

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

July 14, 2025 - at 8:00 PM or immediately following the 7:00 PM Finance & Facilities meeting  
District Office  
852 E Division Street  
River Falls, Wisconsin 54022

Personnel Committee members: Stacy Johnson Myers (Chair), Alison Page, & Alan Tuchtenhagen  
A quorum of the Board may be present for information-gathering purposes only.

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 - 8:00 PM (or immediately after Finance & Facilities Committee)**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS**
  
4. **CERTIFIED STAFFING UPDATE** 2  
**Description:** The committee will discuss the recruitment, selection, and hiring timeline updates.  
**Recommended Action:** None, informational only.
  
5. **2025-26 SUB EMPLOYEE HANDBOOK** 3  
**Description:** Administration is proposing minor changes to the Sub Employee Handbook.  
**Recommended Action:** Approve revisions to the 2025-26 Sub Employee Handbook as presented.
  
6. **2025-26 EMPLOYEE HANDBOOK APPENDICES UPDATES** 4  
**Description:** The administrative team reviewed the appendices of the Employee Handbook and is proposing the attached revisions.  
**Recommended Action:** Approve revisions to the Employee Handbook appendices as presented.
  
7. **HEALTH AIDE PARAPROFESSIONAL/FLOAT JOB DESCRIPTION** 24  
**Description:** The administrative team is proposing minor changes to the Health Services Aide job description.  
**Recommended Action:** Approve the Health Services Paraprofessional/Float job description as presented.
  
8. **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.
  
9. **SCHEDULE NEXT PERSONNEL COMMITTEE MEETING**  
**Description:** Upcoming committee meeting dates, times, and locations will be reviewed.  
**Recommended Action:** Set the meeting schedule as follows:  
Personnel Committee meeting, Monday, August 11, 2025, 8:00 p.m. *(or immediately following Finance & Facilities)*  
*The meeting will be held at the District Office, 852 E. Division Street.*
  
10. **ADJOURN**

**2025-26 CERTIFIED STAFF HIRES**

| LOCATION | POSITION                  | APPLICANTS | INTERVIEW    | REPLACES              | REASON       | NEW EMPLOYEE             | YOE | NOTES                                  |
|----------|---------------------------|------------|--------------|-----------------------|--------------|--------------------------|-----|--|
| HS       | SCIENCE                   | 12         | 3/28         | Merkatoris, A         | Resignation  | RAND, AMANDA             | 5   |  |
| HS       | SPANISH                   | 4          | 3/27         | Muenich, C            | Retirement   | TURNER, SARA             | 16  |  |
| HS       | SPED                      | 4          | 3/27         | Anderson-Smolinski, M | Resignation  | MURRAY, KATE             | 3   | <i>Unfilled 2024-25</i>                |
| HS       | SOCIAL STUDIES            | 44         | 5/5          | Villeneuve, A.        | Resignation  | GRAMACHE, GREG           | 23  |  |
| HS       | SOCIAL STUDIES            | 44         | 5/5          | Segerstrom, P         | Resignation  | HAYES, SOPHIA            | 0   |  |
| HS       | ART                       | 8          | 5/2          | Sorenson, A           | Resignation  | WELTZIEN, BRIAN          | 5   |  |
| HS       | BAND/MUSIC (.5FTE)        | 14         | 5/15         | Plum, A               | Transfer     | DREIFORT, JAKE           | 1   | <i>Plum to MMS Band (Mike Fulle)</i>   |
| HS       | French (.55 FTE)          | 3          | 6/5 and 6/11 | Sabelko, M            | Resignation  | VIRTUAL                  |     |  |
| DISTRICT | OT                        | 3          | 4/4          | NA                    | New Position | HENDRICKS LEUINING, LANA | 30  |  |
| DISTRICT | SP/L (.5FTE)              | 2          | 4/28         | NA                    | New Position |                          |     |  |
| MMS      | SPED Cross Cat.           | 4          | 3/27         | NA                    | New Position | VESSEY, JOSIE            | 0   |  |
| MMS      | SOCIAL STUDIES            | 20         | 4/4          | Carlson, J            | Resignation  | VOGEL, SOPHIA            | 0   |  |
| MMS      | MUSIC*                    | 28         | 4/9          | Fuller, Mk            | Retirement   | PLUM, ALEX               | 5   |  |
| MMS      | SPED CROSS CAT ID EMPH    | 4          | 5/16         | Hauschild, D          | Resignation  | NUTTING, KARI            | 16  |  |
| MMS      | LITERACY                  | 1          | 5/21         | Yang, C               | Resignation  | ZIBROWSKI, VIENNA        | 0   |  |
| MMS      | LIBRARY/MEDIA             | 8          | 6/24         | Johnson, B            | Resignation  | STUBBENDICK, MAIJA       | 21  |  |
| WS       | 5TH GRADE                 | 26         | 4/10         | Lindquist, N          | Retirement   | DEBRIYN, CANDICE         | 10  |  |
| WS       | TITLE I READING*          | 7          | 4/3          | Owens, K              | Retirement   | LAROUÉ, HELEN            | 16  |  |
| WS       | 1ST GRADE                 | 34         | 5/7          | LaRue, H              | Transfer     | RAUCH, TESSA             | 5   | <i>LaRoue to Title I (Kari Owens)</i>  |
| RB       | SPED CROSS CAT ID EMPH    | 9          | 4/1          | NA                    | New Position | HANSON, SYDNEY           | 3   |  |
| RB       | 1ST GRADE                 | 36         | 4/21         | Kornmann, C           | Retirement   | WALTH, CHRISTINE         | 9   | <i>Bubble continues from K</i>         |
| RB       | SPED, CROSS CAT, EBD EMPH | 4          | 4/8          | Kennealy, M           | Resignation  | REICHE, BECCA            | 3   |  |
| GW       | SPED ID                   | 7          | 4/1          | Wronski, D            | Resignation  | WEYENBERG, ASIA          | 0   |  |
| GW       | MUSIC                     | 11         | 4/14         | Jantscher, B          | Retirement   | ROBUCK, NATALIE          | 0   |  |
| GW       | SPEECH/LANGUAGE           | 8          | 4/18         | Lindevig, K           | Retirement   | KRUEGER, SAM             | 1   |  |
| GW       | 3RD GRADE                 | 23         | 5/30         | Mentor, C             | Resignation  | SCHULTE, ALEXA           | 2   | <i>Bubble continues from 2nd grade</i> |

# Substitute Employee Handbook Revisions

## **LONG TERM SUBSTITUTE TEACHER, PARAPROFESSIONAL, SECRETARY, OR CUSTODIAN**

When a substitute is assigned for more than ten consecutive days in the same position, then the substitute is considered a long-term substitute. Long-term substitute teachers are paid the Base BA Rate on the Teacher Salary Ladder. Other long-term substitute employees rates are defined in Section V. The long-term rate begins on day 11, unless the long-term nature of the assignment is known in advance, in which case payment will begin on the first day. **Staff hired for long-term substitute positions will be allocated up to two days of shadowing/training/prep prior to their official start date.** Responsibilities of the long-term substitute teacher shall be the same as the regular classroom teacher. When a substitute is employed as a long-term substitute teacher, or is employed at the end of the semester, and is expected to close out school records, do report cards, and inventories, he/she may be given up to one day to complete these tasks if deemed necessary by the principal. The substitute will be compensated at the applicable substitute rate. As employees of the school district, long-term substitutes will have to meet all new staff requirements including but not limited to a health screening including a physical examination and tuberculin test/or chest x-ray if deemed necessary, and a criminal background check

***SHORT-TERM SUBSTITUTE TEACHER.*** A daily/short-term substitute will be compensated at the daily rate of \$200. Teachers who work less than four hours will be compensated for a half-day rate of \$100. **Retired River Falls School District teachers will be compensated at the rate of \$225 per day. For every five days of substitute teaching for a special education teacher, a \$100 bonus will be paid to the substitute teacher (excludes retirees).**

## ***OTHER SUPPORT STAFF EMPLOYEE RATES***

1. A daily/short-term substitute Bus Driver, Route \$25.80
  - Sub Drivers who accumulate 925 hours of substitute route driver hours will advance a step in the following fiscal year.
2. A daily/short-term substitute Custodian, \$20.33
  - Starting 7/1/18, Sub Custodians who accumulate 925 hours of substitute custodian hours will advance a step in the following fiscal year. Those who accumulate 2080 hours, will advance another step in the following fiscal year.
3. A daily/short-term substitute Paraprofessional, General Education \$19.03
  - **Substitute Paraprofessions who hold a provisional or lifetime teacher license will be paid the substitute teacher rate.**
4. A daily/short-term substitute Paraprofessional, Special Education, Health Aide, Bilingual \$20.06
  - **Substitute Paraprofessions who hold a provisional or lifetime teacher license will be paid the substitute teacher rate.**

## Appendix B - Elementary Employee Handbook Revisions

### Field Trip Guidelines

(also see overall employee handbook)

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

- Each class should go on no more than two field trips per year that require a cost. This count does not limit the number of field trips without cost (i.e., Kinnickinnic River Walk, community events, UWRF farm, Glen Park, local banks, etc.) or additional field trips directly tied to curriculum objectives.
- ~~Limit the family cost to no more than \$20 per child (no charges above and beyond for consumables).~~
- You must be able to ensure that all students may be able to participate in a field trip experience without regard to their ability to pay. Families should be made aware that student scholarships are available by including that information on the permission form.
- Permission forms should also have attached the Chartwells/School Lunch Form option for students to order their “bag lunch” if it is needed. Chartwells will pack the lunch for the student if ordered ahead of time and it will then be deducted from the family’s lunch account.
- Field trips need to be coordinated at the grade level. This means that all teachers at a grade level and across grade levels must be aware of which class or group is going to a particular place or event.

Field trips can be a very valuable teaching/learning method. Please see the principal before you plan a field trip. Do not discuss a field trip with a class before you have received approval for the trip. The procedure for field trips is as follows:

- ~~Teachers may use their discretion on who may or may not attend the field trip.~~
- Discuss it with the principal and receive approval for the trip.
- Submit a copy of the field trip request two weeks prior to the date of the trip.
- Students with attendance, academic or behavior concerns may not be included on field trips. ~~Students who have attendance or academic problems may not be included on field trips.~~ Teachers are required to discuss this with the parent and principal in advance of the field trip.
- Parent information/permission slips must be used.
- An accurate list of participants and chaperones must be given to the attendance secretary and bus driver prior to the trip.

- Arranging buses or transportation is the responsibility of the teacher or advisor.
- No student shall be denied participation due to lack of funds. ~~If a student is unable to pay, discuss this with your principal as soon as possible.~~

A transportation request needs to be sent to the bus garage. The bus garage will return a copy of your request to verify transportation arrangements. Check with the budget secretary for purchase orders to cover as many of the bills as possible in advance. You will be responsible for submitting any bills and receipts when you return from the trip for reimbursement along with your copy of the original form. Reimbursement for items not listed on the form may be accomplished by filling out a special reimbursement form which is available in the office. ~~Please hold receipts until you have an accumulation of \$25 or more.~~

### School Owned Device Use

- ~~Arrangements for use of the computer labs must be made in advance with the lab paraprofessional to avoid conflicts.~~
- ~~Teachers must accompany their class to the lab and remain to supervise as the class works there.~~
- Teachers are responsible for training their students to use chromebooks and/or other devices. They are also responsible for enforcing rules and procedures which have been designed for use of computers and other technology.
- Food and drink are not allowed when using devices.
- Students need to be supervised at all times no matter what devices or where the devices are being used.

# Appendix C - Middle School Employee Handbook Revisions

## REPORTING SYSTEM

### Grading Guidelines

The purpose of grading/assessment in the School District of River Falls is to communicate the measured growth and achievement of students according to defined standards. Communication of goals, strengths, and deficits is achieved by a collaborative effort between students, parents, and teachers to provide ongoing written and oral information. Measurement is achieved through formal and informal assessments by both teachers and students to reflect student intellectual and social growth, determine a child's performance level and program placements, and aid the teacher in modifying curriculum, instruction, and assessment to make it more effective. The district curriculum sets educational expectations for all students within scope and sequence across grade levels, using national and state standards as a guide.

### Grading Scale

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

- A—Outstanding
- B—Above Average
- C—Average
- D—Below Average
- F—Failure

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

|                   |                  |                |
|-------------------|------------------|----------------|
| A (93-100%) = 4.0 | C+ (77-79) = 2.3 | D (60-62) = .7 |
| A- (90-92) = 3.7  | C (73-76) = 2.0  | F (0-59) = 0   |
| B+ (78-89) = 3.3  | C- (70-72) = 1.7 |                |
| B (83-86) = 3.0   | D+ (67-69) = 1.3 |                |
| B- (80-82) = 2.7  | D (63-66) = 1.0  |                |

### Important Definitions

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

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

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

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

**Grade Formation:**

- Report the academic achievement of the student
- Student performance compared to learning targets and essential questions with clear descriptions of achievement expectations.
- Use individual achievement for summative assessments (no group grades).
- Extra credit is not offered.
- 85% summative assessments.
- 15% formative assessments and assignments.

**Late Work:**

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

**Summative Retakes:**

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

**Assignments:**

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

# Standards-Based Grading Guidelines

## Introduction

Standards-based grading is rooted in our commitment to the academic growth of every student, every day by providing a more transparent and accurate representation of our students' academic progress.

Rather than a traditional letter grade that may not fully capture a student's strengths and areas for improvement, standards-based grading provides a detailed breakdown of our students' proficiency in each content area's priority standards at each grade level.

This approach enables teachers to identify and address any challenges our students face more precisely. It also encourages our students to take ownership for their learning and foster a growth mindset by emphasizing progress over time rather than a single grade on a test or assignment.

## What are proficiency scales and why are they beneficial to students, teachers and parents?

A proficiency scale is a tool that displays a collection of related learning targets and scores for determining a student's current level of performance. A proficiency scale defines a learning progression or set of learning goals for a specific topic, relative to a given standard (Herlebower et al, 2019). This is a tool that shows teachers, students, and others what proficiency looks like, what knowledge and skills must be obtained for mastery, and how students might go beyond what the standard requires. For students, the proficiency scale is the primary source of information about what they need to know and be able to do in relation to a priority standard or set of standards. Finally, a proficiency scale can serve as a source of information for parents to help them better understand the instructional focus of a specific content area. Figure 1.1 represents a description of our continuum for learning and standards based scoring. Figure 1.2 is a sample proficiency scale for a 7th grade science standard.

**Figure 1.1 represents a description of our continuum for learning and standards-based grading**

| Scoring   | Content  | What does this mean?   |
|---|--|--|
| <b>4</b><br><b>Exceeding target standard with enriched understanding and application.</b> | <b>Complex Content:</b> a performance or application that goes beyond what a standard requires.  | The student demonstrates in-depth inferences and applications that go beyond the target content.   |
| <b>3</b><br><b>Achieving target standard.</b><br>(this is the goal for all students)      | <b>Target Content:</b> What students should know and be able to do by the end of the course that aligns to the standard.   | The student demonstrates mastery of the targeted standard. The student consistently grasps and applies key concepts, processes, and skills with limited errors.  |
| <b>2.5</b>  |  | The student knows and can do all of the basic content at level two and some of the target content at level 3.  |
| <b>2</b><br><b>Approaching target standard.</b>   | <b>Basic Content:</b> Is foundational knowledge that a student must acquire in order to master the target content. This includes academic vocab and prerequisite knowledge and skills. | A 2.0 indicates the student does not have any major errors or omissions regarding the foundational knowledge in order to master the target content. However, the student has gaps in understanding necessary to demonstrate mastery of the target standard or the student may require teacher assistance and support in order to demonstrate understanding of the target standard. |
| <b>1.5</b>  |  | The student knows some of the basic content at level two, but makes some mistakes.   |
| <b>1</b><br><b>Still Progressing toward the target standard.</b>                          |  | With help, the student knows some of the basic content at level 2.   |
| <b>Insufficient Evidence (IE)</b>   |  | There isn't enough evidence in the gradebook to determine a score.   |

**Figure 1.2: Sample proficiency scale - 7th grade science**

## **Meyer Middle School Student Proficiency Scale**

**Grade: 7      SUBJECT: Astronomy      Strand or Unit: MS-ESS1-1 Sun-Earth-Moon System**

**MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]**

### **Level 4.0 - Complex Content**

**I can:**

- use the skills and concepts below to make connections to processes and content that was not directly taught in class
- potentially surpass the assessment boundary

### **Level 3.0- Target Content**

**Moon phases:**

- I can model relative positions of the Earth, sun, and moon when given a moon phase.
- I can model the phase of the moon when given the relative locations of the Earth, sun, and moon.

**Eclipses:**

- I can model and explain what causes a solar eclipse and why not every location on Earth can view it.
- I can model and explain what causes a lunar eclipse.
- I can explain why solar and lunar eclipses don't occur at every full and new moon.
- When given a position on Earth, I can determine if the viewer would see a partial or total eclipse.

**Seasons:**

- I can model and explain a location's change in seasons throughout a year in the Northern or Southern Hemisphere based on our revolution around the Sun and how the solar energy hits differently due to Earth's tilt.
- I can explain why an equinox occurs in a hemisphere when given Earth's position in orbit.
- I can explain why a solstice occurs in a hemisphere when given Earth's position in orbit.

**Level 2.5 - I know and can do all of the basic content and some of the target content.**

### **Level 2.0 - Basic Content**

**Moon phases:**

- I can draw and name the phases of the moon in the order they occur.

**Eclipses:**

- I can identify the alignment of the Sun-Earth-Moon system for a solar eclipse.
- I can identify the alignment of the Sun-Earth-Moon system for a lunar eclipse.
- I can identify if a viewer is in the umbra or penumbra based on what they observe.

**Seasons:**

- I can explain how the Earth's tilt results in differences in how direct or indirect solar energy hits the Earth.
- I can identify the type of equinox that is occurring in a hemisphere when given Earth's position in orbit.
- I can identify the type of solstice that is occurring in a hemisphere when given Earth's position in orbit.

**Movement**

- I can explain or show the motion/movement of the Sun, Earth, Moon

**Level 1.5 - I know some of the basic content, but I make some mistakes.**

**Level 1.0**

**Moon Phases:**

- When given a picture of a lunar phase, I can identify the name.
- When given the name of a lunar phase, I can accurately draw a picture of the phase.
- I know how much of the moon is lit up at all times and what causes the changes in our view from Earth.
- I can identify if a moon is waxing or waning.

**Eclipses**

- I can state that an eclipse occurs when one object is blocking the view of another.
- I can identify what a viewer observes when they are in the umbra and penumbra.

**Seasons:**

- I can identify when an equinox occurs.
- I can identify when a solstice occurs.
- I know the tilt of the Earth's axis.

**Movement**

- I know the difference between a rotation and revolution and what they cause.

**Insufficient Evidence**

**How Are Students' Levels of Performance Determined?**

A student's final level of performance will be determined based on multiple pieces of evidence through frequent and on-going assessments (both formative and summative—see below) aligned to specific standards and their corresponding proficiency scale. The teacher evaluates the student's body of work and may consider any clear patterns of growth through the concept of mounting evidence (Figure 1.3).

Practice assignments (i.e. homework) are just that: practice, and serve primarily as a source of feedback and instructional support for both students and teachers. Scores on practice assignments will not be used as a major component of a student's report card score. However, teachers may require students to complete all of their practice work prior to allowing them to take, or retake, an assessment.

Throughout each quarter, student performance data is collected for each standard and reported in the following manner aligned to the standard's proficiency scale:

- 4 - Exceeding Target Standard
- 3 - Meeting Target Standard
- 2 - Approaching Target Standard
- 1 - Still Progressing Toward Target Standard

### Formative and Summative Defined

|   |   |
|---|---|
| <b>Formative Assessment-</b> The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning <i>while it's happening</i> . | <b>Summative Assessment-</b> The goal of summative assessment is to <i>evaluate student learning</i> at the end of an instructional unit by comparing it against grade level targets. |
| Formative assessments are <i>for</i> learning, while summative assessments are <i>of</i> learning.  |   |

**6th Grade Science:** The student can explain the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. (MS LS 1-6)

**Figure 1.4: Determining Final Level of Proficiency**

| Student | Pre-Assess | Quiz 1 | Mid-Unit Quiz | Test | Final Grade                     |
|---------|------------|--------|---------------|------|---------------------------------|
| Emma    | 2.0        | 2.5    | 3.0           | 3.0  | 3.0 (Achieving Target Standard) |

### Minimum Evidence Evaluated Each Quarter

Teachers should have a sufficient quantity of evidence during the grading period to accurately reflect student achievement on any particular standard. To determine a quarter/pent grade, teachers collect evidence of student learning through daily work, observation, and assessment. This evidence is used to determine whether the student has mastered the skills or needs additional time. Ultimately, the amount of data collected and needed will depend on the student and standard.

*Note:* If a student has missing assessments, the teacher may not have enough evidence to determine proficiency and ultimately establish a grade for the report card. This may result in an I (Incomplete) until the work is completed or a student may receive an IE (Insufficient Evidence) if the work is not completed.

### Re-performance

Students are allowed multiple opportunities to demonstrate their understanding of classroom skills in various ways, including re-performance. Please note there is no school-wide policy for re-performance. Each curricular department administers these opportunities at their discretion. The following are common ways this could happen:

- Teachers may offer a re-performance after a summative exam as another attempt to demonstrate learning (up to one week beyond the unit of study).
- Prior to the exam, teachers may administer re-performance events that simulate the summative exam. These events prepare students for the exam. In these situations there is no re-performance after the exam because they occurred prior.
- Teachers may add sections to each summative exam that have students continually demonstrate knowledge from the prior unit or units. In these cases, the re-performance is embedded into each summative exam. There would be no need for a separate re-performance.

### **Late Work**

- Students are expected to complete daily work (assignments) on time. Patterns of late work will be reflected in a student's personal accountability grade (see below).
- Students will have an opportunity to complete summative assessments one week past the end of a unit (unless prearranged with teacher or administrator due to unforeseen circumstances).
- For quarter four, all summative assessments are due on the last day of school.
- A grade of zero will be assigned as a placeholder for late work.

### **What is a Personal Accountability Grade?**

The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course. In a traditional grading system, a student's grades can be skewed based on a number of behavioral factors, including homework points or participation points. One of the benefits of standards-based grading is the separation of a student's behavior from their actual learning of specific standards. A Personal Accountability (PA) grade indicates a student's ability to meet pre-established behavioral guidelines in the areas of respect, responsibility, and work habits. All students will receive Personal Accountability grades each quarter or pent. The Personal Accountability rubric is below (Figure 1.3).

### **Figure 1.3: Personal accountability rubric**

| Personal Accountability                                    | 3<br>Consistently Successful   | 2<br>Sometimes Successful   | 1<br>Rarely Successful   | Evidence (examples)  |
|--|--|---|--|--|
| Meets Deadlines  | Consistently turns in assignments on time.                               | Sometimes turns in assignments on time.                               | Rarely turns in assignments on time.                               | *Number of late assignments<br>*Meets deadlines on major projects/labs.  |
| Follows classroom expectations and uses class time wisely  | Consistently follows classroom expectations and uses class time wisely.  | Sometimes follows classroom expectations and uses class time wisely.  | Rarely follows classroom expectations and uses class time wisely.  | *Arrives to class on time and prepared<br>*Stays on task when working<br>*Pays attention when classmates/teacher are talking.  |
| Communication and behavior are kind, respectful and honest | Communication and behavior are consistently kind, respectful and honest. | Communication and behavior are sometimes kind, respectful and honest. | Communication and behavior are rarely kind, respectful and honest. | *Is kind to others and self. *Is a productive team/group member. *Makes positive comments about self, others or the learning. Displays academic integrity. *Is safe throughout the building. |

**How can I earn a 4?**

A score of 4 indicates performance that is consistently above what is expected for mastery at that point in the school year. Level 4 work would indicate a much deeper understanding of a standard, the ability to apply that knowledge, make connections, and extend learning beyond the targeted goal.

***If a student is being accelerated in any grade level/subject area with above grade level standards or materials, does that mean they will receive a 4 automatically?***

No. Students who are accelerated must demonstrate mastery of the targeted standard with consistency and demonstrate in-depth inferences and applications that go beyond the target content for those course standards.

## Appendix D - High School Employee Handbook Revisions

### Administrative Responsibilities

The River Falls High School administrative team includes a principal, two assistant principals, and an activities director. General areas of responsibility are outlined in each Administrator's Job Description. If you have a concern, contact the designated principal. If ~~one school administrator~~ **the school administrator you need** 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](#))

~~Focus on the idea that we serve students and parents in providing quality learning experiences.~~ **Students are our clients.**

### RFHS Collective Commitments/Staff Expectations

We will...

- build positive connections by maintaining meaningful, trusting **RELATIONSHIPS** with our students, staff, families, and community.
- intentionally **TEACH** and support our students with their academic, character, social, and emotional growth as well as within extra-curricular involvement.
- **ENGAGE** our students, implement research-based practices and use evidence of student learning to teach, assess, & reteach priority standards through common formative and summative assessments.
- continue to **GROW PROFESSIONALLY** (learning from one another and by researching and implementing effective research-based practices).
- be positive and **SOLUTION-FOCUSED** members of our collaborative teams.
- demonstrate and **PRACTICE PROFESSIONAL CONSISTENCY** as a team (ACP, Common Formative, Cell Phones, SMART pass, PLCs).
- use a **COACHING MINDSET** with our students and colleagues.

### Expectations of Staff

- ~~Honest, open communication, constructive criticism, support of each other.~~
- ~~Dedication to improvement and growth in personal and professional skills.~~
- ~~Work as a team with excellence as our goal.~~
- ~~Keep a sense of humor and positive attitude.~~
- ~~Share ideas with each other (collegiality).~~
- ~~Maintain a professional attitude toward yourself, your colleagues, your students and your community.~~
- ~~Be a trustful and credible member of the team.~~
- ~~Be creative and innovative.~~
- ~~Look to the future.~~

- ~~Work together to mutually solve problems which face all of us, i.e. discipline, focus on goals.~~
- ~~Keep in mind the goals established for this year and the future.~~
- ~~Gossip is never acceptable.~~
- ~~Show mutual respect.~~
- ~~Adhere to a code of ethics.~~
- ~~Be a model to students.~~
- ~~Treat all students, parents, and staff with dignity and respect.~~
- ~~Maintain confidentiality: what goes on in school stays in school.~~
- ~~Read articles and materials provided to you.~~
- ~~Failures should not come as a surprise to students or their parents. At least two parent contacts should be made during the term. A good rule of thumb: if the grade falls below C, call home.~~

### Book and Material Fine

Keep an accurate record of materials issued to students and the condition of the material. Students should be fined for unnecessary damage. **Forms are filled out as part of the check-out procedure at the end of each school year.** ~~Forms are available in the office.~~ For Seniors, all fines and bills must be paid before graduation practice on the seniors last day of school.

### Building Responsibilities

It is important that classrooms and hallways be kept clean and orderly. Students must be reminded of their responsibility in this goal and occasionally be requested to assist in the “clean-up process” (picking up papers, etc.). **This is part of the hall/locker bay supervision duty as well.**

Please take responsibility for keeping your teaching room presentable. Don't **hang items that will cause any damage to the classroom.** ~~tack or tape things to the walls.~~ If you make it known to students that you have pride in the condition of your room, students will respond positively.

Food and drink are not to be allowed in the regular classroom. Water in ~~clear~~ **non-glass** bottles is permitted. Planned activities related to food or drink must take place in the commons. The staff lounge, ~~FL~~ **2nd floor** kitchen, and the FACS foods room are the only sites where cooking will be allowed.

### Bulletins and P.A. Announcements

~~You~~ **Students** will be informed of important events, happenings, or information via the PA system and/or email.

All P.A. announcements must be written up or e-mailed to the lead secretary in the main office for administrative approval before reading.

### **Classroom Discipline Management**

Good discipline **Skilled classroom management** is absolutely essential to good **high quality** teaching. Teachers are expected to handle their own disciplinary problems as much as possible. More difficult situations should be reported to the assistant principal. **Teachers should never leave the classroom unsupervised. Stand at the door to monitor hallways between classes, if you are not already unless scheduled to supervise elsewhere.**

Students are not to be in the hallways during a class period unless they have a signed pass to do so. If a student is sent from class to the office for discipline reasons, please contact the office via email or phone as to why they are sent and when they were sent. This provides for accountability for student behavior and whereabouts.

The use of physical contact with students should be used only as a last resort for self-defense or to prevent injury or harm to self or others.

**Students are to be dismissed by the teacher, not the bell, from each class.**

Students should not be dismissed early, **nor should they line up at the door. Teach to the bell.**

### **Computer Teaching and Computer Lab**

- ~~Students who need to use desktop computers outside of class should do so in the library/media center.~~
- ~~Arrangements for use of the computer labs must be made in advance via the calendar schedule to avoid conflicts. The lab schedules will be posted online. Follow designated procedures to schedule a lab.~~
- ~~Teachers must accompany their class to the lab and remain to supervise as the class works there.~~
- ~~Teachers are responsible for training their students to use equipment in the lab. They are also responsible for enforcing rules and procedures which have been designed for use of computers and other technology.~~
- ~~Food and drink are not allowed in the labs.~~

### **Copier Usage**

The copiers are available for teacher use in each of the staff office suites. The District no longer supports copy services, so all work is done in-house. ~~The pre-vocational special education students can do some copying with enough lead time. The details will be provided at the beginning of the year.~~ Please be considerate in your use of the copiers. If a jam occurs, attempt to clear it according to the training you were

provided. Remove your colored paper if you use it for a job. Don't leave the machine empty. If you cannot clear a jam, or supplies are needed, please contact the library paraprofessional who will be able to assist you.

### Daily Attendance/Tardiness

Record accurate daily attendance and keep tardy records each block of the day in Infinite Campus. Take roll in your first hour class before ~~8:00~~ 7:45 a.m. each day. If a student is tardy during the first hour class by less than 5 minutes, the student should go directly to class.

Allow students to enter your class without a tardy slip until 7:40 a.m. Attendance will be taken each remaining block (2, 3, 4), within the first ~~twenty~~ ten minutes of each block. If a student is tardy during the first hour class by less than 5 minutes, the student should go directly to class.

### Detention

Detention will be assigned by the principal or assistant principals. Staff members may recommend detention as a penalty for violating school regulations or unexcused absences, though the final decision is that of the administrator.

The time assigned to the student must be made up according to the arrangement specified. Detention is served primarily **after** school. Any variation such as before school or noon detention must be assigned through the principal's office. Longer detention periods may be utilized during the school year if found to be necessary.

### Duties and Supervision

Teachers may be assigned some type of supervision duty for halls, parking lot, commons, detention, locker bays, or other areas. Please be on time for this supervision and be physically present during all of the periods that you are assigned. A schedule for assigned duties is created each school year.

Duties, such as hallway monitoring or coverage of a class, may be assigned during a teacher's prep time. Before and after school duties, such as detention and bus supervision, may be assigned on a rotating basis.

### Employee Absences

Staff members unable to report to work because of illness or emergencies, are to log on to Frontline Absence Management (AESOP) AND Skyward Employee Access to report the absence. Frontline Absence Management (AESOP) will attempt to find subs until 7:00 AM. Therefore, it is recommended that absences be submitted before 6:00 AM to allow Absence Management (AESOP) to work effectively. If an illness or emergency occurs after that time, or you are unable to submit a sub request in AESOP, please notify the main office to report the absence. Should the illness

require more than one day of absence, please enter that information into the system as soon as possible so a substitute can be secured quickly.

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

Teachers are responsible for providing seating charts, lesson plans, and additional information for the substitute in the classroom Substitute Teacher binder and Crisis Manual binder. Substitute teacher folder will be provided.

### What I Need (WIN) Time

All WIN teachers need to create a balance between scheduled WIN activities and student work time. It is of the utmost importance, if we hope to create and uphold consistent expectations throughout all WINS, that we make it very clear to students that WIN is a time for quiet study or teacher-led activities. **Pod areas should be utilized minimally during WIN time.**

**Students who are failing at midterm any time will have be expected to travel to the WIN of the teacher whose class they are failing on a schedule determined by the classroom and WIN teachers and by using the system for travelling provided.**

No-travel WIN days provide great opportunities for teachers to discuss grades with their WIN students. This should happen every two weeks for all students and more frequently for those who are struggling.

WIN TIME:

WIN is designed to ensure that every student has contact with a caring adult daily. Students are assigned to the same advisor for four years. The advisor will serve as a student advocate.

The advisor has the following responsibilities:

1. Welcome all students. Attempt to make all students welcome
2. Daily positive contact with each student.
3. Monitor student behavior, academics, and progress. Encourage the student to improve. Alert the counselor if there is a problem.
4. Take care of administrative responsibilities as designated.
  - a. Daily attendance

- b. Announcements
- c. Enforce guidelines
- d. Monitor travel procedures daily
- e. Notify the Assistant Principal of travel violations/problems
5. Provide registration assistance.
6. **Contact parents/guardians as needed.** ~~Provide parental contact.~~
7. Conduct designated ~~focus~~ activities **and lessons, and follow through with documentation as requested.**
8. ~~Career units as designated at each grade level~~

#### Consistent WIN Rules

- 30 minutes daily
- **No cell phones**
- Travel as approved via administration **using the system provided**
- Attendance – taken daily – regular attendance rules apply
- Quiet study time unless planned activity
- On time – assigned seats
- Academic or library materials brought along to study
- Disruptions/inappropriate behavior or language NOT allowed
- No food or drink other than water– regardless of classroom
- Electronics **limited to student-issued chromebooks for school work** (iPod, iPad, cell phones, etc) ~~are to be used at teacher discretion and for academic purposes~~

#### Grading Procedures

- Teachers have the responsibility of keeping complete and accurate records of grades and student achievement.
- Keep students and parents informed of grade status – direct calls home or emails are **expected.** ~~best.~~ **It is also expected that you will keep your Infinite Campus grade book up to date, with updates at least weekly.**
- ~~Teachers must provide a mid-term progress report to the student.~~ **Teachers must have grades updated to provide a midterm progress grade prior to conferences.**
- The term grade is a cumulative final grade.
- Special Education students should receive a letter grade based on capability and achievement. Grading of ~~EEN~~ students **with exceptional educational needs (EEN)** should be guided by the expectations and modifications as documented in the IEP, 504, or other accommodation plan. **By law, teachers are to follow any IEP or 504 plan.**
- Teachers should make all attempts possible to prevent students from failing **and make regular contact home in each circumstance.**

## Mailboxes

Boxes for staff mail are located in the office. Please ~~check these boxes when arriving and before leaving school each day.~~ **retrieve mail daily.** Many communications require attention the same day! The principal must approve communications directed to all staff before being placed in staff mailboxes.

## Media Center Use

Teachers should sign up in advance to use the media center. The media center can accommodate **1-2 classes at a time.** ~~four classes each 45-minute periods or 2 classes for an entire block.~~ Please discuss the nature of assignments requiring media center use **with the librarian or library paraprofessional** so that the needs of the students can be anticipated. Teachers are encouraged to reserve books in the media center for their class projects. The librarian is very eager to assist you in this matter, but you must plan ahead. Teachers are encouraged to suggest books for purchase to strengthen the collection for a curricular area. ~~Current magazines and newspapers are not to be taken from the library, back issues may be checked out. The librarian must approve any exception to this rule.~~

## Optional Duty

All staff members have the opportunity to become involved with duties associated with the operation of extra-curricular activities. Ticket selling, ticket taking, hall supervision during activities, and chaperoning dances are some of these duties. Rosters will be developed and posted in the office. **These opportunities will be communicated to staff via email.** We hope you will offer your services; the pay scale is listed in the salary schedule.

## Parking

The West and Southwest parking lots are reserved for staff parking. All staff will be issued a parking hanger that must be visible in their vehicle while parked in the staff parking lot. The parking lot on the north side of the building is reserved for visitors only. The east lot is reserved for student parking; the students will purchase a parking hanger and display it in their vehicle while parked in the student parking lot. **Please leave the spaces around the school van vacant for accessibility purposes.**

Staff members who have children in school may allow their children to drive and park in the staff parking lot only if the student and staff member use the same car during the day. Only a few designated staff members are allowed to park in the student parking lot on school days or during school hours.

### **Passes to Leave the Building**

Student passes to leave the building during the school day may only be issued by the office; teachers should not permit students to leave the school building during the school day **for any reason**.

### **Progress Reports**

Progress reports will be recorded at midterm each term and be made available to students and parents on Infinite Campus and during in-person parent teacher conferences. Teachers are expected to maintain current grade records on their grade book to keep parents and students informed about the student's current grade standing, **including contacting parents/guardians as necessary**.

## Appendix E - Transportation Employee Handbook Revisions

Todd Burnap, Transportation Supervisor

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Karen Swenson, Transportation Assistant Supervisor

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~~Katie Tarasewicz, Transportation Secretary~~

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### DUTIES AND RESPONSIBILITIES OF A RIVER FALLS SCHOOL BUS DRIVER

- ~~1. All drivers shall use the sidewalk in Bay 103 to get to and from the lounge as the shop is for mechanic work only.~~

#### Trip Driving

Log in time allowance is 1/2 hour before field trip departure. During this time the driver shall do the following:

1. Log in as Trip and fill out a trip slip. The slip needs to be completely filled out and returned the same day.
2. Meal stipends will be provided at the approved district rate when the following conditions are met: ~~will be reimbursed. You will be reimbursed for a meal(s) if you:~~
  - a. Leave before 6:00 a.m. and return after 9:00 a.m. (breakfast stipend)
  - b. Leave before 11:00 a.m. and return after 2:00 p.m. (lunch stipend)
  - c. Leave before 5:00 p.m. and return after 6:30 p.m. (dinner stipend)

#### Students

1. Bus drivers are responsible for discipline on the bus. Driver to follow "Discipline Procedures" form listed later.
2. Bus drivers must not allow students to get off the bus at any place other than the regular bus stop unless written permission is provided from a parent or guardian. Retain permission slips for daily route changes till the end of the day. Notification of extended route changes should be retained until such change is no longer in effect.
3. A driver does not have the authority to ~~remove-put~~ a student ~~from off~~ the bus. You must follow the Discipline Report procedures.

**School District of River Falls**  
**Job Description**  
**HEALTH SERVICES AIDE PARAPROFESSIONAL/\*FLOAT**

**MINIMUM QUALIFICATIONS:**

1. Hold high school diploma or equivalent.
2. Maintain certification in CPR, Basic First Aid, and AED.
3. Have training and skill related to nursing services, emergency care, medication dispensing, and infection control.
4. Possess strong organizational, interpersonal, and communication skills.
5. Able to work independently, take initiative, and solve problems.
6. Willing to work flexible schedules based on location.
7. Experience working with Infinite Campus preferred.

**POSITION SUMMARY:**

Provide healthcare to students needing basic first aid, dispense medication as delegated by the School Nurse and requested by a health care provider and parent. Monitor/observe ill students, provide care in emergency situations and communicate with necessary parties (school nurse, principal, staff, parent, etc.). Record health concerns, immunization and emergency information in the district's student information system. Provide staff with student health concerns and emergency information as necessary and appropriate. The \*Float position will work in all district buildings as assigned by the District Nurse, to support student needs and provide health office management due to health services paraprofessional absences. The \*Float will travel between buildings on a weekly, and sometimes daily basis, and will have variable start and end times.

**REPORTS TO:**

District Nurse and Building Principal

**PERFORMANCE RESPONSIBILITIES:**

1. Serve as the initial contact person between the home and school in general health matters, referring more in depth health concerns to the school nurse, as well as facilitating communication between the parent and the nurse.
2. Communicate with the school nurse when assessment and evaluation of a student's health condition is required or when further medical information is obtained from parent or other providers.
3. Notify parents of sick/injured students and seek further instruction.
4. Communicates effectively and in a timely manner with all stakeholders through oral, written and technological means.
5. Maintain close communication with the building principal and staff regarding school health services and records.
6. Attend meetings, workshops and in-services for continued professional growth.
7. Develop and maintain positive and constructive relationships with student, staff and public.
8. Provide personal care and procedures, e.g. catheterization, diapering, hygiene procedures, tube feedings, diabetic testing and care and as determined by school nurse.
9. Provide emergency first aid and general health aide services.
10. Lift or otherwise perform physical assistance to students as necessary for personal care or first aid. Lift or transfer up to 50 pounds.
11. Set up and assist with health related screenings of students.
12. Know current immunization requirements and maintain accurate health records utilizing computer technology.  
School District of River Falls Job Description, Health Services Aide, page 2
13. Use work-related computer software and run related reports.
14. Maintain confidentiality in accordance with HIPAA and District policy.
15. Assist the school nurse in gathering data for district, county and state reports.

**School District of River Falls**  
**Job Description**  
**HEALTH SERVICES AIDE PARAPROFESSIONAL/\*FLOAT**

16. Maintain accurate daily health room logs.
17. Submit accident reports to the principal, school nurse, and district office.
18. Keep the health office orderly and sanitary.
19. Maintain health room inventories.
20. Store and administer prescription and non prescription medications as directed by the student's parent, physician and school nurse in accordance with state/district policies and procedures.
21. Assist with office phones and services.
22. \*Manage the health offices throughout the District as needed by fulfilling all responsibilities within this job description.
23. \*Assist health staff with documenting immunizations and running immunization reports.
24. \*Assist health staff with setting up, maintaining, and end of the school year health office duties.
25. Perform all other health-related duties as determined by the school nurse and/or principal.