

EMPLOYEE HANDBOOK

Port Edwards School District

2016-17

Issued by Board of Education

SCHOOL CALENDAR:

The school calendar shall be determined by the Board. The determination of the structure of the days, e.g. instructional time, inservice, work days, etc., shall be at the discretion of the Board.

School District of Port Edwards Calendar 2016-2017

AUGUST					SEPTEMBER					OCTOBER				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
31														

NOVEMBER					DECEMBER					JANUARY				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
31														

FEBRUARY					MARCH					APRIL				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
31														

MAY					JUNE				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31									

Quarter 1	44	Quarter 3	44
Quarter 2	43	Quarter 4	44

LEGEND

Shaded dates = no school for students

Graduation (Tentative Date) May 28, 2017

[[]] Begin/End Quarter

PD Prof Development PDN New Staff

NS No School

RK Record Keeping (Faculty Only)

LD LAST DAY OF SCHOOL

Parent-Teacher Conferences: * HSMS **Elem

QUARTER DATES	Mid-Term	Mid-Term Grades due by 3:45 on:	Mid-Term Eligibility	Quarter Ends	Quarter Grades due by 3:45 on:	Quarter Eligibility	Mail Report Cards
1 ST Qtr.	Oct 4	Oct 5	Oct 7	Nov 3	Nov 4	Nov 9	Elem @ PT Conf TBD; MS/HS Mail Nov 8
2 nd Qtr.	Dec 8	Dec 9	Dec 13	Jan 13	Jan 16	Jan 18	Jan 17
3 rd Qtr.	Feb 16	Feb 17	Feb 21	Mar 21	Mar 22	Mar 24	Mar 23
4 th Qtr.	May 1	May 2	May 3	June 2	June 5	June 7	June 6

EMERGENCY PROCEDURES

Fire Procedures – Refer to Crisis Action Plan

Fire Exits – Elementary School, K-5 – Refer to Crisis Action Plan

Fire Exits – High School Building, 6-12 – Refer to Crisis Action Plan

Tornado Procedures – Refer to Crisis Action Plan

Bomb Threat Procedures – Refer to Crisis Action Plan

ABOUT THIS HANDBOOK:

1. **Employees Covered:** This handbook is provided as a reference document for the Port Edwards School District staff.
2. **Intent:** This employee handbook is intended to provide employees with information regarding policies, procedures, ethics, expectations and standards of the District; however, this handbook should not be considered all inclusive. Board policies and administrative regulations are available to all personnel and are on the Port Edwards School District website at www.pesd.k12.wi.us. It is important that each employee is aware of the policies and procedures related to his/her position. The rights and obligations of all employees are governed by all applicable laws and regulations, including, but not limited by enumeration to the following: Federal laws and regulations, the laws of the State of Wisconsin, Wisconsin State Administrative Code and the policies of the Port Edwards Board of Education. This handbook is subservient to, and does not supersede the provisions set forth in District policies.
3. **Disclaimer:** The contents of this handbook are presented as a matter of information only. The plans, policies and procedures described are not conditions of employment. The District reserves the right to modify, revoke, suspend, terminate, or change any or all such plans, policies or procedures, in whole or in part, at any time with or without notice. The language which appears in this handbook is not intended to create, nor is it to be construed to constitute, a contract between the District and any one or all of its employees or a guaranty of continued employment. Notwithstanding any provisions of this handbook, employment may be terminated at any time, with or without cause, except as explicitly provided for in any other pertinent section of this handbook. In case of a direct conflict between this handbook, rules, regulations or policies of the Board and any specific provisions of an individual contract or collective bargaining agreement, the individual contract or collective bargaining agreement shall control.
4. **Conformity to Law:** If any provision of this handbook, or addendum thereto, is held to be invalid by operation of law or by any tribunal of competent jurisdiction, or if compliance with or enforcement of any sections, or addendum thereto, should be restrained by such tribunal, the remainder of this agreement shall not be affected thereby

Non-Discrimination

For more information see [Board Policy #511](#)

The Port Edwards School District is an equal opportunity employer. Therefore, personnel hiring and administration in the Port Edwards School District shall be conducted so as not to discriminate employee or applicant on the basis of race, religion, political affiliation, sex or sexual orientation, age, national origin, handicap, pregnancy, marital or parental status,

ancestry, color, creed, citizenship, arrest or conviction record, use or nonuse of lawful products off the employer's premises during nonworking hours, membership in the National Guard, state defense force or any other reserve component of the military forces of the United States or Wisconsin, or any other reason prohibited by state or federal law.

It is the intent of the Port Edwards School District to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations and operations. Discrimination complaints shall be processed in accordance with established procedures.

It is the policy of the Port Edwards School District to provide reasonable accommodations for qualified disabled individuals who are employees, students or applicants for employment. The Port Edwards School District will adhere to all applicable federal and state laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal employment opportunity to qualified disabled individuals. Reasonable accommodations will be provided in a timely and cost-effective manner. Employment opportunities shall not be denied because of the need to make reasonable accommodations to an individual's disability. Please contact Kyle Cronan, Non-Discrimination Compliance Officer, 801 Second Street, Port Edwards, WI 54469, or call 715-887-9000, ext. 102 as early as possible in anticipation of utilizing services. The responsibility for requesting or initiating the request lies with the individual. Requests for accommodation will not be processed until the disability documentation is received and reviewed by the Non-Discrimination Compliance Officer. Disability documentation must state the disability, functional limitations and the need for accommodation, and be signed by a certified/licensed professional or physician.

Harassment

For more information see [Board Policy #512](#)

The Port Edwards Board of Education supports an educational environment that is free of discrimination and harassment of any form. The Board's authority is derived from Wisconsin statutes that allow school boards to establish rules pertaining to the conduct of pupils to maintain a favorable academic atmosphere. It is therefore the policy of the district that neither students, nor employees will be allowed to engage in any form of sexual or other type of harassment or intimidation toward other students or school employees. This prohibits staff to staff intimidation concerning such issues as contract negotiations and union business.

Safety

In order to ensure a secure learning environment for all students, all people entering John Edwards Middle/High School during school hours will be required to enter the building through the main entrance (801 2nd Street). From 7:00 a.m. to 8:00 a.m. the cafeteria doors (3rd Street) and main doors (2nd Street) will be open for students, parents and visitors to enter the building. Prior to 7:50 a.m., students are to report to the cafeteria unless they are seeking help from a teacher, using the library, or working in ATS. If students arrive before 7:50 they may drop off their books/jacket in their locker, but then must stay in the cafeteria or the bus lobby until the first bell rings. At 8:00 a.m. all entrances to the building will be locked with the exception of the main entrance. All persons who enter the building after 8:00 a.m. will need to do so through the main entrance. So that the Port Edwards staff can better serve the needs of parents and visitors, it is required that all visitors check in at the office upon arrival. A visitor badge will be issued to anyone circulating through the building. Visitor badges should be returned before exiting the building.

At the elementary building all entrances will be locked with the exception of the main entrance. Parents and visitors are asked to use this entrance and to check in at the office upon arrival.

This entrance will be open during school hours and for after-school activities as needed. Staff may access the building with key fobs through the south door near the parking lot.

GENERAL DISTRICT INFORMATION

Board of Education

The Port Edwards School District has a five-member board of education. The regular monthly meetings are held in the elementary school library. There may also be ad hoc sub-committees of the board that meet periodically.

Members of the Board of Education are elected for three-year terms, run from a common district and are voted on at-large by all the voters of the district. The members of the Board of Education are:

- Joe Clark, Clerk
- John Daven, President
- Leo Thomasgard, Vice President
- Kathy McGrath, Treasurer
- Tracy Jo Lenz, Member

Board Policies

Board Policies are available online at www.pesd.k12.wi.us.

District Background

The School District of Port Edwards serves the village of Port Edwards, the townships of Seneca, Port Edwards, Cranmoor, and the Moccasin Creek Mobile Home Court. Primary industries in the area include paper and cranberry production. The district offers an attractive residential setting with recreational opportunities for children including indoor and outdoor swimming pools, municipal parks and skating facilities.

For over half a century the Port Edwards Public School system has maintained a motto of “Improving America’s Future One Student at a Time.” An academy-like atmosphere emphasizes individual pupil-teacher relationships and provides all students with opportunities for participation. Major contributing factors include:

- Business and industry that demonstrate an interest and support for education.
- A school board made up of members of a cross-section of the community. These individuals are dedicated to providing quality educational programs at a reasonable cost.
- A solid tax base for educational purposes.
- A dedicated, experienced staff that places the needs of the students as the first priority.
- Professional staff in the special areas of psychology, counseling, nursing services, speech, language and learning disabilities, and other exceptional needs areas.
- Fully equipped science laboratories.
- Modern electronic devices with a 1:1 student-to-computer ratio.
- Modern libraries and state-of-the art technology.
- Excellent and beautifully maintained facilities and grounds.
- Opportunities for professional development and attainment of advanced degrees are provided to the staff by the Board of Education.

Negotiated Agreements

Each represented staff member shall receive a copy of the negotiated agreement between the Board of Education and the Association when it is ratified. New employees will receive a copy of the negotiated agreement when they begin employment. If you don't have a copy, request one from the unit chair.

GENERAL EMPLOYMENT PRACTICES & EXPECTATIONS

Child Abuse Reporting

For more information see [Board Policy #454](#)

- Any employee who has reasonable cause to suspect that a child, seen by the person in the course of professional duties, has been abused or neglected or who has reason to believe that a child, seen by the person in the course of professional duties, has been threatened with abuse or neglect, and that abuse or neglect of the child will occur, shall report to the appropriate officials.
- A person required to report shall immediately inform, by telephone or personally, the applicable District administrative personnel and the county department or, in a county having a population of 500,000 or more, the department or a licensed child welfare agency under contract with the department or the sheriff or city, village, or town police department of the facts and circumstances contributing to a suspicion of child abuse or neglect or of unborn child abuse or to a belief that abuse or neglect will occur.
- Employees who report in good faith shall not be disciplined, discriminated against in regard to employment, discharged from employment, or threatened with any such treatment for making such a report.

District Expectations

- The District expects its employees to produce quality work, maintain confidentiality, work efficiently, and exhibit a professional and courteous attitude toward other employees, parents, and students. The District expects employees to comply with all applicable Board policies, work rules, job descriptions, terms of this handbook, and legal obligations.
- The District expects employees to comply with the standards of conduct set out in Board policies, this handbook, administrative regulations, and with any other policies, regulations and guidelines that impose duties, requirements or standards attendant to their status as District employees. Violation of any policies, regulations and guidelines may result in disciplinary action, including termination of employment. The following delineation of employment practices is for informational purposes and is not intended to be an exhaustive list of all employment expectations that may be found in other applicable Board policies, work rules, job descriptions, terms of this handbook and legal obligations.
- Attendance: The District expects employees to make every effort to be present for work. Employees are expected to adhere to their assigned schedule. In order for the schools to operate effectively, employees are expected to perform all assigned duties and work all scheduled hours during each designated workday, unless the employee has received approved leave. Breaks and meal periods may only be taken during times designated

by the employee's supervisor and as further specified in other parts of this handbook. Any deviation from assigned hours must have prior approval from the employee's supervisor/building administrator.

- **Absence:** Employees who are unable to report to work shall follow the procedures as outlined elsewhere in this handbook. Any time spent not working during an employee's scheduled day must be accounted for in the district's Employee Access management software program. The District will monitor attendance and absence patterns. Theft of time and/or improper modification of time worked records will be investigated and will result in disciplinary action up to and including termination. Failure to notify the District of an absence and failure to report to work on such day could result in disciplinary action up to and including termination. Failure to return to work the day following the expiration of an authorized leave of absence may result in termination of employment.

Confidentiality

Pupil information employees obtain as the result of their employment with the District is confidential and protected by law unless such information has been designated as pupil directory data as set forth in Board policy. The law and respect for our students require that student issues are only discussed with employees and parents who need to know the information. In addition to student information, confidentiality is expected in other areas, including employee or District business information. Any requests for District records should be referred to the superintendent.

Conflict of Interest

A conflict of interest is defined as any judgment, action or relationship that may benefit an employee or another party the employee is affiliated with because of the employee's position with the District. Employees are asked to avoid outside activity that may compete or be in conflict with the best interests of the District. Employees must disclose to their immediate supervisor information of any transaction that may be considered a conflict of interest as soon as they know the facts. No employee may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated.

Contracts and Conflict of Interest

Wis. Stats. 946.13(1)(a) and (b)

No employee may negotiate or bid for, or enter into a contract in which the employee has a private financial interest, direct or indirect, if at the same time the employee is authorized or required by law to participate in the employee's capacity as an employee in the making of that contract or to perform in regard to that contract some official function requiring the exercise of discretion on the employee's part. No employee may, in the employee's capacity as an employee, participate in the making of a contract in which the employee has a private financial interest, direct or indirect, or performs in regard to that contract some function requiring the exercise of discretion on the employee's part.

Copyright

For more information see [Board Policy #771.1](#)

A variety of machines and equipment for reproducing materials to assist staff in carrying out their educational assignments are available to staff in both the school and home setting. Infringement on copyrighted material of any kind is a serious offense against federal law, a violation of Board policy and contrary to ethical standards required of staff. All reproduction of copyrighted material shall be conducted strictly in accordance with applicable provisions of law.

Unless otherwise allowed as “fair use” under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Employees are further advised that copyright provisions apply to all forms of digital media.

Discipline

- **Disciplinary Materials:** Copies of any disciplinary material(s) shall be provided to the employee before such material is placed in an employee’s personnel file. The employee shall have the opportunity to reply to such materials and affix his/her reply to said materials. Any written disciplinary material which is placed in an employee’s file is subject to the Grievance Procedure.
- **Representation:** In the event any employee is called to a meeting with representatives of the District for the purpose of issuing discipline or discharge, or for the purpose of investigating circumstances which may lead to discipline or discharge, the employee has the right to request representation. In the event the employee chooses to have representation, the meeting may be delayed, at the discretion of the District, until appropriate representation may be obtained. Nothing in this provision shall prevent the District from removing an employee from the work place if immediate action is required.

Drug-, Alcohol- and Tobacco-Free Workplace

For more information see: [Board Policy #522.1](#)

[Board Policy #831](#)

The School District of Port Edwards is committed to maintaining a drug, alcohol and tobacco free work place. No employee shall possess, use, distribute, or be impaired by tobacco, alcohol or other drugs while on school premises, at school-sponsored activities, or while performing any other duty within the scope of employment. Prescription medication shall be construed as an exception to this policy when used by the individual for whom it was prescribed and in the manner and amount prescribed.

False Reports

Employees may be disciplined for filing false reports or statements including but not limited to the following: accident reports, attendance reports, insurance reports, physician’s statements, pre-employment statements, sick leave requests, student records, tax withholding forms and work reports.

Financial Controls and Oversight

The employee shall adhere to all internal controls that deter and monitor all fraud or financial impropriety in the District. Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to any supervisor, the superintendent or designee, the Board President, or local law enforcement. Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with law. Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety. Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety.

Gambling

Gambling on District-owned or leased premises is prohibited at all times. Gambling during the workday on or off District property is prohibited.

Gifts and Sale of Goods and Services

- Gifts: An employee or a member of the employee's immediate family may not accept, directly or indirectly, any gift, money, gratuity, or other consideration or favor of any kind from anyone other than the District that a reasonable person would understand was intended to influence official action or judgment of the employee in executing decision-making authority affecting the District, its employees or students. It shall not be considered a violation of this policy for an employee to receive entertainment, food, refreshments, meals, health screenings, amenities, foodstuffs, or beverages that are provided in connection with a conference sponsored by an established or recognized statewide association of school board officials or by an umbrella or affiliate organization of such statewide association of school board officials. Exceptions to this policy are acceptance of minor items, which are generally distributed to all by companies through public relations programs. Staff should accept only gifts of token value from students.

It is the District's policy for individuals to decline gifts, gratuities or favors from any outside organization or individual doing business or seeking to do business with the District. Gifts that are intended for the benefit of the District should be referred to central office for proper processing under the District's policy on gifts and solicitations and the terms of Wis. Stats 118.27. Gifts of nominal or of insubstantial value and services offered for a reason unrelated to the employee's position and which could not reasonably be expected to influence a decision could be accepted. Larger gifts to employees as an individual and gifts of more than a nominal or insignificant value should be graciously declined.

- Sale of Goods and Services: No District employee may receive for his or her personal benefit anything of value from any person other than his or her employing District to sell, promote the sale of or act as an agent or solicitor for the sale of any goods or services to any public school pupil while on the property of his or her employing District or at an activity of his or her employing District (Wis. Stats. 118.12).

Investigations

- Expectation of Cooperation: In the event of a District investigation or inquiry, every District employee has an affirmative duty to provide to his/her supervisor(s) or any other District official assigned to investigate all relevant and factual information about matters inquired except as provided for below. Employees failing to volunteer such information shall receive a directive from administration to provide a statement. The employee's failure to comply with the directive may constitute "insubordination," a violation that will be grounds for disciplinary action up to and including termination.
- Investigation interplay with potential criminal conduct: If the alleged misconduct may constitute criminal conduct by the employee, the employee may be provided a *Garrity* warning. (*Garrity v. New Jersey*, 385 U.S. 493(1967)).
- Administrative Leave: The District may place an employee on administrative leave, paid or unpaid, during an investigation into alleged misconduct by the employee.

Licensure/Certification

Each employee who is required to be licensed or certified by law must provide the District with a copy of the current license or certificate annually to be maintained in his or her personnel file. Personnel files can be found in central office. Employees are expected to know the expiration date of their license/certification and meet the requirements for re-licensure or certification in a timely manner.

Management Rights

Management retains all rights of possession, care, control and management that it has by law, and retains the right to exercise these functions. The exercise of such powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only to the precise extent such functions and rights are explicitly, clearly and unequivocally restricted by the express terms of this handbook and then only to the extent such specific and express terms hereof are in conformance with Constitution and laws of the State of Wisconsin and the United States. These rights include, but are not limited by enumeration, to the following rights:

- To direct all operations of the school system;
- To establish and require observance of reasonable work rules and schedules of work;
- To hire, promote, transfer, schedule and assign employees in positions within the school system;
- To suspend, discharge and take other disciplinary action against employees;
- To relieve employees from their duties because of lack of work or any other legitimate reasons;
- To maintain efficiency of school system operations;
- To take whatever action is necessary to comply with state or federal law, or to comply with state or federal court or agency decisions or orders;
- To introduce new or improved methods or facilities;
- To select employees, establish quality standards and evaluate employee performance;
- To determine the methods, means and personnel by which school system operations are to be conducted;
- To take whatever action is necessary to carry out the functions of the school system in situations of emergency;
- To determine the educational policies of the District; and
- To contract out for goods and services.

Obligation to Report Criminal Record

All District employees shall notify his/her immediate supervisor or administrator as soon as possible, but no more than three (3) calendar days after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. crimes involving school property or funds;
2. crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. crimes that occur wholly or in part on school property or at a school-sponsored activity;

4. a misdemeanor which involves moral turpitude (e.g. an act or behavior that gravely violates moral sentiments or accept moral standards of the community; or
5. a misdemeanor which violates the public trust.

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses. However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. Such report shall be made as soon as possible, but in no circumstances more than three (3) calendar days after the event giving rise to the duty to report. The District may conduct criminal history and background checks on its employees. An arrest, indictment or conviction of a crime shall not be an automatic basis for termination. The District shall consider the following factors in determining what action, if any, should be taken against an employee who is convicted of a crime during employment with the District:

- the nature of the offense;
- the date of the offense;
- the relationship between the offense and the position to which the employee is assigned.

Nothing herein shall prohibit the District from placing an employee on administrative leave based upon an arrest, indictment or conviction.

Outside Employment

Outside employment is regarded as employment for compensation that is not within the duties and responsibilities of the employee's regular position with the school system. Personnel shall not be prohibited from holding employment outside the District as long as such employment does not interfere with assigned school duties as determined by the District. The Board of Education expects employees to devote maximum effort to the position in which employed. An employee will not perform any duties related to an outside job during regular working hours or for professional employees during the additional time that the responsibilities of the District's position require; nor will an employee use any District facilities, equipment or materials in performing outside work. When the periods of work are such that certain evenings, days or vacation periods are duty free, the employee may use such off-duty time for the purpose of non-school employment.

Personal Appearance/Staff Dress Code

District employees are judged not only by their service but also by their appearance. It is the District's expectation that every employee's appearance is consistent with the high standards we set for ourselves as a District. Employees are expected to present a well-groomed, professional appearance and to practice good personal hygiene. Remember, to our students, parents and the public, employees represent the District.

The District expects that all employees are neat, clean, and wear appropriate dress for work that is in good taste and suitable for the job at hand. The District will not tolerate dress or attire from school employees that the principal or supervisor considers disruptive, inappropriate, or which adversely affects the educational atmosphere.

Personal Property

- Liability: The District does not assume any responsibility for loss, theft or damages to personal property. In order to minimize risk, the District advises employees not to carry

unnecessary amounts of cash or other valuables. If employees bring personal items to work, they are expected to exercise reasonable care to safeguard them. The District is not liable for vandalism, theft or any damage to cars parked on school property. The District carries no accident insurance or other insurance coverage for any loss or injury for which the District does not have legal responsibility.

- Search of Personal Effects: Employees should have no expectation of privacy to items contained in plain view, for example, but not limited by enumeration to automobiles parked on the District's property, items left on top of or within desks and cabinets, lockers, etc. Items not in plain view and contained within personal property, e.g. purse, satchel, wallet, coat, backpack, etc., may be searched in accordance with applicable state and federal law.

Personnel Files

An employee shall have the right, upon request and consistent with the timelines and content limitations specified in state law, to review the contents of his/her personnel file while in the presence of the superintendent or his/her designee. The employee shall be entitled to have a representative accompany him/her during such review. This examination must be accomplished in the presence of the person officially charged by the superintendent with custody of those files. The removal of this file from the safekeeping place will be done by the official personnel file custodian. The employee's personnel file or any part thereto may not be removed from the visual presence of the official custodian. An employee shall have the right, upon request, to receive copies of any documents contained in the personnel file except those delineated in Wis. Stats. 103.13(6), upon payment of the actual cost for making such a copy.

If the request to review personnel records is pursuant to an active grievance filed by that employee, the District will provide copies of the records to the employee, at the employee's expense, and the employee and his or his representative may examine the copies outside the presence of the administrator/records custodian.

After reviewing his/her personnel records, the employee has the right to request that records he or she believes to be inaccurate or obsolete be removed from his or his file. If the District denies the request, the employee has the right to file a written rebuttal statement and have that rebuttal attached to the disputed record. If the District intends to release the disputed record to a third party, the District must also release the attached employee rebuttal statement to the third party. (Wis. Stats. 103.13(4)).

Political Activity

Employees may exercise the rights and privileges of any citizen in matters of a political nature consistent with the following restrictions:

1. No school employee shall, during hours for which pay is received, use any time for the solicitation, promotion, election, or defeat of any referendum, candidate for public office, legislation, or political action.
2. No school employee shall use in any way the classrooms, buildings, or pupils for the purpose of solicitation, promotion, election, or defeat of any referendum, candidate for public office, legislation, or political action.
3. No school employee shall make use of school equipment or materials for the purpose of solicitation, promotion, election, or defeat of any referendum, candidate for public office, legislation, or political action.

Solicitations

Individuals, groups and organizations often wish to solicit employees to support a particular activity or organization. This solicitation may be charitable, political or for other purposes. All solicitations of employees must be approved in advance by the administration and be consistent with Board Policy.

Technology Acceptable Use and Internet Safety Policy

For more information see [Board Policy #363.1](#)

The Port Edwards Public School District provides staff members and students access to its Information and Technology and Network resources to facilitate teaching and learning, to manage resources, and to connect with stakeholders. These resources include, but are not limited to, computers, software, mobile devices, (eg. laptops, iPods/MP3, cell phones, etc.) e-mail, and access to Internet resources. These resources are available in each school and in some cases remotely. Use of the District resources is a privilege and users agree to comply with all policy provisions. The District retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users. The District assumes no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network.
3. To monitor online activities. This may include real-time monitoring of information technology and network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to District -owned equipment and, specifically, to exclude those who do not abide by the District's Information Technology and Network Use Policy or other policies governing the use of school facilities, equipment, and materials. The District reserves the right to restrict online destinations through software or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing ITN resources.
6. To monitor and record ITN usage.
7. To inspect any and all data stored in public or private areas of networked and individual storage systems of any kind, without notice or warning, and at any time or for any purpose.
8. To cooperate with requests from law enforcement and regulatory agencies for logs, diaries, data, and archives on individuals' computing activities to the extent required by law.

Implementation: All users of the District's ITN resources shall be notified of policies relating to acceptable use of the resources. The District will provide a copy of this policy to every student's parent or guardian and all employees upon its adoption. The policy will be available upon request from the school administration. Annually, parents must review this policy with their student(s), explaining its provisions and spirit in a manner in which the student understands it. Parents must also grant permission for the student to access and use the District's ITN resources before a User ID and password is assigned. In addition to this parental review, appropriate District employees will review this policy with students each school year.

Limitation of Liability: The District will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on District diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or misdeliveries or non-deliveries of information or materials, regardless of the cause. The District is not responsible for the accuracy or quality of any advice or information obtained through or stored on the District network. The District will not be responsible for financial obligations arising through unauthorized use of its ITN resources.

Termination of Employment

The employment relationship between the District and any employee is terminated:

- If the employment is discharged for cause.
- If the employee quits his/her employment.
- If the employee fails to return to work on the work day following the expiration of an authorized leave of absence unless unable to notify because of illness or other reasonable basis.
- If the employee retires.

Work Spaces

Employees shall have no expectation of privacy with respect to any item or document stored in or on District-owned property, which includes, but is not limited to, desk, filing cabinets, mailboxes, lockers, tables, shelves, and other storage spaces in or out of the classroom. Accordingly, the District may at any time and in its sole discretion conduct a search of such property, regardless of whether the searched areas or items of furniture are locked or unlocked in accordance with applicable state and federal law.

Work Stoppage

Employees of the District shall not engage in, condone, assist or support any strike, slowdown, or sanction, or withhold in full or in part any services to the District. In the event of a violation of this Section, the District may take whatever disciplinary action it deems appropriate up to and including discharge.

Workplace Safety

- Adherence to Safety Rules: All employees must adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor. Fire safety is an essential element of having a safe working environment. Employees should know the following:
 - location of fire alarms;
 - location of fire extinguishers;
 - evacuation routes; and
 - whom to notify in case of fire

Employees need to take precautions to prevent fires from occurring. In the event of a fire, the most important task is to sound the alarm and clear the building. Employees should not risk their safety in fighting fires.

- Small Appliance Prohibition: Any small appliance that in its operation creates a hot surface is not allowed in the classroom or any other area where students are likely to be present.

- Weapons Prohibition: Firearms and dangerous weapons are prohibited on all property of the District. The prohibition includes firearms in vehicles on school property. Licensed peace officers who are serving in their official capacities are the only persons excepted from this prohibition. Firearms and dangerous weapons have the definitions set forth in the following statutory provisions: Wis. Stat. 119.25, 120.13(1), 941.235, 948.60, 948.605, 948.61.
- Disaster Preparedness: All employees must become familiar with building procedures in the event of emergency such as fire, tornado, intruders, etc. When drills are staged, every staff member and student must follow proper procedures.

SPECIFIC EMPLOYMENT PRACTICES & EXPECTATIONS

Definitions of Employee

TEACHERS:

Teachers are defined as persons hired under a contract under § 118.24, Wis. Stats.

SUPPORT STAFF:

- Full-Time Full Year: A full-time full year employee is hereby defined as an employee who occupies a full-time position. Employees in the category include those employees who are assigned a group of duties and responsibilities requiring employment of a full-time position for twelve (12) months per year. Full-time is defined as 40 hours per week.
- Full-Time Eleven (11) Month: A full-time eleven (11) month employee is hereby defined as an employee who occupies a full-time position. Employees in the category include those employees who are assigned a group of duties and responsibilities requiring employment of a full-time position for eleven (11) months per year. Full-time is defined as 40 hours per week.
- Full-Time School Year: Employees in this category include those employees who are assigned a group of duties and responsibilities requiring full-time employment during the school year. Full-time is defined as 40 hours per week.
- Part-Time Full Year: A part-time full year employee is hereby defined as an employee who occupies a full year position who is assigned a group of duties and responsibilities requiring employment of less than 40 hours per week.
- Part-Time School Year: A part-time school year employee is hereby defined as an employee who occupies a school year position who is assigned a group of duties and responsibilities requiring employment of less than 40 hours per week.

OTHER STAFF:

- Temporary: A temporary employee is an employee who occupies a temporary position. A temporary position is defined as a group of duties and responsibilities requiring the temporary employment of a person on either a full-time or a part-time basis. Temporary employees are exempt from coverage as part of the bargaining unit.
- Substitute: Employees in this category include those employees who are hired to substitute for regular full-time or regular part-time employees, whether full year or school term, when a regular full-time or part-time employee is absent from work and/or unable to perform his/her job duties. Substitute employees are exempt from coverage as part of the bargaining unit.

Bargaining Unit Rights

- Union Business: Union business shall be conducted outside of regular working time except for grievance meetings and disciplinary/investigative meetings with management. This provision shall not prevent certain routine business such as the posting of union notices and bulletins. Union business may be conducted on school property during non-work hours.
- Union Officers: The union shall notify the superintendent of the names of the union officers.
- Bulletin Board: The employer will provide bulletin board space for the union's use. The union shall also be permitted to use employee mailboxes for communication among union members. The employer retains ownership of the bulletin boards and mailboxes.
- Use of School Equipment: The union and its representatives are allowed to use school district equipment when said equipment is not otherwise in use. The union shall provide its own expendable supplies for use with school district equipment or reimburse the district for same in a mutually agreeable fashion. The union will keep accurate records of the use of school materials and equipment and will advise the administration of this usage on a monthly basis. The district will invoice the union on a monthly basis for materials and equipment used. Members may use the district's copy machine to make copies for union business. However, the employee making the copies will do so on their own time and will reimburse the district at the rate of \$.10 per copy.
- Use of School Buildings: The union and its representatives shall have the right to use school buildings for meetings after contracted hours, when ever said use does not interfere with other scheduled school activities.
- Use of School Mail: The union and its members shall have the right to use the school mails, including email, for union business. Copies of such communications shall be provided to the administration.

Grievance Procedures

For more information see Board Policy #527

Pursuant to state law, the School Board shall provide for the orderly resolution of employee grievances related to discipline, termination, and workplace safety. The exclusive means of resolving employee grievances shall be through the grievance procedure adopted by the Board. Any school employee of the District has the right of access to the grievance procedure.

The procedure shall provide for grievances to be handled in a timely manner and shall contain an appeals process in which the highest level of appeals is the Board. The procedure shall also include an opportunity for employees to present their case before an impartial hearing officer. The Board shall select the hearing officer in accordance with the following guidelines:

- The hearing officer shall be impartial.
- The hearing officer shall be (1) an attorney who is licensed to practice in the State or Wisconsin; or (2) a current or former school administrator who is familiar with procedures for conducting a fair and impartial hearing.
- The hearing officer must be available to hear the case and render a decision in a timely manner.
- The hearing officer may not be an employee of the District.
- The hearing officer must agree to comply with all relevant laws covering personnel and student records.
- A determined effort shall be made to settle any grievance at the lowest possible level.

Purpose

The purpose of this procedure is to provide for the exclusive internal method for resolving grievances concerning discipline, termination and workplace safety. A determined effort shall be made to settle any grievance at the lowest possible level in the grievance procedure.

Definitions

- A. Grievance A "grievance" is defined as any complaint that arises concerning discipline, termination or workplace safety.
- B. Grievant A "grievant" may be any employee.
- C. Day The term "days" as used in this procedure shall mean regularly scheduled workdays, unless otherwise indicated.

Time Limits

The time limits set forth in this Section shall be considered as substantive, and failure of the grievant to file and process the grievance within the time limits set forth in this Section shall be deemed a waiver and a settlement of the grievance. The number of days indicated at each level should be considered a maximum. The time limits specified may, however, be extended by the mutual consent of the District and the grievant. The parties may, through mutual consent, agree to start the grievance at a higher step if the grievance involves termination and is initially filed in a timely manner pursuant to the timelines set forth below.

Grievance Processing Procedure

Grievances shall be processed in accordance with the following procedure:

Step One – Informal Resolution: An earnest effort shall first be made to settle the matter informally between the employee and the immediate supervisor. A grievance may be initiated through an informal meeting and discussion with the immediate supervisor, the employee and the employee's designated representative. The informal meeting and discussion shall occur within thirty (30) days after the facts upon which the grievance is based first occurred. The immediate supervisor will give an answer to the grievance. The grievant shall be required to state the purpose of the discussions and event(s) upon which the discussions are based. The immediate supervisor shall notify the grievant and (if applicable and appropriate) the representative of his/her answer within ten (10) days. If the matter cannot be resolved or if no answer is provided in the above timeframe, the grievant may file a written grievance.

Step Two – Written Grievance: If the grievance is not resolved at Step One, the grievant shall file a written grievance with the immediate supervisor within ten (10) days after the earlier of the following: (1) receipt of the Step One response; or (2) the District's deadline for providing a Step One response (if no response is provided). The written grievance shall include the facts upon which the grievance is based, the issues involved, the handbook provision related to discipline, termination or workplace safety alleged to be violated and the relief sought. The grievance shall be signed and dated by the grievant. The immediate supervisor shall respond to the grievance in writing within ten (10) days. However, if there is an ongoing investigation related to the subject matter of the grievance, the immediate supervisor shall have until ten days after completion of the investigation to respond to the grievance. If the matter cannot be resolved or if no answer is provided in the above timelines, the grievant may file an appeal to the Superintendent.

If the grievant's immediate supervisor is the Superintendent, the grievant shall skip Step Three and proceed directly to Step Four if he/she is not satisfied with the response of his/her immediate supervisor at Step Two (or is no answer is provided in the above timeframe).

Step Three – Appeal to the Superintendent: If the grievance is not resolved at Step Two, the grievant may appeal the written grievance to the Superintendent within ten (10) days after the response at Step Two or if no response is provided within ten (10) days of the deadline for the response. The Superintendent shall meet with the grievant and/or the employee's designated representative and the Principal or immediate supervisor within ten (10) days after receiving the written grievance. The Superintendent shall respond to the written grievance within ten (10) days of the meeting or at a later date as determined by the Superintendent if further investigation is warranted. The Superintendent shall indicate in writing the disposition of the grievance and forward it to the grievant and (if applicable and appropriate) the grievant's representative. If the matter cannot be resolved or if no answer is provided in the above timeframe, the grievant may file an appeal to the impartial hearing officer.

Step Four – Appeal to Impartial Hearing Officer: If the grievance is not resolved in Step Three, the employee must notify the Superintendent, within ten (10) days after receipt of the Superintendent's answer or if no response is provided within ten (10) days of the deadline for the response, if he or she intends to process the grievance to the designated impartial Hearing Officer.

If there is a dispute over the timelines or the grievability of a grievance, the District shall have the discretion to bifurcate (separate) the hearing for the purpose of deciding those issues (e.g., address whether the grievance was filed in a timely manner before hearing the merits of the grievance).

The hearing officer shall meet with the parties at a mutually-agreeable date to review the evidence and hear testimony relating to the grievance. The hearing officer shall not be required to abide by the rules of evidence that would apply in civil or criminal court cases. For instance, he/she may choose to admit hearsay evidence and accord it such weight that it may be due. Upon completion of this review and hearing, the hearing office shall render a written decision to the administration, the grievant, and (if applicable and appropriate) the grievant's representative.

A decision of the hearing officer shall be limited to the subject matter of the grievance and shall be restricted solely to interpretation of the policy or handbook in the area where the alleged breach occurred. The hearing officer shall not modify, add to, or delete from the express terms of the policy or handbook. The hearing officer may deny the grievance or conclude that the grievance should be sustained in whole or in part and recommend a remedy. The decision of the hearing officer and any recommendations contained therein are subject to review by the Board via appeal, as described below.

Step Five – Appeal to the Board of Education: If the grievance is not resolved at Step Four, the grievance may be appealed to the School Board within ten (10) days after the decision at the prior step. Either the administration or the grievant may appeal an impartial hearing officer's decision to the Board.

The Board shall meet with the parties to review the evidence and hear testimony relating to the grievance. At the hearing, each party may cross-examine any witness of the other party. If either party presents an exhibit that was not presented at a prior step of the grievance process, the exhibit must be provided to the other party at least twenty-four (24) hours prior to the hearing.

On appeal from Step Four, the hearing officer's factual findings and conclusions of law shall have distinct standards of review. The Board shall accord some deference to the hearing officer's findings of fact but (1) may modify any such findings if after consulting with the hearing

officer the Board concludes that the most reasonable view of the record calls for modification of one or more of the findings; or (2) may remand the case to the hearing officer for further factual development and (if necessary) revised conclusions of law. In terms of conclusions of law and mixed questions of fact and law, the Board shall apply a de novo standard of review, meaning that the hearing officer's findings shall be accorded no deference.

The Board shall render a written decision that affirms, reverses, or modified the decision of the hearing officer (or, if applicable, of the Superintendent). Such decision shall be rendered in a timely manner and shall be sent to the administration, the grievant, and (if applicable and appropriate) the grievant's representative. The Board's decision is final and may not be appealed. All Board actions throughout this process shall comply with requirements of Wisconsin's Open Meetings Law.

Grievant's Right to Representation

Any grievant may be represented at all stages of the grievance procedure by a representative(s) or his/her own choosing.

Consolidation of Grievances

Grievances of the same type, and with similar fact situations, may be consolidated at the discretion of the Administration.

Years of Service

Years of service shall be measured from an employee's original date of hire. Years of service are lost if the employee quits or is discharged.

The District shall maintain an employee years of service list based upon the employee's date of hire.

DISTRICT PRACTICES & PROCEDURES

Budgeting

- Budgets are prepared in the spring months for the next school year. Staff meets as departments, units, or individually to decide what purchases must be made. These budget requests are then discussed with the administration.
- Some basic supplies are available in each building office. Please check with the main office at each building ~~secretary~~ for availability.
- Budgets are established months in advance. The need for large ticket items (desks, textbooks, equipment, etc) must be anticipated and brought to the attention of administration.
- Bulk order supplies are ordered in the summer for the next year. Throughout the year other items are ordered as staff members request them on an Employee Access form.

Direct Deposit Payment Method

All employees shall participate in a direct payroll deposit plan. Direct deposit statements will be available to all employees as part of the District business software program.

Electronic Surveillance

The Port Edwards School District approved the use of video cameras in the school buildings and around the exterior of the buildings for the primary purpose of maintaining a safe and secure learning environment.

Only the principals, superintendent or designee shall be authorized to view the videotape for the purpose of documenting a problem, and determining which individual(s) may be involved. Disciplinary action may be taken based on video documentation or documentation gathered from other electronic devices. A student being disciplined based on the viewing of a video tape recording, and/or his/her parent/guardian, may view that isolated segment of the videotape that documents the incident for which he/she is being disciplined. The building principal shall view the videotape with the student and/or parent/guardian and document the date and the names of all individuals viewing the tape.

The videotapes shall not be available for viewing by the public in general, employees in general, media, or other individuals. The principal or district administrator may authorize other individuals, such as the guidance counselor, school psychologist, or social worker to view the segments of a specific video tape if such individuals are working with a student on the video tape because of a behavior, emotional, or learning problem, and viewing the videotape is beneficial to his/her role in assisting the student. A log shall be kept of the date and names of the individuals viewing the videotape.

The information documented by the electronic surveillance may be used to aid administration in documenting employee behavior and administering disciplinary consequences. The video footage will be subject to the same confidentiality guidelines outlined in the section above pertaining to students.

Flexible Spending Plans

The District will maintain a Section 125 Cafeteria Plan that, in accordance with IRS guidelines, provides pre-tax reimbursements for eligible health care and daycare expenses through flexible spending accounts (FSAs) and pre-tax-group insurance premium payments. Participation in the program is optional and the amount to be deducted is selected and the determination made wholly by the person choosing to participate in the Flexible Spending Program.

Grants

We appreciate the involvement of our staff members in grant writing and grant activities. This extra effort allows us extra time and dollars to put toward many school improvement projects. We want the students and staff to get the most out of their grant dollars and we want you to receive recognition for your hard work.

Please remember that in most circumstances, grant dollars are not collected until we submit the appropriate receipts and documentation. If you do not observe the following protocol, you may lose grant dollars and incur additional expenses for the District:

1. Obtain permission from your building supervisor *prior* to processing and submitting your grant application
2. Submit your grant award letter to the Business Director. She will help you set up your budget accounts for the grant.
3. Any grant purchase orders need to indicate that the money will be charged to a particular grant.
4. Requests for a substitute teacher need to be clearly designated as a grant funded sub cost.

Keys

Staff members are responsible for keys and fobs assigned to them. Keys and fobs are generally turned in to the office over the summer and may be picked up when returning to school in the fall. Staff may not make copies of keys. If a staff member wishes to keep keys over the summer, the approval of the building principal is required. Re-keying costs incurred by the district due to the loss of keys will result in the employee being billed for that cost. For more information see board policy regarding keys.

Leaving the Building/Job Site

- Staff generally should not leave the building or job site when there are students in attendance there. If a staff member has to leave the building during the regular workday, other than during his/her lunch, he/she must check out with the building principal or office if his/her supervisor is not available.
- If the staff member must leave briefly, arrange for another staff member to supervise the area and notify the office. It is never wise to leave students alone without supervision. If something should happen while the staff member is gone, the staff member is responsible and liable.

Liability

Staff members are liable for all students assigned to their supervision. If students are left unsupervised, whether it be a study hall or class, and someone is injured because of horseplay or other actions, the assigned staff member is liable. When students are assigned to a staff member's area, he/she is expected to be there.

Lunch Prices

Please check with Food Services for current adult lunch prices. A lunch ID number will be issued to each staff member. Please keep account current. All prices are subject to adjustment at any time by Board action.

Money in Classrooms

For more information see [Board Policy #664](#)

It is a violation of Board of Education policy for staff members to keep any money at their jobsite. Money collected as a result of an activity or for any other purpose must be turned in to the appropriate office on a daily basis. Staff is financially responsible for lost funds, and possible disciplinary action, if not turned in on a daily basis.

Pay Periods

- The payroll dates shall be on the 1st and 15th of each month. If the 1st or 15th of the month falls on a weekend or holiday, payroll deposits shall be issued on the last weekday in that pay period.
- Individual teacher contracts will be paid in 20 equal payments beginning on September 1 and concluding on June 15.

Pre-Employment Physical Examination

The district will pay for the full cost of the physical exam required for initial employment. The general physical examination will include those tests as required by law.

If the district requires a medical examination or related tests to verify an illness or injury, or absence of such, the district will pay the cost of such exam or tests.

Purchasing

All purchases (including those made with activity fund monies) require an administratively approved PURCHASE ORDER form. These forms are available on Employee Access and are submitted electronically. Directions pertaining to any action such as mailing or faxing the purchase order should be included on the purchase order. The staff member will receive a confirmation e-mail when the purchase order is approved and he/she can then print the purchase order. All receipts given to a staff member must be turned in to the central office. **DO NOT PURCHASE ITEMS WITHOUT A PURCHASE ORDER!**

The superintendent will give permission for emergency purchases when time is a factor. Otherwise, a staff member is responsible for payment of bills when items are purchased without a purchase order. PLAN AHEAD!

PURCHASING CARDS:

Employee participating in the district's purchasing card (Mastercard) program must adhere to the following guidelines:

- An approved purchase order must be on file prior to using your credit card for any purchase.
- An employee may not loan out his/her card nor use another employee's card.
- It is the employee's responsibility to notify the vendor of the district's tax exempt status.
- Credit cards may not be used to purchase alcohol or tobacco products.
- Budget limits may not be exceeded.
- In the event of the loss or theft of an employee's credit card, the Business Director shall be notified immediately.
- Receipts shall be submitted to the Business Director as soon as possible after a credit card is used to make a purchase. In the event an employee does not submit a credit card receipt, that employee's account(s) will be frozen until a receipt is submitted.

Reporting/Recording Illness/Injury of Employees

- Illnesses/injuries of school employees are to be reported to the building principal or directly to the school's registered nurse or other designated school personnel.
- The principal will refer the individual to the school's registered nurse, or other designated school personnel.
- The school's registered nurse or other designated school personnel will contact the appropriate personnel to complete the employee's injury or disease form.

Resignation from Employment & Liquidated Damages

- Employees will give written notice of termination of employment, as soon as possible, but at least ten (10) working days prior to the effective date of resignation.
- Any teacher who submits a written notice of termination of employment shall not pay liquidated damages if submitted prior to June 15. If the request for release of contract is submitted after June 15 and before July 1, the party requesting release shall submit payment of \$1,000 along with the request for release from contract to the District Administrator. If the request for release from contract is received anytime on July 2 or after, for the current school year, payment of \$2,000 shall be submitted, along with the request for release from contract to the District Administrator.

Salary Deferrals – Tax Sheltered Annuities

*For more information request informational
brochure from Business Director*

The District will maintain a TSA program without regard to the employee's current or former employee's contribution amounts. Employees shall have the opportunity to participate in the District's Internal Revenue Service (IRS) Code 403(b) Savings Program and invest their money through salary deferral in annuities and other qualifying IRS Code 403(b)(7) investment vehicles. Participation in the program is optional and the amount to be deducted is selected and the determination made wholly by the person choosing to participate in the Savings Program.

Sales People

Sales persons will not be permitted in the classrooms or on the school grounds during the school day without the permission of the building principal. This includes sales for athletics and co-curriculars.

School Closings

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- In the event of inclement weather or other emergencies, a school administrator will close school. If this should occur during the workday, students will be sent home early. If the school closing should be before school opens in the morning, every effort will be made to make that decision prior to 6:30 a.m. PLEASE TUNE IN TO LOCAL MEDIA FOR ANNOUNCEMENTS AND UPDATES.
 - Time lost from school because of emergencies, shall be made up to comply with applicable statutes.

Security System

Both buildings in the Port Edwards Public School District are protected by an electronic security system. The K-5 and 6-12 buildings have motion sensors and security cameras. All security equipment is located in the halls and general areas. The security cameras are on 24/7 and record any movement.

Staff Meetings

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- Staff meetings will be called as needed, by the immediate supervisor or building principal, during the school year.
 - Teachers are required to attend all mandatory administratively called staff meetings. Administratively called meetings may begin thirty (30) minutes before the normal workday begins or go thirty (30) minutes later than the end of the normal workday. The administration will attempt to provide reasonable notice of all such meetings. Teachers who are required to attend administratively called meetings will receive no additional remuneration above their regularly paid salaries for attending such meetings.

Telephones

Telephone usage is for school-related business. Cell phone use, including texting, should be limited to non student contact time. Personal long distance calls shall not be made from District telephones.

Voluntary Payroll Deductions

Other voluntary payroll deductions include, and are limited to:

- Employee contributions to South Wood County United Way
- Deductions by arrangement with WEA Trust for auto, homeowners, and/or umbrella insurance policies
- Employee contributions to individual Health Savings Accounts

Wisconsin Retirement System (WRS)

The Board will contribute the employer's share of WRS contributions as required by state statute. The employee's portion of required WRS contributions will be collected through payroll deduction and forwarded to the Wisconsin Retirement System on the employee's behalf.

Workers Compensation

All employees shall be covered by Workers Compensation Insurance. Any employee who is injured on the job shall report the injury to the personnel office prior to seeking medical attention if at all possible. In the event of an emergency, the employee shall notify his/her immediate supervisor within twenty-four (24) hours after the occurrence of the injury or as soon as practicable. The employee shall meet with the Business Director to fill out an accident report form.

Benefits While on Workers Compensation: If an employee is injured while performing duties for the District, the District shall continue to provide workers compensation insurance, and the employee will be compensated in the following manner:

- Up to day sixty (60) of Workers Compensation Leave – the employee will be paid income equivalent to the income the employee would have earned had the employee not been injured. This income will be generated by combining workers compensation insurance with prorated accumulated sick leave as necessary through a deduction of one-third (1/3) of a day of sick leave for each day while on workers compensation. This provision will apply up until the sixtieth (60th) consecutive day of leave or as long as the employee has accumulated sick leave available, whichever occurs first.
- Day Sixty-One (61) and thereafter of Workers Compensation Leave – the employee will receive his/her workers compensation payment. No other leaves will be applied to the workers compensation leave. The employee, subject to the rules and regulations of the carrier, may be eligible for long-term disability leave.

Injuries Not Covered by Workers Compensation: Some types of injuries suffered while at work may not be covered by workers compensation insurance. Examples of non-covered injuries suffered at work include, but are not limited by enumeration, to the following:

1. Injuries because of a self-inflicted wound.
2. Injuries sustained because of an employee's horseplay.
3. Injuries sustained while an employee does an activity of a strictly private nature.

SPECIFIC EMPLOYMENT PRACTICES & EXPECTATIONS – SUPPORT STAFF

Attending School Events

Support staff members are encouraged to attend and participate in school and community events. Students and parents like to see that the support staff is supportive of the community and school activities.

Compensation

Regular Duty Pay: Employees will be paid in accordance with established agreements between the employee and the Board. 2016-17 base rates are as follows:

Aide	\$10.52 per hour
Clerical, full-time	\$12.71 per hour
Clerical, part-time	\$12.84 per hour
Cook	\$ 9.86 per hour
Maintenance, full-time	\$12.39 per hour
Maintenance, part-time	\$12.52 per hour

Substitution: Employees asked by the superintendent to supervise a classroom, will receive an additional \$2.00 for each hour or class period that they supervise. It is the employee's responsibility to submit documentation of substitute hours in a timely manner.

Substitute Manager: The substitute manager shall be paid \$60.00 per pay period, starting July 15 and ending June 30, for a total of 24 pay periods.

Open Enrollment Coordinator: The open enrollment coordinator shall be paid \$60.00 per pay period, starting September 15 and ending June 1, for a total of 18 pay periods.

Holidays

Full-Time Full Year Employees

Full-time full year employees shall be paid for the following holidays according to their normal work day on the date of the holiday:

- Labor Day
- Thanksgiving Day
- Christmas Eve (½ day)
- Christmas Day
- New Year's Eve (½ day)
- New Year's Day
- Friday before Easter (½ day)
- Memorial Day
- Fourth of July (*Full-Time Eleven (11) Month Excluded)

Full-Time and Part-Time School Year Employees

School year employees shall be paid for the following holidays according to their normal work day on the date of the holiday:

- Labor Day (if falls during the employee work year)

Thanksgiving Day
Christmas Eve (½ day)
Christmas Day
New Year's Eve (½ day)
New Year's Day
Friday before Easter (½ day)
Memorial Day (if falls during the employee work year)

- Scheduling/Eligibility: If a holiday falls on a Saturday or Sunday, the schedule will be established at the district's sole discretion. The employee must work the day before and the day after each holiday to be eligible for holiday pay with the exception of normal days off or excused absences.
- Work on Holiday: Any employee who is required to work on any of the above-listed holidays shall receive time-and-one-half pay for actual time worked on the holiday in addition to the holiday pay.
- Holiday Pay Rate: Holiday pay shall be computed at the employee's regularly classified rate at the regularly scheduled number of hours, excluding scheduled overtime.
- Holiday Pay During Probationary Period: Probationary employees shall not be eligible to receive holiday pay for any holiday that falls during the probationary period.

Hours of Work and Overtime

- Hours of Work: The normal work hours for all employees will be determined by the employee's immediate supervisor and the administration. A thirty-minute unpaid lunch break will be allowed for employees scheduled to work a six-hour shift or greater.
- Overtime: Overtime will be paid at the rate of time-and-one-half for all hours worked in excess of forty (40) hours per week. Overtime is to be authorized in advance by the district. Employees may elect to receive compensatory time at the rate of one-and-one-half hours for each hour worked in excess of forty (40) hours per week in lieu of overtime payment. Such compensatory time must be approved by the immediate supervisor. The district may alter or modify an employee's schedule in order to prevent the payment of overtime or the accrual of compensatory time.
- School Closing: In the event any or all employee working areas are closed due to inclement weather or other emergency situations, the superintendent will determine which employees are required to report for work. Hazardous and severe road conditions are good cause for not reporting to work. Employees not required to report to work, or who are unable to report to work, shall receive no pay except that they may choose to utilize personal time, vacation time, or accrued compensatory time to make up for the lost time.
- Call-in Pay: Employees who are called to return to work, other than for a change in their regularly scheduled starting time, shall receive a minimum of two hours pay. Employees shall be required to work the full two hours before leaving work.

Insurance Benefits

Benefits for Full-Time Full Year Employees

- The district will pay 100% of the premium for single or family coverage for a health insurance plan for full-time full year employees. The employee shall notify the business director of any changes in health insurance eligibility.

- The District will pay 100% of the premium for single or family coverage for a dental plan for full-time full-year employees based on the premium amount for the 2014-15 school year. Any amount exceeding the 2014-15 premium will be the responsibility of the employee.
- The district will provide long-term disability insurance coverage to full-time full year employees if determined eligible by the plan carrier. The employee shall notify the business director of any change in long-term disability insurance eligibility.
- The district will provide life insurance coverage to full-time full year employees if determined eligible by the plan carrier. The employee shall notify the business director of any change in life insurance eligibility.
- For the 2016-17 school year, the Board shall contribute \$250 to a Health Savings Plan for an employee taking the single health plan and \$500 to a Health Savings Plan for an employee taking the family health plan.

Benefits for Full-Time Eleven (11) Month Employees

- The district will pay 100% of the premium for single or family coverage for a health insurance plan for full-time full year employees. The employee shall notify the business director of any changes in health insurance eligibility.
- The District will pay 100% of the premium for single or family coverage for a dental plan for full-time full-year employees based on the premium amount for the 2014-15 school year. Any amount exceeding the 2014-15 premium will be the responsibility of the employee.
- The district will provide long-term disability insurance coverage to full-time full year employees if determined eligible by the plan carrier. The employee shall notify the business director of any change in long-term disability insurance eligibility.
- The district will provide life insurance coverage to full-time full year employees if determined eligible by the plan carrier. The employee shall notify the business director of any change in life insurance eligibility.
- For the 2016-17 school year, the Board shall contribute \$250 to a Health Savings Plan for an employee taking the single health plan and \$500 to a Health Savings Plan for an employee taking the family health plan.

Benefits for Less than Full-Time Full Year Employees

- Beginning in July 2016, the Board will offer single health insurance to eligible employees. (Eligible employees: 30 hours or more per week during the school year) The insurance carrier(s), program(s) and coverages will be selected by the Board.
- The Board shall contribute 95% of the single premium for eligible employees.
- The district will provide long-term disability insurance coverage to full-time school year employees if determined eligible by the plan carrier. The employee shall notify the business director of any change in long-term disability insurance eligibility.

Voluntary Insurance

- The Board shall make available short-term disability insurance to eligible employees. The insurance carrier(s), program(s), and coverages will be selected by the Board. Participation is optional at the employee's cost.
- The Board shall make available additional life insurance to eligible employees. The insurance carrier(s), program(s), and coverages will be selected by the Board. Participation is optional at the employee's cost.

- The Board shall make available a family health insurance plan for employees who are full-time school year, but participation is optional and is at the expense of the employee.

Job Postings

- When the district deems it necessary to fill a vacancy or create a new position in the bargaining unit, the district shall post a notice of such vacancy or new position at each office in each school building for a period of five (5) working days and if deemed necessary, advertise the position for outside applicants. During the time when school is not in session, posting for vacancies will be emailed to bargaining unit members and posted on the District website, in addition to being posted in the school buildings. The position will be posted before job interviews are commenced. The posting will contain the date the position is to be filled, title of the position, requirements and rate of pay.
- When the district permanently upgrades a part-time position to a full-time position, the District shall post the position in accord with the above procedures.
- If a bargaining unit member applies for a posted vacancy, the bargaining unit member will receive fair consideration for the position.
- If an employee is approved for a transfer from a part-time and/or school year position to a full-time full year position, applicable benefits will go into effect on the first of the month following the date of commencement of full-time full year employment. Years of service for vacation benefits will be prorated by converting total months of service to that of a full-time full year employee.

Leave & Absences

A staff member needs to carefully plan for the time when a substitute may have to temporarily take over his/her position. The substitute will need help in the difficult task of facing new students, sometimes in an unfamiliar building and in a different position each day. Careful preparation for a substitute reflects favorably on the employee and the school as a whole. Please make appropriate notes to assist your replacement in your absence.

Any absence on a work day shall require the appropriate leave form. Leave forms are electronic and available on **Employee Access**. For a planned absence please fill out the appropriate Employee Access form as soon as possible, but at least three days in advance. Submitted forms are automatically directed to the appropriate supervisor/administrator for approval.

A day of leave is the equivalent of an employee's work day.

SICK LEAVE

- Benefit and Accumulation: Employees will be credited with ten (10) days of sick leave annually, based on the employee's regularly scheduled work hours, accumulative to a maximum of 105 days. Sick leave may be taken in ½ hour increments.
- Advance Notice: Sick leave benefits shall begin on the first day of absence and continue until the employee returns to work or has used all his/her accumulated sick leave. Employees who are sick or disabled, and thus unable to work, shall notify, or cause the employee in charge to be notified, as soon as possible, except in cases of accident or emergency.
- Medical Certification: The district may require a doctor's statement or other evidence or proof of illness, including a sick leave explanation form, if the employee is absent from work. The district will pay any doctor related cost not covered by the employee's health insurance.

- **Determination of Disability:** In the event an employee becomes eligible for benefits under the District's short-term or long-term disability insurance program, the employee will no longer receive paid sick leave.

EMERGENCY LEAVE

- **Benefit and Accumulation:** If personal days have been exhausted, one day of emergency leave may be granted annually with the approval of the administration for personal emergencies. Emergency leave cannot be pre-arranged. Such leave will be deducted from sick leave.

NOTIFICATION OF NEED TO TAKE SICK/EMERGENCY LEAVE

Food Service Staff:

Please call **Stacie Kleifgen at 887-9000, est. 240** or email her at **kleifst@pesd.k12.wi.us** no later than 7:30 a.m. if you are unable to work due to illness or an emergency. This will give her time to find a substitute, if one is available.

Custodial Staff:

Please call **Stacie Kleifgen at 887-9000, ext 240** or email her at **kleifst@pesd.k12.wi.us** no later than two hours prior to the start of your shift if you are unable to work due to illness or an emergency.

Secretarial/Aide Staff:

Illness/Emergency: Please call **Stacie Kleifgen at 887-9000 ext. 240** or email her at **kleifst@pesd.k12.wi.us** as soon as you know you won't be able to report to work due to illness or emergency. This will give her time to find a substitute, if one is available. All absences must be reported to Stacie Kleifgen even if a substitute is not required.

Department team leaders shall report staff absences to Stacie Kleifgen.

PERSONAL LEAVE

- **Benefit and Accumulation:** Employees will be credited with two (2) days of personal leave annually, based on the employee's regularly scheduled work hours. Personal leave is not cumulative from year to year. A "day" of personal leave is defined the same as a "day" of sick leave and may be used in the same increments as sick leave. Personal leave may be used for compelling personal obligations which cannot reasonably be conducted outside of the employee's workday. Personal leave days shall not be used to extend a holiday, vacation, or school recess period. The personal leave day will not be granted during the first or last week of a semester, on a parent-teacher conference day or on an in-service day. Personal leave during these periods may be approved for personal business that cannot be rescheduled for a different time at the discretion of the District Administrator or his/her designee. Personal leave shall not be used as vacation or to engage in activities for which the employee will receive compensation from any source. Compensation shall not include payment or reimbursement expenses.
- **Advance Notice:** Personal leave must be prearranged with the superintendent as far in advance as possible, normally not less than five (5) days. Emergencies may delay the submitting of the written statement until the employee returns to work.
- The Administrator has the right to approve or disapprove all requests.
- No more than three (3) employees per building may take personal leave on any given day when school is in session, unless the District Administrator or his/her designee grants approval to exceed the three(3) employee limit.

FUNERAL LEAVE

- Staff members may obtain funeral leave in the case of the death in the immediate family of the employee. The District will allow up to three (3) days per event of excused

absence without loss of pay for funeral leave for an immediate family member. Immediate family includes wife, husband, daughter, son, mother, father, sister, brother, mother-in-law and father-in-law. Two days funeral leave will be granted for grandchild, grandparent, daughter-in-law, son-in-law, step-parent, brother/sister-in-law or person residing in household.

- For persons not listed, or if additional time off becomes necessary and is requested by the employee, up to five days annually may be taken from personal leave, accumulated sick leave, or as unpaid days at the employee's discretion.

OTHER LEAVE

- Leave of Absence: Upon written request to, and approval by the superintendent, an employee may be granted an unpaid leave of absence. Leaves of absence shall be for a maximum of ninety (90) days subject to renewal by the superintendent at an employee's request.
- Military Leave: Leaves of absence shall be automatically granted for all employees who are called to or volunteer for military service.
- Court Leave:
 - A leave of absence will be granted to enable an employee to serve jury duty. The employee shall receive his/her regular salary for any day on which he/she is regularly scheduled to work provided he/she deposits with the employer the juror's fee, including mileage, meals, etc., he/she receive for jury duty.
 - Employees will be paid for all scheduled working time spent in court in connection with civil law suits arising out of the employment covered by this handbook.
- Unpaid Leave: When other leave is not available, an employee will be allowed up to three (3) days of unpaid leave for one (1) event once every three (3) years.

Letter of Intent

All support staff employees will receive a letter of intent no later than June 1 for the succeeding school year.

Other Post-Employment Benefits (OPEB)

Full-time full year shall be eligible for post-employment benefits as follows:

- An employee that retires after fifteen (15) years of service with the district, and applies for benefits under the Wisconsin Retirement System, shall be eligible to remain in the school district health insurance plan (if eligible) until the employee qualifies for Medicare benefits provided the employee pays the full cost of the premium.
 - Upon retirement, prior to age 59 (with at least 15 years of service), the individual may continue to participate in the group plans for health and life insurance. The employee will be fully responsible for all premiums beginning the next full month following retirement.
 - Upon retirement, at or after age 59 (with at least 15 years of service), the individual may continue to participate in the group insurance plans for health, dental, vision and life. The district will pay for the retiree's single premium for health insurance, based on the premium amount at the time of retirement, for thirty-six (36) months or until the employee qualifies for Medicare, whichever is reached first. The retiree has the option of having family coverage by paying the difference in premium between the single and family coverage. Other coverages (dental, vision, life) may be continued at the individual's expenses.

Performance Evaluations

All staff members shall be evaluated annually on the basis of their performance. Staff evaluations shall be conducted in accordance with State Statutes.

Probationary Period

- All employees shall be probationary employees for the first 120 days worked. A probationary employee may be terminated at any time during the probationary period at the discretion of the district without recourse to the grievance procedure. The probationary period may be extended at the discretion of the District.
- During the probationary period, the employee shall accrue sick leave on a pro rata basis, for each month of work completed, in accord with what would normally be the employee's sick leave entitlement if the employee was in non-probationary status. An employee shall be eligible for funeral leave and sick leave during the probationary period. Probationary employees are not eligible for holiday pay or personal leave days.

Reimbursable Expenses

- Mileage: If an employee is authorized to use his/her personal vehicle for District business, he/she will be reimbursed at the current District reimbursement rate per mile.
- Professional Activities Reimbursement: Employees who are assigned to attend a conference or workshop, or receive approval from the superintendent to attend a conference or workshop, shall be reimbursed for related expenses incurred by the employee in accordance with Board of Education policy. In order to claim expenses, employees must fill out an employee expense claim sheet, provide supporting documentation of the expense(s), and have it approved by the building principal. When more than one staff member attends a conference, meeting, etc., only one staff member will be reimbursed for mileage.
- Clothing & Shoe Allowance:
 - All maintenance staff is required to wear denim slacks, matching shirts, and safety shoes meeting ANSI standards. Shirts will be selected by the building team leaders and provided by the district. An annual \$100 allowance will be paid as reimbursement for the purchase of denim slacks. An additional \$100 allowance will be paid as reimbursement for the purchase of safety shoes.
 - All kitchen staff is required to wear appropriate garments as specified by the food service team leaders. An annual \$200 allowance will be paid as reimbursement for the purchase of uniforms and shoes. Kitchen garments will remain the property of the school district.

Vacation

- Vacation Year: The vacation year shall be from July 1 to June 30. For any employee hired mid-year, vacation will be prorated from the employee's first anniversary date to July 1.
- Annual Accrual: Full-time full year employees shall receive the following vacation with pay depending on years of service as follows:
 - 1-6 years - two weeks (10 days)
 - 7-12 years - three weeks (15 days)
 - 13-18 years - four weeks (20 days)

- 19+ years - five weeks (25 days)
- Annual Accrual: Full-time eleven (11) month employees shall receive the following vacation with pay depending on years of service as follows:
 - 1-6 years - one week (5 days)
 - 7-12 years - two weeks (10 days)
 - 13-18 years - three weeks (15 days)
 - 19+ years - four weeks (20 days)
- Compensation: Vacation hours shall be compensated at the employee's regular rate of pay.
- Eligibility: Employees must complete one year of service before the full vacation benefits can be taken. Vacation days not taken within the year shall be forfeited; however, an employee may carry over vacation for one-hundred-eighty (180) days.
- Scheduling: Employees shall request vacation time off ten (10) days in advance. Such request shall be made in writing to the immediate supervisor. Vacation time off shall be taken in increments of not less than one-half day. The district shall determine the number of employees on vacation at any given time. In the event of conflicting vacation requests, years of service will be given consideration.
- Holiday: If a paid holiday occurs within an employee's vacation period, the day shall not be deducted from the employee's earned vacation nor shall the employee receive vacation pay for that day.
- Payment of Vacation at Retirement: Employees shall be paid all earned and accrued but unused vacation at the time of retirement, including prorated vacation earned during the last year of work.

SPECIFIC EMPLOYMENT PRACTICES AND EXPECTATIONS – TEACHING STAFF

Assignments

Teaching Assignments

- Teachers shall be employed and assigned on the basis of their professional training, special achievements, service in the district and shall be certified in accordance with the certification standards, recognizing that the instructional requirements and best interests of the school system and the pupils are the primary considerations.
- A normal assignment for 6-12 teachers will be six classes per day. Teachers voluntarily assigned a seventh class will receive an additional 1/7 of their salary.
- The teacher's full-time equivalency (FTE) will be listed on the teacher's contract.
- If a teacher is assigned to supervise a study hall or study halls, compensation shall be \$1400 per semester for study halls meeting daily and \$700 per semester for study halls meeting every other day. Administration will attempt to assign no more than one study hall per year per teacher.
- If a teacher accepts a voluntary assignment during his/her duty free lunch period, he/she will be compensated.

Co-curricular Assignments

- Contractual co-curricular assignments will be made on a volunteer basis as far as practical.
- The Board and administration will make a reasonable effort to solicit volunteers. A reasonable effort is defined to be:

- Notification of all staff of the vacancy to determine if other staff members are interested in volunteering for the position;
- An advertisement of the vacancy shall be posted on the school district website and other appropriate media.
- Persons expressing interest in an activity will receive first consideration. In the event that an activity does not have a staff volunteer, a staff member will be assigned to the activity.

Attendance at School Events

Teachers shall participate in public contact obligations such as open houses, parent teacher conferences, student performances and other events which may be outside of the normal school day, as required, without additional remuneration.

Teachers are encouraged to attend school events since students and parents like to see the teaching staff is interested in and participating in the community and school activities.

Classroom Modifications

Any classroom modifications, including the painting of walls, must be pre-approved by administration.

Compensation – Teacher Contracts

- Individual teacher contracts will reflect an increase as negotiated between the Board of Education and the Port Edwards Education Association. 2015-16 base rates are as follows:
 - Positions not requiring a master's degree (1.0 FTE) - \$40,634
 - Positions requiring a master's degree (1.0 FTE) - \$48,191
- When the administration and teacher determine a need to provide independent study, the teacher will be compensated at the rate of \$150 per student per semester.
- Compensation for voluntary subbing will be paid for each class period at the rate of 1/6 of the daily base substitute rate.
- All teachers, regardless of contracted FTE, are required to attend Inservice, Parent-Teacher Conferences, and other entire staff obligations as determined by administration. Teachers contracted at less than 1.0 FTE will be compensated for the additional hours at the extended contract rate. It is the teacher's responsibility to submit documentation of additional hours to the Business Director.

Compensatory Time

- When teachers are required to extend the day for professional responsibilities, they are allowed to take off equivalent time. Compensatory time shall be awarded for participation in IEP meetings, and meetings with parents.
- When an employee accrues comp time, he/she shall report the time to the principal within two work days. Using compensatory time must be administratively approved in advance and will be approved unless it is inconsistent with the limitations specified herein.
- Comp time may be taken at any time, with the exception of inservice days and staff meeting dates, throughout the school year when the teacher does not have students. On the last day of school each year, faculty members who have completed their work may use accrued comp time beginning at 11:30 A.M.

- Compensatory time is non-accumulative from year to year.

Insurance & Other Benefits

Newly hired employees shall become eligible for consideration for participation in the District's benefits program on the first day of the first month after the date of hire.

Any change in eligibility for any insurance option shall be reported to the District Business Director as soon as is practicable, but not more than fifteen days after the event. Employees should be aware that a delay in reporting a change in eligibility may negatively affect benefits.

Health Insurance

- The Board shall provide health insurance to eligible employees. The insurance carrier(s), program(s) and coverages will be selected by the Board.
- The Board shall contribute 100% of the premium for eligible employees.
- A teacher whose individual contract has an assignment of at least .5 FTE is eligible to participate in the District's health insurance.
- A teacher whose individual contract has an assignment of at least .5 FTE but less than 1.0 FTE, shall have the District's contribution prorated, consistent with the employee's percentage of employment.
- A married couple newly employed by the district after July 1, 2012 shall choose between the following:
 - coverage under one family plan; or
 - one cash-in-lieu benefit instead of a family plan (subject to the eligibility of the insurance carrier); or
 - two single plans; or
 - one single plan and one cash-in-lieu benefit

Health Savings Account (HSA)

- For the 2016-17 school year, the Board shall contribute \$250 to a Health Savings Plan for an employee taking the single health plan and \$500 to a Health Savings Plan for an employee taking the family health plan.

Dental Insurance

- The Board shall provide dental insurance to eligible employees. The insurance carrier(s), program(s) and coverages will be selected by the Board.
- The Board shall contribute 100% of the premium for a dental plan for eligible employees based on the premium amount for the 2014-15 school year. Any amount exceeding the 2014-15 premium will be the responsibility of the employee.
- A teacher whose individual contract has an assignment of at least .5 FTE is eligible to participate in the District's health insurance.
- A teacher whose individual contract has an assignment of at least .5 FTE but less than 1.0 FTE, shall have the District's contribution prorated, consistent with the employee's percentage of employment.
- A married couple newly employed by the district after July 1, 2012 shall choose between two single dental plans and one family plan.

Life Insurance

- The Board shall provide life insurance to eligible employees. The insurance carrier(s), program(s) and coverages will be selected by the Board.
- The Board shall contribute 100% of the premium for eligible employees.
- A teacher whose individual contract has an assignment of at least .5 FTE is eligible to participate in the District's health insurance.
- A teacher whose individual contract has an assignment of at least .5 FTE but less than 1.0 FTE, shall have the District's contribution prorated, consistent with the employee's percentage of employment.

Long-Term Disability Insurance

- The Board shall provide long-term disability insurance to eligible employees. The insurance carrier(s), program(s) and coverages will be selected by the Board.
- The Board shall contribute 100% of the premium for eligible employees.
- A teacher whose individual contract has an assignment of at least .5 FTE is eligible to participate in the District's health insurance.
- A teacher whose individual contract has an assignment of at least .5 FTE but less than 1.0 FTE, shall have the District's contribution prorated, consistent with the employee's percentage of employment.

Voluntary Insurances

- The Board shall make available short-term disability insurance to eligible employees. Participation is optional at the employee's expense.
- The Board shall make available additional life insurance to eligible employees. Participation is optional at the employee's expense.

Alternate Benefit Plan

- Teachers may enroll and receive selected combinations of health and dental benefits. For employees who elect cash in lieu of health and dental insurance, the Board will contribute 87% of a single health plan, less any required FICA contributions, to a Section 125 Cafeteria Plan on behalf of the employee. For employees who elect cash in lieu of health insurance only, the Board will contribute 87% of a single health plan, less the cost of the employee's dental plan, less any required FICA contributions, to a Section 125 Cafeteria Plan on behalf of the employee. Starting with the 2014-15 school year this benefit is capped at \$8,000 per year per 1.0 FTE.
- A teacher electing this alternate benefit whose individual contract has an assignment of at least .5 FTE but less than 1.0 FTE, shall have the District's contribution prorated, consistent with the employee's percentage of employment.
- Employees opting to participate in the District's alternate benefit plan in lieu of health and/or dental insurance may choose, consistent with the terms of the cafeteria plan, between:
 - Participation in the District's tax-sheltered annuity plan with WEA Trust, or
 - A cash payment
- Any employee hired after July 1, 2012, whose spouse is also employed with the district, will be ineligible for the alternate benefit.
- The District will pay the alternate cash benefit to either the employee or the WEA Trust on the date of the first payroll of each month.
- Amounts received as additional compensation, and deferred to WEA-TSA Trust, shall be subject to all applicable payroll taxes, including FICA and Medicare. Any employee

whose TSA salary reduction amount exceeds the limitations of law is ineligible for additional deferrals to the TSA.

A teacher who resigns or declines the acceptance of a contract for the next year (excluding retirees), and completes all contractual obligations for the current year will have June, July and August insurance premiums and/or alternate benefit plan options for that year paid by the district.

Leave & Absences

In the event of illness or emergency, call Stacie Kleifgen at 887-9000 ext. 240 or email her at kleifst@pesd.k12.wi.us as soon as you know you won't be able to report to work. This will give her time to find a substitute, if one is available. All absences must be reported to Stacie Kleifgen even if a substitute is not required, i.e. inservice day.

For planned absences fill out the online Employee Access Form and submit it to the principal for approval as soon as possible, but at least three days in advance.

If you are present for any part of the work day, it is your responsibility to complete a leave request form through Employee Access. If you call in due to an illness or an emergency the leave record will be created on your behalf in central office.

At the request of the building principal or district administrator, a medical slip may be required to validate any absence.

Sick Leave

- **Benefit and Accumulation:** Employees will be credited with ten (10) days of sick leave annually, based on the employee's regularly scheduled work hours, accumulative to a maximum of 105 days.
- **Advance Notice:** Sick leave benefits shall begin on the first day of absence and continue until the employee returns to work or has used all his/her accumulated sick leave. Employees who are sick or disabled, and thus unable to work, shall notify, or cause the employee in charge to be notified, as soon as possible, except in cases of accident or emergency.
- **Medical Certification:** The district may require a doctor's statement or other evidence or proof of illness, including a sick leave explanation form, if the employee is absent from work. The district will pay any doctor related cost not covered by the employee's health insurance.
- **Fraudulent Use of Sick Leave:** Any employee obtaining sick leave benefits by fraud shall be subject to disciplinary action.
- **Forfeiture of Sick Leave Benefit:** All sick leave benefits shall terminate and/or be forfeited upon termination of employment for any reason.

The District follows all applicable federal and state laws in the administration of family medical leave. Contact the Business Office with inquiries.

EMERGENCY LEAVE

- **Benefit and Accumulation:** If personal days have been exhausted, one day of emergency leave may be granted annually with the approval of the administration for personal emergencies. Emergency leave cannot be pre-arranged. Such leave will be deducted from sick leave.

PERSONAL LEAVE

- Benefit and Accumulation: Employees will be credited with two (2) days of personal leave annually, based on the employee's regularly scheduled work hours. Personal leave is not cumulative from year to year. Personal leave may not be taken before or after a scheduled school vacation without approval. Personal leave may not be taken on a Parent/Teacher Conference Day or Staff Inservice Day. Personal leave may be taken in half-hour increments.
- Advance Notice: Personal leave must be prearranged with the superintendent at least 24 hours prior to the day being taken except in cases of emergency.

FUNERAL LEAVE

- Staff members may obtain funeral leave in the case of the death in the immediate family of the employee. The District will allow up to three (3) days per event of excused absence without loss of pay for funeral leave for an immediate family member. Immediate family includes wife, husband, daughter, son, mother, father, sister, brother, mother-in-law, and father-in-law. Two days funeral leave will be granted for grandchild, grandparent, daughter-in law, son-in-law, step-parent, brother/sister-in-law or person residing in household.
- For persons not listed, or if additional time off becomes necessary and is requested by the employee, up to five days annually may be taken from personal leave, accumulated sick leave, or as unpaid days at the employee's discretion.

OTHER LEAVE

- Leave of Absence: Upon written request to, and approval by the superintendent, an employee may be granted an unpaid leave of absence. Leaves of absence shall be for a maximum of ninety (90) days subject to renewal by the superintendent at an employee's request.
- Military Leave: Leaves of absence shall be automatically granted for all employees who are called to or volunteer for military service.
- Court Leave: A leave of absence will be granted to enable an employee to serve jury duty. The employee shall receive his/her regular salary for any day on which he/she is regularly scheduled to work provided he/she deposits with the employer the juror's fee, including mileage, meals, etc., he/she receive for jury duty. Employees will be paid for all scheduled working time spent in court in connection with civil law suits arising out of the employment covered by this handbook.
- Unpaid Leave: When other leave is not available, an employee will be allowed up to three (3) days of unpaid leave for one (1) event once every three (3) years.
- Special Leaves of Absence: Special leaves of absence for up to one year without pay may be granted upon the approval of the District Administrator and/or the Board of Education under special or exceptional circumstances.—Upon return from such leave, a teacher will be assigned to a position for which he/she is certified if one exists.
- Disability Leave: The District follows all applicable federal and state laws, in coordination with the District's insurance provider, in the administration of disability leave. Contact the Business Office with inquiries.

Other Post-Employment Benefits (OPEB)

Post-Employment Benefits

- **Eligibility:** Post-employment benefits under this provision shall be available to employees ages of 55 or older, who have served the Port Edwards School District for not less than 15 years, and voluntarily retire from employment with the District.
- **Application:** All applications for post-employment benefits under this provision must be filed with the Superintendent of Schools, no later than February 1 preceding the employee's last workday. Retirements after that date will be considered.
- **Limitation:** This provision shall be limited to three (3) employees per year and in the event that more than three (3) employees make application for benefits under this provision, employees shall be selected on the basis of years of service within the District unless the Board waives the requirement. If more than three (3) employees apply, those who are not selected because they lacked sufficient, years of service will be placed on a list for the following year. Carry-over requests from the previous year will be the first requests considered in the subsequent year.
- **Timeline:** Post-employment benefits will commence on the first day of the first month of eligibility and may not be deferred to a later date.

TIER 1

ANNUITY

Eligible employees shall receive TSA contributions computed as follows:

Teachers with at least fifteen years of service as of September 1, 2012, shall receive a TSA contribution to the WEA Trust as indicated in the chart below. This annual contribution will commence on the first day of the first month after the retiree's last workday and will be paid out in installments consistent with the payroll practices for transmitting TSA payments to the WEA Trust.

In the event of the death of the employee, the remainder of the total stipend owed will be paid to the former employee's TSA account in a lump sum no later than the end of the month when the death occurred (or as soon as possible to comply with IRS requirements).

Years in District	Percentage of \$40,634															Number Of Months
	2012 2013	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024	2024 2025	2025 2026	2026 2027	
15	19.5	19.0	18.5	18.0	17.5	17.0	16.5	16.0	15.5	15.0	14.5	14.0	13.5	13.0	12.5	24
16	20.5	20.0	19.5	19.0	18.5	18.0	17.5	17.0	16.5	16.0	15.5	15.0	14.5	14.0	13.5	25
17	21.5	21.0	20.5	20.0	19.5	19.0	18.5	18.0	17.5	17.0	16.5	16.0	15.5	15.0	14.5	26
18	22.5	22.0	21.5	21.0	20.5	20.0	19.5	19.0	18.5	18.0	17.5	17.0	16.5	16.0	15.5	27
19	23.5	23.0	22.5	22.0	21.5	21.0	20.5	20.0	19.5	19.0	18.5	18.0	17.5	17.0	16.5	28
20	24.5	24.0	23.5	23.0	22.5	22.0	21.5	21.0	20.5	20.0	19.5	19.0	18.5	18.0	17.5	29
21	25.5	25.0	24.5	24.5	23.5	23.0	22.5	22.0	21.5	21.0	20.5	20.0	19.5	19.0	18.5	30
22	26.5	26.0	25.5	25.0	24.5	24.0	23.5	23.0	22.5	22.0	21.5	21.0	20.5	20.0	19.5	31
23	27.5	27.0	26.5	26.0	25.5	25.0	24.5	24.0	23.5	23.0	22.5	22.0	21.5	21.0	20.5	32
24	28.5	28.0	27.5	27.0	26.5	26.0	25.5	25.0	24.5	24.0	23.5	23.0	22.5	22.0	21.5	33
25	29.5	29.0	28.5	28.0	27.5	27.0	26.5	26.0	25.5	25.0	24.5	24.0	23.5	23.0	22.5	35
26	29.5	29.0	28.5	28.0	27.5	27.0	26.5	26.0	25.5	25.0	24.5	24.0	23.5	23.0	22.5	36
27	29.5	29.0	28.5	28.0	27.5	27.0	26.5	26.0	25.5	25.0	24.5	24.0	23.5	23.0	22.5	38
28	29.5	29.0	28.5	28.0	27.5	27.0	26.5	26.0	25.5	25.0	24.5	24.0	23.5	23.0	22.5	40
29	29.5	29.0	28.5	28.0	27.5	27.0	26.5	26.0	25.5	25.0	24.5	24.0	23.5	23.0	22.5	42
30+	29.5	29.0	28.5	28.0	27.5	27.0	26.5	26.0	25.5	25.0	24.5	24.0	23.5	23.0	22.5	54

Health Insurance

- Employees retiring under this provision shall be allowed to continue in the group health insurance program in effect for teachers after the District's payment for post-employment benefits ceases. Dental group insurance benefits cease at the end of the month District paid benefits stop.
- The Board will contribute the monthly premium for health and dental insurance for a period of time as follows commencing the first day of the first month following the employee's last day of work.
- Teachers with at least fifteen years of service as of September 1, 2012:

Years In District	Number of Months
15	81
16	82
17	83
18	84
19	85
20	86
21	87
22	88
23	89
24	90
25	91
26	92
27	93
28	94
29	95
30+	105

TIER 2

Active teachers with at least ten years of service, but less than fifteen years of service, as of September 1, 2012, shall be eligible for matching TSA contributions, up to \$2,000 annually, to the WEA Trust. At time of retirement, teachers who were participating in the District health care and dental plan for a full 24 months prior to retirement, may continue in the plan as the chart below indicates. Those teachers, who were not in the District health care and dental plan for a full 24 months prior to retirement, will be eligible for a non-elective TSA contribution for the same number of months as the health care plan. This Board contribution to the non-elective TSA will be limited to the amount contributed to a single health care plan for full-time teachers in effect for the District during the employee's last school year and will not exceed the cash in lieu cap in effect for the District during the employee's last school year.

Health Insurance

- Employees retiring, under this provision shall be allowed to continue in the group health insurance program in effect for teachers after the District's payment for post-employment benefits ceases. Dental group insurance benefits cease at the end of the month District paid benefits stop.
- The Board will contribute the monthly premium for health and dental insurance for a period of time as follows commencing the first day of the first month following the employee's last day of work.
- Teachers with at least ten but less than fifteen years of service as of September 1, 2012:

Years In District	Number of Months
15	41
16	42
17	43
18	44
19	45
20	46
21	47
22	48
23	49
24	50
25	51
26	52
27	53
28	54
29	55
30+	56

- The Board contribution shall be limited to the amount contributed for full-time teachers in effect for the District during the employee's last school year.
- When the retiree is eligible for Medicare, the insurance plan will coordinate with Medicare and the District's payment shall be reduced accordingly.
- If, at some future date, the Port Edwards School District consolidates with another district, it is understood that all employees who have opted for VER will be fully covered for the insurances and financial compensation due them according to the terms of this VER plan. The Port Edwards School District or its successor will assume these liabilities.
- If the former employee dies before the full number of months of post-employment coverage are completed, the former employee's spouse and any eligible dependents will continue to receive the duration of the benefit until exhausted.

TIER 3

Active teachers with less than ten years of service as of September 1, 2012, as well as teachers hired after September 1, 2012, shall be eligible for matching TSA contributions, up to \$1,000 annually, to the WEA Trust.

Performance Evaluations

For more information see Board Policy #542.21

- The Port Edwards School District shall evaluate teachers utilizing the CESA #6 Effectiveness Project as it has been approved as an Wisconsin Educator Effectiveness System Equivalency Model as authorized by the Department of Public Instruction.
- An administrator may visit classrooms informally at any time.
- Only a professionally-trained individual will be allowed to make formal classroom visits and conduct teacher evaluations.
- The personal life of any teacher is not an appropriate concern of the Board unless it directly affects teaching performance.
- Teacher evaluations will be conducted as prescribed through the use of the CESA #6 Effectiveness Project.

Probationary Period

All newly hired teachers of the District shall be subject to a two (2) year probationary period during which time the employee may be subject to dismissal, non-renewal and discipline for any reason which will not be subject to the grievance procedure.

Professional Growth

All teachers shall engage in active efforts to maintain high standards of individual excellence. Such efforts shall include keeping current in each specific and applicable area of instruction, Board established curriculum, and the continuing study of the art of teaching. Professional growth opportunities include, but are not limited to, attendance at workshops, seminars, conferences, and/or advanced course work at institutes of higher learning. The District also believes that continual reflection on teaching practices and outcomes is critical to professional growth.

Any teacher wishing to attend a professional development activity must complete the Staff Development Request form and submit it to the building principal. This document must be submitted at least three weeks prior to the registration deadline for the professional development activity.

In addition to the general guidelines outlined on the Staff Development Request Form, the following guidelines will apply to all staff development activities:

- Employees attending professional development activities will be expected to share the knowledge and skills they have gained at faculty meetings and/or inservice sessions.
- Attending professional development events are subject to budget constraints.

College Credit Reimbursement Program

- All credits, including credits earned at professional workshops, must be preapproved by a school administrator; however, preapproval does not guarantee reimbursement.
- The reimbursement rate will be 80% of the tuition rates for credits earned in the University of Wisconsin system. Teachers may opt to take course work at other institutions at higher rates than the U.W. system; however, the rate of reimbursement will be at the maximum rate in effect at the U.W. system.
- Teachers requesting approval of coursework to be considered for tuition reimbursement will submit only the amount of tuition and tuition-related fees. The district will not reimburse book fees, registration costs, shipping charges, etc.
- Up to six credits per fiscal year (July 1 – June 30) per individual will be eligible for consideration for reimbursement. Additional credits may be reimbursed to address District needs.
- Reimbursement will be prorated based upon percentage of contracted employment.
- When requesting reimbursement for approved graduate credits, the following documentation must be submitted:
 - completed credit approval form and course description
 - receipt for tuition payment
 - grade report
- All required documentation for requests for reimbursement for the current academic year must be submitted prior to June 15 and eligible tuition reimbursements will be paid no later than June 30.
- Budgeted funds will be distributed according to the following guidelines which are listed in prioritized order.
 - Credits considered first will be for those taken for the attainment of certifications requested by the District. If an employee takes more than six (6) credits at the direction of the district, the first six (6) credits will be reimbursed in the year in which they were taken and additional credits will be reimbursed in the subsequent year. The additional credits will remain at the first priority level.
 - If funds are still available, credits taken for re-certification will be considered.
 - If funds are still available, those taking credits directly related to their teaching assignment or enrollment in an approved education master's program will be reimbursed in the order in which applications are received.
 - Any other tuition claims: Additional credits will be allowed if there are funds remaining. In this category, the remaining funds will be divided per credit and disbursed among all applicants at the end of the year with the reimbursement not to exceed the cost of the class.
- A committee of one administrator, one elementary teacher, and one middle/high school teacher will deal with issues or problems that arise in regard to credit reimbursement.

Reimbursement for Professional Organization Membership

Each teacher wishing to join an academic area professional organization may be reimbursed with administrative approval, to the extent of one-half the annual dues of the organization, not to exceed \$100.00 per year.

Standard for Discipline and Termination

A teacher may be disciplined or terminated for "cause". Such discipline or termination shall be subject to the grievance procedure provisions of this handbook. "Cause" is defined as the following:

- A. There is a factual basis for the discipline or termination: The factual basis must support a finding of employee conduct in which the District has a disciplinary or termination interest; and
- B. Reasonableness of the penalty: The particular discipline or termination imposed by the District must not be unreasonable.

Standard for Nonrenewal & Reemployment of Teachers

Teachers employed in the District are subject to nonrenewal on a statutory basis, as prescribed in Sec. 118.22, Wis. Stats. No teacher shall be non-renewed for arbitrary or capricious reasons. Such nonrenewal shall be exclusively subject to the provisions of section 118.22, Wis. Stats., and is not covered by the grievance procedure under the *Handbook*. Part-time teachers are not subject to the non-renewal language in Sec. 118.22, Wis. Stats.

In accordance with Wis. Act 114, a teacher that is being considered for nonrenewal will receive a Preliminary Notice of Consideration of Nonrenewal no later than May 1. If the teacher requests, in writing, within five (5) days of receiving the preliminary notice, the teacher has the right to a private conference with the Board prior to being given written notice of refusal to renew the teacher's contract.

On or before May 15 of the school year during which a teacher holds a contract, the Board will give the teacher written notice of renewal or refusal to renew the teacher's contract for the ensuing school year.

Nonrenewal for Disciplinary Reasons

- Probationary Employee: A probationary teacher may be non-renewed during their probationary period for any reason, and such nonrenewal will not be subject to the grievance provisions of this *Handbook* or Board of Education policy. Such nonrenewal shall be exclusively subject to the provisions of Section 118.22, Wis. Stats.
- Non-Probationary Employee: A non-probationary teacher who has been placed on a plan of assistance under the District's evaluation procedures for three (3) or more consecutive semesters may be non-renewed for reasons that are not arbitrary or capricious.
- A nonrenewal shall not be deemed a "termination" under the grievance procedures in district policy. Such nonrenewal shall be exclusively subject to the provisions of section 118.22 Wis. Stats.

Nonrenewal for Non-Disciplinary Reasons

- Reasons for Reduction in Force: In the event the Board determines to reduce the number of positions (full renewal) or the number of hours in any position (partial nonrenewal), the provisions set forth in this section shall apply.
- Notice of Reduction: The District will provide notice of nonrenewal in accordance with the timelines set forth in Section of 118.22 Wis. Stats. The nonrenewal notice will specify the effective date of the nonrenewal and the right to a private conference under Section 118.22.
- Selection for Reduction – Steps: In the implementation of staff reductions under this section, individual employees shall be selected for full or partial layoff in accordance with the following considerations:
 - Educational Needs of the District: Will be those needs as identified and determined by the Board through normal channels in accord with its constituted authority.

- Qualifications as Established by the Board: Including, but not limited to specific skills, certification (if applicable), training, District evaluations, etc.
- Qualifications of the Remaining Employees in the Grade Level, Department of Certification Area: Relevant qualifications will be those experiences and training that best relate to the position(s) to be maintained and District needs as determined by the Board. These experiences shall include but not be limited to current and past assignment and practical experience in the area of need.
- Performance of the Employees Considered for Nonrenewal: Performance of the employees under consideration as previously and currently evaluated in the last two summative evaluations.

Reduction in Hours Resulting in Nonrenewal

Employees who are non-renewed and such nonrenewal results in a reduction in hours shall not lose any benefits they have accrued. Benefits are defined as years of service and sick leave earned as an employee.

Reemployment Process

- Reemployment Eligibility: The reemployment process is solely available to employees non-renewed for non-disciplinary reasons. It does not apply to employees non-renewed based upon performance of disciplinary reasons.
- Reemployment Period: Employees non-renewed for non-disciplinary reasons shall retain the reemployment options set forth herein for a period of twelve (12) months after the employee's last day of work with the District.
- Reemployment Obligations – Employee: Employees non-renewed for non-disciplinary reasons shall have their names placed on a reemployment list. In the event a vacancy occurs or a new position is created while employees are on the reemployment list, the District shall first attempt to fill the position utilizing the vacancy and transfer language contained in this *Handbook*. Employees on the reemployment list may apply for the vacant position according to the terms of this *Handbook*. The District will post vacancies in accordance with the terms of this *Handbook*.
- Termination of Reemployment Opportunities: Reemployment opportunities shall end should an employee refuse reemployment to a position. Casual or substitute work with the District during the reemployment period shall not extend the reemployment period. Employees on the reemployment list may refuse reemployment to positions with a substantially different full-time equivalency (FTE), substitute or temporary positions without loss of the ability to apply to the next available position for which the employee is qualified. Employees on the reemployment list shall not lose the ability to apply for an equivalent FTE position(s) if they accept a position with a different FTE level, a substitute appointment or a temporary appointment with the District.

Vacancies & Transfers

-
- Notice of Vacancy: A copy of notice of vacancies will be posted on the office bulletin board in each school and emailed to Association members within ten (10) days of determination of a vacancy.
 - Temporary Staffing of Vacancy: The District retains the right to temporarily fill vacant positions at its discretion during the posting and selection period.

- Process for Filling Vacancies: An employee who applies for a vacant position, prior to the end of the posting period, may be granted an interview for the position. The District retains the right to select the most qualified applicant, internal or external, for any position based upon stated job qualifications.
- Voluntary Transfer: Teachers within the school system who are interested in the vacancy may apply for such positions. The Board and Administration will give due consideration to their application.
- Administratively Initiated Transfer: The Board will make a reasonable effort to minimize administratively initiated assignments recognizing that frequent transfer or reassignment of teachers could be disruptive of the educational process. If an administratively initiated transfer becomes necessary, the teacher will be notified in writing as soon as possible and a conference will be held between the teacher and administration at which time the reasons for the transfer will be discussed.

Work Days & Hours

Teachers are professional employees as defined by the federal Fair Labor Standards Act and the Wisconsin Municipal Employee Relations Act, 111.70(1)(L), Wis. Stats.

Although professionals' work is not limited to any specified number of hours or days per week, the "normal" hours of work for full-time employees in positions authorized as "40 hours per week" are considered to be eight (8) hours per day, Monday through Friday, including a duty-free thirty (30) minute lunch period. The actual workday for each building shall be established by the Board.

Newly hired teachers will work an additional two inservice days, providing for a 191 day first year contract. In the second, and subsequent years, the contract will revert to 189 days.

The normal workday for all teachers will be from 7:45 a.m. to 3:45 p.m. daily.

ACTIVITY SUPERVISION & CO-CURRICULAR ADVISORSHIP

Compensation – Co-curricular Contracted Duties

Additional compensation for co-curricular activities will be paid in accordance with regular payroll procedures. This extra compensation is not a permanent part of any one employee's salary and is received only during the school year the employee has been assigned this co-curricular duty. The additional compensation assumes active leadership in each of the fields listed. The offering of co-curricular activities is contingent on student interest and all activities and assignments will be approved by the Board.

Head Coaches:

Basketball	\$ 3,823
Football	\$ 3,823
Volleyball	\$ 3,823
Baseball	\$ 3,058
Cross Country (coach of combined Boys & Girls teams)	\$ 3,058
Softball	\$ 3,058
Track	\$ 3,058

Assistant Coaches:

Basketball	\$ 2,294
Football	\$ 2,294
Volleyball	\$ 2,294
Baseball	\$ 1,529
Softball	\$ 1,529
Track	\$ 1,529

Middle School Coaches:

Basketball	\$ 1,529
Football	\$ 1,529
Track	\$ 1,529
Volleyball	\$ 1,529

Other Co-Curricular Areas:

Drama Head	\$ 1,720
Drama-Assistant	\$ 1,338
Forensics	\$ 1,147
High School Student Council	\$ 1,147
Senior Class Advisor	\$ 956
Junior Class Advisor	\$ 956
Sophomore Class Advisor	\$ 803
Freshmen Class Advisor	\$ 574
High School Student Council Assistant	\$ 765
Middle School Student Council/Yearbook Advisor	\$ 765
Noon Hour Director	\$ 1,587
School-to-Work Coordinator	\$ 765
National Honor Society Advisor	\$ 574

Music Department:

Homecoming Parade & Pep Rally, Instrumental	\$ 100
Concert	\$ 100
Solo & Ensemble, travel year	\$ 150
Solo & Ensemble, host year	\$ 200
All-Star	\$ 150
Pep Band (play through halftime)	\$ 30
Memorial Day Service, instrumental	\$ 75
Graduation	\$ 75
Trip Supervision (non-school days only)	\$ 125
Miscellaneous Events as approve by administration (ex. – Senior Dessert, Christmas Tree, Lane)	\$ 50

- Music Department compensation as listed above will be per event, per instructor. Music instructors will submit documentation of events as they are completed, after which payment will be issued.

Other:

Summer School	\$25.00 per hour
Extended Contract	\$19.25 per hour
Teacher Sub, hourly	\$16.87 per hour
Teacher Sub, daily	\$100.00 per day
Teacher Sub, long-term	\$170.00 per day* *Substitute teachers shall be employed at the rate established by the district or at the discretion of the hiring supervisor. If after five (5) consecutive days of subbing for a position, the subbing term will be considered long term and rate will be paid retroactively.
Support Staff Sub	Kitchen: \$9.86 per hour Clerical/Aide: \$10.52 per hour
Cleaner, Sub	\$9.00 per hour

Longevity

- Contracted co-curricular pay will be calculated in the following manner: salary as listed above plus salary times number of years in the activity, time .022.
- For the purpose of calculating longevity pay, activity means any contracted co-curricular activities, with the exception of study hall or noon hour director that a teacher has performed in the Port Edwards District.

Compensation – Co-curricular Non-Contracted Duties

\$30.00 per volunteer assignment:

Activity Supervisor	Official Timer/Scorer
Ticket Seller/Taker	Track Starter
Chains/Downs Marker	Bus Chaperone
Official Timer/Scorer	Dance Chaperone
Judge or Timer (Judge or Timer, only 1/2 assignment)	

Guidelines for Class Advisors

Senior Class: Coordinate various senior activities to include graduation, senior class picture, float building, senior dessert (junior class plans and implements), election of officers, fundraising activities, etc. (See high school handbook for additional information)

Advisor must be present at graduation, senior dessert, float building, homecoming parade/pep rally/bonfire. The advisor or adult volunteer must be present at any and all fundraising events such as 50/50 raffles, brat fries, car washes, etc.

Meetings: Coordinate with officers and see that at least one meeting per month is held. Attendance must be taken at meetings. If an officer misses two meetings in which he/she is present in school on the day of the meeting, he/she will be removed as an officer. The class advisor must convey the removal and the reason for it to the student, parent/guardian and principal in writing within 48 hours of the second violation.

Communicate in advance with the principal regarding any special events or situations that are being considered.

Junior Class: Plan, organize and implement senior dessert and junior/senior prom. Coordinate election of officers, fundraising activities, float building, etc. (See high school student handbook for additional information).

Advisor must be present at senior dessert, float building, homecoming parade/pep rally/bonfire. The advisor or adult volunteer must be present at any and all fundraising events such as 50/50 raffles, brat fries, car washes, etc.

Meetings: Coordinate with officers and see that at least one meeting per month is held. Attendance must be taken at meetings. If an officer misses two meetings in which he/she is present in school on the day of the meeting, he/she will be removed as an officer. The class advisor must convey the removal and the reason for it to the student, parent/guardian and principal in writing within 48 hours of the second violation.

Communicate in advance with the principal regarding any special events or situations that are being considered.

Sophomore Class: Along with student council, plan, organize and implement homecoming dance. Coordinate the election of officers, fundraising activities, float building, etc. (See high school handbook for additional information)

Advisor must be present at float building, homecoming dance and homecoming parade/pep rally/bonfire. The advisor or adult volunteer must be present at any and all fundraising events such as 50/50 raffles, brat fries, car washes, etc.

Meetings: Coordinate with officers and see that at least one meeting per month is held. Attendance must be taken at meetings. If an officer misses two meetings in which he/she is present in school on the day of the meeting, he/she will be removed as an officer. The class advisor must convey the removal and the reason for it to the student, parent/guardian and principal in writing within 48 hours of the second violation.

Communicate in advance with the principal regarding any special events or situations that are being considered.

Freshman Class: Coordinate the election of officers, fundraising activities, float building, etc. (See high school handbook for additional information)

Advisor must be present at float building, homecoming dance and homecoming parade/parade/pep rally/bonfire. The advisor or adult volunteer must be present at any and all fundraising events such as 50/50 raffles, brat fries, car washes, etc.

Meetings: Coordinate with officers and see that at least one meeting per month is held. Attendance must be taken at meetings. If an officer misses two meetings in which he/she is present in school on the day of the meeting, he/she will be removed as an officer. The class advisor must convey the removal and the reason for it to the student, parent/guardian and principal in writing within 48 hours of the second violation.

Communicate in advance with the principal regarding any special events or situations that are being considered.

Guidelines for Fundraising Activities

All activities to raise funds for school events or clubs will adhere to the following guidelines:

- All activities to raise funds must be approved by the building principal prior to discussing the event with students or parent/guardian volunteers.

- A fundraiser event form must be on file in the elementary or middle/high school office and business office before any fundraising activities begin.
- Activities to raise funds will be limited to school clubs and events. (Fundraisers to raise funds for non-school clubs or activities will not be permitted during the school day.)
- Any club or event that will involve the exchange of money will need to have a fundraiser event form approved by the building principal (dances, yearbook, bake sales, etc.)
- 50/50 raffle events will need to be approved at least one week in advance of the event. (The permission slip for district raffle license should be used for 50/50 raffle events.)
- The club advisor or designee must be present at fundraisers that involve selling items at an event (brat fry, 50/50 raffle, bake sale, concessions, yearbooks, dance ticket, etc.). The supervisor must supervise the accounting of the funds and sign off on the final count.
- All funds collected from the fundraiser event must be submitted to the Port Edwards business office by close of the next school day along with the completed fundraiser event form or raffle form. A copy of the completed form must also be submitted to the principal by the end of the school day after the sale/event. Under no circumstances may money that is collected for a school-sponsored fundraiser or sale be kept in the classroom, staff member's home, or non-school bank account.

The supervisor for the fundraiser or sale must oversee the counting of the receipts and submit an accurate account to the business director. The business director will also count the receipts and provide a written receipt to the supervisor within 24 hours of receipt of the money. The receipt should contain the name of the club or event and the account number where the funds are to be deposited.

SAMPLE FUNDRAISER EVENT FORM

Section 1 and II must be completely filled out before discussing the event with students or parent/guardian volunteers. Section III must be filled out at the conclusion of the sale or fundraiser. The completed form and all receipts must be submitted to the Port Edwards bookkeeper by the close of the next school day following the event. A copy of the form must also be given to the principal at this time.

Section I

Name of Organization: _____

Name of event supervisor: _____

Today's Date: _____ Date of the event: _____

Type of fundraiser (bake sale, prom ticket sales, selling personalized jerseys, concession sales at weekend event, etc.) _____

Reason for the fundraiser/collection of funds: _____

Signature of club advisor/coach: _____ Date: _____

Signature of event supervisor: _____ Date: _____
(If not advisor/coach)

Section II

This request has been:

Approved

Denied for the following reason(s): _____

Signature of Principal: _____ Date: _____

Section III

Date of Fundraiser: _____

Gross Receipts from event:	\$ _____
Expenses	\$ _____
Net profit/loss from event:	\$ _____

High School Secretary Signature: _____ Date: _____

(Acknowledging receipt of funds and completed fundraiser event form)

Guidelines for Indoor Athletic Events: Activity Supervisor

- Arrive at the event at least 30 minutes before the start of the first contest.
- The supervisor is responsible for setting up and taking down the sound system for the event. The sound system is kept in the boy's coach's office. The sound system is not used for middle school events.
- In the event of a serious injury, call 911.
- Monitor fan behavior (adult & student); intervene when fans become disorderly by asking the person in question to refrain from inappropriate behavior. If the behavior continues contact the athletic director, principal or call non-emergency sheriff dispatch at 421-8700. If you feel that the situation is an emergency, call 911.
- Monitor children and redirect kids playing in the gym foyer back into the gym. If a child is continually running back and forth, speak with the parent/guardian about keeping the child in one place.
- Keep only a single door to the gym open.
- Fundraisers, including 50/50 raffle, need to set up along the wall by the cafeteria, not in front of the gym doors.
- **JEMS students are not allowed to sit in the visitor section.** There have been too many problems with the students at that end of the gym and it is difficult to supervise both ends of the gym.
- **Students are not allowed to leave the building and re-enter without prior approval from the supervisor. Give permission sparingly.**
- Keep the gym doors near the girls' locker room closed throughout the event. Check them periodically as they seem to get reopened a few times during the event.
- Contact the custodian on duty for any spills, equipment problems or building issues.
- At the end of the game, open all four doors near the bleachers to aide in exiting the gym.
- After the game, assist in controlling fans on the gym floor. If there are angry fans, stand near them to head off any confrontations with officials, coaches or players.
- Continue to monitor the gym and lobby until all of the fans have exited the building.
- Close the gym doors after all fans have exited the gym.

If you feel the need for additional help, send for the custodian on duty and/or call one of the following:

Kyle Cronan	715-459-9819	Local Police	715-887-3030
Cara Christy	715-741-0123	Wood Co. Dispatch	715-421-8700

Guidelines for Ticket Sales

- The ticket taker should arrive at the location at least 30 minutes before the start of the event.
- Each paid attendee should receive a ticket (tickets should be labeled as to which is the adult and which is the student).
- A senior citizen who identifies himself/herself as such should not be charged admission.
- A child younger than five, in the company of a paid adult admission, should not be charged admission.
- A school employee, his/her spouse and dependent children get in free.
- Tickets should be sold until the end of the half time for football; end of the 3rd varsity volleyball game during a dual meet; and until the end of the half-time of the varsity basketball game.
- Do not leave the cashbox unattended.

- Complete the accounting prior to closing the ticket station.
- Return the cashbox to the district office at the conclusion of the event. Do not take the cash box home.

INSTRUCTIONAL RELATED INFORMATION

Avenues Toward Success (ATS)

ATS HOURS

- Monday - Thursday 7:00 - 7:55 a.m. and 3:20 - 4:00 p.m.
- Friday 7:00 - 7:55 a.m.

PARTICIPATION IN ATS

- ATS is open to any student seeking a quiet work environment or homework assistance
- ATS is recommended to any student who receives two or more D's and/or F's in his/her classes

Computer Lab

The computer labs will function as an extension of the building libraries. A student is not to be in the computer lab without adult supervision. This includes before school, during lunch period, and after school. No food or drink is to be taken into the lab. A student will be held responsible for any damage to the lab or computer equipment caused by misuse or abuse. Failure to follow the lab rules may result in suspension of the privilege to use the lab for a period deemed appropriate by the principal.

Field Trips

The building principal must approve of all field trips before they are discussed or mentioned to students or parents. It is important that during the budget building process, teachers anticipate what field trips they are planning for the upcoming year and budget accordingly. Field trip planning forms are available from the building principal. Staff is to submit requests for all field trips for the school year by October 1st. The teacher sponsoring the field trip is responsible for making bus transportation arrangements after the building principal has approved the trip.

GUIDELINES

The field trip must:

- Be educationally sound, timely and worthy,
- Contribute directly to the educational, civic, social, and ethical development of the student involved,
- Include benefits not generally obtainable within the regular school program,
- Not require time so great as to restrict school academic achievement of the students involved,
- Not involve a student in excessively long and expensive trips, and
- Not duplicate others already in operation.

The teacher is responsible for taking a cell phone on the field trip and for taking an ID photo of the students before leaving the campus.

Flag and Pledge of Allegiance

The United States flag is to be displayed in all classrooms. Each teacher shall initiate the "Pledge of Allegiance" at the beginning of school each day. No student shall be compelled, against his objections or those of his parent or guardian, to recite the pledge.

Gifted & Talented – Standard T

Standard T requires that all school districts in Wisconsin provide access to an appropriate program for students from kindergarten through grade 12 who have been identified as gifted and talented. "The intent of the standard is to cause schools to develop the means by which gifted/talented pupils will be identified and, once identified, provided access to a set of systematic and continuous instructional activities which are appropriate to the developmental needs of those children and youth identified."

For some talent areas, there are no ideally appropriate or valid tests for identification. In order to find those students who show high potential in leadership, creative and artistic areas especially, the district needs the professional judgment of those who are trained to recognize such talents. Tests alone cannot identify the width and depth of a student's talents. The district needs input concerning such identification from the parent/guardian, teachers and others who work with the students.

The district will utilize the pyramid technique for planning programming i.e. 60% of those identified should be able to have his/her needs met within the modified classroom setting; 30% will need classroom modification and possibly additional supportive services; 10% will need both classroom modification and supportive services and/or extension programming beyond the school setting. Each student's needs will be addressed individually. A gifted class per se, will not exist.

The following benchmarks are guidelines. Observations, parental input, student interest and motivation, and data from the classroom teacher make up the multiple criteria that will be considered in identifying and determining the level of programming needed to meet the needs of each student.

INTELLECTUALLY GIFTED IDENTIFICATION

A student who shows early and rapid development of language ability; large vocabulary; strong powers of reasoning, analysis, or synthesis; or has advanced ability in critical thinking and problem solving may be intellectually gifted. An intellectually gifted student often has a high IQ, demonstrates high achievement, and is capable of being very good at most anything he/she chooses to do. Guidelines for programming of 125+ use of classroom programming, 130+ use of support services and modified programming, 135+ use of special services, such as Youth Options.

Identification Instruments: State-mandated testing

SPECIFIC ACADEMIC IDENTIFICATION

A student does extremely well in most subject areas and may excel in some specialties. His/her vocabulary is extensive. He/she is enthusiastic and possesses high energy on school tasks. He/she has excellent memory and recall, so drill and practice are usually not necessary. Included in this definition is a student who appears to have single dimension ability and excels in one area or subject. His/her performance in one subject is far above the work that he/she does in other classes.

A student who scores above the 97th percentile on a standardized test will be added to the identification list so that the classroom teachers are aware of the possible necessity of classroom differentiation. Needs for individual programming will be determined as they become apparent.

Identification Instruments: State-mandated testing

Artistically Gifted

A student who has demonstrated his/her ability or who shows high potential for significant contribution in the visual and performing arts, including acting, writing, painting, sculpting, singing, playing a musical instrument or composing may be gifted artistically.

Identification of a student in the visual arts will be based on recommendation from the art instructor and/or classroom teachers. Identification of a student in the area of music will be based on recommendations from the choral and band instructor. Identification of a student in the areas of acting or writing will be based on recommendations from the appropriate classroom/activities instructor.

Creatively Gifted

A creatively gifted student is one that demonstrates creative abilities that cut across all areas of gifted and talented. Typically, such a student exhibits creativeness in oral, written, and nonverbal expression because he/she tends to produce many original ideas. He/she is flexible and elaborates in his/her thinking; tends to resist one-answer solutions; possesses strong visualization and imagination abilities; and tends to be different from the norm, resisting conformity.

Identification of a student in this area will be based on recommendations from the appropriate special area or classroom teacher.

Leadership

Although there are many theories of innate and emergent styles of leadership, the school experience gives many opportunities for evidence of leadership ability and potential. Class and school organizations and athletics give ample outlets for students to excel in this area. The classroom teachers and developmental guidance programs provide stimulus and encouragement in leadership to all students.

Identification of a student in this area will be based on the recommendation of any teacher or activity advisor.

GRADE LEVEL ACCELERATION GUIDELINES- March 12, 1998

Talented and Gifted

When a student demonstrates an unusually rapid progress through the established curriculum, special consideration must be given to what is the appropriate grade level assignment. An examination of grade level placement may be initiated by teacher, parent/guardian or by the student. When a request is received, a conference will be held to consider the student's academic readiness, social, mental and emotional maturity.

Based on the information presented at this conference, the decision to accelerate will be a result of the counselor, school psychologist (if involved), gifted and talented coordinator, parent/guardian, and the student. The investigating group will consider that the grade level acceleration is appropriate when:

- The student demonstrates skill levels far above the mean of the grade desired.
- The student has demonstrated mastery and readiness.
- The student shows a high degree of persistence and motivation.
- The student has a healthy self-concept and can withstand competition.
- The teachers in the sending and receiving school have a positive attitude toward the acceleration.
- It has been determined that the student has a willingness to accept the challenges of grade acceleration and does not feel "pressured" into the move.

When a request for grade level acceleration is received, the following criteria will be used in determining if the student is eligible:

- Individual IQ test score of 125+.
- Demonstrated academic performance level on standard achievement testing in the majority of subject areas.
- After an evaluation by the school psychologist or guidance counselor, teachers, and parent/guardian verification, it is concluded that the student has the socio-emotional maturity level which makes acceleration desirable.

The final determination for recommended grade level acceleration will be made by the building principal. An appeal may be made to the superintendent, and the final appeals will be heard by the board of education.

SUBJECT AREA ACCELERATION GUIDELINES - March 12, 1998

Talented and Gifted

When a student demonstrates unusually rapid progress through an established subject area curriculum, special consideration must be given to acceleration. An examination of appropriate subject area placement may be initiated by teachers, parent/guardian or by the student. Upon receiving the request, a conference will be held to consider the student's academic readiness, social, mental and emotional maturity.

Consideration must also be given to schedules in both building and between grade levels to determine if acceleration can be accommodated. Reasonable attempts to create a master schedule that facilitates acceleration will be made. When scheduling difficulties make subject area acceleration impossible, in-class acceleration will be considered. Materials, support and aide time, when available, will be provided to the classroom teacher who is doing the accelerated curriculum. Independent study options may also be possible at the high school level, depending upon the availability of staff.

Based on the information presented at this conference, the decision to accelerate will be a result of consensus/agreement of the administration, the teachers, the counselor, the school psychologist (if involved), the gifted and talented coordinator, the parent/guardian, and the student.

The investigating group will consider that subject area acceleration is appropriate when:

- The student demonstrates skill levels far above the mean subject area performance in the receiving class.
- The student has demonstrated mastery and readiness.
- The student shows a high degree of persistence and motivation.
- The student has a healthy self-concept and can withstand competition.
- The teachers in the sending and receiving school or grade level have a positive attitude toward the acceleration.
- It has been determined that the student has a willingness to accept the challenges of subject area acceleration and does not feel "pressured" into the move.

When a request for subject area acceleration is received, the following criteria will be used in determining if the student is eligible:

- Individual IQ test score of 125+.
- Demonstrated academic performance level which is 2-4 years above current grade level on a standard achievement testing in the subject area.
- In evaluation by the school psychologist or guidance counselor, teachers, and parent/guardian verification, it is concluded that the student has the socio-emotional maturity level, which makes acceleration desirable.

The final determination on subject area acceleration will be made by the building principals and may be appealed to the superintendent.

Grade Reporting – Mid-Term, Quarter & Semester

- Teachers in the Port Edwards School District are required to use PowerSchool software for recording and submitting grades. Grades should be entered on a weekly basis and up-to-date averages should be completed and conveyed to students and parents/guardians on a weekly basis.
- Grades will be submitted by the designated deadlines for each grading period. Teachers will include at least one comment for each student.
- Teachers need to have a sufficient number and variety of graded assignments each quarter to provide an adequate picture of each student's performance. Graded assignments should be distributed evenly throughout the grading period.
- A progress report will be sent home to every parent/guardian on the specified mid-term date. Progress reports will also be used by the athletic director to determine athletic

eligibility. Mid-quarter is a great time to communicate to a parent/guardian how his/her student is performing. Every teacher is expected to have an up-to-date average for each student on the specified mid-term date.

- A student with an excused absence must be given two days for every day absent to make up work missed.
- A student with an unexcused absence or truancy will be allowed to make up daily assignments, homework or projects within 24 hours of returning to school.
- An incomplete (INC) may be issued by a teacher to allow a student with an illness (or some other excusable absence) additional time to complete the required work for the course. An incomplete grade must be resolved within two weeks of the end of the grading period, unless prior arrangements are made with the principal. A student not completing the incomplete work will be given a "0" for all work not completed and a final grade will be computed.
- Consideration should be given to a child's work commensurate with tested ability or with special needs, such as IEP-team placement, transfer, illness, or other special needs placement, ability and effort. As provided by Wisconsin statutes, absence from school cannot be the sole reason for a child's failure.
- When a teacher determines that a student is experiencing a low level of achievement and is in danger of failing a course, the teacher must, prior to issuing an "F," counsel with the pupil individually to identify the problem and suggest remediation to correct the deficiency. The counseling session must result in a letter, or administratively-approved form, which shall be forwarded to the parent. Copies will be forwarded to the principal and academic counselor in grades K-12. Phone calls to report intermediate progress are also strongly encouraged to report positive as well as negative progress. In no way, should this be interpreted as a "No F Rule."
- Teachers should also refer to the appropriate student handbook.

Grading Procedures – Professional Communication with Students & Parents

- Teachers are required to use the district software for grading.
- Grades will be entered within seven school days from the date of collection.
- Each Friday, assignments, tests and projects for the upcoming week must be communicated to students and parents through PowerSchool or Friday Folders. Weekly Friday folders are required through grade 5.
- In addition, a teacher may communicate through newsletters and websites. Teacher expectations need to be communicated in a clear and specific manner. These expectations should be in writing and be given to students, parents, and administration at the beginning of each course and include the point system and what materials will be evaluated, such as projects, participation, daily work, tests, quizzes and performance evaluations. Any modification shall require notice to parents, students and administration.

Guidelines for Student Growth

The following guidelines are designed to clarify what is expected of each teacher as he/she works to promote each student's growth.

Progressive discipline should be used to help a student resolve inappropriate behavior. Interventions for misbehavior are progressive. The failure of a student to demonstrate corrective action at any one step may result in the implementation of the next step. However, the use of any consequences as a first step may be warranted by more serious rule infractions.

Recording the number and nature of infractions is extremely important in a progressive discipline plan. Each teacher should document all incidents, contacts, and actions taken.

Generally speaking, the steps of progressive discipline follow this pattern:

- Classroom rules are posted and clarified for the students.
- Consequences and rewards are posted.
- The consequences are consistently enforced.
- Repeated infractions result in the implementation of the next level of consequences.

This pattern becomes even more effective if each teacher at compatible grade levels adopt and enforce the same set of rules and consequences. These rules will be discussed and adopted in faculty and unit meetings at the beginning of the school year.

Communication with the home should be a classroom consequence for undesirable behavior. Communication with the home is of the utmost importance in preventing future discipline problems and correcting present discipline problems.

Refrain from turning a discipline problem over to the building principal unless one or more of the following conditions apply:

- The teacher's attempts to stop the misconduct by implementation of the classroom consequences have failed and the use of parental contact as a part of the classroom discipline plan has not been effective.
- The principal has been forewarned that the student will be sent under certain circumstances. Always send an email or call the office regarding the problem.
- Level 2 behaviors.

If it is necessary to refer a student to the principal, **send an email or call the office** to explain the infraction. A written summary should be sent within one school day to completely explain the incident.

A student should not be taken to the building principal and a certain punishment demanded. The decision as to whether or not the child should be punished, and if so, what kind and how much, becomes the responsibility of the principal when a student is taken to him/her.

Instructional Materials Center

Each building has an IMC for student and staff use which houses a collection of books, magazines, filmstrips, tapes, videos, and computer programs. The K-5 collection centers on reading development and growth and supports the elementary curriculum. The 6-12 collection, while continuing to support the development of reading, emphasizes research and reference materials. Both libraries have a professional collection containing titles of interest to parents and teachers.

In the K-5 IMC, each class has a regularly scheduled time for book checkout each week. Each teacher is encouraged to bring classes in for research and reading activities; however, all additional activities must be scheduled through the librarian with at least 24 hours notice.

Each teacher is encouraged to incorporate use of the library into his/her curriculum by developing research-based projects; however, such projects must be planned and scheduled with the librarian, preferably at least a week ahead of time.

Lesson Plans

Lesson plans should indicate the following for each day of the next week:

- Documentation of the State Standards and district benchmarks being addressed by each lesson,
- Daily lesson **objectives** or goals. The teacher should specify the student behavior that will indicate that the student has achieved the lesson objectives,
- A plan for accomplishing the objectives by specifying the **method** that is to be used,
- Assessment/evaluation to ascertain the extent to which the learning process has been carried out and daily objectives achieved, and
- Textbooks and materials being used.

Thorough planning is the foundation upon which the quality of the Port Edwards School District program rests and, as such, shall be an integral component of each teacher's individual performance evaluation.

Make-up Work

When a student misses school or class, the work that he/she missed should be made up within a reasonable time limit. The general guideline is two days will be allowed to make up work for each day of absence. However, discretion should be used and each individual case considered separately. Upon the request of the office or parent, each teacher will submit assignments to the office by the end of the day it was requested. If the assignment can't be completed at home, the teacher must convey this to the person that requested the assignment.

Non-Assigned Students

Only students assigned to the current class period are to be present in a teacher's classroom. Students assigned to a teacher for a different class period or to a teacher's sports team or club should only meet with the teacher during his/her assigned class or during the teacher's prep period or lunch. Students may be present in a teacher's classroom during an alternate period if they are making up a test or participating in the lesson that is being taught.

Parent-Teacher Conferences

Regularly scheduled parent-teacher conferences are held in the fall. Parent-teacher conferences in the K-5 building are held after the end of the 1st quarter. 6-12 parent-teacher conferences are held prior to the end of the 1st quarter. Conferences are held two evenings for four hours the first evening and three-and-one-half hours the second evening. This does not prevent teachers from scheduling conferences as needed.

Whenever a student's grade or conduct slips below what is expected, the parent should be notified in writing and by telephone. Take time, also, to notify parents of the very good things or accomplishments that the student makes. Positive comments to parents and students are always a good motivator.

Planning for Leave

Teachers should plan for the time when a substitute teacher must temporarily take over his/her classes. First, the students deserve meaningful instruction, even if their regular teacher is absent. The substitute teacher, too, needs help in the difficult job of facing unfamiliar students, sometimes in an unfamiliar building and different course materials each day. Finally, careful preparation for a substitute reflects favorably on the regular teacher and the school as a whole.

More specifically, the regular teacher can help assure a substitute teacher's success by maintaining an up-to-date substitute folder. This folder should be placed on the teacher's desk or in the top desk drawer of the teacher's first period classroom and should include:

- seating charts, the class roll and a daily program of classes
- lesson plans to be taught by the substitute or a reference to the location of the lesson plan
- list of student with special medical or education problems of which the teacher is aware
- list of building contacts with extensions of principal, secretary and guidance counselor

Scheduling School Activities

The scheduling of regular instructional activities should include:

- Approval from the building principal before planning or discussing activities with students
- Avoidance of the last week of the quarter
- Scheduling of all activities on the master calendar located in Google Calendar
- Checking the master calendar for possible conflicts
- Checking with the athletic director for possible conflicts

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973, originally authorized under Public Law 93-112, states that "no otherwise qualified individual with a handicap in the United States shall, solely by reason of her or his handicap, be excluded from the participation in, or denied the benefits of, or be subjected to discrimination under, any program or activity receiving federal financial assistance." Because public school districts are recipients of federal assistance through a variety of programs, they are subject to the mandates of this law.

Section 504 is not a special education law. Rather, it is a civil rights law, which focuses on the rights of persons with disabilities. As such, the protections of Section 504 are not limited to those who participate in exceptional education (EEN) programs and services, although EEN students are among those who are covered by the law.

Section 504 requires that a student who has a physical or mental condition that limits his/her ability to obtain a free, appropriate public education is entitled to certain protections, and must be identified and offered reasonable accommodations even if he/she is not eligible for services under IDEA and Wisconsin EEN rules. It is important to recognize that Section 504 is not part of "special education," (i.e. EEN programs and services). Section 504 is a responsibility of the comprehensive general public education system.

It is the intent of the School District of Port Edwards to implement the provisions of Section 504 in order to assure that the district does not discriminate against any student because of a disability. This procedural guide is designed to provide a summary of the strategies to be utilized by the district in meeting this mandate. If there are questions about a student referral, please discuss them with the special education director and the building principal. Forms are available in the Guidance & Counseling office.

Handicapping conditions under Section 504 may include:

- ADHD
- AIDS
- Allergies
- Asthma
- Communicable diseases
- Congenital defects
- Diabetes
- Dwarfism
- Epilepsy
- Hemophilia
- Hepatitis B
- Obesity
- Pregnancy with medical problems
- Recovering from a chemical dependency
- Retinitis Pigmentosa
- Schizophrenia
- Temporary conditions (e.g. bones fractures, etc.)
- The formerly handicapped
- Tourettes Syndrome
- Tuberculosis

For more information on 504 and the referral process, consult the district's 504 handbook.

Special Education Referral

The Port Edwards School District accepts and processes referrals of children suspected to have a disability. The local educational agency has written procedures for accepting and processing referrals. Licensed school personnel who reasonably believe a child has a disability are required to make a referral.

1. The teacher involved should make every effort to provide differentiated instruction that will promote student success in the general education classroom. Response to Intervention (RTI) requires general ed teachers to implement high-quality, research-based interventions of increasing intensity to all students in general education and continuously monitor student progress to determine if students are able to meet their academic goals. The Department of Public Instruction recommends a 8-12 week research-based intervention per skill deficit when considering a specific learning disability (SLD). In addition, the teacher should request collaboration through a Student Assistant Team (SAT) to get assistance with strategies and resources.

Only those students who do not respond, meaning those whose achievement does not increase at each level, are referred for full special education evaluations. When intervention strategies have not produced improvement, the teacher should request an additional SAT meeting to discuss referral.

2. Dependent on the conclusion of the SAT meeting, if a disability is still suspected, the teacher should discuss this with the principal and/or psychologist. Special education personnel will issue the appropriate forms and send them to the parents. Parental consent for evaluation must be obtained before any individual evaluations are conducted. Contact with parents should be made by the classroom teacher prior to the referral.
3. The referral form is completed by the classroom teacher and sent to the school psychologist with the building principal being copied on the referral. When considering which category to check on the referral form, the teacher should consult the school psychologist and/or building principal. The referring teacher also completes the student evaluation form and must return all materials to the Pupil Services secretary. When completing the evaluation form, the teacher should be articulate, detailed and sensitive to the student's needs.

The Port Edwards School District serves a wide range of diverse learners. All staff members are expected to educate students of various abilities and backgrounds. All students should be held to a high standard of achievement. Teachers should implement a variety of research-based strategies within the general education environment and use the referral system only when necessary.

Special Observance Days

On the following day, when school is held, the day shall be appropriately observed: January 13 (Dr. Martin Luther King Day); February 10 (Lincoln's Birthday); February 17 (Susan B. Anthony's Birthday); February 24 (Washington's Birthday); April 14 (American Creed Day); September 16 (Mildred Fish Harnack Day); September 30 (Frances Willard Day); October 8 (Leif Erickson Day); October 14 (Columbus Day); and November 11 (Veterans Day). If any such day falls on a Saturday or Sunday, the observance shall be on a school day immediately preceding or following. If school is held on June 14, that day shall be appropriately observed as Robert M. LaFollette, St. Day. If the governor, by proclamation, sets apart one day to be designated as Arbor and Bird Day, under s. 14.16(1), that day shall be appropriately observed, otherwise, the last Friday in April shall be observed as Arbor Day.

Speech & Written Work – Appropriateness Standards

To reflect the John Edwards High School philosophy of excellence in education, guidelines have been developed to assist students in achieving this goal. Therefore, the following are not permitted and will result in a required re-write or a failing grade:

- Use of the name of a student or staff person of JEHS in an assignment without his/her permission in advance
- Use of comments that demean another person or create a hostile learning environment
- Slanderous or libelous* comments
- Inappropriate jokes
- Language inappropriate to a classroom situation – ask for specific opinions if in doubt

Any question on the suitability of a student's written or spoken work will be determined by the classroom teacher. If a resolution cannot be reached in the classroom, the student can appeal the decision to the building principal.

**Libel is injury to reputation. Words, pictures, or cartoons that expose a person to public hatred, shame, disgrace or ridicule, or induce an ill opinion of a person are libelous.*

Student Assistants

Teachers utilizing the student assistant program must:

- Be non-probationary
- Accept the student assistant placement as determined by the school-to-work coordinator.
- Take attendance each day using the PowerSchool program.
- Provide daily opportunities for the student assistant to develop the employability skills identified in the second bullet point.
- Supervise the student assistant at all times and keep him/her involved in learning activities related to the second bullet point at all times.

A teacher will be limited to one student assistant per day, per semester.

Student Assistant Criteria

To be eligible to participate in the student assistant program a student must have:

1. Achieved senior status,
2. Earned no "D" or "F" grades the semester prior to serving as a student assistant, and
3. Accumulated zero unexcused absences and less than eight unexcused tardies for the previous two quarters prior to serving as a student assistant.

Registration Process for the Student Assistant Program

1. The school-to-work coordinator will interview interested juniors during the spring of their junior year and determine the correct placement for the student.
2. An individual student and/or teacher will not determine the student assistant assignment.
3. Drop/add procedures apply to student assistant positions and a student will be expected to finish the assignment once the semester begins.
4. If more students apply than there are positions available, students with the highest GPA will be placed first.

STUDENT RELATED INFORMATION

Activities

ADVISORS

ALL school activities should be run in accordance with "The Activities Advisor's Handbook" and "The Co-curricular Activities Handbook." Each advisor/coach is responsible for administering the program in accordance with handbooks, codes and district policies. If there is any question, ask an administrator or the athletic director.

CLUB/ORGANIZATION SPONSORSHIP

Club/organization/class sponsors should treat that responsibility the same as one would the classroom phase of the educational program. In other words, be in attendance for activities and provide adult leadership for the students belonging to the club/organization/class activities. It is vital that adult staff members be in attendance for these activities in order to ensure the teacher's and the district's liability.

All school-sponsored student activities will be considered educational activities, and the students will conduct themselves in accordance with the policies set forth in the current student handbooks. The basis for all dances, meetings, and other activities are the learning experiences that are derived from them. It is important that these activities prove of recreational value without losing the intent or purpose of the activity.

Chaperones will be advised to remove all people who in any way jeopardize the intent of the activity. Use of any tobacco products on the premises will be denied to all students and adults. Any evidence of the use of alcoholic beverages or other stimulants previous to or during the activity by students or adults must be reported to the administration and will result in disciplinary action. Lack of respect on the part of the student participant can have a bearing on the future of student body activities.

A student who is removed from school-sponsored activities may be denied future activity privileges.

The building principal must approve all student activities before any preparations are made.

All fund raising activities, **including the solicitation of funds from area businesses**, must be cleared through the building principal. This must be done prior to beginning the fundraiser. Fundraisers are generally limited to candy sales, bake sales or sales of materials relating directly to the function of the organization conducting the sale.

SCHOOL EVENTS ON SUNDAY, WEDNESDAY EVENINGS

No school-sponsored events are to be held anytime on Sundays before 2:00 p.m. or on Wednesday evenings after 6:00 p.m. during the school year without prior approval from the building principal. Middle school athletic practice is not allowed on Saturday or Sunday.

TRANSPORTING STUDENTS FOR ACTIVITIES

Students involved in any school-related activity or field trip that involves transportation shall be transported by school vehicle unless the building principal or district administrator in charge has approved other means of transportation. If a teacher or staff member is interested in transporting a student, he/she should see his/her building principal at least one month in advance as the district is required to obtain a drivers' record for any employee that will be transporting students. It is the teacher's or staff member's responsibility to make sure that the drivers' record form is on file in the district office prior to the trip. Teachers/staff are not to use personal vehicles to transport students. A student participating in a co-op program is required to provide his/her own transportation to the co-op school for practice and games.

Attendance

A parent/guardian can call in an absence at any time by contacting one of the building secretaries. These lines have voicemail which is available 24 hours a day. In grades 6-12, an absence becomes truancy unless a valid reason is provided to the office within 48 hours of the absence.

Each teacher in the Port Edwards School District is required to use the PowerSchool software for taking attendance:

- **K-5 Building**: In the K-5 building, teachers should take attendance within the first 2-3 minutes of first hour and then immediately after lunch.
- **6-12 Building**: In the 6-12 building, teachers should get students started on an activity and then take attendance when students are working. Each teacher must take attendance every class period in which he/she is assigned students. Once attendance has been submitted, do not admit any student who does not have a signed pass from the middle/high school office. Please direct students without passes back to the office for a pass. This allows the MSO/HSO to track the student efficiently.
- **Do not delete any pre-recorded absences.** The office will record all pre-arranged absences at the beginning of the school day. Therefore, some students may already be coded when you log on to take attendance. If a student is coded "absent" by the office and then appears in your class, send the student to the office to get the absence resolved.
- No other attendance procedures will be honored or used by the office. Please discard outdated forms.

Behavior Expectations

Each student is expected to pursue the required course of study in a diligent manner. To be diligent in study, a student shall complete assigned work promptly, including homework and assignments missed because of absence, pay strict attention to the instructor, exhibit good

citizenship, do the caliber of work consistent with the student’s individual ability and grade level, and be regular and punctual in attendance. Each teacher has the responsibility to assist students in completing these tasks. Part of that responsibility includes reminding each student of work to be done and setting appropriate examples.

The K-5 building practices Responsive Classroom and the Middle School/High School uses Restorative Practices.

JEMS/JEHS

John Edwards Middle School/High School is committed to working with our students and staff to create a system of accountability that sets clear limits and supports a respectful, school-wide learning community. Our goal is to achieve this through the utilization of the following techniques:

- **Fostering awareness:** Most young people are so absorbed with the daunting task of growing up and finding themselves that they often don’t have a clue about how their behavior affects others. Staff may ask questions to foster awareness of how others are affected by the inappropriate behavior or they may just express their own feelings to the student.
- **Avoiding lecturing or scolding:** We all may react defensively when lectured-and may see ourselves as victims. Students are no exception. We try to refrain from lecturing to give students room to notice how others are affected by their behavior and to allow them to feel empathy for the others involved.
- **Involving students actively:** Punishment alone allows students to remain completely passive and to assume the role of the victim. We try to involve students in the process as much as possible, asking them to think about how they can repair the harm done and how they plan to keep their commitment to changing inappropriate behavior.
- **Accepting ambiguity:** Sometimes the answer to the question, “Who is at fault here?” is unclear and we simply have to accept this muddy state and move forward, encouraging students to accept as much responsibility for the situation as possible.
- **Separating the deed from the doer:** We always move from the initial position that our students do not mean to harm anyone. We want to be clear that we recognize our students’ worth as individuals and disapprove only of their inappropriate behavior.
- **Seeing every instance of inappropriate behavior as an opportunity for learning:** We understand that many of our students have things to learn about appropriate behavior. We view school problems and incidents as opportunities to teach our young people what they need to know to be successful here and in the future. (Ref: Wachtel, T. *SaferSanerSchools: Restoring community in a disconnected world*. PA: International Institute for Restorative Practices, 2000.)

The following chart provides examples of student behavior that do not demonstrate respect for others’ rights to learn and teach; it is meant to help students and families understand what is not considered appropriate and what the likely consequences may be. It is not meant to be an exhaustive list—school staff and administration reserve the right to assign other consequences at their discretion.

LEVEL 1 BEHAVIORS: These behaviors will be managed primarily by the staff person involved, with possible referral to the administration.	
<ul style="list-style-type: none"> • Running or minor rough-housing in the hall • Coming to class without materials 	<p>The staff member’s choice (or a combination) of the following:</p> <ul style="list-style-type: none"> • Conference with the student (required) • Phone call to parents/guardians

<ul style="list-style-type: none"> • Being tardy to class • Minor misconduct in class • Minor dress code violations • Using electronic devices during the school day (e.g. radio, IPOD, electronic pocket games) 	<ul style="list-style-type: none"> • Disciplinary Referral • Detention with the staff member (after school, at lunch, or as arranged) • Reflective essay • Restorative approach • Administrative involvement <u>only if requested</u>
<p>LEVEL 2 BEHAVIORS: These <u>very serious</u> behaviors may be referred by a staff member but will be handled by the administration and other outside agencies (as appropriate). Consequences will depend on the specific circumstances (e.g., the severity and frequency of the behavior); they may include suspension and a recommendation for expulsion to the School Board.</p>	
<ul style="list-style-type: none"> • Bullying or harassing another student or students, either physically or verbally • Fighting • Cheating (repeated; major) • Using profanity • Using, distributing or selling any controlled substance at any time • Arson • Possessing a weapon or look-alike weapon • Physically assaulting a student/adult • Making a bomb threat (written or oral) • Threatening a student or adult • Vandalizing or causing criminal damage to school property • Possessing stolen property • Repeatedly acting in disruptive and/or disrespectful ways • Dialing 911 or reporting a non-existent emergency from school • Possessing fireworks or other explosives on school property • Truancy 	<p>The administrator's choice (or a combination) of the following:</p> <ul style="list-style-type: none"> • Conference with the student (required) • Phone call to parents/guardians (required) • Disciplinary Referral (required) • Parent-teacher-administrator meeting • Police Liaison Officer involvement • Temporary, short-term or permanent removal from class • Daily meeting with administrator and/or counselor • Behavior sheet signed daily by each teacher and/or staff member and parent/guardian • Reflective essay • Restorative approach • Suspension (in-school or out-of-school) • Recommendation of expulsion to the School Board

ELEMENTARY BUILDING EXPECTATIONS – THE RESPONSIVE CLASSROOM APPROACH

The staff and students at Port Edwards Elementary School practice the principles of Responsive Classroom as outlined below:

- **Foundation**
 - Knowledge of child development
 - Explicit teaching of social as well as academic skills
 - Facilitation of positive community membership
- **Guiding Principles**
 - The social curriculum is as important as the academic curriculum.
 - How children learn is as important as what they learn; process and content go hand-in-hand.
 - The greatest cognitive growth occurs through social interaction.

- There is a specific set of social skills that children need to learn and practice in order to be successful academically and socially: cooperation, assertion, responsibility, empathy and self-control (CARES).
- Knowing the children we teach—individually, culturally and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach is as important as knowing the children we teach.
- How we, the adults at school, work together is as important as our individual competence; lasting change begins with the adult community.
- **Teaching Practices**
 - Morning Meeting – a daily routine that builds community, creates a positive climate for learning, and reinforces academic and social skills
 - Rules and Logical Consequences – a clear and consistent approach to discipline that fosters responsibility and self-control
 - Classroom Organization – Strategies for arranging material, furniture, and displays to encourage independence, promote caring, and maximize learning
 - Guided Discovery – a format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school environment
 - Academic Choice – an approach to giving children choices in their learning that helps them become invested, self-motivated learners
 - Reaching Out to Parents/Guardians – ideas for involving parent or guardians as true partners in their children’s education
- **Outcomes**
 - Increases social skills and academic engagement
 - Establishes positive classroom climate
 - Increases learner investment and independence
 - Decreases disruptive behaviors

Students should not engage in behavior that may hurt or injure others. As a building we will create and define what behaviors are inappropriate. When students make inappropriate behavior choices they will participate in activities that focus on personal responsibility and restitution. We believe that the students themselves should be held accountable for their behavior and be involved in finding solutions that work. All teachers will teach and model problem-solving, the use of caring language, and conflict resolution strategies.

In instances of severe misbehavior parents will receive notification.

The following chart provides examples of student behavior that do not demonstrate respect for others’ rights to learn and teach. It is meant to help students and families understand what is not considered appropriate and what the likely consequences may be. It is not meant to be an exhaustive list. School staff and administration reserve the right to assign other consequences at their discretion.

LEVEL 1 BEHAVIORS: These behaviors will be managed primarily by the staff person involved, with possible referral to the administration.	
<ul style="list-style-type: none"> ● Running or minor rough-housing in the hall ● Showing disrespect ● Disrupting class ● General violation of classroom/playground rules 	<p>The staff member’s choice (or a combination) of the following:</p> <ul style="list-style-type: none"> ● Conference with the student (required) ● Contact parents/guardians ● Discipline documentation ● Inside recess with the staff member

	<ul style="list-style-type: none"> • Reflective conference • Apologies • Behavior Modification Plan • Administrative involvement <u>only if requested</u>
<p>LEVEL 2 BEHAVIORS: These <u>very serious behaviors</u> may be referred by a staff member but will be handled by the administration and other outside agencies (as appropriate). Consequences will depend on the specific circumstances (e.g., the severity and frequency of the behavior); they may include suspension.</p>	
<ul style="list-style-type: none"> • Bullying or harassing another student or students, either physically or verbally • Fighting • Cheating (repeated; major) • Using profanity • Possessing a weapon or look-alike weapon • Physically assaulting a student/adult • Threatening a student or adult • Vandalizing or causing criminal damage to school property • Possessing stolen property • Repeatedly acting in disruptive and/or disrespectful ways • Truancy 	<p>The administrator's choice (or a combination) of the following:</p> <ul style="list-style-type: none"> • Conference with the student (required) • Contact parents/guardians (required) • Discipline documentation (required) • Parent-teacher-administrator meeting • Police Liaison Officer involvement • Temporary, short-term or permanent removal from class • Daily meeting with administrator and/or counselor • Reflective conference/Apologies • Loss of recess time • Suspension (in-school or out-of-school)

Playground reminders

- Play away from outside doors, the side of the building, and parking or wooded areas.
- Leave animals on the playground alone (snakes, stray dogs and cats, etc.) Report the presence of animals to the supervisor; do not chase animals or handle them.
- Roller blades, skates, and scooters cannot be used on the school grounds.

Communicable Diseases

Anyone having knowledge or reason to believe that any person has a communicable disease shall report the facts to the school nurse. A chart listing communicable diseases shall be displayed. All reports shall be made within 24 hours.

Conduct Code

For more information see Board Policy #443

The Board recognizes its responsibility to give support and assistance to employees with respect to the maintenance of control and discipline in the classroom.

No student will be placed in a teacher's class without permission of that teacher if a deliberate act of that student threatened or caused bodily injury to that teacher.

The Port Edwards School District recognizes and accepts its responsibility to create, foster and maintain an orderly and safe environment, conducive to teaching and to the learning processes. Every member of the school community is expected to cooperate in this central mission. Staff, including every administrator, teacher, and support staff, must use his/her training, experience and authority to create school areas and classes where effective learning is possible. Each student is expected to come to school, and every class, ready and willing to learn. Each parent/guardian should be aware of his/her children's activities, performance and

behavior in school, and are asked to cooperate and consult with the school to prevent or address problems.

The district has a legal duty to make its schools as free as possible of the dangers of violence, weapons, drugs and other behavior harmful to the educational environment. This duty is enforced through the district's suspension and expulsion policy, which provides procedures by which students may be removed from the school community either temporarily, or in the case of certain expulsions, permanently.

The district owes its students, as a group, the opportunity to attend school as free as reasonably possible from unnecessary and unwarranted distraction and disruption. Such behavior, while not necessarily so serious or pervasive to warrant suspension or expulsion, can be nearly as destructive to the educational environment. Such behavior warrants that the student be removed from the class or activity to eliminate (or minimize) the disruption, reinforce the district's strong commitment to an appropriate educational environment, and provide a "cooling-off" period.

Any teacher or support staff member in a supervisory capacity employed by the district may remove a student from the class or area if the student violates the terms of this Code of Classroom Conduct (the "code"). Following removal, the building administrator or designee shall determine the appropriate placement of the student. Removal from class under this code does not prohibit the district from pursuing or implementing other disciplinary measures, including but not limited to detention, suspension or expulsion, for the conduct for which the student was removed.

1. What are the grounds for removal from class?

A student may be removed from class or other school setting for conduct or behavior which:

- violates the district's policies regarding suspension or expulsion;
- violates the behavioral rules and expectations set forth in the student handbook;
- is disruptive, dangerous or unruly;
- interferes with the ability of the teacher to teach effectively or with a supervisor's ability to maintain a safe environment;
- or, is incompatible with effective teaching and learning in the class, or acceptable conduct in a non-classroom area of the school.

Removal is a serious measure, and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when their terms are communicated as clearly as possible to students, parent/guardian(s) and staff. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every inappropriate circumstance that would justify removal under this Code. A teacher or supervisor's primary responsibility is to maintain an appropriate educational environment for the class or non-classroom area as a whole. Therefore, notwithstanding the provisions of this Code, in every circumstance the teacher or supervisor should exercise his/her best judgment in deciding whether it is appropriate to remove a student from a class or other area of the school.

Behavior that violates the behavioral rules and expectations are listed in the Student Handbook. The District's policies on suspension and expulsion, for the appropriate grade level, are also listed in the Student Handbook.

The Student Handbook contains behavioral expectations for the individual schools in the District. These rules and expectations are generally explained and discussed with the students near the beginning of each school year. Such discussions should include an explanation of this Code and the District's policy regarding removal.

2. What are other nondisciplinary reasons for removal of a student from class?

In some cases a teacher or supervisor may believe that a student should be removed from the class for the good of the student and in the best interests of the class as a whole. Some examples could include a student dealing with grief, a medical problem, or emotional distress.

3. Who may remove a student from class?

A teacher of that class or a supervisor of a particular area may remove any student from a setting in the school under this code. For the purpose of this code, “student” means any student enrolled in the district.

For the purposes of this code, a “class” is any class, meeting, or activity that a student attends or in which he/she participates while in school under the control or direction of the district. This definition of “class” includes, but is not limited to:

- regular classes
- special classes
- resource room sessions
- labs or library time
- counseling groups
- assemblies
- study halls
- lunch or recess

“Teacher” or “supervisor” is any certified instructor, counselor, nurse, administrator or staff member in the employ of the district.

“Teacher of that class” means the regularly assigned teacher of the class, or any teacher/supervisor assigned to teach, monitor, assist in, or oversee the class. This definition includes, but is not limited to, any assigned substitute teacher, student teacher, proctor, monitor, or group leader.

“Building administrator” means a principal of a school or other individual duly designated by the building administrator or district administrator.

4. What procedures must be followed in removing a student from class?

Except where the behavior is extreme, a teacher or a supervisor should generally warn a student that continued misbehavior might lead to removal from class. When the teacher or the supervisor determines that removal is appropriate, the teacher or the supervisor should take one of the following courses of action:

- Instruct the student to go to the office for the period of removal. The teacher or the supervisor will give a brief description of the infraction to the office personnel.
- Call the appropriate office to notify the administrator/designee that assistance is required to remove a student from the classroom.

When the student arrives at the office, the building administrator or designee will give the student an opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student’s arrival, the student will be taken to the removal area and the administrator or designee should speak to the student as soon as possible. For the purposes of short-term removal, it is not necessary to obtain witnesses or to otherwise verify the student’s, teacher’s, or supervisor’s accounts of the situation.

Within twenty-four hours of the removal, the teacher or the supervisor shall submit to the building principal or designee a short and concise written explanation of the basis for the removal. Such information will be submitted on a form provided by the building administrator or designee.

As soon as possible, but within twenty-four hours of the removal, the building administrator and/or teacher and/or the supervisor shall inform the minor student's parent/guardian that the student was removed from class. Such notice may be by telephone. The parent/guardian of the minor student shall be sent written notice of the removal postmarked within two business days of the removal. Such written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher or the supervisor. The building administrator and/or teacher and /or the supervisor shall keep written logs or records regarding unsuccessful attempts to contact the minor student's parent/guardian in accordance with this provision.

Within twenty-four hours of the removal, a meeting between the teacher/supervisor, student, counselor, building administrator/designee and parent/guardian (if parent/guardian is available) will be held.

5. Where shall students be sent pending and during removal from class?

For the duration of the removal, the student shall stay in the short-term removal area. At the discretion of the building administrator or designee, the student may instead be sent to another appropriate class, program, or educational setting, provided the student is supervised in such alternative setting. The building administrator should also take steps to ensure that the students are supervised while in the removal area. In general, students should be required to do work from the class from which the student was removed – not work related to the student's misconduct (e.g. writing an apology or account of the situation). In no event should students' time in the removal area be recreation or other free time.

6. How long shall removal last?

Removal is a serious matter and will not be taken lightly either by the teacher or the supervisor or the student. A student will remain in the removal area for at least the duration of the class or activity from which he/she was removed. Prior to allowing the student to return to the class from which he/she was removed, a conference must be held between the student, teacher, or the supervisor, administrator, and parent/guardian if available. If the parent/guardian is unable to attend the conference, either the administrator, teacher, or the supervisor will phone or give written results of the conference to the parent/guardian. In the event it is not deemed appropriate to return the student to regular classes, the building administrator or designee shall either retain the student in short-term removal, or where necessary and appropriate, may consider another placement option or take steps to have the student sent home.

7. What are the procedures for long-term placement in an alternative setting?

Long-term placement in an alternate setting is an extremely serious step, which should not be undertaken hastily, or for less than compelling reasons. Such a step could have profound consequences for the affected student and his/her class as well as any new class or teacher/supervisor to whom the student may then be assigned. For these reasons, long-term placement in an alternate setting should not ordinarily be considered or implemented except after a thorough consultation, including consideration of alternatives between the teacher/supervisor(s) and the building principal or designee. For the same reasons, long-term placement in an alternate setting should not ordinarily be considered on the basis of a single incident. Unlike short-term removal, the ultimate decision regarding long-term placement in an alternate setting rests with the building administrator.

Where a teacher or the supervisor believes that the best interests of the student and/or the class require long-term placement in an alternate setting, the teacher or the supervisor will notify the building administrator in writing. Such statement will set forth as clearly and completely as possible a) the basis for the removal request; b) the alternatives, approaches and other steps considered or taken to avoid the need for the removal; c) the impact on the rest of the class.

Upon receipt of such statement, the building administrator will consult with the teacher or the supervisor and/or other district staff. It is mandatory to inform and consult with the parent/guardian(s) of the student involved in the request for long-term placement in an alternate setting. Following consideration of the teacher or supervisor's statement and any other information, the building administrator shall, at his/her discretion, take one of the following steps:

- Place the student in an alternative education program as defined by law;
- Place the student in another class in the school, or in another appropriate place in the school;
- Place the student in another instructional setting; or
- Return the student to, or retain the student in, the class from which he or she was removed or proposed to be removed.

In any event, a student in long-term placement in an alternate setting must continue to receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such program need not be in the precise academic subject of the student's former class.

Long-term placement in an alternate setting is an administrative decision not subject to a formal right of appeal. However, the parent-guardian of the student and/or the student shall have the right to meet with the building administrator and/or the teacher or the supervisor who made the request for removal. When possible, such meeting shall take place within three business days of the request for a meeting. At the meeting the building administrator shall inform the parent/guardian and/or student as fully as possible regarding the basis for the placement in an alternate setting, the alternatives considered, and the basis for any decision. However, nothing in the code shall prevent the building administrator from implementing a removal to another class, placement or setting prior to any meeting, and notwithstanding the objection of the parent/guardian or student. After such placement, the parent/guardian has the right of due process. By request, his/her case may be reviewed by the school board.

Students covered by the IDEA should have a behavior plan that will address:

- Whether and to what extent the student should be expected to conform to the behavioral requirements applicable to nondisabled students; and,
- Alternative consequences or procedures for addressing behavioral issues. It is highly advisable that all IEP teams address these issues, and this code, at least annually, setting forth the consensus of the IEP team regarding behavioral expectations and consequences.

8. How will this code be communicated to the parent/guardian and student?

Terms of this code shall be communicated annually in the student handbook and discussed by the principal with the students at the beginning of each school term.

Confidentiality-Student

The classroom activities of a student are private and should be kept confidential. Casual sharing of information or observations about a student is inappropriate. Divulging information to individuals who have no reason to receive information, and do not provide services or do not have direct contact with a particular student may result in disciplinary action.

No names or addresses of pupils shall be furnished for any advertising purposes or commercial gain. Further, the contents of the student's cumulative file shall not be revealed to those individuals who legally have no right of access to that information. Please consult the building principal concerning who has the right of access to a student's file.

Detention Policy

In the 6-12 building, when a student has earned a detention in a classroom situation, the student will serve the detention with the classroom teacher. It is the teacher's responsibility to notify the student of the date, time, and location of the detention. The student must be given at least a 24 hour notice to serve the detention. The student should not be given the opportunity to serve detention at his/her convenience.

It is the teacher's responsibility to notify the parent when the student has a behavior problem. It is also expected that the teacher or support staff member discuss the situation with the student with the hope of eliminating any future problems.

REFER TO THE PAGES ON DETENTION, TARDINESS, SUSPENSION AND PROGRESSIVE DISCIPLINE FROM THE APPROPRIATE STUDENT HANDBOOK!!

Dress Code

Students are expected to dress appropriately. Students dress should not interfere with the educational process or distract from that process. When a teacher observes a student dress code violation, he/she must address the violation with the students and send him/her to the office. Please see the dress code in the student handbooks for additional explanation.

Illness/Injury Procedures

ALWAYS FOLLOW BLOODBORNE PATHOGENS PROCEDURES

STANDARD PROCEDURES FOR LIFE-THREATENING PROBLEMS

1. Administer first aid which should be limited to what is actually needed.
2. **DO NOT MOVE VICTIM OR LEAVE HIM/HER ALONE.**
3. If, in the opinion of school personnel in attendance, the illness or injury requires immediate medical attention, the ambulance or rescue squad should be summoned. This may be done prior to contacting the victim's responsible party.
4. Contact the school's registered nurse, or other designated school personnel.
5. Contact the victim's responsible party to report incident.
6. Fill out accident/injury report as soon as possible.

STANDARD PROCEDURES FOR MAJOR ILLNESSES/INJURIES

1. Administer first aid, which should be limited to what is actually needed.
2. Do not panic – give reassurance.
3. Contact the school's registered nurse.
4. Do not move victim following a serious injury or if acutely ill. Bring the help to the victim.
5. Do not give internal or external medication, unless ordered.
6. Have injured/ill party lie or sit.
7. Keep the victim warm.
8. Do not leave the victim alone.
9. Contact the victim's responsible party to notify him/her of the situation.
10. Fill out an accident/injury report as soon as possible.

STANDARD PROCEDURES FOR MINOR ILLNESSES/INJURIES

1. Administer first aid which should be limited to what is actually needed.
2. If deemed necessary, contact the school's registered nurse.
3. Contact the victim's responsible party.
4. If injury warrants, fill out an accident/injury report.

NOTIFICATION OF INJURY/ILLNESS TO VICTIM'S RESPONSIBLE PARTY

Emergency information is kept on a database in the PowerSchool program and on cards in the nurse's office. The cards are updated as necessary and renewed every year. Contact parents, guardians, responsible parties of all life-threatening problems, major illnesses/injuries, and minor illnesses and injuries as they dictate.

WHEN PARENT/GUARDIAN CANNOT BE REACHED

1. If a parent/guardian cannot be reached, the person indicated on the notification card should be contacted.
2. If a physician is needed and no parent or authorized person can be reached, the responsible school authority will use his/her judgment in seeking medical attention. The physician named on the notification card will be contacted.
3. If the school authority deems it necessary, an ambulance or rescue squad will be called.

PROCEDURE FOR TRANSPORTING ILL OR INJURED VICTIM

1. A student who is able to report to the nurse's office for medical attention is to be issued a pass from the supervising adult. If the supervising adult deems it necessary, a responsible person should accompany the student.
2. If the victim cannot be moved, a responsible person should contact the school's registered nurse, or other designated school personnel.
3. A student who must go home for reasons of illness or injury may be allowed to do so only after reporting to the school's registered nurse, or other designated school personnel, and only after notification of parent or other responsible party.
4. A student may not go to a residence other than his/her home without parental permission, or permission of another responsible party.
5. The parent/guardian is responsible for transporting or making arrangements for transporting the student.
6. The school's personnel will not transport sick or injured students or staff. An ambulance will be called if an individual needs to go to the hospital.
7. A student who is ill is not to ride the bus home. Other means of transportation needs to be arranged by the parent, or other responsible party.
8. If no parent or other responsible party can be contacted and medical attention is judged to be necessary by designated school personnel, he/she will accompany the victim to the physician's requested medical facility via ambulance. This person will stay with the victim until the parent or responsible party arrives. The notification card for emergency or illness must be taken along.
9. In life-threatening problems, the rescue squad (911) should be called. The school's registered nurse, or other designated school personnel, will accompany the victim to the medical facility. This person will stay with the victim until the parent or responsible party arrives. The notification card for emergency and illnesses must be taken along.

PROCEDURE FOR REPORTING AND RECORDING ILLNESSES/INJURIES OF STUDENTS

1. All life-threatening problems, major illnesses, injuries and minor illnesses and injuries are to be reported to the school's registered nurse, or other designated school personnel, as instructed in the emergency nursing services procedures.
2. An accident/injury report is to be filled out for life-threatening problems, major illnesses/injuries and minor illnesses/injuries.
3. The supervising adult is responsible for filling out the accident report, or should assist the school's registered nurse, or other designated school personnel, in filling out the report.

Inclement Weather

When the weather conditions are very cold (0°F and below) or rainy, students may go to the cafeteria to escape the weather. Students in grades K – 5 may enter the north or south entrances for protection. At noon hour, during inclement weather, students are to remain within the school building. Refer to noon hour guidelines for each building.

Medication

For more information see Board Policy #453.4

Prescription and non-prescription medications brought to school by a student are to be turned in to the principal's office upon arrival. The medication will be administered by the school nurse or the office personnel IN ACCORDANCE WITH WRITTEN PERMISSION FORMS ON FILE WITH THE SCHOOL NURSE. Only properly labeled medication will be administered. Each parent/guardian must complete a permission slip to administer prescription medication in order for the school to administer that medication.

Monitoring of Hallways

Staff will make a unified effort to be present when students are exiting or entering the building or are passing from place to place in the hallways.

Passes

Teachers are only to issue passes for urgent situations. Every student requires a pass anytime he/she is not in a regularly assigned classroom or study hall. A student must have a pass when excused to use the restroom, see the nurse, or go to the office. A student should not be allowed to leave class for routine issues.

The teacher assumes responsibility for the student to whom the pass was issued. It is the teacher's responsibility to see that the student arrives in a timely manner and remains in the area designated on the pass until the period ends.

Playground & Cafeteria Supervision

AUTHORITY - The playground supervisor has full authority under the supervision and backing of the principal. Each student is to respect the supervisor's authority or be sent to the principal. Giving the student a chance to behave is acceptable. A second offense is a test of authority and should be dealt with. Making a student stand apart from the others may work. For the supervisor's protection, written or other punishments should be issued by the principal. Supervisors are to carry a notebook to write down names and incidents. Also, the supervisor should have a watch, whistle, first aid pouch and key fob.

In the K-5 and 6-12 buildings, a handheld radio or cell phone should accompany one of the lunch supervisors at all times. The radio or cell phone can be picked up in the building office.

6-12 LUNCHROOM/PLAYGROUND SUPERVISION

- Lunch supervisors need to report to the cafeteria by the end of the passing period.
- One supervisor should pick up a radio from the middle/high school office at the start of 5th hour lunch. The radio should be given to a high school supervisor at the end of the middle school lunch. The radio should be used to communicate with the principal or office secretary. The high school supervisor needs to return the radio to the middle/high school office at the end of the lunch period.

- Each lunch supervisor should monitor student behavior throughout his/her assigned duty and intervene when a student is behaving in an inappropriate manner (see MIDDLE SCHOOL CAFETERIA & PLAYGROUND PROCEDURES.) When appropriate, communicate with the principal regarding inappropriate behavior.
- Generally, discipline should be progressive. For minor behavior infractions, give a warning for a first offense. Assign a time-out, require the student to sit at the wall, stand next to supervisor, etc. for a second offense and send to the office for a third offense (or serious offense.) Use the radio to contact the office when a student is sent to the office.
- During middle school lunch, one supervisor should monitor the gym foyer area, one should monitor the lunch line and one should continue to monitor the gym foyer and adjacent hallway. The remaining supervisors should monitor the cafeteria.
- When middle school students stay inside for recess, one supervisor should supervise one grade in the small gym and the remaining supervisors should supervise the other three grades in the big gym.
- During high school lunch, supervisors should report to the cafeteria as quickly as possible. The supervisors should monitor students in the following areas: the gym foyer, southeast lawn area, the main hallway and playground area. During inclement weather, one supervisor should circulate around the gym foyer area while the other supervisor circulates around the small gym and main hall area.
- Middle school students should be dismissed, table by table, to the playground or gym (inclement weather). After dismissal, students need to go outside or to the gym as soon as they finish eating.
- For middle school, one supervisor should remain in the cafeteria until all students are through eating.
- High School students may go to the playground (or small gym during inclement weather) or to the southeast lawn at any point during lunch. Students should not be in the hallway past the girls' locker room without a pass from a teacher.
- Students should go outside for recess whenever the temperature is above 0° including the wind chill. If the playground is icy, snow-covered or very wet, students should be kept in for recess. If it is raining, students should also remain inside for recess. One supervisor should contact the office to find out the temperature.
- If a student forgets his/her jacket, he/she should be allowed to go to his/her locker. Documentation should be kept and the student should be referred to the office the third time he/she forgets his/her jacket.
- All food and drink is to remain in the cafeteria.

MIDDLE/HIGH SCHOOL CAFETERIA & PLAYGROUND RULES

- Each student is to walk to the cafeteria and form a line to wait his/her turn in the lunch line.
- Unless a student is purchasing food or taking his/her tray to the dish room, he/ she should remain seated while in the cafeteria.
- Each student is to sit only on the chairs.
- Each student is responsible for disposing of his/her plate, utensils and trash.
- Each student will be dismissed by table for recess; wait to be dismissed by a lunch supervisor. A student **will not** be dismissed until his/her table is cleared and all students are sitting.
- No student will be allowed in the hallways without a pass from a teacher.
- Bullying, teasing, harassment, rough-housing and horse play will not be tolerated either in the cafeteria or on the playground.

- During cold weather, each student must bring his/her jacket to the cafeteria. A student will be given one or two chances to form this habit, but will not be allowed to regularly return to his/her locker to obtain a jacket.
- During snowy weather a student must wear snow clothes (boots, jacket, snow pants) if he/she wants to play in the snow.
- Every student is to be respectful and cooperative with the lunch supervisors and lunch workers.
- All food and drink needs to remain in the cafeteria.

K-5 CAFETERIA RULES

- Students are to sit in assigned areas.
- Students are to remain seated until excused by an adult supervisor. When ready to be excused, students should raise their hand.
- Students will keep their eating area clean.
- Students will follow the school nutrition guidelines.
- Students should be polite to everyone.
- Students should use “inside” voices.
- Students should not leave their seats to visit or walk around.
- All students should leave the cafeteria through the front door.

K-5 PLAYGROUND & ARRIVAL RULES

Each student is to play away from the outside doors and the side of the building. A student may not block the entrances. Each student **MUST** stay out of the woods. A student may not play around or near the garage or bike racks. Bikes should be parked in bike racks and then the student should go to the playground.

Each student should stay on the sidewalks when coming to school. He/she may not cut through the parking lot to get to the playground when walking or riding his/her bike. He/she must follow the sidewalks when walking. From the bike rack he/she must enter the playground by the bike rack area.

If a student is riding his/her bike to school and lives on the north (K-2) end of the playground, he/she is to park his/her bike in the bike rack that is on the north end of the playground and walk to the 3-5 end. He/she should not enter the playground through the fenced area. He/she must follow the sidewalks to the playground. If a student rides his/her bike to school and lives on the south (3-5) end of the playground, he/she must park his/her bike in the bike rack that is on the south end of the playground and walk to the K-2 area. He/she must walk to his/her area through the playground.

Students who eat breakfast at school should enter the building through the front entrance.

A student may not enter a classroom before eating breakfast. Each student will place his/her jacket and backpack on the cafeteria floor before getting in line to get his/her breakfast.

A student may **NOT** bring any of his/her own toys, balls, etc., from home.

A student must leave animals on the playground alone (snakes, stray dogs and cats, etc.) and not handle or chase animals on the playground. He/she must report the presence of any animals on the playground to the playground supervisor who should immediately report the incident to the office.

Students must be quiet before entering the building. Each student must keep his/her hands to himself/herself and there will be no horseplay or bouncing balls.

PLAYGROUND RULES

- Stay out of water and mud.

- Dress for weather with appropriate clothing. When cold weather comes, please wear snow pants, mittens, a hat and boots. If a student does not wear appropriate clothing, he/she must stay on the blacktop.
- Each student is to go outside during recess unless supervised by the classroom teacher.
- No snowball throwing.
- No “King of the Hill.”
- No inappropriate language.
- No food is allowed on the playground.
- No rough or dangerous play.
- Bathroom breaks should be taken before recess.
- Do not play with sticks, stones, wood chips, etc.
- No riding of bikes.
- No sliding on ice.
- The road is off limits.
- The use of roller blades, skates and scooters is not allowed on school grounds.

The playground supervisor will report severe misbehavior to the principal. If a discipline referral report is created, a copy of that report will be sent home to the parent/guardian. A student may be denied privileges if rules are not followed. A student violating these rules may be sent to the office.

Report all observed problems with equipment to the building principal. Examples: loose chains, splintered wooden structures, sand or wood chips that need replacing, snow blocking doors, slippery surfaces, etc.

PLACEMENT

Each supervisor must be placed in such a way as to view the whole play area. This will enable the supervisor to keep a good eye on dangerous situations and stop them. Each supervisor should walk around the play area. A supervisor will not engage in casual conversation which distracts from responsibilities.

INJURY

In case of an injury, the student should not be moved. Use the handheld radio or cell phone to call the office or send a student immediately to the office for help. One supervisor should care for the injured student and the other watch the play area. If the student’s injury allows him/her to go to the office, a supervisor should accompany the injured student. If a supervisor must leave the play area, the other supervisor should be informed so that he/she can watch the whole playground. Return as soon as possible to the play area and inform the other supervisor. If a supervisor cannot accompany an injured student to the office, have another student go to the office and find help. A student is not to perform medical treatment. Each supervisor will be given first aid instruction by the school nurse. **EACH SUPERVISOR SHOULD ALSO REFER TO PREVIOUS INJURY/ILLNESS PROCEDURES LIST IN THIS MANUAL.**

Search and Seizure

The Fourth Amendment provides “The right of people to be secure in their persons, houses, papers and effects, against unreasonable search and seizures.”

The issue of search and seizure in public schools balances primarily on whether or not the court views the schoolteacher or administrator as a parent or a policeman. To assume that the school administrator represents the state and seeks to obtain seized goods for purposes of criminal prosecution would require a warrant.

If there is reasonable suspicion that something of an illegal or harmful nature is in the possession of the student, escort the student to the office and the administrator will supervise the search. School lockers are not considered the exclusive possession of the student, so a school authority may search them. Law officials cannot make a search for purposes of obtaining evidence for criminal prosecution without the intervention of the principal or administrator. A student's coat or personal belongings can be searched only if there is some cause as to having something harmful in his/her possession. A teacher may search a student's desk to aid in managing the classroom.

PROCEDURES FOR SEARCH

Questions you should ask yourself before requesting a search are:

- What information are you looking for?
- Why or what is needed for action?
- What is the reason for searching?

Without unlimited right to search, the school authority can only search if he/she has "reasonable suspicion" that something of an illegal nature is in possession of a student that would be considered dangerous or harmful. We must consider the best interest of the child.

A teacher should have reasonable suspicion of a student's misbehavior but may not do the search himself/herself. The student should be taken to an administrator.

Study Hall Rules and Check-Out Procedure

- Schoolwork should be brought to the study hall by the student.
- The study hall supervisor may make necessary regulations. This will be done in consultation with the principal and such regulations will be made known to the students.
- Each student must be supervised at all times.
- If a student wishes to go to a classroom, he/she must have a pass issued by the teacher who is requesting the student's presence. When the student is to return to study hall, the student must return with a signed pass from the teacher.
- A study hall supervisor may assign detentions, seats, etc.
- All study halls shall be a "Quiet Study Area."
- All school rules apply in study hall
- Students that routinely come to study hall without work or are disruptive may be reassigned to a class.
- A student may be released from study hall with an appropriate pass for approved student activities or organizations.

Suicide Prevention & Intervention

The Port Edwards School District recognizes that childhood/adolescent suicide and suicidal tendencies are a continuing problem within the elementary and secondary schools. Communication and cooperation within the school district and between the home, school and community are viewed as critical.

The goals of the school are to provide help, guidance and referral for treatment when a student shows indications of suicidal tendencies. Since it is impossible to know if a student will actually employ self-destructive behavior, action should be taken as soon as possible. It should be realized that school personnel alone cannot be expected to negate this serious social problem, but it is believed that the school can play an important role in helping to prevent youth suicide.

When an employee of the Port Edwards School District has reason to believe, either by virtue or direct knowledge or by report from another person, that a student is in danger of harming himself/herself, either by a verbal threat of suicide or attempted suicide, that employee MUST IMMEDIATELY report the situation to the appropriate building administrator and/or school counselor. Confidentiality does not apply in life-threatening situations. If a staff member learns of a suicide attempt or threat away from the school, that staff member should immediately contact the building administrator and/or counselor.

See board of education suicide policy for additional information.

Annexation, Consolidation, or Other Reorganization

In the event that this district shall be combined with one or more districts, the Board will make a good faith effort to assure the continued employment of its members in such consolidated district.

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