

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

Monday, January 15, 2024 - 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 UPDATED HUMAN RESOURCES WEBSITE**

Description: The HR website provides important employment information for current and prospective employees.

Recommended Action: None, information only.

5. **HS ASSISTANT PRINCIPAL JOB DESCRIPTIONS**

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Description: The committee will review the High School Assistant Principal, Student Services and High School Assistant Principal, Instructional Leadership job descriptions.

Recommended Action: Approve revisions to High School Assistant Principal, Student Services and High School Assistant Principal, Instructional Leadership Job Descriptions.

6. **DIRECTOR OF HUMAN RESOURCES AND LEADERSHIP DEVELOPMENT JOB DESCRIPTION**

9

Description: The committee will review the Director of Human Resources and Leadership Development job description.

Recommended Action: Approve revision to Director of Human Resources and Leadership Development Job Descriptions.

7. **STAFFING UPDATE**

Description: The committee will discuss the recruitment, selection, and hiring timeline updates.

Recommended Action: None, information only.

8. **INSURANCE BIDDING UPDATE**

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Description: A brief 2024-25 Insurance bidding update will be provided.

Recommended Action: None, information only.

9. **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.

10. **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, February 12, 2024, 7:00 p.m. *(or immediately following Finance & Facilities)*

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

11. **ADJOURN**

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.~~

The High School Assistant Principal-Instructional Leadership will have:

- **Prior experience as an educational leader.**
- **Strong human relations, collaboration, and interpersonal skills.**
- **An ability to establish rapport and credibility with diverse constituents.**
- **The capacity to handle stressful situations, meet deadlines, and maintain confidentiality.**

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.
~~Renaissance Charter Academy Coordinator (RCA) (responsible moves to Superintendent)~~

PERFORMANCE RESPONSIBILITIES

- 1. Work collaboratively with the Assistant Principal-Student Services to proactively manage student attendance, discipline, and behavior. Specific responsibilities include, but are not limited to:**
 - a. **Developing meaningful relationships with students.**
 - b. Enforcing local and state attendance and truancy statutes.
 - c. Communicating school behavioral expectations to students and families.
 - d. Implementing and managing daily student discipline and behavioral supports.
 - e. Supporting building staff in best practices related to student behaviors and classroom management.

- 2. Work collaboratively with the High School Administrative team to lead all school operations.**
 - a. Ensure equitable access to achievement for all students.
 - b. Promote a positive school culture.
 - c. **Support co-curricular programming through periodic attendance and proactive communication with the Activities Director.**
 - d. ~~Develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals.~~
 - e. 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.
 - f. Use effective communication strategies to provide direction and develop understanding and motivation around school goals and improvement efforts.
 - g. Oversee all safety and emergency planning and procedures.
 - h. Create an environment conducive to student academic, social, and emotional success.
 - i. Create a positive work environment for educators and staff.
 - j. Organize and coordinate the work of all secretarial help in the school office.
 - k. Promote understanding, implementation, and compliance with policies, procedures, laws, and regulations to meet the needs of students and staff.

- l. Work with the Superintendent to carry out School Board policies pertaining to the operation of the schools.
- m. Determine, with the faculty, school policies and procedures; implements, evaluates and periodically reviews school policies and practices.
 - ~~i. Evaluate programming so that all student's 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.~~
 - ~~iv. Identify and recommend students, in a timely and proactive manner, who would benefit from attending RCA.~~
 - ~~v. Tailor messages to the audience (i.e., staff, parents, students, community), evaluate and modify to increase effectiveness.~~
 - ~~vi. Respond in timely and meaningful ways to the inquiries.~~
 - ~~vii. 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.~~
 - ~~2. Develop school policy~~
 - ~~3. Lead staff collaboration

 - ~~a. Encourage staff to take on leadership roles that contribute to meeting school goals, and support emerging leaders with feedback, coaching, and mentoring.~~
 - ~~b. Create opportunities for collaboration aligned to school and district goals and that focus on instruction, teaching, and learning.~~~~~~

3. Performance Evaluation and Feedback to assigned staff.

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

4. Professional learning community leadership to assigned staff.

- a. Support faculty understanding of the purpose and goal of RFHS professional learning communities.**
- b. Monitor protocols that support a collaborative culture that is focused on student learning.**

5. 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: professional development planning, onboarding of new staff, and the implementation of the district's curriculum review cycle.**

- ~~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 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.~~

~~e. 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.~~

6. Innovative and personalized student programming

- a. Research and share flexible student programming to maximize 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.

~~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.~~

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 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 River Falls High School Principal or Superintendent of Schools.

School District of River Falls
Job Description
HIGH SCHOOL ASSISTANT PRINCIPAL-STUDENT SERVICES

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.~~

The High School Assistant Principal-Student Services will have:

- **Prior experience as an educational leader.**
- **Strong human relations, collaboration, and interpersonal skills.**
- **An ability to establish rapport and credibility with diverse constituents.**
- **The capacity to handle stressful situations, meet deadlines, and maintain confidentiality.**

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.
~~Renaissance Charter Academy Coordinator (RCA)-(responsible moves to Superintendent)~~

PERFORMANCE RESPONSIBILITIES

- 1. Work collaboratively with the Assistant Principal-Instructional Leadership to proactively manage student attendance, discipline, and behavior. Specific responsibilities include, but are not limited to:**
 - a. **Developing meaningful relationships with students.**
 - b. Enforcing local and state attendance and truancy statutes.
 - c. Communicating school behavioral expectations to students and families.
 - d. Implementing and managing daily student discipline and behavioral supports.
 - e. Supporting building staff in best practices related to student behaviors and classroom management.

- 2. Work collaboratively with the High School Administrative team to lead all school operations.**
 - a. Ensure equitable access to achievement for all students.
 - b. Promote a positive school culture.
 - c. **Support co-curricular programming through periodic attendance and proactive communication with the Activities Director.**
 - d. ~~Develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals.~~
 - e. 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.
 - f. Use effective communication strategies to provide direction and develop understanding and motivation around school goals and improvement efforts.
 - g. Oversee all safety and emergency planning and procedures.
 - h. Create an environment conducive to student academic, social, and emotional success.
 - i. Create a positive work environment for educators and staff.
 - j. Organize and coordinate the work of all secretarial help in the school office.
 - k. Promote understanding, implementation, and compliance with policies, procedures, laws, and regulations to meet the needs of students and staff.

- l. Work with the Superintendent to carry out School Board policies pertaining to the operation of the schools.
- m. Determine, with the faculty, school policies and procedures; implements, evaluates and periodically reviews school policies and practices.
 - ~~i. Evaluate programming so that all student's 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.~~
 - ~~iv. Identify and recommend students, in a timely and proactive manner, who would benefit from attending RCA.~~
 - ~~v. Tailor messages to the audience (i.e., staff, parents, students, community), evaluate and modify to increase effectiveness.~~
 - ~~vi. Respond in timely and meaningful ways to the inquiries.~~
 - ~~vii. 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.~~
 - ~~2. Develop school policy~~
 - ~~3. Lead staff collaboration

 - ~~a. Encourage staff to take on leadership roles that contribute to meeting school goals, and support emerging leaders with feedback, coaching, and mentoring.~~
 - ~~b. Create opportunities for collaboration aligned to school and district goals and that focus on instruction, teaching, and learning.~~~~~~

3. Performance Evaluation and Feedback to assigned staff.

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

4. Professional learning community leadership to assigned staff.

- a. Support faculty understanding of the purpose and goal of RFHS professional learning communities.**
- b. Monitor protocols that support a collaborative culture that is focused on student learning.**

5. Program Support for Renaissance Charter Academy: The HS Assistant Principal-Student Services will collaborate with the Renaissance Charter Academy Coordinator so that the students and staff at Renaissance Charter Academy have consistent access to districtwide resources, program support will include, but is not be limited to; **in-service planning, coordination of support services for students, staff planning, and program awareness.**

- ~~a. Recruit and Select RCA Teachers and Support Staff

 - ~~i. Responsible for discussing the employment, transfer, and discharge of all professional and support staff employed at RCA with the RCA Coordinator and providing final recommendations to the Director of Human Resources.~~
 - ~~ii. Ensure 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 RCA Teachers and Staff

 - ~~i. Review the annual staffing plan and schedule created by the RCA Coordinator to ensure staff qualifications and strengths are used to provide equitable access to effective instruction and support.~~
 - ~~ii. Collaborate with the RCA Coordinator to provide all new staff with orientation to the RCA's goals, policies, and procedures.~~~~
- ~~e. Support the Professional Learning for RCA Teachers and Staff

 - ~~i. Work with RCA Coordinator 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. Monitor the development, implementation and evaluation of curriculum. Communicate curricular needs using appropriately designated procedures which involve faculty, the Director of Academic Services, Superintendent and other district personnel as appropriate.~~~~

6. Lead the High School Student Services Team (School Counselors, College and Career Readiness Coordinator, School Psychologist, Police Liaison Officer, and related support staff)

- a. Collaborate with staff to set annual measurable goals that align to district and building priorities.
- b. Responsible for the implementation of student services programs. Programs include, but are not limited to:
 - i. Multi-tiered systems of support (MTSS) ~~Response to Intervention (RtI) program;~~
 - ~~ii. Comprehensive School Counseling;~~
 - iii. College and Career Readiness and Academic Career Planning;
 - iv. Student Mental Health.
- ~~e. Identify and use staff and student data to inform and adjust student services programming.~~
- ~~d. Coordinate and lead learning opportunities related to student services programming for students and staff.~~
- e. Plan in-service trainings that support the achievement of students services program goals.
- f. Advocate for the needs of the students services team.

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 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 River Falls High School Principal or Superintendent of Schools.

School District of River Falls
Job Description

DIRECTOR OF HUMAN RESOURCES AND LEADERSHIP DEVELOPMENT

QUALIFICATIONS:

Have or be able to obtain a valid District Administrator license ~~or Personnel Coordinator~~ issued by the State of Wisconsin Department of Public Instruction (DPI). **Evidence of effective leadership experience as a School Administrator and/or Principal is required.**

The Director of Human Resources and Leadership Development will have:

- Strong human relations, **collaborative**, and interpersonal skills.
- An ability to establish rapport and credibility with diverse constituents.
- Experience and expertise in strategic planning, goal-setting, and progress monitoring.
- **Successfully implemented innovative recruitment, on-boarding, and talent support programs.**
- **The capacity to handle stressful situations, meet deadlines, and maintain confidentiality.**

POSITION SUMMARY:

The Director of Human Resources and Leadership Development is responsible for the leadership and support of employees. This includes, but is not limited to, strategic planning, policy recommendations, legal compliance, all phases of the employment process, negotiations, and systems implementation.

Key responsibilities include oversight of:

- Staff planning
- Employee recruitment, onboarding, and mentorship
- Insurance benefits selection, enrollment, and administration.
- Compensation analysis and planning
- Employee negotiations
- Disciplinary investigations
- Evaluation systems
- Leadership development programming
- District Equity, Inclusivity, and Diversity Advisory Committee

~~The Director of Human Resources and Leadership Development formulates and articulates policy, procedures and goals for the human resources department in accordance with federal and state law while supporting the Superintendent and other administrators in overall leadership efforts. Directs and participates in formal and informal negotiations governing the terms and conditions of the employee handbook; directs the recruitment, selection, employment, evaluation, and layoff of staff, and the assignment of all employees; coordinates and provides support to employees and their supervisors. Ensures effective performance leadership of administrators and staff through supportive and sustainable practices. Leverages strategic partnerships with the administrative team to provide high impact initiatives, programs, and tools that enable talent and leadership development, workforce planning, and fostering organizational expertise needed to enable diverse staff to reach their highest potential.~~

REPORTS TO:

Superintendent of Schools

SUPERVISES:

Administrative Assistant to Director of Human Resources and Leadership Development and Benefits Coordinator

PERFORMANCE RESPONSIBILITIES

1. Advise the Superintendent
 - a. Provide strategic planning support in the areas of staffing, curriculum, instruction, assessment, capital needs, financial planning, and stakeholder involvement.
 - b. Assist with legal matters pertaining to the administration of schools, districtwide communications, crisis management, state/national reporting, and improvement planning.

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DIRECTOR OF HUMAN RESOURCES AND LEADERSHIP DEVELOPMENT

- c. **Participate in planning of administrator collaborative time and school/department goal setting.**
- d. **Fulfill the duties and responsibilities of the Superintendent as directed by the Superintendent.**

2. Lead Mentorship Programming

- a. **Serve as a mentor for new administrators.**
- b. **Collaboratively and creatively support principals in organizing multiple tasks and by assisting in project management when practical and feasible.**
- c. **Develop and implement mentoring programs for certified staff, paraprofessionals, and support staff in collaboration with principals.**
- d. **Provide on-going training for employees who serve as mentors.**
- e. **Create sustainable methods to recognize mentors.**
- f. ~~Review and monitor the District's mentoring process for all new hires.~~

3. Support Talent Development

- ~~Partner with principals in providing support for strategic initiatives and organizational structures that are enhanced by the human resource department.~~
- Partner with principals **and directors** in developing innovative human resource support for staff that leads to job satisfaction and student success.
- Develop programs that build and sustain leadership talent in the district for all employee groups.
- **Assist the Director of Academic Services with professional development goals, planning, and communication.**
- **Contribute** human resource tools and techniques to assist principals in strategic facilitation of processes that motivate, inspire and increase job efficiencies for all staff while advancing the mission of the district.
- Coordinate efforts for improving employees with performance difficulties in collaboration with principals **and directors.**; ~~monitors discipline procedures.~~

4. Negotiate and Administer Master Contracts and Other Work Agreements

- Initiate and coordinate the activities leading to and during the process of negotiations with respective employee groups in collaboration with the Superintendent.
- Review existing work agreements to determine possible changes to future agreements with the Superintendent.
- Monitor and communicate fiscal impact of proposals from the School Board and employee groups in collaboration with the Director of Finance and Facilities and Superintendent.
- Communicate progress of negotiation sessions to the School Board and administrative team.
- Provide interpretation regarding intent of contract language to staff and administration.
- **Develop sustainable compensation models that promote employee development, retention, and align to market comparables.**
- ~~Evaluates for approval and tier/level advancement, professional development courses and activities for all professional staff except administrators.~~

5. Staffing, Hiring, Induction and Mentoring Processes Employee Recruitment

- Collaborate with the School Board and the Administrative Team to develop and align long-term and short-term plans that will ensure a strong talent pipeline, skilled and professional workforce, and highly qualified and effective staff through processes that attract, develop and retain talent.
- Determine direction and strategy for attracting and retaining talent through communication with other administrators and School Board members.
- Assure the employment of highly qualified staff who meet district and state licensure criteria for their respective positions (district compliance with employee licensure requirements).

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DIRECTOR OF HUMAN RESOURCES AND LEADERSHIP DEVELOPMENT

- Oversee the hiring process including preparation and distribution of recruitment materials, interviews, reference checks, criminal background checks, and pre-employment requirements.
 - Maintain and update job descriptions for certified and non-certified staff.
 - Oversee substitute teacher and support staff hiring and recruitment.
 - Ensure equal opportunity compliance in regard to state and federal law.
 - Maintain personnel records of all employees in a confidential manner.
 - **Complete compensation and benefits comparisons studies with neighboring school districts.**
 - **Pursue state, local, and regional partnership and networking opportunities that positively promote the district to prospective employees.**
 - ~~Oversee personnel-related DPI reports including PI-1202 staffing report.~~
6. **Supervision and Evaluation of District Staff**
- **Direct, coordinate and provide professional development and training for all formal teacher performance evaluation systems (i.e., Educator Effectiveness Model).**
 - **Review, revise, and monitor certified staff evaluation processes (includes administrators and teachers).**
 - **Review, revise, and monitor support staff evaluation process.**
7. **Employee Investigations**
- **Advise principals and supervisors during employee investigations that could lead to disciplinary action.**
 - **Serve as Title IX Coordinator for investigations involving employees.**
 - **Provide Title IX training of employees and supervisors in coordination with the Director of Student Services..**
 - **Act as administrative designee at appropriate stages in any grievance process or related employee complaints.**
8. **Employee Support Programs**
- Provide consistent communication to all employees.
 - Address individual employee or employment group questions or concerns.
 - Coordinate and communicate Employee Assistance Program (EAP) benefits; ~~informs employees and families of the program.~~
 - ~~Administer the program of employee concerns including Title VII rules relating to employment.~~
 - **Lead the District Wellness Committee.**
 - Serve as compliance officer for regulations of the federal and Wisconsin Family and Medical Leave Acts (FMLA), **Title VII Civil Rights Rules**, Americans with Disabilities Act (ADA), Fair Labor Standards Act (FLSA), and Worker's Compensation.
 - Monitor District employee retirement programs.
 - Provide oversight over employee benefit programs.
 - Assume supervisory responsibility for staff longevity, retirement and seniority calculations.
9. **Liaison to Personnel Committee**
- Serve as administrative liaison to the Personnel Committee.
 - Plan, develop and revise personnel policies in accordance with federal and state law or at the direction of the School Board.
 - Serve on District committees as assigned/appointed.
 - ~~Respond to questionnaires, surveys, and correspondence from research or professional organizations requesting information.~~

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DIRECTOR OF HUMAN RESOURCES AND LEADERSHIP DEVELOPMENT

10. Professional Development

- Attend education conferences, seminars and workshops.
- Remain current on important school leadership and human resource issues through professional reading.
- Pursue professional growth and development activities and keep aware of current educational trends.

11. District School-Year Calendar

- Lead the Calendar Committee to bring recommendations to the Board.

12. District Equity, Inclusivity, and Diversity

- **Chair Equity, Inclusivity, and Diversity Committee with the support of at least one other River Falls School District educator.**

13. Responsible for all of the above duties and any other assignments delegated by the Superintendent of Schools.

REVISION 1-15-24



HEALTH/DENTAL INSURANCE BIDDING UPDATE

SUMMARY

- With the support of an insurance broker, the district is currently preparing a request for proposal (RFP) for Health and Dental Insurance for 2024-25. The purpose of this process is to ensure we are getting the best value for our current plan design.
- We will be accepting both self and fully insured proposals that will result in the plan design options that are currently in place. Based on the result of the bidding process, plan design adjustments may be considered.
- Alignment of the plan year and deductible year is a priority.
- The Insurance Study Committee (ISC) will participate in the review and analysis of these bids in February. The ISC will share a recommendation to the Board of Education in March.

TIMELINE

January, 2024

- RFP prepared and released to carriers

February, 2024

- Receive proposals from carriers
- Negotiate with carriers – Determine finalists
- Request best and final offers

March, 2024

- ISC reviews revised proposals.
- ISC recommends carriers to the Board of Education
- Board of Education Approval

May, 2024

- Employee education and open enrollment period