

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

Monday, June 14, 2021 - 6:30 PM

River Falls School District Bus Garage, 805 W Locust Street, River Falls, WI 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 - 6:30 p.m. (or immediately following Finance and Facilities) at the River Falls School District Bus Garage**

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

3. **HEARING OF VISITORS OR DELEGATIONS**

4. **Certified Staffing update** 3
Description: The committee will discuss the recruitment, selection, and hiring timeline for upcoming certified staff openings.
Recommended Action: None, informational only.

5. **Discuss supplemental staffing plan** 9
Description: The committee will discuss the supplemental staffing recommendations aligned to the Learning Recovery Task Force Recommendations.
Recommended Action: Approve supplemental staffing recommendations.

6. **Approve proposed 2021-2022 Handbook updates** 10
Description: Based on feedback from all employee groups, we continue to review and update the employee handbook. There may still be a few additional revisions prior to the start of the next school year.
Recommended Action: Approve 2021-2022 Handbook revisions as presented.

7. **Teacher Training grant update** 14
Description: In December 2019, River Falls School District was awarded a Teacher Training Grant from the Department of Workforce Development. An update on the progress of grant participants will be provided.
Recommended Action: None, informational only.

8. **Advanced Learning grant update** 15
Description: Advanced Learning Grants offer an incentive for employees to pursue lifelong learning goals. The program recognizes the personal investment in learning and provides an opportunity for employees to be reimbursed for a portion of the costs associated with this investment. The guidelines outlined below are designed to create a sustainable and equitable program to reimburse employees for professional growth expenses.
Recommended Action: None, informational only.

9. **Approve job description revisions: Middle School Assistant Principal- Activities Director, Elementary Principal, and High School Assistant Principal- Instructional Leadership** 16
Description: The committee will review updates to the Middle School Assistant Principal-Activities Director, Elementary Principal, and High School Assistant Principal- Instructional Leadership job descriptions.
Recommended Action:
 1. Approve job description revisions to Middle School Assistant Principal- Activities Director.
 2. Approve job description revisions to Elementary Principal.
 3. Approve job description revisions to High School Assistant Principal- Instructional Leadership.

10. **Approve 2021-2022 Teacher Collective Bargaining Agreement** 29
Description: The Negotiations Committee is recommending the approval of the 2021-22 Teacher Collective Bargaining Agreement. The offer includes a 0.62% base wage increase. Teachers who qualify for step ¹

advancement will earn, on average, a 3.32% increase.

Recommended Action: Approve 2021-2022 Teacher Collective Bargaining Agreement.

11. 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.

12. Schedule next Board/Committee meetings

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

Recommended Action: Set meeting schedule as follows:

Personnel Committee meeting, Monday, July 19, 2021, 5:00 p.m.

Meeting will be held at River Falls High School, 818 Cemetery Road

13. ADJOURN

CERTIFIED STAFF HIRES							
LOCATION	POSITION	APPLICANTS	INTERVIEW	REPLACES	REASON	NEW EMPLOYEE	NOTES
HS	ACTIVITIES DIRECTOR	50	3/3	HALL, R	RETIREMENT	*CRAIL, D	
WS	3RD GRADE	NA	NA	KAPPING, S	RETIREMENT	*MUNOZ, C	<i>*CM WILL INCREASE FROM 0.5 FTE TO 1.0 FTE</i>
WS	5TH GRADE	NA	NA	FREEMAN, D	RETIREMENT	*WESTMAN, S	<i>*APPROVED TRANSFER FROM LTS</i>
HS	MATH	17	4/7	RUMPEL, J	RESIGNATION	CHUCKEL, K	
HS	SOCIAL STUDIES	48	4/8	BENNETT, J	RETIREMENT	NIEHANS, A	
MS	LITERACY	20	4/7	LANSING, M	TRANSFER	SABELKO, S	<i>*TRANSFERRED TO MS ELA (TOKHEIM RESIGNATION)</i>
HS	BUS ED	8	3/29	LEONARD, C	RESIGNATION	SMITH, M	
GW	PHY. ED.	19	4/7, 4/8	LINEHAN, M	RETIREMENT	LENSING, B	
GW	SPED, LD	6	4/15	GLADE, B	RETIREMENT	GUCKENBERGER, J	
HS	BUS ED	8	4/16	-	NEW POSITION	CONLEY, C	
HS	COUNSELOR	30	4/16	SCANLON, M	RESIGNATION	MOE, L	
RB	SOCIAL WORKER	9	4/26	-	NEW POSITION	GRINSTEAD, R	
DIST	GIFTED AND TALENTED	4	4/20	*ROHL, D	TRANSFER	MAZZEI, A	<i>*TRANSFERRED TO 1.0 FTE EL TEACHER (NEW POSITION) **0.5 FTE</i>
HS	PHY. ED.	2	5/3	-	NEW POSITION	WILKEN, C	
DIST	DIR. OF C.E. AND COM.	18	4/30	SQUIRE, M	RESIGNATION	AMES, J	
HS	COUNSELOR	30	4/16	MACBETH, S	RETIREMENT	HANSON, J	
HS	BAND	8	5/7	-	NEW POSITION	PLUM, A	0.5 FTE
MS	SOCIAL STUDIES	48	5/10	STEVENS, T	TRANSFER	LAMBRECHT, C	<i>*TRANSFERRED TO HS SS (CRAIL TRANSFER, HALL RESIGNATION)</i>
RB/HS	SPEECH-LANG	5	5/12	BOE, M	RESIGNATION	EARLEY, E	
GW	1ST GRADE	42	5/5	*FELLING, M	TRANSFER	DUNN, H	<i>*TRANSFERRED TO TITLE I-READING (KELLY RETIREMENT)</i>
RFPME	SPED, CC	3	6/2	*BARRY, R	TRANSFER	CHAPMAN, M	<i>*TRANSFERRED TO RFPME-CH (AKKERMAN RESIGNATION)</i>
CERTIFIED STAFF POSITIONS--RECRUITMENT PHASE							
LOCATION	POSITION	CLOSING	REPLACES	REASON	NOTES		
WS	5TH GRADE	6/7	HANSON, A	RESIGNATION	0.5 FTE		
GW	COUNSELOR	6/1	ROSE, E	RESIGNATION			
HS	SCIENCE	6/13	JACOBSON, M	RESIGNATION			
WS	5TH GRADE	6/7	FLOOD, P	RESIGNATION			
HS	SCIENCE	6/13	LEMKE, J	RESIGNATION			

CO-CURRICULAR ADVISOR COMPENSATION

HIGH SCHOOL NEW POSITIONS

Biology Club

Description: Lovers of nature, the outdoors, plants, animals, and spending time with friends are all welcome to join Biology Club! We grow plants and paint the pots they go into for plant sales. We go on hikes, and visit places like the Science Museum, Como Park, and more! Join today and help us come up with other fun ideas!

Students Served: 30

Current Compensation: \$0

Proposed Compensation: \$500

C.A.T.S. (Connecting All Together Socially)

Description: Students with and without disabilities participate in a variety of activities during and after the school day. CATS members meet during Focus/WIN about 2-3 times a month along with a monthly event, outside of school, such as attending volleyball, basketball, or attending a play.

Students Served: 50

Current Compensation: \$0

Proposed Compensation: Lead Advisor: \$1,600 Assistant Advisor: \$500

Chess Club (New Club)

Description: This club will introduce the game of chess to members of our student body.

Students Served: TBD 20 - 25 anticipated

Current Compensation: \$0

Proposed Compensation: \$250 Initial (\$440 if sustainability shown through Yr. 2)

GSA (Gender and Sexuality Alliance)

Description: GSA is all about celebrating diversity and working toward inclusion for all in our school and community. We focus on issues related to LBGTQ+ rights, anti-racism, anti-sexism, etc. We work to promote awareness, acceptance, and appreciation for everyone.

Students Served: 34 in some capacity

Current Compensation: \$0

Proposed Compensation: \$440

Creative Writing Club

Description: Creative Writing Club is a great way to get together with other writers. We discuss topics related to creative writing, such as: story structure, character development, etc. We also participate in fun writing activities, support and encourage others to improve in their writing, and provide a fun environment where others can learn more about writing.

Students Served: 10-15

Current Compensation: \$0

Proposed Compensation: \$440

Games Club

Description: Students come to meetings that occur at least twice per week to run fantasy role-playing campaigns (like Dungeons and Dragons), play deck-building games (like Magic the Gathering or Dominion), and/or play complex board games (like Settlers of Catan or Pandemic). Our club promotes socialization around creative, complex games that develop skills in critical thinking and problem-solving and require massive amounts of cooperation, negotiation, compromise, and creativity!

Students Served: 65 members (25-30 each meeting)

Current Compensation: \$0

Proposed Compensation: \$440

Intramural Coordinator

Description: This position will coordinate intramural schedules for students throughout the year. As this program is developed, it is our plan to have this program run intramural programming in the fall, winter and spring seasons. The program coordinator will be responsible for the scheduling of events as well as the organization of officials. This position will work directly with the activities office to handle scheduling.

This was a position in the district years ago. If this program is not able to get up and running by fall, the compensation would be prorated based on the amount of time the position is held.

Students Served: TBD

Current Compensation: \$0

Proposed Compensation: \$2000

INCREASE IN ADVISOR COMPENSATION

Middle and High School Vocal Assistant

This increase in compensation places our Vocal Coach compensation more in line with the Middle and High School Band Extra-Curricular contracts. Both positions have similar responsibilities throughout the year and serve a large number of our student body.

Music, Vocal Assistant

Current Compensation: \$1,300 (2)

Proposed Compensation: \$1,760 (2)

ADDITIONAL ADVISOR POSITIONS NEEDED:

Forensics

Description:

Students compete state-wide (and nationally) against other schools and students in public speaking and acting categories, presenting unique and creative information and pieces. Students work on their communication skills, team-building and cooperation, and performance.

Students Served: 60-70

Current Compensation: Head Coach: \$3,000, Assistant Coach: \$1,600

Proposed Compensation: Additional assistant coach position: \$1,600

Musical

Description: Students audition, get cast, rehearse, and perform a full musical for audiences in mid-to-late November. Students work with directors, choreographer, music directors, a costume

designer, their fellow peers, and other professionals to hone their skills and produce a show for the community.

Students Served: 50-80

Current Compensation: Head Coach: \$2,860 Assistant Music: \$1,320 Assistant Tech: \$1,320

Proposed Compensation: Additional assistant position: \$1,320

Mock Trial

Description: Mock Trial is an extra-curricular activity designed to promote a better understanding of the law and legal process. Mock Trial has helped foster understanding and respect for the legal system and the rule of law. Members of Mock Trial can choose to participate as either a witness or an attorney and in some cases can do both. Students travel to both regional and state level competitions.

Students Served: 30-50

Current Compensation: Head Coach: \$1,600

Proposed Compensation: Additional assistant position: \$700

Additional Activity at AD Discretion

Description: Money would be allocated for advisors of new organizations. This would be in addition to the \$880 currently allowable for guidance and supervision.

Current: \$0

Proposed: \$1000

ADVISOR POSITION REDUCTION:

Play

Play, Director: \$1760

Play, Assistant: \$1320

Description: Currently \$3,080 is allocated for coaches of the play. (\$1,760 Director/\$1,320 assistant). The musical and play have combined for one production. The recommendation is to reallocate these positions to assist in meeting the needs of additional hires for our activities.

HIGH SCHOOL

Total increase in compensation: \$6,470/year

Biology Club:	\$500
CATS:	\$2100
Chess:	\$250
GSA:	\$440
Creative Writing Club	\$440
Games Club	\$440
Intramural Club	\$2000 (prorated based on actual seasons)
Forensics	\$1600
Vocal Asst. (HS)	\$460
Musical	\$1320
Play, Director	-\$1760
Play, Assistant	-\$1320

MIDDLE SCHOOL

NEW POSITIONS

GSA (1 advisor)

Proposed Compensation: \$440

Link Crew (2 advisors)

Proposed Compensation: Head Advisor: \$660 Assistant Advisor: \$440

Girls Who Give Back (2 advisors)

Proposed Compensation: Head Advisor: \$660 Assistant Advisor: \$440

Total increase in compensation: \$3,100/year

GSA	\$440
Link Crew	\$1100
Girls Who Give Back	\$1100
Vocal Asst. (MS)	\$460

Future Clubs

Three additional clubs also are not compensated. However, these clubs do not currently have advisors. Should these organizations receive interest, I would propose an initial \$250 stipend. Increase to \$440 after two years of club sustainability.

- Magic Club
- Math Club
- Chess Club

HIGH SCHOOL COACHING

Boys Basketball

Description: Currently our Boys basketball program has four assistant coach positions. Numbers in the program have reached a level where five teams will be necessary and an additional coach should be added for support. Currently the average assistant coach salary is \$2,774. I would propose an addition of this amount to the assistant pool. Should numbers decrease and a 5th team not be necessary, the \$2,774 would not be divided amongst hired assistant staff.

Students Served: 60+

Current Assistant Compensation: \$11,096 amongst 4 assistants

Proposed Assistant Compensation: \$13,870 amongst 5 assistants

Girls Basketball

Description: Equitably, Girls Basketball would need to have the same \$2,774 increase and the additional assistant made available.

Numbers currently do not dictate the necessity of an additional coach. Therefore, while the handbook would show an increase in funds, those funds (\$2,774) would not be used until the program has the numbers to support the need for additional staff.

Current Assistant Compensation: \$11,096 amongst 4 assistants

Proposed Assistant Compensation: \$13,870 amongst 5 assistants

Total increase in compensation: \$5,548/year (as needed)

ADDITIONAL CONSIDERATIONS/RECOMMENDATIONS

I would ask that consideration be given for a Consumer Price Index (CPI) based increase in base compensation for all advisors and coaches' each year. Additionally, I would like to put all advisor & coach compensation on a 2 year re-evaluation schedule beginning spring of 2023.

These considerations give our district the opportunity to make certain that our advisor and coaches' pay schedules are current and competitive while also taking into consideration the advisor/coaching needs given the district's enrollment projections as well as current participation numbers of our programs.

ACTIVE CLUBS/ORGANIZATIONS NOT INCLUDED

Currently we have four organizations that are funded by booster organizations not affiliated with the River Falls School District. These organizations operate as River Falls Wildcats in competition, though they are not funded by the district. These organizations are:

- Cheerleading
- Dance
- Powerlifting
- Robotics

While not WIAA sanctioned, the inclusion of these organizations as designated “School District of River Falls” clubs, provides our district the opportunity to better support involved students while maintaining a consistent approach in how the organization operates as it relates to other River Falls clubs and organizations.

As an activities department more information is needed as to how to bring these organizations into the fold. Once designated as a School District of River Falls sponsored club, not only will the club be impacted, but also the district, as these clubs would compete and be financed differently than their current model.

6-14-21 ESSER/CARES Supplemental Staffing Plan

DEPT.	FTE REQUEST	LEARNING RECOVERY TASK FORCE RECOMMENDATION	NOTES
ELEM	Elementary Literacy Coach (1.0 FTE)	Math and Literacy Instruction and Intervention	This position was approved on 2/2020, but paused in response to COVID budget concerns. A 1.0 FTE building specific literacy coach was piloted at GW in 2019-20. This proposal provides equitable access, based on need, to literacy coaching support in each elementary school.
ELEM	Elementary Math Interventionist (3018 hours)	Math and Literacy Instruction and Intervention	Currently, GW, RB, and WS have 3 hours of math intervention delivered by a trained paraprofessional. Math intervention would be expanded to 7.5 hours in GW, RB, and WS. RFPME would be allotted 3.75 hours of math intervention time. Each paraprofessional would be trained by the District Math Coach.
K-12	Substitute Trainer/Paraprofessional Mentor (1.0 FTE)	Math and Literacy Instruction and Intervention, Well Rounded Educational Opportunities , Extended Learning Opportunities.	The substitute trainer will coordinate the recruitment, training, evaluation, and support of all short-term substitutes in the district. The paraprofessional mentor will provide on-boarding support, professional growth opportunities, and mentorship for general/special education paraprofessionals. The position will also short-term sub 2-3 days per week, as needed.
K-12	NA	Well Rounded Educational Opportunities	Increase the daily substitute teacher rate to \$200. A capable, qualified substitute teacher pool supports teacher planning, experiential learning, and quality instruction for students.
K-12	Tutor programming	Extended Learning Opportunities	Reestablish and expand K-12 tutoring program. Regular and consistent opportunities for students to receive academic tutoring support from certified teachers outside of the school day.

2021-22 RFSD Employee Handbook Revision Summary

***All employees will be emailed an updated Handbook and Revision Summary after Board of Education approval.**

***Updated District Contact Information with New Employees**

I.1.2 Definitions (p.21)

3. Seasonal employees performing non-exempt duties shall be paid in accordance with the following hourly wage schedule: **Updated 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. **Part V-All Substitute Employees details specific policies, expectations, and procedures for substitute employees.**

I.3.2 Accident/Incident Reports

***Added link to Accident Report Form**

I.3.3 Alice B. Lindquist Scholarship

River Falls’ teachers may apply for the Alice B. Lindquist Scholarship for Continuing Education. Two scholarships of \$500 each are available—one at the elementary level and another at the middle and high school. The primary criterion is need. Applications will be available at the beginning of the second semester and must be submitted by March 1.

***Note: Scholarship has been inactive for many years.**

I.3.11 Child Abuse

A. Reporting: Wisconsin law requires all employees of Wisconsin public school district to report suspected child abuse and neglect, Wis. Stat.sec. 48.981(2)(a)16m. All employees having reasonable cause to suspect that a child seen in the course of their professional duties has or will experience abuse, neglect, been threatened with abuse or neglect, or that abuse and neglect will occur shall immediately contact the department of social services in which county the child resides in, and inform the agency of the facts and circumstances which led to the filing of the report. The building principal or department supervisor should also be contacted,

Contacting the building principal or department supervisor doesn't meet your obligation as a mandatory reporter, you must call the appropriate Department of Human Services.

If two or more employees are provided notice of suspected child abuse and neglect, then all employees must individually or jointly report this to the appropriate Department of Human Services.

Firsthand knowledge of suspected abuse or neglect is not required for reporting. If a third party provides information of suspected abuse or neglect, then an employee is obligated to report it. When in doubt, report.

Failure to report suspected cases of child abuse or neglect is punishable by fine and /or jail sentence.

Pierce County Department of Human Services: 715-273-6766

St. Croix County Department of Health and Human Services: 715-246-6991

More information is available on the **Department of Public Instruction’s School’s Role in Preventing Child Abuse and Neglect *LINK UPDATED*** Also see Wis. Stat. § 48.981

B. Training: All regular employees are required to complete Child Abuse and Neglect training within six months of employment and annually thereafter. The opportunity to complete these trainings will occur during normal working hours.

I.3.15 Study of Controversial Topics Controversial Issues/Guidelines, Teaching of

Revised policy link

I.3.20 Employee Assistance Program (EAP)

Added the following link: [Employee Assistance Contact Information](#)

I.3.25 Harassment Policy Statement→ Deleted this entire section

Duplicate of Section I.2.8.

I.2.8 Harassment and Bullying of Students and Staff Is Prohibited (updated title)

I.3.27 Homework Guidelines - MOVED TO II.2.5

I.3.55 Advanced Learning Grants

Established in 2019, 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 in 2020-21.

I.7.2 Payroll Dates

The payroll dates shall be the 5th and 20th of each month. If the 5th or 20th of the month falls on a weekend, the payroll date will be the preceding Friday. If a paid holiday falls on the 5th or 20th, payroll deposits shall be issued on the preceding day. School year employees will be paid in alignment to the pay day schedule. The payroll date schedule can be found on the [RFSD Payroll Website](#). The first pay date of the school year for school year employees will be September 5th or the first day of school, whichever is later.

I.11 BENEFITS APPLICABLE TO ALL EMPLOYEES

Additional information available at the [RFSD Employee Benefits Page](#).

II.1.1 Standard for Nonrenewal for Teachers

2. A non-probationary teacher who receives an unsatisfactory evaluation may be placed on a plan of assistance at the discretion of the school building administrator. An administrator has the discretion to place a non-probationary teacher on a plan of assistance. This decision will be made based on evaluator observations and/or evaluations.

- a. A non-probationary teacher who is in the first two semesters (secondary) or first three trimesters (elementary) of placement on a plan of assistance is subject to the same standard for non-renewal applicable to other non-probationary teachers in subsection B, 1, above.
- b. A non-probationary teacher who continues to not meet performance expectations after being on a plan of assistance for all or part of two semesters (secondary) or three trimesters (elementary) shall return to probationary teacher status for three years and be subject to non-renewal under the standard applicable to probationary teachers.
- c. A non-probationary teacher who successfully completes a plan of assistance in either two or fewer semesters or three or fewer trimesters retains non-probationary status. If such a non-probationary teacher who has successfully completed a plan of assistance subsequently receives an unsatisfactory evaluation within five years of completion of the plan of assistance, the teacher will be placed on a last chance plan of assistance for at least one semester or two trimesters. A teacher on a last chance plan of assistance who subsequently doesn't meet performance expectations receives an unsatisfactory evaluation shall be returned to probationary status indefinitely and be subject to non-renewal under the standard applicable to probationary teachers. Such teachers may be returned to non-probationary status at the district administrator's discretion.

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

Teaching staff who anticipate taking coursework for progression on the salary schedule shall complete a **Graduate Credit/Degree Prior Written Approval Request** *LINK ADDED* form prior to beginning the class.

II.6.2 Evaluators

Every teacher in the District will be supervised and evaluated by an administrator and/or his/her designee. The administrator may be a certified building principal, assistant principal, district administrator, or **assistant district administrator**. **Central Office Administrator**. The administrator may be a District employee or a non-District employee who is a certified administrator.

II.7.1 Teacher Vacancies and Transfers

B. **Assignment Preference Consideration**: Teachers may express in writing to the District Administrator and/or his/her designee their preference of: 1) school; 2) grade level; or 3) subject. If a teacher wishes to be transferred to another position which may open during the summer, application for a transfer should be made in writing to the District Administrator and/or his/her designee, who shall give due consideration to such requests (subject to the District Administrator's or the designee's authority to assign to all positions the individual who he/she believes is the best fit).

*Note: No longer applicable.

II.9.2.1 Salary Schedule Placement

Initial educators will be placed at **Tier 1, Level 0 1** of the salary schedule. A new employee may be credited for prior professional experience, academic preparation, and labor market factors. This determination of applicable salary schedule placement shall be made by the Director of Human Resources and Leadership Development.

II.9.2.3 Reasons for Not Advancing on the Salary Schedule

Reason #2: If an employee meets level advancement requirements at Tier 2, Level 7, but has not earned a Masters' degree, they are not eligible to move to Tier 3, Level 1 (The employee may be eligible for a permanent supplemental pay as delineated in Part II.9.2.3 Supplemental Pay).

Reason #3: If an employee meets level advancement requirements at Tier 3, Level 11, they have reached the end of the salary schedule and are not eligible for level advancement (The employee may be eligible for a permanent supplemental pay as delineated in Part II.9.2.3 Supplemental Pay).

*Note: No longer applicable.

II.9.4 District Professional Learning – Advanced Degrees

An educator on Tier 1 or Tier 2, who has/earns a Master's degree in a district approved field shall have his/her salary increased by **\$2,000-\$2500**. This dollar amount shall be equally divided over the total number of checks for the school year. This shall be an annual stipend increase in the employee's salary. To qualify for the master's, an employee shall have gained the degree either in the field in which he/she is teaching or in an alternative field with prior approval of the District Administrator and/or his/her designee. The criteria for the approval of the Master's degree shall have the same criteria as that set forth for non-District academic credits in II.9.3 in Approval of Credits.

Official transcripts must be received prior to August 1 in order to be eligible for the **\$2,000-\$2500**. Stipend to take effect that contract year. Such transcripts shall be certified by a college registrar or other proper college official.

III.6.4 Vacation Accumulation

Vacation Time will not be accumulated from year to year for the following calendar year employees except that an employee has the option to accumulate vacation **with the approval of the District Administrator** if taken before December 31.

IV.3.2 Activities

Updated Compensation Schedule

V.2.2 Permanent Substitute Teacher or Paraprofessional

V.3 Substitute Support Staff Employees. *Switched to lower case to match*

Updated Table

Driver: Step #1 of new schedule

Custodian: \$14.30, Step #1 of new schedule

Starting 7/1/18, Sub Custodians who accumulate 925 hours of substitute custodian hours will advance to 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 Custodian Step 2 in the following fiscal year.

Kids Club: Step #1 of new schedule

Paraprofessional, Gen Ed.: \$14.00

Paraprofessional, SPED, \$15.35

Secretary: \$15.90

A.1.1 Professional Compensation Flow Chart *Switched to lower case to match*

Removed year from all dates, to make it applicable to any year (i.e. January 31 (not January, 31, 2020))

Appendix C: MIDDLE SCHOOL EMPLOYEE HANDBOOK

TEACHER HOURS

Work hours are 7:15 a.m.-3:15 p.m. This allows time for class preparation and student contact. Please be in your room to plan or confer, and assist students before and after school. Teachers are expected to be available to students in their classrooms or supervising activities that have been scheduled. Altering the above work hours must be approved in advance by the building principal.

Appendix D: HIGH SCHOOL EMPLOYEE HANDBOOK

Administrative Responsibilities

The River Falls High School administrative team includes a principal, two assistant principals, and an activities director. General areas of responsibility listed below are outlined in each Administrator's Job Description. If you have a concern, contact the designated principal. If one school administrator is absent (and you need assistance that day) please contact the principal's office for assistance.

- Principal ([Job Description](#))
- Assistant Principal-Student Services ([Job Description](#))
- Assistant Principal-Instructional Leadership ([Job Description](#))
- Activities Director ([Job Description](#))

TEACHER HOURS

Work hours are 7:15 a.m.-3:15 p.m. This allows time for class preparation and student contact. Please be in your room to plan or confer, and assist students before and after school. Teachers are expected to be available to students in their classrooms or supervising activities that have been scheduled. Altering the above work hours must be approved in advance by the building principal.



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

JUNE 2021

FAST FORWARD TEACHER TRAINING GRANT UPDATE

OVERVIEW

River Falls School District was awarded a Teacher Training Grant from the Department of Workforce Development in 2018. The purpose of the grant, is to support current RFSD special education, alternative education, and English Language teachers as they complete the necessary graduate courses and licensing requirements to obtain full, non-emergency licenses.

GRANT PARTICIPANTS

The River Falls Teacher Training Grant is an opportunity to support the development of twelve teachers, who currently are serving the students of our district, but do not meet the requirements for full licensure in the areas of Special Education, alternative education, or English as a Second Language. These teachers have already been identified as having the skills, knowledge, and potential to meet the needs of students. Each applied for and was selected to teach in our district based on their related experiences and aptitude. Our district recognized that, with support, each would thrive as an educator in our district. Each participant enrolled in a graduate program or online certification program, successfully applied for proper licensing (with stipulations), and actively participated in the River Falls School District mentorship program. The teachers are working full-time with all of the same expectations as other teachers in the district.

AWARD/DISTRICT MATCH

- The total grant award from the Department of Workforce Development was \$53,250 **(\$4,227 amount remaining)**
- \$45,600 for student tuition **(\$3,827)**
- \$7,650 for certification programming **(\$400)**

The required leveraged match was \$26,830 **(\$2,241)**

- \$18,980 required student tuition match **(\$1,822)**
- \$3,600 in-kind program coordinator-no additional stipend **(\$0)**
- \$2,000 Administrative Costs **(\$0)**
- \$2,250 Licensing renewals **(\$419)**

PROGRESS UPDATE

- Amanda Whipkey (RFHS), Dawn Hauschild (MMS), Linda Nord (RFHS), Mary Swanson (RB), Kim Ludwikowski (Former), Monica DuMond (DIST), Ryan Scherz (RFHS), Janine Smetana (Former), and Peggy Skogen (REN) have completed all requirements and are now fully licensed.
- Mikaela Walker (MMS) started her coursework in June 2020 and anticipates completing all required coursework by December 2021.
- Sarah Cornell (RFHS) started her course work in June 2020 and anticipates completing all student teaching by December 2021.
- Tessa Ender (REN) was added as a grant participant. She will complete her alternative education license requirements by August 2021.



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

JUNE 2021

ADVANCED LEARNING GRANT

OVERVIEW

Advanced Learning Grants offer an incentive for employees to pursue lifelong learning goals. The program recognizes the personal investment in learning and provides an opportunity for employees to be reimbursed for a portion of the costs associated with this investment. The guidelines outlined below are designed to create a sustainable and equitable program to reimburse employees for professional growth expenses.

APPLICATION GUIDELINES

- Applicants must be an active employee of River Falls School District on June 30.
- Grants partially reimburse qualified applicants for some of the costs associated with professional growth during the school year (June 1-May 31).
- A fully completed application will include the following:
 - Advanced Learning Grant Cover Sheet
 - Transcript (official or unofficial) that includes the following:
 - Specific Term of Completion
 - Grade earned (i.e. proof of successful completion)
 - If the professional growth is not being completed through a college/university, the applicant provide adequate documentation that proves:
 - The course/program was during the school year.
 - Proof that the course/program was successfully completed.
 - Billing Statement that verifies the cost of the course/program and proof of payment.
- Applicants already reimbursed through other district-supported grants are not eligible to apply for an Advanced Learning Grant.

2020-21 AWARDS (\$625 Each)

1. Nuzum, Ann
2. Carlson, Hope
3. Clark, Anna
4. Bingenheimer, Ashley
5. Stenske, Nick
6. Meyer, Cassie
7. Gorman, Ashley
8. Johnson, Brittany
9. Larsen, Tanya
10. Brittain, Carrie
11. Johnson, Audrey
12. Walsh, Jessie
13. Gaard, Brienne
14. Purington, Katie
15. Stokes, Claire
16. Boche, Aaron

School District of River Falls
Job Description
MIDDLE SCHOOL ASSISTANT PRINCIPAL/ACTIVITIES DIRECTOR

MINIMUM QUALIFICATIONS:

The Assistant Middle School Principal must meet the standards of the Department of Public Instruction (DPI); have a good understanding of adolescent psychology, have the ability to work well with young adults, and have developed leadership and decision-making skills in his/her previous educational experience. Must have strong human relations skills.

POSITION SUMMARY:

The major duties of the Assistant Middle School Principal center on assisting the Middle School Principal in carrying out the efficient operation of the middle school and **serving as the Middle School Activities Director.** This also implies that the Assistant Middle School Principal and Middle School Principal work together as a team in carrying out the aims and philosophy of the school, and the district, in promoting high standards of student behavior, achievement and instructional excellence.

REPORTS TO:

Middle School Principal

SUPERVISES:

Middle School certified and support staff as assigned by the Middle School Principal.

PERFORMANCE RESPONSIBILITIES:

- 1. Assist the Middle School Principal in Human Resources Leadership:** including, but not limited to:
 - a. Recruit and Select Teachers and Support Staff
 - i. Discuss the employment, transfer, and discharge of all professional and support staff and provide recommendations to the Middle School Principal.
 - ii. Support 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 involving other staff in the recruitment and hiring process.
 - b. Assign Teachers and Staff
 - i. Review the annual staffing plan and schedule created by the Middle School Principal to ensure staff qualifications and strengths are used to provide equitable access to effective instruction and support.
 - ii. Collaborate with the Middle School Principal to provide all new staff with orientation to school goals, policies, and procedures.
- 2. Lead the management of student attendance, discipline, and student behavior including, but not limited to:**
 - a. Administer and manage the school conduct/disciplinary code.
 - b. Serve as the primary referral source for teachers.
 - c. Administer and maintain constant supervision of school attendance.
 - d. Supervise the development of attendance accounting procedures for students, and maintain adequate student records.
 - e. Enforce local and state attendance and truancy statutes.
 - f. Communicate school behavioral expectations to students and families.
 - g. Implement and manage daily student discipline and behavioral supports.
 - h. Support building staff in best practices related to student behaviors and classroom management.

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3. Performance Evaluation and Feedback to assigned staff.

- a. Strive to accurately assess professional practice, provide high quality feedback, and other coaching supports.
- b. Foster a cycle of continuous improvement as a cooperative process involving classroom teachers.
- c. Engage in calibration activities to improve evaluation accuracy.

4. Work collaboratively with the Middle School Principal to lead all school operations.

- a. Develop the master schedule and schedule students.
- b. Organize and supervise the substitute teacher program.
- c. Administer the school in the absence of the Middle School Principal.
- d. Promote a positive school culture
 - i. Climate
 1. 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.
 2. Develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals.
 - ii. Communication
 1. Use effective communication strategies to provide direction and develop understanding and motivation around school goals and improvement efforts.
 2. Tailor messages to the audience (i.e., staff, parents, students, community), evaluate and modify to increase effectiveness.
 3. Respond in timely and meaningful ways to inquiries.
- e. Leading 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. Responsible for meaningful in-service experiences for his/her staff.
- f. Manage school operations
 - i. Responsible for the oversight of all safety and emergency planning and procedures.
 - ii. Create environments conducive to student academic, social, and emotional success.
 - iii. Create a positive work environment for educators and staff.
 - iv. Organize and coordinate the work of all secretarial help in the school office.
- g. Develop school policy
 - 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.
 - iii. Determine, with the faculty, school policies and procedures; implement, evaluate, and periodically review school policies and practices.
- h. Lead 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.

School District of River Falls
Job Description
MIDDLE SCHOOL ASSISTANT PRINCIPAL/ACTIVITIES DIRECTOR

- ii. Create opportunities for collaboration aligned to school and district goals and that focus on instruction, teaching, and learning.
5. 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.
- a. Coordinate with student services, special education, Title I, english language, academic career planning, and gifted talented staff so that Virtual/E-School students are connected with these supports and opportunities at the student's traditional school.
 - b. Supervise efforts to maintain accurate student records.
 - e. Develop and implement procedures to ensure that transcripts are accurate and up-to-date;
 - d. Address discipline and attendance concerns with families:
 - i. Investigate absences, interpret and enforce state attendance laws, issue warnings to violators, file complaints to appropriate agencies, and, if necessary, participate in court hearings with repeat offenders;
 - ii. Develop and administer disciplinary procedures in accordance with district policies and state laws; respond to and resolve parent, student, and staff concerns and complaints.
 - e. Assist the program coordinator and work collaboratively with the administrative team in implementing, monitoring, and staff supervision.
 - f. Support the implementation of the Student and Parent e-School Contract.
 - g. Monitor and oversee student program metrics in Infinite Campus, Edgenuity and Odysseyware specific to attendance and academic progress
 - h. Participate in on-going and proactive communication with the Director of Academic Services and Virtual/E-School Instructors to ensure:
 - i. The mission, vision, and goals of the Virtual/E-School are understood and implemented.
 - ii. Virtual/E-School Instructors and students have the supplies, materials, and resources needed to effectively teach and learn.
 - iii. Consistent expectations of school-based staff providing services to Virtual/E-School Students.
6. **Serve as Middle School Activities Director**
- a. Collaborate with the High School Activities Department to recruit and select MS Coaches and Advisors.
 - i. Use a systematic, fair, and consistently-applied hiring process so that staff have the competencies to contribute to the school's mission and goals.
 - ii. Take an active role in recruiting a diverse staff and involve other staff in the recruitment and hiring process.
 - b. Lead Middle School Coach and Advisor Professional Growth.
 - i. Provide co-curricular staff with learning opportunities that improve practice and the ability to respond positively to student diversity.
 - ii. Assures all coaches and advisors meet district, state, and activity-specific training requirements.
 - c. Schedule athletic contests, reserve facilities, and hire event supervisors for all home events.
 - d. Assist the High School Activities Department in the the scheduling and use of all athletic facilities and equipment.
 - i. Assures that priority is given to school-sponsored student activities.
 - ii. Provides appropriate access to school-sponsored and community groups who use school facilities.
 - e. Coordinate with the High School Activities Department in budget planning for MS activities.
 - f. In collaboration with the District Activities Office, monitors the consistent implementation of the Student Activities Code.

School District of River Falls
Job Description
MIDDLE SCHOOL ASSISTANT PRINCIPAL/ACTIVITIES DIRECTOR

- i. Recommend policy, rules, and regulation updates so that the Student Activities Code aligns with the District's Mission, Vision, and Core Values.
- ii. Lead the enforcement of the Student Activities Code for middle school students.
- g. In collaboration with the District Activities Office, monitors the consistent implementation of the Coach and Advisor Handbook.
 - i. Recommend policy, rules, and regulation updates so that the Coach and Advisor Handbook aligns with the District's Mission, Vision, and Core Values.
 - ii. Assure that actions taken by coaches and advisors align to the handbook.

7. Personal and Professional Growth

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

8. Responsible for all of the above duties and any other assignments delegated to him/her by the Middle School Principal or Superintendent of Schools.

REVISED: 9-28-20, 6-14-21

**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. 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.

5. School Management

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

8. Additional Building Specific Responsibilities

a. The Greenwood Elementary Principal is the District Safety Coordinator

- i. Lead district wide safety programs including site based emergency response protocols, school based educational programming, organization of district crisis response team, and coordination with community and emergency service providers. District Safety Coordinator responsibility requires five additional workdays.

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

b. The Rocky Branch Elementary Principal is the administrative liaison to the Kids' Club Before and After School Care Program.

- i. Supervise and evaluate the Kids Club Coordinator.
- ii. 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.

c. The Montessori Elementary Principal is the administrative liaison to the Four-Year-Old Kindergarten Program (RF4C) and to the Virtual/e-School.

- i. 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.

~~ii. Virtual/e-School~~

- ~~1. 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.~~
- ~~2. Coordinate with student services, special education, Title I, English language, academic career planning, and gifted-talented staff so that Virtual/E-School students are connected with these supports and opportunities at the student's traditional school.~~
- ~~3. Supervise efforts to maintain accurate student records.~~
- ~~4. Develop and implement procedures to ensure that student records are accurate and up-to-date.~~
- ~~5. Address Virtual/E-School student discipline and attendance concerns with families in alignment to the philosophy and procedures outlined in the elementary handbook.~~
- ~~6. Assist the program coordinator and work collaboratively with the administrative team in implementing and monitoring staff supervision.~~
- ~~7. Support the implementation of the Student and Parent e-School Contract.~~
- ~~8. Monitor and oversee student program metrics in Infinite Campus, Edgenuity and Odysseyware specific to attendance and academic progress~~
- ~~9. Participate in on-going and proactive communication with the Director of Academic Services and Virtual/E-School instructors to ensure:
 - ~~a. The mission, vision, and goals of the Virtual/E-School are understood and implemented.~~
 - ~~b. Virtual/e-School Instructors and students have the supplies, materials, and resources needed to effectively teach and learn.~~
 - ~~c. Consistent expectations of school-based staff providing services to Virtual/e-School students.~~~~

d. The Westside Elementary Principal, in collaboration with the Director of Academic Services, is the administrative liaison to the Title I Program

- i. Review, understand, and implement the requirements of the Title I program.
- ii. Complete all federal and state reporting requirements, including financial reimbursements.
- iii. Monitor annual Title I program changes and ensure compliance.
- iv. Coordinate bi-annual (spring and fall) Title I planning meetings with Title I staff.

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

- v. Facilitate the development and communication of Title I program needs assessment, goals setting, and program monitoring.
- vi. Organize and lead quarterly meetings with all Title I staff to review goals progress, student assessment data, and intervention implementation.
- vii. Participate in CESA 11 Title network and share updates with appropriate staff.
- viii. Oversee the consistent implementation of the district's Title I and Early Intervention Programs.
- ix. Provide support and professional development to Title I paraprofessionals.
- x. Meet and collaborate at least quarterly with Title I staff with regard to student progress, assessment data, and interventions.
- xi. Be available to parents with questions regarding their child's Title I program and progress.

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: 6-14-21

School District of River Falls
Job Description
HIGH SCHOOL ASSISTANT PRINCIPAL-INSTRUCTIONAL LEADERSHIP

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.

REPORTS TO:

River Falls High School Principal

SUPERVISES:

River Falls High School (RFHS) certified and support staff as assigned by the River Falls High School Principal.

PERFORMANCE RESPONSIBILITIES

- 1. Professional Learning Leadership-** The HS Assistant Principal-Instructional Leadership will be responsible for collaborating with teachers, support staff, and administrators to create coherent, aligned professional development opportunities for educators at RFHS. This will include, but is not be limited to:
 - a. Professional learning communities (PLC)
 - i. Support faculty understanding of the purpose and goal of RFHS professional learning communities.
 - ii. Listen and respond to faculty feedback related to RFHS professional learning communities.
 - iii. Develop clear protocols that support a collaborative culture that is focused on student learning.
 - iv. Establish a commitment to continuous improvement.
 - v. Align to professional learning community goals to building and district priorities.
 - b. Faculty Development
 - i. Leverage faculty feedback to organize meaningful inservice experiences that support building and district priorities.
 - ii. Communicate the vision of the annual professional development calendar.
 - iii. Monitor development opportunities to ensure the equitable access for all staff.
 - iv. Lead the mentorship and onboarding of new faculty.
 - v. Collaborate with the RFHS Principal to create a staffing plan that meets student needs.
 - c. Curriculum, Instruction, and Assessment
 - i. Lead the development, implementation, and evaluation of curriculum by designing appropriate cycles of research, analysis, and implementation in all areas.
 - ii. Plan with the Director of Academic Services, the RFHS Principal, and other district personnel so that consistent goals and expectations are communicated to faculty.
 - iii. Provide staff with learning opportunities that improve practice and the ability to respond positively to student diversity.
- 2. Innovative and personalized student programming**
 - a. Research and share flexible student programming that maximizes personalized learning options.
 - b. Coordinate an alternative credit program that provides meaningful personalized learning options for students during the academic year and summer.
 - c. Collaborate with the Director of Academic Services to ensure the alternative credit program is appropriately staffed and scheduled.
- 3. 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.**

School District of River Falls

Job Description

HIGH SCHOOL ASSISTANT PRINCIPAL-INSTRUCTIONAL LEADERSHIP

- a. Coordinate with student services, special education, Title I, english language, academic career planning, and gifted talented staff so that Virtual/E-School students are connected with these supports and opportunities at the student's traditional school.
 - b. Supervise efforts to maintain accurate student records.
 - e. Develop and implement procedures to ensure that transcripts are accurate and up-to-date;
 - d. Address discipline and attendance concerns with families:
 - i. Investigate absences, interpret and enforce state attendance laws, issue warnings to violators, file complaints to appropriate agencies, and, if necessary, participate in court hearings with repeat offenders;
 - ii. Develop and administer disciplinary procedures in accordance with district policies and state laws; respond to and resolve parent, student, and staff concerns and complaint
 - e. Assist the program coordinator and work collaboratively with the administrative team in implementing, monitoring, and staff supervision.
 - f. Support the implementation of of the Student and Parent e-School Contract ([LINK](#))
 - g. Monitor and oversee student program metrics in Infinite Campus, Edgenuity and Odysseyware specific to attendance and academic progress
 - h. Participate in on-going and proactive communication with the Director of Academic Services and Virtual/E-School Instructors to ensure:
 - i. The mission, vision, and goals of the Virtual/E-School are understood and implemented.
 - ii. Virtual/E-School Instructors and students have the supplies, materials, and resources needed to effectively teach and learn.
 - iii. Consistent expectations of school-based staff providing services to Virtual/E-School Students.
- 4. Work collaboratively with the Assistant Principal-Student Services to proactively manage student attendance, discipline, and student behavior. Specific responsibilities include, but are not limited to:**
- a. Enforce local and state attendance and truancy statutes.
 - b. Communicate school behavioral expectations to students and families.
 - c. Implement and manage daily student discipline and behavioral supports.
 - d. Support building staff in best practices related to student behaviors and classroom management.
- 5. Performance Evaluation and Feedback to assigned staff.**
- a. Strive to accurately assess professional practice, provide high quality feedback and other coaching supports.
 - b. Foster a cycle of continuous improvement as a cooperative process involving classroom teachers.
 - c. Engage in calibration activities to improve evaluation accuracy.
- 6. Work collaboratively with the High School Administrative team to lead all school operations.**
- a. Ensure equitable access to achievement for all students.
 - i. Evaluate programming so that all students' college and career planning needs are met.
 - ii. Monitor and address achievement gaps in and across student groups.
 - iii. Strive for proportional representation of students in curricular and co-curricular programs.
 - b. Promote a positive school culture
 - i. Climate
 1. 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.
 2. Develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals.

School District of River Falls

Job Description

HIGH SCHOOL ASSISTANT PRINCIPAL-INSTRUCTIONAL LEADERSHIP

3. Identify and recommend students, in a timely and proactive manner, who would benefit from attending RCA.
- ii. Communication
 1. Use effective communication strategies to provide direction and develop understanding and motivation around school goals and improvement efforts.
 2. Tailor messages to the audience (i.e., staff, parents, students, community), evaluate and modify to increase effectiveness.
 3. Respond in timely and meaningful ways to the inquiries.
- iii. Change Management and Shared Commitment
 1. Effectively manage change by cultivating collaborative leadership, building consensus and integrating district and state initiatives into school improvement goals.
- c. Manage school operations
 - i. Responsible for the oversight of all safety and emergency planning and procedures.
 - ii. Create environments conducive to student academic, social, and emotional success.
 - iii. Create a positive work environment for educators and staff.
 - iv. Organize and coordinate the work of all secretarial help in the school office.
- d. Develop school policy
 - 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.
 - iii. Determine, with the faculty, school policies and procedures; implements, evaluates and periodically reviews school policies and practices.
- e. Lead 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.

7. Personal and Professional Growth

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

8. Responsible for all of the above duties and any other assignments delegated to him/her by the River Falls High School Principal or Superintendent of Schools.

School District of River Falls
Job Description
HIGH SCHOOL ASSISTANT PRINCIPAL-INSTRUCTIONAL LEADERSHIP

Revised: 9-28-20, 6-14-21



School District of River Falls

ADMINISTRATIVE OFFICE

852 East Division Street, River Falls WI 54022

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

**2021-22 COLLECTIVE BARGAINING AGREEMENT
BETWEEN WEAC REGION 1-TEACHERS AND RIVER FALLS SCHOOL DISTRICT**

1. ARTICLE I – RECOGNITION

The Board recognizes the Association as the exclusive bargaining representative on base wages for all full-time and regular part time employees employed by the School District of River Falls, including but not limited to guidance counselors, reading coordinator, school psychologist, teacher of the hearing impaired, and school nurses, but excluding administrators and supervisory personnel, teacher aides, clerical employees and uncertified support staff.

2. ARTICLE II – DURATION

All items in this Agreement shall be in effect for a period of one (1) year beginning with the 1st day of July 2021 and ending on the 30th day of June, 2022.

3. ARTICLE III – SEVERABILITY

If any sections of this Agreement or any addenda thereto should be held invalid by operation of law or by any tribunal of competent jurisdiction, or if the compliance with or enforcement of any section or addenda should be restrained by such tribunal, the remainder of this Agreement and addenda thereto shall not be affected thereby, and the parties shall enter into immediate negotiations for the purpose of arriving at a mutually satisfactory replacement for such invalid section(s).

4. ARTICLE IV – COMPENSATION

The Board agrees to a total base wage increase of \$250 per cell as outlined in the attached 2021-22 Salary Schedule. This equates to a 0.61% base wage increase.

WEAC REGION 1—RIVER FALLS TEACHERS

WEAC Region 1 President

Date

Chairperson, Negotiations Committee

Date

BOARD OF EDUCATION

President

Date

Board Clerk

Date

APPENDIX A --2021-22 SALARIES

A.1 2021-2022 TEACHER SALARY SCHEDULE TIERS AND LEVELS

TIER 1:

Levels	0	1	2	3	4	5
Salary w/out Masters		<u>\$42,150</u>	<u>\$43,380</u>	<u>\$44,610</u>	<u>\$45,840</u>	<u>\$47,070</u>
Salary w/ Masters		<u>\$44,650</u>	<u>\$45,880</u>	<u>\$47,110</u>	<u>\$48,340</u>	<u>\$49,570</u>

Level 0 eliminated beginning with 2021-22 school year

TIER 2:

Levels	1	2	3	4	5	6	7
Salary w/out Masters	<u>\$49,172</u>	<u>\$50,472</u>	<u>\$51,772</u>	<u>\$53,072</u>	<u>\$54,372</u>	<u>\$55,672</u>	<u>\$56,972</u>
Salary w/ Masters	<u>\$51,672</u>	<u>\$52,972</u>	<u>\$54,272</u>	<u>\$55,572</u>	<u>\$56,872</u>	<u>\$58,172</u>	<u>\$59,472</u>

TIER 3:

Levels	1	2	3	4	5	6	7	8	9	10	11
Salary w/out Masters	<u>\$58,272</u>	<u>\$59,572</u>	<u>\$60,872</u>	<u>\$62,172</u>	<u>\$62,772</u>	<u>\$64,072</u>	<u>\$65,372</u>	<u>\$66,672</u>			
Salary w/ Masters	<u>\$60,972</u>	<u>\$62,272</u>	<u>\$63,572</u>	<u>\$64,872</u>	<u>\$66,172</u>	<u>\$67,472</u>	<u>\$68,772</u>	<u>\$70,072</u>	<u>\$71,372</u>	<u>\$72,672</u>	<u>\$73,972</u>

TIER 3 continued:

Levels	12	13	14	15
Salary w/ Masters	<u>\$75,272</u>	<u>\$76,572</u>	<u>\$77,872</u>	<u>\$78,572</u>

To earn level advancement: Complete 6 PD Points by 5/31/2021, Satisfactory Performance Evaluation, Employment starts by **January 31**.

PERMANENT SUPPLEMENTAL PAY	
High Need Supplement	In recognition of high need licensure areas, the district will add a high need license supplement for employees who are teaching in these 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. In 2021-22 the high need areas are Special Education (\$1200), Career and Technical Education (\$800), and Alternative Education (\$1200).

ONE-TIME STIPEND	
Retention Stipend (\$500)	Upon completion of an employee's 10th continuous year (full or part time), an active employee will be eligible for a \$500 retention stipend. The stipend will be paid on the 10/20 payroll.

PER CELL INCREASE	
<i>Definition</i>	Each cell on the salary schedule will be increased by \$300 (as compared to the 2018-19 schedule).
<i>Individual Impact</i>	All 232 teachers, not matter if they complete professional compensation requirements will receive this increase.
Overall Impact	\$ 69,600
LEVEL/TIER ADVANCEMENT	
<i>Defintion</i>	All teachers who meet their professional growth requirements are eligible to advance one level on the salary schedule. Teachers who meet growth requirements at Tier 1, Level 5, move to Tier 2, Level 1. Teachers who meet growth requirements at Tier 2, Level 7 (and have a Masters) will move to Tier 3. Professional Growth Requirements: Professional Learning (approval of 12 points by 5/31), Performance (evaluation doesn't lead to a plan improvement), Hired prior to January 31.
PROFESSIONAL LEARNING SUPPLEMENT	
<i>Defintion</i>	The Professional Learning Supplemental pay will be available for employees who are not eligible for level advancement, but still satisfy all compensation plan component expectations.
<i>Individual Impact</i>	It is anticipated that all 232 teachers will be meet the requirements to be eligible for Level/Tier Advancement OR a Professional Learning Supplement.
Overall Impact	\$ 323,170
HIGH NEED PERMANENT SUPPLEMENT	
<i>Defintion</i>	In recognition of high need licensure areas, the district will add a high need license supplement for employees who are teaching in these 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. Employees are eligible for only one high need supplement, even if they teacher teach in two high need areas. In 2019-20 the high need areas Special Education, Career and Technical Education, and Alternative Education.
<i>Individual Impact</i>	It is estimated that 40 teachers will be eligible for the permanent high need supplement.
Overall Impact	\$ 32,000
ONE-TIME RETAINMENT STIPEND	
<i>Defintion</i>	Upon completion of an employee's 10th year (full or part time), an active employee will be eligible for a \$500 retainment stipend. The stipend will be paid on the 10/20/19 payroll.
<i>Individual Impact</i>	It is estimated that 108 teachers will be eligible for the permanent high need supplement.
Overall Impact	\$ 54,000