

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

November 10, 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. **PARAPROFESSIONAL MENTOR CHECK-IN REPORT** **3**
Description: Discussion of findings from the one-on-one meetings with the paraprofessional mentors.
Recommended Action: None, informational only.

5. **WELLNESS PLAN REPORT** **12**
Description: Discussion of the 2025-26 District Wellness Plan.
Recommended Action: None, informational only.

6. **ANALYSIS OF 2024-25 STUDENT:STAFF RATIO COMPARABLES** **14**
Description: A review of student-to-staff ratios of regionally comparable groups was conducted to aid in the development of the 2026-27 budget and staffing plan.
Recommended Action: None, informational only.

7. **PRELIMINARY STAFF PLANNING** **15**
Description: Staff planning for the 2026-27 school year will be discussed.
Recommended Action: None, informational only.

8. **CONSIDERATION OF ADJOURNING TO CLOSED SESSION PURSUANT TO WIS.STAT.SEC. 19.85(1)(C), WHICH PERMITS CONVENING IN CLOSED SESSION FOR THE PURPOSE OF CONSIDERING EMPLOYMENT, PROMOTION, COMPENSATION OR PERFORMANCE EVALUATION DATA OF ANY PUBLIC EMPLOYEE OVER WHICH THE GOVERNMENTAL BODY HAS JURISDICTION OR EXERCISES RESPONSIBILITY, TO DISCUSS AN EARLY RETIREMENT REQUEST. ROLL CALL REQUIRED.**

9. **CONVENE TO CLOSED SESSION PURSUANT TO THE ABOVE**

10. **RECONVENE INTO OPEN SESSION FOR POTENTIAL ACTION RELATED TO CLOSED SESSION BUSINESS**

11. **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.

12. **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, December 8, 2025, 8:00 p.m. (or immediately following Finance & Facilities)
The meeting will be held at the District Office, 852 E. Division Street.

13. ADJOURN

Fall 2024 Para Mentor Check in Summary

Mentor Name	School	Mentor years in district	Mentee name	30 minute meeting conducted	Shadow day conducted	Monthly check in meeting scheduled	What kind of support do they need?	What is getting in the way of you providing the type of mentorship you would like to provide?
19 Para Mentors	6 schools	11	28 new paras	68%	39%	43%	<ul style="list-style-type: none"> • Conflict/Behavior Management • Confidence 	<ul style="list-style-type: none"> • Lack of subs • Scheduling conflicts

Fall 2025 Para Mentor Check in Summary

Mentor Name	School	Mentor years in district	Mentee name	30 minute meeting conducted	Shadow day conducted	Monthly check in meeting scheduled	What kind of support do they need?	What is getting in the way of you providing the type of mentorship you would like to provide?
13	6	7	17 new paras	62%	31%	54%	<ul style="list-style-type: none"> • Understanding boundaries • Confidence 	<ul style="list-style-type: none"> • Scheduling conflicts

School District of River Falls New Paraprofessional Orientation [Agenda](#)

August 21, 2025

River Falls High School Library Media Center

8:00-12:30

Welcome and Introductory Information (8:00-11:00)	
General Education and Special Education Paraprofessionals	
<ul style="list-style-type: none"> A. Breakfast and School Board Meet and Greet B. Welcome - District and Building Administrators C. Getting to Know the Employee Handbook D. ALICE Training E. Snack and Colleague Connection F. Character Education 	<ul style="list-style-type: none"> School Board Members David Bell Nate Schurman Zac Campbell Pat Knox Mark Chapin
Behavior Management (11:00-12:00)	
General Education and Special Education Paraprofessionals	
<ul style="list-style-type: none"> A. TCIT Overview B. Seclusion and Restraint C. Mandatory Reporting 	<ul style="list-style-type: none"> Andrea Ganske Mark Inouye
<ul style="list-style-type: none"> A. Managing Student Behavior <ul style="list-style-type: none"> a. School Philosophy b. Behavior Plans c. Communication with <ul style="list-style-type: none"> i. Teacher ii. Principal iii. Parent d. Supervising unstructured areas <ul style="list-style-type: none"> i. Playground/Lunchroom ii. Bus line e. Classroom support 	<ul style="list-style-type: none"> Building Principals Core Para Mentors

**School District of River Falls New Paraprofessional Orientation [Agenda](#)
 August 21, 2025
 River Falls High School Library Media Center**

12:00-12:30

Para Mentor Lunch: Lunch Provided
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12:30-4:00

All Support Staff: Building Orientation and Daily Tasks			Trainers
A. Building Walkthrough a. Parking b. Lounge c. Nurse/Office	B. Areas of Assignment a. Playground b. Classroom(s) c. Lunchroom d. Bus/Parent Pick Up	C. Daily Tasks a. Computer use i. Email ii. True Time iii. Aesop b. Mail c. Walkie Talkies d. Copies e. Lamination	Para Mentors Principals

All Support Staff: Work Time	Trainers
A. Safe Schools/Vector Training B. Special Education Program Support License / Fingerprinting (SPED ONLY) C. Other	Para Mentors

PARAPROFESSIONAL MENTOR HANDBOOK



SCHOOL DISTRICT OF River Falls

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PARAPROFESSIONAL MENTOR HANDBOOK

MENTOR PROGRAM OVERVIEW

Purpose

The purpose of the Paraprofessional Mentor Program is to assist paraeducators in making a smooth transition into the River Falls School District. Paraprofessionals play a critical role in creating a positive learning environment for students. The mentor program represents a commitment to providing an opportunity for paraprofessionals to deepen their knowledge of the students, learn critical skills, and better understand River Falls.

All paraprofessionals will be assigned a mentor when they are hired. The mentor will be an experienced paraprofessional who works in a similar role at the same building. The mentor will be selected by the Building Principal or the Director of Student Services.

Initial Meeting

Within the first two weeks of employment, the mentor will schedule a 30 minute initial meeting with the new paraprofessional (mentee). This meeting will take place before or after the mentee's regular hours. The exact date and time will be determined mutually by the mentor and mentee. The initial meeting will be a chance to review the mentor handbook and to answer any immediate questions that the mentee has. Both the mentor and mentee will be paid for the initial meeting. The additional 30 minutes should be submitted through True Time.

Shadow Day

Within the first month of employment, the mentor and mentee will find a day for the mentor to shadow the mentee for a day. The mentor will be responsible for securing a substitute to cover his/her assignment for the day of the shadow. The purpose of the shadow is to have the mentor spend an entire day with the mentee while they are performing their essential duties. It will give the mentor/mentee the opportunity to discuss responsibilities, as well as, time for either the mentor or mentee to address any concerns they may have.

Monthly check-ins

The mentor and mentee will be expected to informally check-in with each other on a regular basis during normal work hours. These informal meetings can be short, but ultimately are very valuable. On a monthly basis, as needed, the mentor and mentee can schedule a formal 15 minute check-in before or after the mentee's regular hours. The exact date and time will be determined mutually by the mentor and mentee. Both the mentor and mentee will be paid for the formal meeting. The additional 15 minutes should be submitted through True Time.

PARAPROFESSIONAL MENTOR HANDBOOK

BENEFITS OF EFFECTIVE MENTORING

Mentee

- Become oriented to job responsibilities and expectations early in the experience process.
- Become competent educators sooner in their careers.
- Adopt important professional qualities from mentor modeling.
- Feel successful and accepted.
- Receive support both personally and professionally.
- Have a mentor as a confidant, role model, and sounding board.

Mentor

- Help to improve the profession.
- Contribute to the success of others.
- Increase enthusiasm for the profession.
- Develop additional leadership skills.
- Gain satisfaction for helping less experienced mentees.

District

- Increases collaboration.
- Supports retention.
- Creates an atmosphere in which the mentee feels united with the District.
- Creates a process for professional development.
- Improves effectiveness of new paraprofessionals

RESPONSIBILITIES AND QUALIFICATIONS

Mentor Responsibilities

- Be willing to participate in mentor-mentee meetings.
- Help answer the many questions that come up every day.
- Be a consultant, role model, sponsor, facilitator, not an evaluator.
- Provide emotional support to the new paraprofessional through listening and sharing.
- Facilitate application of knowledge and skills.
- Convey advanced knowledge and skills.
- Assist timely acculturation to the school climate.
- Provide specific feedback, encouragement, and continued opportunities for growth.
- Model professionalism.
- Provide information about school discipline policy and procedures.

Mentor Qualifications

PARAPROFESSIONAL MENTOR HANDBOOK

- A minimum three years experience in district is recommended (if possible).
- Same job type and school (if possible).
- Trustworthy, caring, understanding, and confidential.
- Knowledge of resources and procedures in the district.
- Sensitive to the viewpoint of others.
- Nonjudgmental
- Positive attitude towards colleagues and students.
- Good communication skills (especially listening).
- Can articulate knowledge of best practice.
- Flexibility
- Sense of humor

What a Mentor Should Not Be Expected to Provide

- All the answers.
- Formal types of evaluation.
- A constant social partner.
- A solution to all discipline problems.
- A relationship, which promotes over dependence.
- Confidential information about administrators, staff, parents, and students.

Mentee Responsibilities

- Receptive to the guidance of a more experienced professional and willing to learn.
- Honest, forthcoming, and willing to share thoughts.
- Committed to personal growth, continuous learning, and excellence in the profession.
- Accept advice and feedback on what works and what does not work.
- Attend and participate in mentor-mentee meetings.
- Observe and learn from mentor and colleagues.
- Advocate for personal needs by asking questions and not waiting for a mentor, administrator, or colleague to initiate all communication.
- Proactively look for resources, support, and guidance when encountering problems.

Administrator Responsibilities

- The building administrator, with support from other administrators, will provide professional support to the mentor and mentee by facilitating the work of the team in its efforts to encourage the growth of both parties.
- Specific responsibilities of the building administrators include:
 - Meet with both the mentor and mentee to provide support and assistance.
 - Approve the time needed for initial meetings, shadows, and check-ins.
 - Continue to monitor, review, and evaluate the mentor program.

PARAPROFESSIONAL MENTOR HANDBOOK

MENTOR TOPICS

The following checklist includes discussion topics for mentors and mentees. Building leadership will address these topics, however, mentees may need additional support to fully understand expectations and responsibilities. The list is non-exhaustive and some of the topics may not pertain to all paraprofessionals. Mentors are not expected to know all of the details for all of these topics, just a willingness to support the mentee as they find the information that they need. This checklist is for the mentee's personal record, it is not expected that the mentor/mentee document that all these topics are addressed. These topics can be covered during the initial meeting, shadow, or check-ins.

Professional Information

- ____ Length of the day
- ____ Clocking-in/out of True Time
- ____ Paraprofessional Calendar
- ____ Dress expectations
- ____ Parking expectations
- ____ Review Job Description and responsibilities of the specific assignment.
- ____ Procedures for requesting sick time, personal time, or requesting other time off.
- ____ Procedures for requesting unpaid time off
- ____ Discuss information about River Falls community
- ____ Address unique culture of the specific building that you work in
- ____ Locate Employee Handbook
- ____ Using Infinite Campus, Checking Emails
- ____ Completing Mandatory Trainings on SafeSchools
- ____ Evaluation

Tour School Building

- ____ Meet administrator, faculty, office, and maintenance staff
- ____ Locate staff lounge, copy room, staff office areas, custodian's office, kitchen, bathrooms, special

Special Education Information

- ____ Review IEP process
- ____ Discuss behavior management plans
- ____ Discuss communication with other paraprofessionals, your supervising teacher, and education classrooms, guidance office, library, and computer labs.
- ____ Show how to get supplies, use a copier, phone building principal.
- ____ Discuss communication with parents

PARAPROFESSIONAL MENTOR HANDBOOK

- _____ Legal and Ethical Duties of a Paraprofessional
- _____ Confidentiality
- _____ Safe Lifting Procedures

Emergency Procedures

- _____ Fire drill
- _____ Tornado drill
- _____ Bomb threat
- _____ Lock-down drill
- _____ Bloodborne pathogens procedures
- _____ First aid procedure (dispensing medication)
- _____ Crisis Response Plan

Student Handbook

- _____ Mandatory reporting (child abuse, drug abuse, etc.)
- _____ Accident reports
- _____ Hall procedures
- _____ Noon hour policy
- _____ Playground rules (elementary and middle school)
- _____ Harassment policy

Supervisory Expectations

- _____ Bus
- _____ Lunch
- _____ Hall duty
- _____ Playground (elementary)
- _____ Field Trip procedures and expectations

RESOURCES

- [Employee Handbook](#)
- [Reporting Child Abuse and Neglect](#)
- [Reporting Threats of School Violence](#)

River Falls School District Wellness Plan 2025-26

I. Wellness Committee Members

- | | |
|-----------------------------|-------------------|
| ○ Nate Schurman-District | Mara Shepherd-RB |
| ○ Katie Tarasewicz-District | Dawn Follstad-RB |
| ○ Jenny Ames-District | Dana Logick-WS |
| ○ Karen Brandvold-District | Helen LaRoue-WS |
| ○ Steph Heinen-GW | Karen Olson-RFPME |
| ○ Jamie Follstad-GW | Kelyn King-MMS |
| ○ Kaleena Hoffman-HS | Colleen Sowa-HS |

II. RFSD Wellness Plan Mission

- Support employees by promoting positive wellness habits, increase awareness of factors that contribute to well-being, and promote a healthy work culture.

III. RFSD adopted Components of Wellness

- **Emotional** - Coping effectively with life and creating satisfying relationships.
- **Environmental** - Good health by occupying pleasant stimulating environments that support well-being.
- **Intellectual** - Recognizing creative abilities and finding ways to expand knowledge and skills.
- **Physical** - Recognizing the need for physical activity, diet, sleep, and nutrition.
- **Occupational** - Personal satisfaction and enrichment derived from one's work.
- **Financial** - Satisfaction with current and future financial situations.
- **Social** - Developing a sense of belonging and well-developed support system.
- **Spiritual** - Expanding our sense of purpose and meaning in life.

IV. RFSD Wellness Plan Parameters

- Buildings will use the [Building Wellness Plan Template](#) to submit their wellness plan to the Wellness Committee.
 - Plans for activities scheduled to occur between October 21 and December 16th must be submitted by October 21st
 - Plans for activities scheduled to occur between December 16th and February 10th must be submitted by December 16th
 - Plans for activities to occur between February 10th and the end of the year must be submitted by April 21st.
- Wellness allocations must be spent by April 15, 2026 to align with district budgeting protocols
- Up to 25% of the building wellness allocation can be spent on food.
- Up to 25% of the building wellness allocation can be spent on a park pass raffle/lottery.
 - Winners of the park passes in 25-26 are not eligible to win a park pass the following year

- Park passes are now valid one year from the date of purchase.
- Wellness activities should be spread out over the school year if possible and include as many staff members as possible.
- Wellness dollars cannot be used for gift cards.

V. RFSD Building Wellness Budget Allocation

School Building	Staff	Wellness Allocation
High School (23%)	123	\$2,329
Middle School (17%)	90	\$1,704
Greenwood (12%)	63	\$1,193
Rocky Branch (13%)	72	\$1,363
Westside (11%)	59	\$1,117
Montessori (6%)	31	\$587
Renaissance Academy (1.9%)	10	\$189
District Office (4%)	22	\$416
Bus Garage (9%)	47	\$890
Building and Grounds (2.1%)	11	\$208

2024-2025 Public Ratio of Students to FTE Staff:

[\(DPI Public Ratio of Students to FTE Staff Report \(2024-25\)\)](#)

RATIO OF STUDENTS TO ADMINISTRATORS		RATIO OF STUDENTS TO ALL SUPPORT STAFF	
School District	Ratio of students to 1 administrator	School District	Ratio of students to 1 support staff member
Baldwin-Woodville	176.63	Ellsworth	17.44
Monona Grove	188.31	Hudson	19.09
Saint Croix Central	188.48	Saint Croix Central	19.37
Ellsworth	197.16	Baldwin-Woodville	20.23
West DePere	202.31	Pulaski	20.8
Pulaski	213.11	Monona Grove	21.28
Menomonie	213.84	River Falls	21.75
New Richmond	233.4	New Richmond	22.66
River Falls	242.05	Menomonie	24.67
Hudson	251.8	West DePere	35.19

RATIO OF STUDENTS TO LICENSED STAFF	
School District	Ratio of students to 1 licensed staff member
Monona Grove	10.55
Pulaski	11.82
Ellsworth	11.97
Menomonie	12.57
New Richmond	12.77
Saint Croix Central	12.91
Hudson	12.97
West DePere	13.17
Baldwin-Woodville	13.3
River Falls	13.46

RATIO OF STUDENTS TO ALL STAFF	
School District	Ratio of students to 1 staff member
Monona Grove	6.8
Ellsworth	6.85
Pulaski	7.23
Hudson	7.43
Saint Croix Central	7.44
Baldwin-Woodville	7.68
New Richmond	7.89
Menomonie	8.02
River Falls	8.04
West DePere	9.15

***NOTE: THIS RATIO INCLUDES CLASSROOM TEACHERS, SPECIAL EDUCATION, COUNSELORS, STUDENT SERVICES, AND TEACHING SPECIALISTS**

2026-27 Staffing Discussion Norms

1. Discussions are confidential.
2. There is an expectation of advocacy for building needs.
3. Administrators will understand and be able to articulate the needs of all buildings, the process used, and promote support for decisions made.
4. Funds for additional staffing are limited despite the passing of our referendum. Limiting factors include:
 - a. Raises for existing staff.
 - b. Insurance cap increase (unknown %).
 - c. Underfunded special education programming.
 - d. Referendum was not promoted as a means to add staff.
 - e. Declining enrollment.
 - f. Federal funding questions.
5. Alignment to strategic plan is a driving force in final decisions.
6. Building savings, due to reductions, are recouped by the district.
7. Adds or reductions for this year occur independently of previous years' adds or reductions.
8. It is acceptable, and appropriate to question needs of all stakeholders
 - a. These are the same questions we will hear from other stakeholders after decisions are made. Therefore we need to be able to respond to them.
9. Us vs. Them
 - a. We will commit to doing all we can to minimize an us vs. them mentality.
 - i. All final decisions, promoted by Dave and approved by the school board, will be publicly supported.

Guiding Principles for budget priorities: District financial status; community values; District mission/values/strategic plan; class size; balanced PK-12.

RECOMMENDED CERTIFIED STAFF ADDITIONS TO BE TENTATIVELY APPROVED AT 2-9-26 PERSONNEL COMMITTEE

Location	Estimated Increase	FTE/Budget Request	IMPACT STATEMENT	NOTES
TOTAL	\$ -			

POTENTIAL CERTIFIED STAFF ADDITIONS THAT ARE NOT BEING RECOMMENDED AT THIS TIME

TOTAL	\$ -			

RECOMMENDED STAFFING CUTS/POTENTIAL SAVINGS DUE LOW ENROLLMENT TO BE APPROVED AT PERSONNEL COMMITTEE MEETING

TOTAL	\$ -			
Financial Impact				

POTENTIAL CERTIFIED STAFFING CUTS THAT ARE NOT BEING RECOMMENDED AT THIS TIME

2025-26 STAFFING PLAN: PHASE I

Location	Position and FTE
Rocky Branch	Special Education Teacher (1.0 FTE, .5 Cross Categorical and .5 Early Childhood)
District	Occupational Therapist (1.0 FTE)
Meyer Middle School	Cross Categorical Special Education Teacher (1.0 FTE)
District	Speech Therapist (.5 FTE)
District	Physical Therapist (.1 FTE)