receive a mark of “Does Not Meet”
- Student receives the last score attained when completing retakes (do not average).
- Provide a minimum of one re-teaching opportunity before the retake.
- Apply behavioral consequences for academic dishonesty – reassess to determine the level of achievement

### **Assignments**

- Rationale: to practice and reinforce prior learning
- Differentiated for ability
- Purposeful and linked to learning targets
- Used to reinforce positive academic habits

### **C. Parent-Teacher Conferences**

Parent-Teacher Conferences are held three times each year. Parent-Teacher conference dates will be shared with parents at the beginning of the school year. Learn to be a good listener and a sharp questioner. Remember that the conference is confidential. The educational or personal problems of children and parents ought never be discussed, except in highly ethical and professional settings. Other students' grades, problems, etc. should NEVER be discussed with other parents. Remember, Conferences are to be a joint program between the home and school. It is strongly encouraged that teachers share samples of student work (projects and assessments) aligned to specific outcomes or standards, in addition to sharing student strengths and areas for growth (when appropriate). Simply stating, “your student is getting an A-” does not result in a meaningful parent-teacher conference.

### **SPECIAL AREAS**

#### **A. Lunch Program**

Cut entire section

#### **B. Noon Hour Policy**

Cut entire section

#### **C. Study Hall**

Consistency in study hall regulations is necessary for good student control and cooperation. ~~Since many students have more than one study hall and thus possibly more than one study hall supervisor, this policy is very important.~~ Please cooperate by following and executing the following list of responsibilities:

9. The period begins at the prescribed time. ~~Tardiness will be dealt with through counseling, and/or more stern measures if necessary.~~

10. Restroom passes should be held to a minimum and used only in the case of emergencies. Only one boy and one girl should be permitted to go to the restrooms at one time.

~~11. While supervising a study period teachers are to:~~

~~a. Assume a "take charge" manner~~

~~b. Be active supervisors~~

~~c. Maintain a structured seating arrangement~~

~~d. Dismiss students in an orderly manner and at an appropriate time.~~

## **APPENDIX D-p.124**

Renaissance address update

Assistant Principal- Instructional Leadership→ Fix broken link

### **Employee Absences Due to Illness**

Staff members unable to report to work because of illness or emergencies, are to log on to Frontline Absence Management (AESOP) AND Skyward Employee Access to report an absence. Frontline Absence Management (AESOP) will find subs until 7:00 AM. If an illness or emergency occurs after that time, please call the main office to report the absence.

Lesson plans and notes are strongly encouraged to be uploaded into Frontline Absence Management (AESOP). Calling illnesses well before 7:00 AM ensures that a qualified sub will be found. It is recommended that illness calls be made before 6:00 AM to allow Absence Management (AESOP) to work effectively. Should the illness require more than one day of absence, contact the Assistant Principal before the end of the school day so that we may inform your substitute.

Teachers are responsible for providing seating charts, lesson plans, and additional information for the substitute. Substitute teacher folder will be provided.

## **APPENDIX E-p.132**

13. Parking is permitted on the east side of the school bus lot by the embankment and middle of parking lot where designated. Do not park so that you block doors to the garage. ~~There is additional parking in the back as well as on the street when conditions permit.~~

~~18. In case of an accident or a breakdown, when practical, the driver shall remain with the bus and shall send two (2) responsible pupils or other passengers to the nearest place for help, unless aid has been secured by means of the two-way radio.~~

### POST-EVACUATION PROCEDURES:

E) You must contact an individual from the list below. Continue calling until you reach the first available

district contact from the list:

1. Bus Garage 715-425-1808
2. Todd Burnap 715-307-4298
3. Karen Swenson 651-260-6258
4. Kory Pechacek 715-222-2718
5. Jeff Lentz 715-425-0050 or 651-357-0925
6. Jamie Benson 715-307-4869
7. Lynettee Edwards 920-538-0686 ~~Chad Smurawa 715-307-0933~~

## **DAILY OVERVIEW**

### **ROUTE DRIVERS**

1. Fuel the bus if necessary; don't run buses under ½ full. **Turn the bus off when fueling.** ~~Your tubular key~~ **Your badge is** used to turn on the pumps. ~~Tubular key must remain on the key ring at all times.~~

CERTIFIED STAFF HIRES								
	LOCATION	POSITION	APPLICANTS	INTERVIEW	REPLACES	REASON	NEW EMPLOYEE	NOTES
1	DIST	DIRECTOR OF FINANCE AND FACILITIES MANAGEMENT	4	12/16, 12/20	SMURAWA, C	RESIGNATION	EDWARDS, L.	
2	WS	SPED-CC	2	11/30	GLOMSKI, J	RESIGNATION	STOECKEL, H	Hired on 1/3/23
3	HS	MATH	3	1/3	LANGER, J	RESIGNATION	WESTBERG, L	Hired on 2/27/23
4	GW	4TH/5TH	19	3/29	LINEHAN, S	RESIGNATION	GRESKE, A	
5	GW	2ND GRADE	23	3/23, 3/24	LAPOINT, K	RETIREMENT	HOSSZU, R	
6	GW	1ST GRADE	23	3/23, 3/24	DUNN, H	RESIGNATION	DONAHUE, K	
7	GW	1ST GRADE	23	3/23, 3/25	MAES, A	RESIGNATION	BOSSHART, M	
8	MMS	MATH	12	4/12	STEINBRON, D	RETIREMENT	NELSON, K	
9	MMS	MATH	12	4/12	GAARD, B	TRANSFER	OPATZ, A	(GAARD REPLACES LUMEN, S RESIGNATION)
10	GW	LMC-SPEC.	10	4/5	LEFEBER, J	RETIREMENT	DESVOUSGES, E	
11	RB	PE	19	4/14	ERICKSON, K	RETIREMENT	NELSON, C	
12	GW	SPED-ID	3	4/14	NEW POSITION	NA	BRENNEN-BOBART, E	
13	HS	SPED-ID	2	4/17	GILLES, C	RETIREMENT	REID, M	
14	RB	2ND GRADE BUBBLE	33	4/19	DAVENPORT-HENK, C	RETIREMENT	KELLER, D	(SEVERSON TRANSFERS TO PERM. 1ST GRADE)
15	RCA	ALT-ED	9	4/19	JERRY, J	RETIREMENT	WEISS, J	
16	WS	5TH GRADE	23	4/20, 4/24	KEISER, A	RESIGNATION	JOHNSON, L	
17	HS	MATH	8	5/1	WESTBERG, L	RESIGNATION	THOENNES, M	
18	GW	GW PRINCIPAL	27	5/8, 5/15	SCHURMAN	TRANSFER	SKAPPEL, K	(DAS PETERSON RESIGNATION)
19	RB	2ND GRADE	33	4/19	HUNEKE	RESIGNATION	BUZAY, B	
20	MMS	SCIENCE	9	5/5	MILLER, K	RESIGNATION	LOY, J	
21	HS	ELA	10	5/30	STOKES, C	RESIGNATION	PIETROSKE, K	
22	HS	COUNSELOR	19	5/31	MOE, L	RESIGNATION	FOWLER, E	
23	RFPME	PRINCIPAL	11	5/31, 6/8	WELLS	TRANSFER	RODGERS	(4TH GRADE, GRAY RESIGNATION)
24	HS	SPEC-CC	6	6/8	NEW POSITION	NA	SCHREIBER, J	
25	HS	PE	9	6/23	CAMPBELL	TRANSFER	KOGER, A	(HS SST)
26	RB	SPED-CC	2	6/21	KEMPER, P	RESIGNATION	NUDD, S	(PARAPROFESSIONAL TRANSFER)
27	HS	COUNSELOR	19	5/31	NEW POSITION	NA	BRUESEWITZ, K	(MENTAL HEALTH GRANT FUNDED POSITION)
28	MMS	SCIENCE	NA	NA	MELSTROM	RESIGNATION	JOHNSON, B	(REINSTATEMENT)
RECRUITMENT PHASE								
	LOCATION	POSITION	REPLACES	REASON				
1	HS	ART	GREGORY, E	TRANSFER	(HS ART, BERMAN, RESIGNATION)			
2	MMS	SCIENCE	MELSTROM	RESIGNATION				
3	HS	BUS ED	THOMPSON, K	RESIGNATION	(REPOST, CANDIDATE BACKED OUT)			
4	RFPME	READING INTERVENTION	JILK, R	RETIREMENT	REPOST, CANDIDATE BACKED OUT)			
RETENTION ANALYSIS: REASON								
	YEAR	RETIREMENT	RESIGNATION	TOTAL	RESIGNATION	R/R		
	2018	12	15	27	6.20%	11.16%		
	2019	10	12	22	4.90%	8.98%		
	2020	8.32	13	21.32	5.10%	8.37%		
	2021	7.5	16.5	24	6.47%	9.42%		
	2022	8	22	30	8.27%	11.28%		
	2023	7.5	18	25.5	5.95%	8.73%		
	2018-22 AVERAGE	9.164	15.7	24.864				
*FTE ADJUSTMENTS ARE NOT NOTED, **NEW/CUTS/LAYOFFS ARE NOT NOTED								

**Request for Proposal (RFP) for  
Employee Benefit Brokerage/Consulting Services  
River Falls School District**

Page 1 of 4

**Invitation**

River Falls School District (hereinafter “RFSD”) is soliciting proposals from area insurance brokers/consultants qualified to perform and interested in providing brokerage and consulting services for RFSD effective July 1, 2024.

Interested and qualified brokers/consultants who have demonstrated their success with comparable work are invited to submit proposals.

Proposals will be accepted until **August 31, 2023, at 4:00 p.m.** Please submit three hard copies and one electronic copy of your RFP response. Submittals and requests for information relative to this Request for Proposal should be addressed to:

David Bell  
Director of Human Resources and Leadership Development  
River Falls School District  
852 East Division Street  
River Falls, WI 54022  
david.bell@rfsd.k12.wi.us

Note: Questions and/or clarifications are due ten days prior to the RFP due date and must be sent to [david.bell@rfsd.k12.wi.us](mailto:david.bell@rfsd.k12.wi.us) to be considered.

***Please note that RFSD is not asking for, nor authorizing, your solicitation of quotes from insurance carriers at this time.***

**Background on RFSD**

River Falls School District is a common school district located in Pierce and St. Croix Counties in Western Wisconsin. The community is 31 miles southeast of St. Paul, MN and is considered part of the greater Twin Cities Metro Area.

- RFSD consists of:
  - Four Elementary Schools (Greenwood, Montessori, Rocky Branch, and Westside) that serve students in grades K-5. Montessori Elementary also serves PK and 6<sup>th</sup> grade students.
  - One Middle School (Meyer) that serves students in grades 6-8.
  - One High School (River Falls) that serves students in grades 9-12.
  - One Charter High School (Renaissance) that serves students in grades 9-12
  
- RFSD has approximately 500 regular employees.

**Current RFSD Insurance Programs**

As of July 1, 2023, RFSD utilizes the following insurance carriers:

- Medica - Health
- Delta Dental - Dental
- Securian/MN Life – Life
- The Standard – LTD/STD
- Family Means – EAP

**Request for Proposal (RFP) for  
Employee Benefit Brokerage/Consulting Services  
River Falls School District**

**Scope of Services**

RFSD is seeking a broker/consultant to provide services in connection with the District's health insurance plan and other employee benefits. The selected broker/consultant will perform a full range of services related to implementation, enrollment, maintenance, communication and improvement of RFSD's employee health plan and employee benefits. Specifically, the selected broker/consultant will provide services including, but not limited to, analyzing and reporting on existing benefit plans, developing goals for future employee benefits, assisting with claim disputes and problem resolution, acting as a liaison between plan providers and RFSD, assisting with plan administration and compliance, annual benefit renewal processes and evaluation of benefits, and other service requirements as determined by RFSD. The selected broker/consultant will also provide guidance for the RFSD wellness program.

**Schedule for the RFP (\*subject to modification by RFSD)**

- |   |          |
|---|----------|
| ● RFP distributed                                     | 07/31/23 |
| ● Responses to RFP Due                                | 08/31/23 |
| ● RFSD Committee reviews responses                    | 09/10/23 |
| ● Conduct interviews with selected broker/consultants | 09/20/23 |
| ● Select broker/consultant                            | 10/10/23 |

**General Information**

All proposals and related materials become the property of RFSD and may be returned only at its option. RFSD is not obligated to accept any proposal or to negotiate with any proposal. All transactions are subject to the final approval of RFSD, which reserves the right to reject any or all proposals without cause for liability.

All costs directly or indirectly related to responding to this RFP (including all costs incurred in supplementary documentation, information or presentation) will be borne by the proposer.

The appointment of the Broker/Consultant will be effective **July 1, 2024** and will be one-year agreements subject to annual reviews. Input from the selected Broker/Consultant would be requested for RFSD's upcoming insurance renewals.

**Questions**

**Company:**

1. Briefly describe your company's history, area of expertise, summary of services, number of employees and years in existence.
2. What is your organization's vision and/or mission statement? What is your strategy pertaining to K-12 school clients?
3. Discuss any pending or anticipated changes in your organization that could impact the delivery of services to RFSD.
4. Provide proof that your company carries professional liability insurance coverage.

**Account Team**

5. Provide an overview of the account team that would be assigned to RFSD. Highlight the qualification and experience of each member, provide a summary of roles and distribution of responsibilities.

**Request for Proposal (RFP) for  
Employee Benefit Brokerage/Consulting Services  
River Falls School District**

Page 3 of 4

Practice:

6. Describe what makes your company uniquely qualified to work on our account.
7. What size clients does your practice generally support? How many clients do you support in the public sector and in what specific industries?
8. If your firm were selected, please outline and provide a timetable of the services RFSD has asked you to provide.
9. What information must be provided by RFSD for your firm to successfully carry out the services being asked to perform?

Expertise

10. Describe your experience with different types of health insurance funding.
11. How do you evaluate vendor proposals?
12. Describe your local and national market leverage within the employee benefits marketplace.
13. In your opinion, what are the three major benefits-related challenges that companies of similar size and industry face and how will your firm help meet these challenges?
14. What are some measures you would take to help save the District money on employee benefits?
15. What is your process for helping ensure our compliance with state and federal regulations?

Special Services

16. Describe any unique tools you will employ to assist RFSD in reviewing employee benefits proposals.
17. Describe your experience in meeting obligations related to providing health insurance coverage to retired employees.
18. Does your firm have client services representatives to assist RFSD employees with claims issues or questions?

Compensation

19. Describe how you expect to be compensated for the services outlined in this proposal.
20. Provide details regarding what services are included within the cost umbrella of brokerage fees and which are provided at additional expense to the client.
21. Disclose all indirect forms of compensation.
22. Provide at least 3 references from WI Public School Districts that are current clients that are similar to RFSD with respect to size and complexity and at least 2 clients that left your organization within the last three years. For each reference, include: (1) number of employees, (2) type of plans covered, (3) length of servicing relationship with your firm and (4) contact name, title and phone number.

**Request for Proposal (RFP) for  
Employee Benefit Brokerage/Consulting Services  
River Falls School District**

Communication/Education

- 23. What tools do you have available to assist with employee communication regarding employee benefits?
- 24. Do you have the ability to manage benefits enrollment electronically? If so, is there an additional fee for that service?
- 25. What types of employee education do you offer so that employees fully understand their benefit options?

**Evaluation of RFP**

Proposals will be evaluated based on the ability to meet the needs of RFSD, background and area of expertise, total fee, and references. RFSD reserves the right to ask for additional information to clarify or supplement the information provided in response to this RFP.

I have carefully examined all the general conditions and specifications regarding the above item or items and guarantee the above bid prices or alternate(s), if applicable, as listed.

Company Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Website: \_\_\_\_\_

Date: \_\_\_\_\_

Delivery Date: \_\_\_\_\_

**\*NOTE: RETURN THIS ENTIRE SIGNED RFP DOCUMENT.**

**School District of River Falls**  
**Job Description**  
**INSTRUCTIONAL COACH**

**QUALIFICATIONS**

- Certified in any specific teaching area
- Minimum 5 years' experience teaching, with a record of successfully impacting student achievement and working successfully with students who have the greatest needs.
- Proven ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners.
- Demonstrated leadership qualities and strong interpersonal skills, including giving and receiving constructive feedback.
- Proven ability in using student-level data to guide instructional decisions.
- Demonstrated Teacher Leadership.
- Strong pedagogical knowledge.
- Demonstrated expertise in oral and written communication.
- Strong interpersonal skills.
- Models continual improvement, demonstrates lifelong learning, and applies new learning to help all students achieve.
- Demonstrates evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

**POSITION SUMMARY:** The Instructional Coach is a critical lever in supporting a collaborative teaching culture focused on student learning. The role of the coach is to build teacher capacity and their understanding of instructional practices as related to Educator Effectiveness, WI Academic Standards, and data driven instruction. An instructional coach is a learner who models continuous improvement, lifelong learning, and goes above and beyond to ensure student success. All instructional coaches work collaboratively as a team with the Director of Academic Services. Instructional coaches will promote reflection, provide guidance and structure, and focus on strengths and collaboration. Instructional Coaches will work with building administration to identify patterns and trends in district classrooms, as well as plan and implement effective instructional practices.

**REPORTS TO: Director of Academic Services (primary) and Building Principal (secondary)**

**PERFORMANCE RESPONSIBILITIES:**

**1. Classroom Coaching**

- a. Build strong relationships with teachers, administrators, and other coaches.
- b. Assist teachers in understanding SDRF Strategic Plan, mission, vision, and goals.
- c. Promote high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers.
- d. Observe lessons informally and provide feedback for a teacher's professional growth and students' success.
- e. Assist teachers with planning and pacing of lessons, and the development of differentiated lessons including support utilizing technology.
- f. Support teachers who are new to SDRF as well as teachers new to the profession.
- g. Create and share individual schedule with administration and staff
- h. Contribute to the development of systems (EE, PD, Inservice) and structures to improve teacher practice within schools.

**2. Assessment Administration and Support**

**School District of River Falls**  
**Job Description**  
**INSTRUCTIONAL COACH**

- a. Support the administration of benchmark assessments (i.e. Fastbridge) for students.
- b. Provide leadership in analysis of student performance on benchmark assessments.

**3. Curriculum Support**

- a. Support the professional development of all teachers in understanding the WI Academic Standards, district core curriculum, and varied assessments and data analysis.
- b. Provide direction and coordination for how the curriculum is taught consistent with District initiatives.
- c. Lead teachers, in conjunction with the Director of Academic Services, through the curriculum review cycle, implementation of digital and print resources, materials, tools, and district information.

**4. Professional Learning Community (PLC) Support**

- a. Curate organizational documents that facilitate efficient, (PLC) collaborative meetings.
- b. Participate and provide targeted regular support for (PLC) collaborative teams within buildings.

**5. Professional Learning**

- a. Design staff development opportunities that support a collaborative teaching culture focused on student learning that are aligned to district priorities, as directed by the Director of Academic Services.
- b. Facilitate New Teacher Training
- c. Attend and lead prearranged summer training sessions.

**6. Specialized Responsibilities**

- a. Serve as primary contact/ Lead for the PreK-5 (6) Curriculum Committee
- b. Coach Reading Corps Tutors
- c. Participate on Building Leadership Teams (BLT)
- d. Participate on Student Support Teams (SST)

**INTENDED OUTCOMES AND SUCCESS MEASURES:**

- Improve student and teacher performance in targeted areas as identified.
- Increase in Professional Learning opportunities and participation of staff across the district.
- Increase in instructional practices that promote student growth.

**Adopted: 7/17/23**

**School District of River Falls**  
**Job Description**  
**ELEMENTARY SCHOOL PRINCIPAL**

**MINIMUM QUALIFICATIONS:**

A valid license for Principal by the State of Wisconsin Department of Public Instruction (DPI), and such qualifications of academic, professional, and personal experience as specified by the River Falls Board of Education. Must have strong human relations skills.

**POSITION SUMMARY:**

The Elementary School Principal is responsible for the overall operation of the elementary school and for promoting an atmosphere conducive to successful student learning in alignment with the District Mission, Core Values and Strategic Plan. The principal is an educational leader in the school district and the administrator of the building. Although the principal may delegate authority, he/she is the person ultimately responsible for decisions in the school.

**SUPERVISES:**

All elementary school staff in accordance with District policy.

**PERFORMANCE RESPONSIBILITIES:**

**1. Human Resources Leadership**

- a. Organize the recruitment and selection of staff
  - i. Recommend to the Director of Human Resources employment, transfer, and discharge of all professional and support staff employed in the building.
  - ii. Use a systematic, fair, and consistently applied hiring process so that staff have the competencies to contribute to the school's mission and goals.
  - iii. Take an active role in recruiting a diverse staff and involve other staff in the recruitment and hiring process.
- b. Assign teachers and instructional staff
  - i. Provide equitable access to effective instruction and support, by anticipating staff vacancies, planning for new staff recruitment, changing assignments of existing staff, and making assignments based on both student needs and staff qualifications and effectiveness.
  - ii. Consider the composition of grade or subject teams to facilitate staff cooperation and build a professional community.
  - iii. Provide all new staff with orientation to the school's goals, policies, and procedures.
  - iv. Support the transition of new employees into their new roles.
- c. Provide performance evaluation and feedback
  - i. Strive to assess professional practice, provide high quality feedback and offer other coaching supports.
  - ii. Foster a cycle of continuous improvement as a cooperative process involving teachers.
  - iii. Engage regularly in calibration activities to improve evaluation accuracy.
  - iv. Coordinate and supervise student teaching and/or intern programs in his/her building.
- d. Lead professional learning
  - i. Work with staff to set learning goals and monitor learning accomplishments.
  - ii. Provide staff with learning opportunities that improve practice and the ability to respond positively to student diversity.
  - iii. Use staff practice and student learning data to inform the design and monitor the impact of the professional learning provided.
  - iv. Be responsible for meaningful in-service experiences for his/her staff.

**School District of River Falls**  
**Job Description**  
**ELEMENTARY SCHOOL PRINCIPAL**

- v. Participate in the development, implementation and evaluation of curriculum using appropriately designated procedures, which involve faculty, Director of Academic Services, Superintendent and other district personnel as appropriate.
- e. Foster distributed leadership and staff collaboration
  - i. Encourage staff to take on leadership roles that contribute to meeting school goals, and support emerging leaders with feedback, coaching, and mentoring.
  - ii. Create opportunities for collaboration aligned to school and district goals and that focus on instruction, teaching, and learning.

**2. Instructional Leadership**

- a. Exemplify the school's vision and mission
  - i. Cultivate collective responsibility for student learning through the collaborative development of the vision and mission that emphasizes the shared belief that each student is an active learner.
  - ii. Align initiatives to school goals and engage stakeholders in goal assessment.
  - iii. Provide leadership and direction for an educational program, which includes all activities that occur in the school. Coordinate such activities so that students will have a sequential program designed to most effectively promote growth and development.
- b. Maintain a focus on student achievement
  - i. Monitor and address achievement gaps in and across student groups.
  - ii. Ensure equitable access to quality programs and instruction.
  - iii. Foster community partnerships to enhance access to rich curriculum and authentic learning experiences.
- c. Promote the use of data school-wide
  - i. Provide the time and space for data based cycles of inquiry.
  - ii. Model, facilitate and empower staff in the use of relevant data to make instructional decisions.
  - iii. Use School and Student Learning Objective data to address equitable opportunity and achievement gaps in and across groups of students.

**3. Personal and Professional Growth**

- a. Model professionalism
  - i. Exhibit ethical and respectful behavior in interactions with students, staff, parents, and the community.
  - ii. Maximize time focused on student learning, and use feedback to improve personal performance and student achievement.
  - iii. Participate in school district and state workshops and conferences, which deal with topics of self-improvement.
  - iv. Pursue programs of post-certification and university coursework, which will enhance instructional leadership skills and administrative expertise, and contribute to improved performance.
  - v. Remain current on important issues in education through comprehensive professional reading.
  - vi. Demonstrate a positive demeanor and set an example for professional behavior in others.
  - vii. Contribute to the profession by participating in, and occasionally leading, activities that promote school leadership and organizational effectiveness.
- b. Set priorities
  - i. Set clear and realistic action steps that adhere to identified goals and engage in decision-making that prioritizes time for teaching and learning.

**4. School Culture**

**School District of River Falls  
Job Description  
ELEMENTARY SCHOOL PRINCIPAL**

- a. Promote a positive school climate
  - i. Shape and support the school climate by fostering a shared understanding of the school's values, beliefs, goals, and standards for interactions that are inclusive and representative of the different perspectives.
  - ii. Develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals.
- b. Communicate
  - i. Use effective communication strategies to provide direction and develop understanding and motivation around school goals and improvement efforts.
  - ii. Tailor messages to the audience (i.e., staff, parents, students, community), evaluate and modify to increase effectiveness.
  - iii. Respond in timely and meaningful ways to inquiries.
- c. Manage change by cultivating collaborative leadership, building consensus and integrating district and state initiatives into school improvement goals.
- d. Develop partnership with Parent Organization and/or Governance Boards.
  - i. Provide proactive communication to these organizations related school goals and collaborative efforts to support the school.
  - ii. When applicable, address alignment to the school's charter, as well as the District's mission, vision, values, and strategic plan.

**5. School Management**

- a. Be responsible for the oversight of all safety and emergency planning and procedures.
- b. Manage the learning environment
  - i. Create an environment conducive to student academic, social, and emotional success.
  - ii. Create a positive work environment for educators and staff.
  - iii. Organize and coordinate the work of all secretarial help in the school office.
- c. Supervise the development of attendance accounting procedures for students and maintenance of adequate student records.
- d. ~~Communicate with families and Virtual/e-School staff so that all stakeholders understand the similarities and differences in programming at the Virtual/e-School and the student's traditional school.~~

**6. Financial Management**

- i. Provide input during budget development by identifying learning priorities and the financial needs to support them.
- ii. Manage funds flexibly and responsibly, and monitor budget to assure spending aligns with school improvement goals and promotes equitable practices.
- iii. Work with faculty to determine immediate and long-range financial needs for the instructional program, and relate needs to the Superintendent or designee to ensure fiscal responsibility of the total program for the school system.

**7. Policy Management**

- i. Promote understanding, implementation, and compliance with policies, procedures, laws, and regulations to meet the needs of students and staff.
- ii. Work with the Superintendent in carrying out Board of Education policies pertaining to the operation of the schools.

**School District of River Falls  
Job Description  
ELEMENTARY SCHOOL PRINCIPAL**

- iii. Determine, with the faculty, school policies and procedures; implement, evaluate and periodically review school policies and practices.

**8. Districtwide Elementary Principal Leadership Responsibilities**

**a. The Greenwood Elementary Principal**

**i. Administrative liaison to**

**1. ELA/ and Math Curriculum Review**

**a. Administrative Representative on the Math and ELA Curriculum Review Leadership Team.**

**b. Share Curriculum Review planning and progress updates with Elementary Principal Team.**

**2. English Language Learner Program**

**a. Communicate with the Director of Academic Service (DAS) regarding EL Program Goals and needs.**

**b. Attend EL Team Meetings as directed by the DAS.**

**c. Share EL program information with the Elementary Principal team.**

**d. Support EL family engagement events.**

**b. The Rocky Branch Elementary Principal**

**i. Administrative liaison to the Kids' Club Before and After School Care Program.**

**1. Supervise and evaluate the Kids Club Coordinator.**

**2. Provide program support by ensuring that Kids Club has consistent access to districtwide resources, program support will include, but is not limited to, support during budget and staffing development, program advocacy, scheduling, and facility needs.**

**ii. Administrative liaison to the District Technology Committee.**

**1. Attend District Technology Committee planning meetings.**

**2. Share Elementary technology needs and goals with District Technology Committee.**

**3. Community District Technology goals and objectives are understood by all Elementary Principals.**

**c. The Montessori Elementary Principal**

**i. Administrative liaison to the Four-Year-Old Kindergarten Program (RF4C)**

**1. Supervise and evaluate the RF4C Coordinator.**

**2. Provide program support by ensuring that RF4C has consistent access to districtwide resources, program support will include, but is not limited to, support during budget and staffing development, program advocacy, scheduling, and facility needs.**

**3. Organize 4K-5K collaborative time to ensure coherent programming and expectations. ?**

**d. The Westside Elementary Principal**

**i. Administrative liaison to the Title I Program**

**1. Communicate with the Director of Academic Services regarding Title goals.**

**2. Advocate for Title Program and LEA programming**

**3. Lead monthly meetings with Title 1 Staff (Reading and Math)**

**4. Communicate with DAS as needed for program support**

**5. Attend CESA Title 1 Network meetings**

**School District of River Falls  
Job Description  
ELEMENTARY SCHOOL PRINCIPAL**

6. Review, understand, and implement the requirements of the Title I program.

9. Responsible for all of the above duties and any other assignments delegated to him/her by the Superintendent of Schools.

**DAYS OF EMPLOYMENT:**

Twelve-month year (215 workdays) and in accordance with individual contract.

**EVALUATION:**

The Superintendent will evaluate performance in this position.

**Revised: 7-17-23**