Hortonville Area School District

Polar Bears

Teacher Handbook

2017-2018

District Mission Statement
Our community ensures every student learns at the highest level.

Hortonville Area School District
P.O. Box 70
246 North Olk Street
Hortonville WI 54944
(920) 779-7921
August, 2017

To the Teachers and Educational Specialists in the Hortonville Area School District:

Welcome to the start of the school year. Thank you for your work in support of the district’s mission statement that ensures every student learns at the highest level.

The Teacher Handbook is a summary of the employment policies, procedures, rules, and regulations of the Board of Education for the Hortonville Area School District for the 2017-2018 school year. This handbook will be reviewed and modified as needed by the Board of Education. However, if there are questions regarding the handbook, or matters that are not covered in the handbook, they should be directed to the District Administrator or your supervisor. The Teacher Handbook has been prepared for informational purposes only. None of the statements, policies, procedures, rules, or regulations contained herein constitutes a guarantee of employment, a guarantee of any other right or benefit, or a contract of employment, expressed or implied. Nothing in this document is intended to create an employment contract, implied or otherwise. All of the District’s employees are employed “at-will,” and employment is not for any definite period, unless otherwise set forth in writing by contract or by statute.

Thank you for your continued work in support of the district’s mission.

Sincerely,

Mr. Todd Timm

Mr. Todd Timm
District Administrator
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PUBLIC NOTIFICATION OF NONDISCRIMINATION POLICY

It is the policy of the Hortonville Area School District that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by section 118.13 of the statutes. This policy also prohibits student discrimination under Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability).

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

The Hortonville Area School District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for religious accommodations shall be made in writing and approved by the building principal.

The Hortonville Area School District encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the student nondiscrimination policy in the School District.

Any questions concerning this policy should be directed to:

Hortonville Area School District
District Administrator
P.O. Box 70
246 N. Olk St.
Hortonville, WI 54944
(920) 779-7921
**Academic Dishonesty**

Academic dishonesty is a core value in our school district. If a student submits work or parts of work that are not their own, the student has violated the classroom expectation. Plagiarism is the theft of intellectual property and is treated seriously. To avoid this, teachers will help students plan their work and use of resources. When students are doing research, they must cite all sources.

In case where a teacher suspects plagiarism, the teacher will determine the scope of the academic dishonesty. For intentional and/or excessive cases where student work is clearly not their own work, the teacher will speak to the student and to the administration. The issue will be referred to the administration and a meeting will be organized by the teacher or the administrator. The student, parent/guardian, teacher, department head, counselor or an administrator may be invited to attend. For cases where it is deemed that plagiarism has taken place, the following steps will apply:

- For the first offense, a major referral will be written, parents will be contacted by the teacher and/or a meeting set up, a detention (either before or after school assignment) is assigned and/or the student will retake the assessment or complete the original assignment.
- For a second or subsequent offenses, a major referral will be written, parents will be contacted by the teacher and/or a meeting set up, and the student will retake the assignment or complete the original assignment. A determination will be made if an out of school suspension or other consequences will be assigned.

**Acknowledgement Form – Policy #1400.01**

An Acknowledgement form is to be completed and filed in the personnel file each school year. (Occupational Therapist, Physical Therapist, and School Psychologists are required to review the Teacher Handbook and complete the Acknowledgement form.)

**Alternatives to Speakers or Special Presentations – Policy #2210.01**

All speakers are to be approved by the administration. A staff member must accompany a speaker at all times.

**Animals on School Property – Policy #8390**

1. No classroom pets.
2. No visiting animals.
3. Animals for demonstration purposes – follow policy procedure which includes administrative approval.

**Beginning Teacher Mentor Program**

The HASD Mentoring Program is designed to provide support throughout the first year of teaching to both experienced and inexperienced educators who are new to the district. The Hortonville Area School District realizes that beginning educators are more likely to remain in the teaching profession and within the district if collegial support is strong and continuous.

**Are you a Mentor or a Support Mentor?**

- **Mentors** are provided for initial educators, specialists, and for those who have three or fewer years of teaching experience.
- **Support Mentors** are provided for educators and specialists who have more than three years of teaching experience. Support mentors may also be provided in addition to a mentor for teachers whose assignment requires instruction in more than one building.

<table>
<thead>
<tr>
<th>Mentor Requirements</th>
<th>Support Mentor Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Attendance at the orientation meeting</td>
<td>- Attendance at the orientation meeting</td>
</tr>
<tr>
<td>- Provide support for the new hire on a consistent and regular basis</td>
<td>- Provide support for the new hire on a consistent and regular basis</td>
</tr>
<tr>
<td>- Log a minimum of 16 hours contact time</td>
<td>- Log a minimum of 6 hours contact time</td>
</tr>
<tr>
<td>- Optional (Seminars)</td>
<td>- Optional (Seminars/Observations)</td>
</tr>
<tr>
<td>- Complete checklists</td>
<td></td>
</tr>
<tr>
<td>- Complete two observations</td>
<td></td>
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</tbody>
</table>
Orientation Meetings (ALL)

New Hires
- All new hires are highly recommended to attend the New Hire Orientation class during Polar Bear Academy. If you are hired after PBA or are unable to attend, you are then required to attend an orientation training with your building representative. Date and location to be determined.

Mentors/Support Mentors
- All mentors and support mentors are required to contact their mentee and complete the “Monthly Mentor Checklist-Before the Start of School”

Mentors/Support Mentors and New Hires
- There will be a required orientation for all mentors, support mentors, and new hires dates to be determined annually.

Log Sheet (ALL)
A log of contact times and activities is maintained by the mentor/support mentor. Although it is ordinarily exceeded, a minimum of 6 hours of time must be logged for support mentor contact and 16 hours for mentor contact. This log needs to be submitted to Stephanie Halverson (HHS) by January 27, 2018.

Observations- one class (30-45 minutes) or half day (INITIAL EDUCATORS with MENTORS)
Classroom visits provide an opportunity for the initial educator/specialist to receive constructive feedback on his/her instructional practice or to observe strategies and techniques that have proven successful for the mentor. A minimum of two classroom visits are required to take place.
- The first visit must be completed by November 4, 2017.
- The second visit should be completed by January 27, 2018.

To help facilitate classroom visits, a substitute can be provided for either the initial educator/specialist or the mentor/support mentor to visit one or the other’s classroom. Check with your building principal to secure a sub if needed. Although observations are documented, these observations are not included as a part of the evaluation process. A short summary of each classroom visit must be submitted to the building principal for signature. This form can then be sent to Stephanie Halverson at HHS within one week of the observation.

Checklists (MENTORS)
Checklists are designed to help assist the mentor with topics of discussion with the new hire. These should be completed, signed by both, and returned to Stephanie Halverson (HHS) by the due date.

Seminars (ALL NEW HIRES)
Seminars are after school presentations/discussions that focus on topics related to Teacher Effectiveness Standards/Educator Specialist Standards. They are designed to create opportunities for professional dialogue and improvement in instructional practice. Eight support seminars are planned throughout the school year. Regardless of years of experience, new hires are required to attend a minimum of four support seminars.

Compensation for Mentors and Support Mentors
Remuneration is provided for mentors ($200.00) and support mentors ($100.00) at the end of the school year. This compensation acknowledges the mentor and support mentor’s provision of assistance throughout the year for the following requirements:
- Attend orientation meeting (mentor/support mentor)
- Submit the log sheet (mentor/support mentors)
- Complete two observation forms (mentor only)
- Completion of monthly checklists (mentor only)

Building Representatives
High School- Stephanie Halverson
Middle School (FWA) - Jenni Koenecke
Elementary School (GES) - Jenny Becker
Bloodborne Pathogen Training
Bloodborne Pathogen training is required for all employees and is completed each year.

Bringing Family Members to School
Employee family members (parents, children, etc.) should not be at school with the employee during contracted hours, without prior approval of the building principal. Exceptions may be made by the principal for special events or unusual circumstances, but must be discussed with the administrator prior to the event.

Bringing Non District Personnel to School
Non-district personnel (family, neighbors, etc.) should not be at school with the employee, during contracted hours, without prior approval of the building principal. Exceptions may be made by the principal for special events or unusual circumstances, but must be discussed with the administrator prior to the event.

Candles/Room Fresheners/Deodorizers
For safety and health concerns, any type of fragranced product (candles, plug-ins, spray air fresheners, etc.) are not allowed in the school buildings.

Classroom Equipment
Desks, chairs, file cabinets, carts, wall screens, computers and other pieces of technology, etc. are allocated to classrooms. In the event that necessary equipment is not in your room, please report such shortages to the office. Teachers are expected to regularly monitor equipment for any damage.

Please be on the alert for the following:
1. See that each class leaves the room in good order.
2. Materials on the bulletin board should be appropriate and reflect the classroom instruction.
3. Bookcases and cabinets should be kept neat and orderly at all times.
4. Your desk and materials should be in good order.
5. Make certain your computer is shut down daily, file cabinets are locked, and other materials secured prior to leaving your classroom or office throughout the day. Prior to leaving the building, close and lock all windows and lock your door and desk.

Classroom Management and Supervision
Staff should follow the PBIS protocol in each building. Expectations for all staff:
1. Treat students with respect.
2. Establish procedures for the classroom routines.
3. Write and post simple and clear class rules.
4. Positively reinforce character traits of respect, responsibility, caring and honest behaviors.
5. Meet with the student and reteach the unacceptable behaviors.
6. Contact the parent with any concerns and document your parent contacts. Involve parents quickly in seeking help with misbehavior.
7. The teacher will notify the office immediately when a student is sent out of class and consult with an administrator on a course of action.
8. Utilize the SIT process for ongoing concerns and document strategies used to help the student.

Supervision expectations beyond the classroom:
1. All teachers are responsible to supervise hallways during transitions and passing or travel time for students.
2. All teachers will supervise and accompany (sit with) students to all programs and reinforce good behavior. Review the proper audience etiquette prior to the assembly.

Classroom Responsibility and Liability
Teachers are not to leave their classrooms unattended or unlocked. In an emergency, get another teacher to cover or contact an administrator. All classroom doors are to be locked during the day.
Cleaning/Maintenance – Custodial Staff Information
Teachers are expected to keep their rooms organized for maximum cleaning purposes. Report irregularities or needs immediately so minor problems do not become major problems. Refer to the “Cleaning Service” icon on your desktop to communicate concerns and compliments.

Co-Curricular Assignments
A separate individual contract for such co-curricular assignment shall be issued and compensation shall be in accordance with a co-curricular pay schedule as approved by the Board.

Co-Curricular Schedule
Each position requires a written description of the duties for the position. The percentage will be based on the current teacher salary base pay. In addition, a pre-inventory and post-inventory form is to be completed and returned to the Activities Director before payment for the activity can be made.

If a staff member has years of experience coaching/advising a co-curricular at HASD, resigns, and then comes back to coach or advise that activity, the total years are combined for salary purposes.

If a staff member moves from one position to a different activity, they start at the percentage based on the current teacher salary base pay. If a coach moves from a lower level (i.e. 7th grade) to a higher position, their salary is never less than what was paid the year before or will be adjusted to the higher salary.

<table>
<thead>
<tr>
<th>Updates 5/24/16</th>
<th>CO-CURRICULAR SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Position</strong></td>
<td><strong>Percentage</strong></td>
</tr>
<tr>
<td>AP Coordinator - HS</td>
<td>2.50%</td>
</tr>
<tr>
<td>Auditorium Coord./Stage Manager</td>
<td>10.50%</td>
</tr>
<tr>
<td>Band, Extra Activities, HS</td>
<td>5.00%</td>
</tr>
<tr>
<td>Band, Extra Activity Assistant, HS</td>
<td>$1,769.00</td>
</tr>
<tr>
<td>Band Jazz, HS</td>
<td>5.00%</td>
</tr>
<tr>
<td>Band, Jazz (2) - HMS/GMS</td>
<td>5.00%</td>
</tr>
<tr>
<td>Choir, Swing, HS</td>
<td>5.00%</td>
</tr>
<tr>
<td>Choir, Swing (2) - HMS/GMS</td>
<td>5.00%</td>
</tr>
<tr>
<td>Choir, Swing, Choreog. (2) HMS/GMS</td>
<td>1.00%</td>
</tr>
<tr>
<td>Debate, HS/HMS/GMS</td>
<td>$4,211.00</td>
</tr>
<tr>
<td>Debate 1st Assistant, HS</td>
<td>$2,479.00</td>
</tr>
<tr>
<td>Department Chairperson, HS</td>
<td></td>
</tr>
<tr>
<td>Alternate Education Department</td>
<td>2.50%</td>
</tr>
<tr>
<td>-Art Department</td>
<td>2.50%</td>
</tr>
<tr>
<td>-Business Education/Computer Department</td>
<td>2.50%</td>
</tr>
<tr>
<td>-English Department</td>
<td>2.50%</td>
</tr>
<tr>
<td>-DECA</td>
<td>2.50%</td>
</tr>
<tr>
<td>-ELL Chairperson (K-12)</td>
<td>2.50%</td>
</tr>
<tr>
<td>-F.A.C.E.</td>
<td>2.50%</td>
</tr>
<tr>
<td>-World Language Department (9-12)</td>
<td>2.50%</td>
</tr>
<tr>
<td>-Counseling Department</td>
<td>2.50%</td>
</tr>
<tr>
<td>-Math Department</td>
<td>2.50%</td>
</tr>
<tr>
<td>-Music Department (K-12)</td>
<td>2.50%</td>
</tr>
</tbody>
</table>
### Music Department (9-12) 2.50%
Student Council, (2) – HES/GES/NGES 1.50%

### Physical Education Department 2.50%
Team Leader, Special, HES/GES/NGES – Art, Music, PE 2.50%

### Science Department 2.50%
Team Leader, Resource, HES/GES/NGES - Special Ed, Guidance, LMC, ELL 2.50%

### Social Studies Department 2.50%
Team Leader, Kindergarten, HES/GES/NGES 2.50%

### Special Education Department 2.50%
Team Leader, 1st Grade, HES/GES/NGES 2.50%

### Manufacturing, Engineering, and Technical Education Department 2.50%
Team Leader, 2nd Grade, HES/GES/NGES 2.50%

### Drama/Play, HS 2.50%
Team Leader, 3rd Grade, HES/GES/NGES 2.50%

### Forensics, HS 7.50%
Team Leader, 4th Grade, HES/GES/NGES 2.50%

### Forensics 1st Assistant, HS 5.00%
Team Leader, 5th Grade, HMS/GMS 2.50%

### Forensics Assistant, HS 2.50%
Team Leader, 6th Grade, HMS/GMS 2.50%

### Forensics, (2) - HMS/GMS 2.00%
Team Leader, 7th Grade, HMS/GMS 2.50%

### Forensics Assistant, (2) - HMS/GMS 1.50%
Team Leader, 8th Grade, HMS/GMS 2.50%

### Fuel Up To Play 60 – one person paid at each building 1.50%
Team Leader, Grade 8 (Exploratory), HMS/GMS - Art, PE, World Lang. 2.50%

### Health Coordinator, K-12 2.50%
Team Leader, M.S. Special, HMS/GMS 2.50%

### Health Coordinator, HS 0.50%
Team Leader FWA 2.50%

### High Quiz, HS 1.00%
Thinking Cap Quiz Bowl – HMS 1.00%

### High Quiz Assistant, HS 0.75%
Thinking Cap Quiz Bowl - HMS 1.00%

### Lego League – HMS/GMS 0.75%
Visual Arts Team, HS 1.50%

### Link Crew 2.50%
Yearbook, HS 3.00%

### Literacy Collaborative/Interventionist Coach Per diem 10.5%
Yearbook Assistant, HS 2.00%

### Marching Band Flag Advisor, HS 1.00%
Yearbook (2) - HMS/GMS $750.00

### Math Team, (2) - HS 2.00%
HHS School Store 1.50% (2)

### Robotics 2.50%
Girls Who Code 1.50%

### Sport Activity | Position | Percentage | Sport Activity | Position | Percentage
--- | --- | --- | --- | --- | ---
Baseball | Varsity | $4,324.00 | Golf - Boys | Varsity | 7.50%
Baseball | Varsity Assistant | 5.00% | Golf - Boys | Assistant | 5.00%
Baseball | JV | 5.00% | Golf - Girls | Varsity | 7.50%
Baseball | Freshmen | 5.00% | Golf - Girls | Assistant | 5.00%
Basketball-Boys | Varsity | $5,312.00 | Soccer Girls | Varsity | $4,324.00
Basketball-Boys | Varsity Assistant | 7.00% | Soccer Girls | JV | 5.00%
Basketball-Boys | JV | 7.00% | Soccer Boys | Varsity | $4,324.00
Basketball-Boys | Freshmen | 5.50% | Soccer Boys | JV | 5.00%
Basketball-Boys | 8th Grade (2) HMS/GMS | 4.50% | Softball | Varsity | $4,324.00
Basketball-Boys | 8th Asst. (2) HMS/GMS | 3.00% | Softball | Varsity Assistant | 5.00%
Basketball-Boys | 7th Grade (2) HMS/GMS | 4.50% | Softball | JV | 5.00%
Basketball-Boys | 7th Asst. (2) HMS/GMS | 3.00% | Softball | Freshmen | 5.00%
Basketball-Girls | Varsity | $5,312.00 | Track, Boys | Varsity | $4,605.00
Basketball - Girls

<table>
<thead>
<tr>
<th></th>
<th>Varsity Assistant</th>
<th>Track, Boys</th>
<th>Varsity Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball - Girls</td>
<td>JV</td>
<td>7.00%</td>
<td>Track, Girls Varsity</td>
</tr>
<tr>
<td>Basketball - Girls</td>
<td>Freshmen</td>
<td>5.50%</td>
<td>Track, Girls Varsity Assistant</td>
</tr>
<tr>
<td>Basketball - Girls</td>
<td>8th Grade (2) HMS/GMS</td>
<td>4.50%</td>
<td>Track, B/G Varsity Assistant</td>
</tr>
<tr>
<td>Basketball - Girls</td>
<td>8th Asst. (2) HMS/GMS</td>
<td>3.00%</td>
<td>Track Boys MS Head (2) HMS/GMS</td>
</tr>
<tr>
<td>Basketball - Girls</td>
<td>7th Grade (2) HMS/GMS</td>
<td>4.50%</td>
<td>Track, Boys MS Assist.(2) HMS/GMS</td>
</tr>
<tr>
<td>Basketball - Girls</td>
<td>7th Asst. (2) HMS/GMS</td>
<td>3.00%</td>
<td>Track, Girls MS Head (2) HMS/GMS</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>Varsity</td>
<td>2.00%</td>
<td>Track, Girls MS Assist.(2) HMS/GMS</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>Jr. Varsity</td>
<td>1.50%</td>
<td>Volleyball Varsity</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>M. S. (2) - HMS/GMS</td>
<td>1.00%</td>
<td>Volleyball Varsity Assistant</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Varsity</td>
<td>$4,324.00</td>
<td>Volleyball Freshman</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Jr. Varsity</td>
<td>3.50%</td>
<td>Volleyball Freshman Assist.</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Middle School</td>
<td>3.00%</td>
<td>Volleyball 8th Grade (2) HMS/GMS</td>
</tr>
<tr>
<td>Dance Team</td>
<td>Varsity</td>
<td>4.50%</td>
<td>Volleyball 8th Assist. (2) HMS/GMS</td>
</tr>
<tr>
<td>Football</td>
<td>Varsity</td>
<td>$5,312.00</td>
<td>Volleyball 7th Grade (2) HMS/GMS</td>
</tr>
<tr>
<td>Football</td>
<td>Varsity, 1st Assistant</td>
<td>7.50%</td>
<td>Volleyball 7th Assist. (2) HMS/GMS</td>
</tr>
<tr>
<td>Football</td>
<td>Jr. Varsity (3)</td>
<td>7.00%</td>
<td>Wrestling Varsity</td>
</tr>
<tr>
<td>Football</td>
<td>Head Freshman</td>
<td>6.00%</td>
<td>Wrestling JV</td>
</tr>
<tr>
<td>Football</td>
<td>Assist/Fresh., (2)</td>
<td>5.00%</td>
<td>Wrestling Freshman</td>
</tr>
<tr>
<td>Football</td>
<td>Head M.S. (3) HMS/GMS</td>
<td>4.50%</td>
<td>Wrestling Head MS</td>
</tr>
<tr>
<td>Football</td>
<td>Assist, M.S. (2) HMS/GMS</td>
<td>3.50%</td>
<td>Wrestling Assistant MS</td>
</tr>
</tbody>
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1. Curriculum writing/collaboration (including June Professional Development Day): $20.00 hr. Time must be logged and a summary of work completed submitted to the Director of Curriculum.
2. Other after school time: $15.00 per hour – This includes timers, scorers, directors of concerts, and supervisors, (must log hours, sign, turn in to supervisor, and the administrator will determine start time).
3. There is no additional compensation at an hourly rate for overnight trips.
4. Extra Classes: Teachers assigned to another teacher’s class during their assigned preparation period will be paid at a rate $20.00 per period. (Time will be prorated based on the number of minutes worked.) If a teacher has a time during the day when they do not have face to face contact with students or direct supervision of students, the teacher would receive extra pay for covering a class. If a teacher takes his/her class to another classroom (where the teacher is absent), and the teacher presents the lesson information left by the teacher for that time, that teacher would receive additional pay.
5. Elementary teachers who sub for another teacher by taking some students for either a half day or full day will be paid. The cost of that sub time will be split among those teachers who took the students.
6. A teacher will not get additional pay for taking another class along with their class. (Example: 3rd grade teacher has another 3rd grade group come to her/his classroom while the teacher is gone.)
7. Extra Duties: Extra duties required will be filled on a voluntary basis. Administration has the right to assign up to three (3) supervisions with pay per year within their building.
8. Afterschool detention time will be paid at $15.00 per day. Lunch detention will be prorated based on the number of minutes worked at $15.00 an hour.

9. **Fuel Up to Play 60 – Individual Building Qualifications: (one person paid at each building)**

   Each building must complete the following to receive the co-curricular amount:
   
   - Apply for funding
   - Must Complete all 6 steps to become a “Touchdown” school:
     1. Join the League
     2. Draft Players
     3. Kickoff
     4. Survey the Field
     5. Game Time
     6. Light Up the Scoreboard

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**Conference Requests - #3440 Job-Related Expenses & Guidelines**

District personnel and administration officials who incur expenses in carrying out authorized duties for the District shall be reimbursed for actual expenses, not exceeding the maximum amounts as established by the Board.

All members of the faculty, administration and paraprofessional staff shall be reimbursed for actual and necessary expenses as authorized by the staff member’s immediate supervisor on business of the School District, in attendance at meetings or functions that have received prior approval.

Reasonable expenses such as conference fees, meals, travel, tips, parking, phone calls and lodging can be considered reimbursable expenses. Please refer to Guidelines for Attendance at Conferences, Meetings, and Seminars.

Pre-Approval – A pre-approval request form for conferences, meetings and seminars will need to be completed and sent to approving administrator at least thirty (30) days prior to attendance. This form is to be retained in the signing administrator’s office and referred to when reimbursement form has been submitted, it may be attached to staff member’s copy of reimbursement form.

Reimbursement – The District reimbursement form needs to be completed and sent to approving administrator within five (5) days after attendance. Receipts must be attached. Expenses will be paid upon submission of a properly completed and approved reimbursement form with supporting receipts attached as required by the administrator in charge of business affairs.

Any trips shall have prior approval from the building administrator to determine that budget is sufficient and that program intent is consistent with Building and District goals.

The mileage reimbursement rate will follow the IRS yearly approved amount.

Travel payment and reimbursement provided from Federal funds must be authorized in advance and must be reasonable and consistent with the District’s travel policy and administrator guidelines. For travel paid for with Federal funds, the travel authorization must include documentation that demonstrates that (1) the participation in the event by the individual traveling is necessary to the Federal award; and (2) the costs are reasonable and consistent with the District’s travel policy.

Reference: Guidelines for Attendance at Conferences, Meetings, and Seminars Conference/Meeting/Seminar Request Form (below)

Employee Reimbursement Request Form for Travel, Supply, or Meal Expenses (current reimbursement form)

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**HORTONVILLE AREA SCHOOL DISTRICT**

**GUIDELINES FOR ATTENDANCE AT CONFERENCES, MEETINGS AND SEMINARS**

Since conferences, meetings and seminars are designed in part to benefit the entire school system or a major part thereof, one factor to be weighed in considering requests will be the extent to which the “role of the person” enables him/her to have routine communications and contact with others on the faculty and staff.

The considerations for approval may include but are not limited to the following:

- **Need and value of the conference, meeting or seminar to staff position and/or district**
- **Demonstrated interest**
• Current assignment
• Availability of adequate substitute(s)
• Location of the meeting
• Budget limitations

Pre-Approval Request – Pre-Approval request form for conferences, meetings and seminars will need to be completed and sent to approving Administrator within thirty (30) days of attendance. The form will be retained in the approving Administrator’s office.

Credit Reimbursement - Please refer to HASD Teacher Handbook – Reimbursement of College Credits.

Reimbursement Form – The District Reimbursement Form needs to be completed and sent to approving Administrator within five (5) days after attendance. Receipts must be attached. Pre-Approval request form may be attached to staff member’s copy of Reimbursement form.

Lodging - Funding for lodging is allowed for a one-day activity only when the activity is an extreme distance from school. Madison and Milwaukee are not considered extreme distances. Room sharing is expected when two staff members of the same gender attend an activity. There is a ceiling of $150.00 per day—again keep receipts. If more than one staff member is attending a conference, meeting or seminar and one staff member wants their own separate room, he/she will have to pay for his/her own room. Please keep in mind that the district will only pay reasonable and customary lodging expenses. If lodging expenses exceed maximum guidelines, the funding administrator has the authority to approve those expenses within reason. If only one staff member is attending a conference, meeting, or seminar and would like to take a family member or members along, only ½ of the lodging cost per day will be paid by the District. Remember to use the tax exempt form when booking hotel rooms. The District will not reimburse tax on lodging.

Meals, Including Tips - The ceiling for meal expenses, including tips, for a one-day activity is $20. If the activity is longer than one day, there is a $40 per day ceiling. This is intended to include three (3) meals. Please keep all itemized receipts. Dinner charges are not to be turned in unless the workshop/conference activities extend beyond the dinner hour. The district will not pay for alcoholic beverages. Receipts will be reviewed. If meal expenses exceed maximum guidelines, the funding administrator has the authority to approve those expenses within reason.

Mileage - Mileage is reimbursed from home or school depending upon which one is closer to the activity. Carpooling is expected when two or more are attending the same activity. Please include any parking expenses (keep receipts for reimbursement for parking). District vehicles available for staff use may also be utilized.

Participation – Attendance is required for the full length of the conference—NO EXCEPTIONS. The recommended guideline for participation is no more than ten (10) staff members from the district or four (4) per building per day per conference. If more district staff members are requesting to attend the same conference, determination will be handled on a first come basis by the building administrator with prior permission from the District Administrator.

Registration and Payment – Pre-approval for all registration fees for the conference, meeting or seminars is required prior to payment provided by the District. If a staff member must have pre-approval from their administrator prior to making a registration payment. A copy of the pre-approval and receipt for registration fees must be submitted with the reimbursement form.

Stipends - The District does not pay stipends for attendance at workshops/conferences.

Subs – Conference participants are required to make sub arrangements with the sub scheduler for the District after approval is received. Shared staff members should make building principals of each school aware of absence for conferences, meetings or seminars.

Confidentiality
Sections 118.125 and 118.126 of the Wisconsin Statutes outline the confidentiality of all student records including behavioral, health and academic records. The administrative office interprets these statutes to mean that unless an individual has a “right to know,” the academic, health, and behavioral records of students are not to be shared. This can be carried forward to both the written record and verbal conveyance of student health, academic, and behavior progress (or lack thereof). Open discussion of student progress, behavior, or health issues with individuals that teach, does not mean they have a “right to know”, this is not appropriate or professional. These statutes are not intended to restrict teachers from asking another teacher (s), counselor, principal, or psychologist for assistance or ideas on how to handle a particular situation. (Confidentiality Agreement included in forms.)
Contract Days
The total contract days shall be one hundred and ninety (190) days which includes 2 hours of Open House. School shall be held for at least one hundred and eighty (180) days, with the remaining days consisting of in-service days and holidays as outlined by the school calendar. If a part time teacher is scheduled to work in the afternoon, they will make arrangements with the principal to make the hours up, on the day before Thanksgiving or the day before the holiday break.

Contract Release
The Board retains full discretion in accepting or rejecting a teacher’s request for release from his/her employment contract. The Board shall act in good faith in accepting or rejecting the request and shall act in good faith in finding a suitable replacement for the teacher. In all cases the Board of Education will approve a resignation if a qualified replacement candidate is located. (The Liquidated Damages amounts listed on the Teacher’s Contract will be required if a teacher resigns.)

Copies (personal)
Personal copies are $.10 per side for black/white and $.20 per side for color.

Copy Room
The District Copy Room is not authorized for making any personal copies for staff. Copies of materials for distribution are not to be sent to the Copy Room without prior approval of the material by the District Administrator or his/her designee.

Distribution of Materials on School Premises – Policy #9700.02
The Board of Education has set rules and limitations on the distributing of materials (flyers) on school premises. Materials not related to school-sponsored activities, curriculum, or academic programs will not be distributed on school property by individuals, community groups, or organizations without approval of the District Administrator or his/her designee. Using HASD email for sending flyers, notices of events or personal information, needs prior administration approval. Refer to Policy #7540 Acceptable Use Policy – Electronic Information System - Staff

Electronic Grading
Teachers are required to enter grades to either Skyward (grades 6–12) or Mastery Connect (grades K-4). Grades should be updated every week or as necessary. Your electronic grade book shall contain an accurate record of student grades. Do not make student grades public knowledge.

Emergency School Closing
In the event that it is necessary to close school, during the school day, for an emergency or bad weather, teachers will be informed via Skylert or email. Make sure your contact information is current in Skyward.

The District and each school have established crisis plans to deal with crisis such as a catastrophe, a death or intruder in the building, which may affect staff and students.

In case of an emergency or bad weather, the Hortonville Area School District will send out a message to all staff and parents/guardians through Skylert. You may also listen to the following radio/TV stations or go to the following websites for announcements concerning the closing of school.

Radio Stations:
WIXX (101.1 FM)
WNAM (1280 AM) WGE – Duke FM (93.5 FM)
WNFL (1440 AM) WOSH (1490 AM)
WPKR (99.5 FM) WYDR – The Drive (94.3 FM)
WTAQ (1360 AM) WVO (103.9 FM)
WZOR (94.7 FM) WDUX (800 AM or 92.7 FM)
TV Channels: 2, 5, 11 & 26
Websites: www.hasd.org or www.wbay.com

Employee Use of Cell Phones during Contracted Hours
Cell phones must be silenced during instructional time with students or during professional (learning) development activities.
Field Trips – See Policy #2340 & 8640-Field and Other District Trips
All requests for field trips must be submitted to the principal for approval using the field trip request form available in the office or online at – http://transpo-hortonville.rschooltoday.com/login/ (under Transportation / Transportation Resources / Rschooltoday on the District website). Submit the request one month in advance to allow sufficient time for approval, bus transportation, parental permission, a substitute, and other arrangements to be completed.

Overnight trips and trips outside the state or country need School Board approval and must be submitted ninety (90) days in advance. All overnight trips (in State or out) need a Trip Request and Board Request form submitted to the Board including an itinerary, list of students and list of chaperones. Each request will have two (2) readings by the Board. The staff member making the request must attend the Board meetings to answer any questions or concerns. When approved, it will be necessary to have each student return a parental permission slip. Teachers are responsible for taking emergency contact information, student medication, and other related supplies of the well-being and safety of the students. Two (2) field trips per grade level per year are allowed or two (2) field trips per course at the high school level.

Procedures for requesting transportation for field trips are as follows:

1. Complete Field Trip Transportation Request form located in each building office or on the district website.
2. The Principal must sign the completed form.
3. A copy of the signed form must be sent over to Transportation Director or Secretary in the Transportation Department at least two (2) weeks prior to the field trip.

The Transportation Department will send you a confirmation from the requested field trip. If you do not get the confirmation one (1) week before the planned trip, you should contact the Transportation Department. The van must be requested at least ten (10) days in advance or a trip. Any trips out of state or more than one (1) day should be requested thirty (30) days in advance. If you know at the start of the year that you have a long trip of more than one (1) day, request the van as soon as possible.

- If trip is greater than seventy-five (75) miles, it must be approved by the District Administrator and be placed in the Board packet. The exception is that co-curricular trips are approved by the Activities Director.
- If trip requires overnight accommodations or travels outside the State of Wisconsin or outside the country, it must be approved by the Board of Education.

Use the same form and procedures requesting the van as you do for buses. You will need the number of students going as well as the number of adults with a total of no more than eight (8).

The van will transport up to eight (8) people including the driver. If you have more than a total of eight (8), you must request a bus or plan some other method of transportation.

Floating Work Day
Must be completed between the dates of July 20th through August 27, 2017. Hours must be logged and the completed form turned into the principal’s office by September - 1st. If the completed form is not turned in on time, the employee will be docked 1 day’s pay. Part time teacher’s time will be pro-rated. Teachers may not use a personal day for floating work day. Any emergency situation must be approved by the principal.

Fund-Raisers – Policy #5830
All fundraisers, sale of products or other collections of money must have prior administrative approval for each fundraiser. Each fundraiser activity must be on the calendar prior to the actual event and approved by the building administrator. See the recommendations in Policy #8510, Wellness Policy.

Grading Practices
Grading practices are specific to each building. Teachers will notify students of their grading practices.

Grievance Procedure
Definition of a Grievance: A grievance is defined as a matter that involves any decision made by the Board of Education and/or the Administration that impacts any employee of the Hortonville Area School District so long as the decision concerns specific subjects limited to an employee termination, employee discipline or a workplace safety issue. Non-renewals and layoffs are not subject to this grievance procedure.
Calculation of Time Limitations: The days that crest the deadlines in this grievance procedure apply year round without regard to whether or not the schools are in session and shall include all weekdays. Weekend days and state and federal holidays are excluded from the days that apply to the stated deadlines.

Mandatory Process to present and process a Grievance:

Step 1: Within ten (10) days after the initial event occurred upon which the grievance is based, the grievant shall meet and orally confer with his/her immediate supervisor in order to attempt to resolve the grievance. Failure to do so shall constitute a waiver of any grievance.

Step 2: If the grievance is not resolved by using Step 1, the grievance shall be reduced to writing and signed, dated and delivered by the grievant to the individual’s immediate supervisor within five (5) days. Upon review the immediate supervisor may require the grievant to provide more complete written detail of the issues and events. If so, the grievant shall have three (3) days to provide further written information. E-mail may not be used to present any grievance or be used for any part of the communication for this grievance procedure. The immediate supervisor may give his/her written reply to the grievant within five (5) days of receipt of the written grievance. If the immediate supervisor does not provide a written reply within five (5) days, the grievance shall have the status of being automatically denied on the fifth day.

Step 3: If the grievance is not resolved in Step 2, the grievant shall, within five (5) days of receipt of the written reply of the immediate supervisor, or in the absence of such reply which shall constitute a denial, present the written grievance to the District Administrator and write the date of delivery on the document. Failure to do so shall constitute a waiver of any grievance. The District Administrator may give his/her written reply within five (5) days of receipt of the written grievance. If the District Administrator does not provide a written reply within five (5) days, the grievance shall have the status of being automatically denied on the fifth day.

Step 4: If the grievance is not resolved in Step 3, the grievant shall, within five (5) days of the written reply from the District Administrator, or absent such reply, file a request that an impartial hearing officer be retained to hear and decide the written grievance. Such request must be in writing addressed to the District Administrator and have the date of delivery written on the request. Failure to do so shall constitute a waiver of any grievance. The impartial hearing officer shall be designated by the District Administrator. The District Administrator shall contact the impartial hearing officer and make arrangements for a conference call within one (1) week in order to pick a date for the hearing before the impartial hearing officer. Any party may call witnesses to the hearing. There shall be no discovery. The hearing shall be treated by the impartial hearing officer as an agency proceeding under Wisconsin law. The impartial hearing officer shall be asked to provide a written Grievance Award within thirty (30) days of the hearing. The grievant may, at his/her option, have Union or legal counsel, but not both, at the hearing. Without regard to any outcome of the grievance, each party shall bear its own expenses and each party shall pay one-half of the fees charged by the impartial hearing officer. If any party desires a transcript of the hearing, the party shall bear the full cost of such expense. If the impartial hearing officer requires a transcript or a copy of any transcript the parties shall share the cost on a 50-50 basis.

Step 5: Within thirty (30) days of the date of the written Grievance Award, either party may appeal the Grievance Award to the Board of Education. The standard of review on appeal shall be de novo on the Record created at the hearing and the Board of Education will entertain oral arguments, but no new evidence will be received. The Board of Education will issue a written Grievance Award Appeal Decision within Thirty (30) days after the appeal is heard. The decision of the Board of Education shall be final and binding on all parties and there shall be no further appeals taken.

Guidelines for the Use of Instructional Material

The Hortonville Area School District reviews, modifies as necessary and approves curriculum changes on a regular basis. The adoption of new instructional materials to implement the curriculum results from a review, selection and recommendation process that concludes with the approval by the Board of Education. The most current instructional materials adopted by the Board of Education are viewed as the “primary vehicle for delivering the written curriculum.” (See Policy #2210 – Curriculum Development / Approval / Evaluation Process)

In addition to the use of formally adopted curriculum materials, supplemental resources are also used to aid teachers in focusing more directly on specific learning targets as well as meeting the needs of students. Although supplemental materials are not subject to as intensive a review process as formally adopted materials, they are evaluated in terms of their ability to support students in learning the content specified in the curriculum.

Request for supplemental materials that are viewed by teachers as being beneficial for students at a particular grade level are approved by the building principal and purchased through the building level budget.
Use of Potentially Controversial Instructional Materials – See Policy #2240
Selection of materials and challenged materials – If you suspect that your lessons include potentially controversial material, discuss this with your building principal prior to instruction. Parents have the right to judge whether material is acceptable for their child. Give parents the opportunity to review potentially controversial materials, attend your class, or remove their child from the class while the materials are being used. Students not participating in the class must have an alternative assignment. Regardless of how carefully teachers select material, it can be expected that at some point some members of the community will express concern about the appropriateness of selected materials. People have the right to request that material be reviewed. Inform the principal, promptly, of any parent concerns.

Harassment – Students & Teacher
Harassing behavior that is directed toward others is strictly prohibited in all forms. This includes behavior that creates an intimidating, hostile or offensive school environment. Those found to be harassing another face possible disciplinary action. The Hortonville Area School District maintains that our schools are safe and enjoyable places to learn and work. Take time to review and discuss our harassment policy with your students at the beginning of the school year and as needed throughout the school year. Policy #3362 Employee Anti-Harassment, Policy #5517.02 Bullying, and Policy #5517 Student Anti-Harassment

Homework – See Policy #2330
Appropriate homework and student practice will increase student learning. Research suggests ideas for planning homework and activities to support practice:

1. Match the right type of homework to the learning target.
2. Homework should serve a clear purpose. Make the goal of homework assignment explicit and clear to everyone, including students.
3. Assign the right level of homework. Homework assignments should be at the instructional level that matches students’ skills.
4. Provide timely feedback. Student learning improves with timely feedback.
5. Ask parents to facilitate homework completion, not teach content. If a student needs help with content that is a sign that the homework assignment may be too difficult and additional instruction may be needed.
6. Create support structures for homework. Journals, trackers, and other tools help students organize assignments and support communication between student, teacher, and parents.

Reference: http://www.netc.org/focus/strategies/home.php

Teachers should develop meaningful and relevant assignments. We need to develop various types of homework, which will address every student’s needs. A guideline for giving homework assignments:

1. Reinforcement of concepts presented in class.
2. Training to accept responsibility for completing an assignment.
3. Enrichment.
4. Individualized, meaningful and challenging.
5. Homework should be corrected and feedback promptly given.

Identification Badges – See Policy #8400
The Wisconsin School Safety Coordinators Association recommends that, in order to keep our schools and children safe, all employees of the district are required to wear photo identification badges. See your administrator if you need a badge.

Insurance
Dental: The Dental Plan is for Instructional Staff. The Board will pay 80% of the premium.
Provider: Self-Insurance: Third Party administrator is Delta Dental.

Teachers not returning to the District for the fall semester will have their insurance dropped effective August 31st.

Life: The Board of Education will pay for a term life insurance plan with insurance coverage equal to the next $1,000 base salary. (Subject to policy provisions.) Services end on the employee’s last work day or termination.

Long Term Disability: The Board of Education will pay for a long-term disability insurance plan that has a sixty (60-day waiting period and which pays 90% of the regular earned salary of the teacher during the qualifying disability. Regular salary does not
include any salaries listed on the extra-curricular schedule. (Subject to policy provisions.) Insurance may continue while monthly benefits are payable until the maximum benefit period is reached.

**Medical:** The District currently has one plan and the Board may change insurance carriers as necessary. The Board of education will pay 87% of the premium of a Health Maintenance Organization (HMO) individual or family medical insurance plan, or 90% if the employee participates in a yearly Personal Health Assessment (PHA).

The Board will assume its premium for contracted school year teachers for the length of time that a teacher is on the District payroll, commencing September 1st. If an employee terminates his/her employment prior to the end of the school year, or is terminated by Board action; the Board’s contribution shall terminate on the first day of the month following his/her termination.

Teachers not returning to the District for the full semester will have their insurance dropped effective August 31st, but may be eligible to participate in the group plan upon payment of the full premium for an additional eighteen (18) months.

Teachers with less than a full time contract or teachers who work for only part of the school year will have premiums prorated for the twelve (12) month period according to the worked portion of the 190-day contract.

**Medical Insurance Option Payout:** All teachers who do not participate in the District medical insurance plan will receive an annual payout of $500.00. Payment is conditional upon the employee declining the health insurance benefit during the entire fiscal year, July 1st through June 30th at the end of the year during which health benefits were declined. The payment will be subject to state, federal and social security tax withholding.

**Section 125 Plan.** The Board agrees to implement a Section 125 Plan and the district will pay the administrative costs associated with the Plan.

**LEAVE POLICIES** – (Please refer to Work Days and Hours Expectation section – Work day 7:45 a.m. to 3:45 p.m.) (Any leave taken, which includes the day before Thanksgiving and the holiday break, will be a full day deduction.) Teachers are to request personal leave via AESOP.

Administrators may also grant other short leaves of absence, not to exceed three (3) school days per year, but without pay. After three (3) unpaid days, the School Board must approve the request.

Two (2) days of personal or emergency leave will be granted per year without the loss of pay. Personal leave not used in any particular year shall be credited to the total accumulative number of sick leave days on the employee’s current record.

The administration must be notified at least five (5) school days in advance for any request for personal days. Personal days taken after May 1 are at the discretion of the administrator. No more than two (2) teachers may be gone on any one day in May in each building unless a special circumstance is approved by an administrator.

No personal time will be granted on an in-service or professional learning day, partial day, or in-service day without administration pre-approval. If personal time is used on a teacher paid day (1/2-day in-service, before holidays, or in June), eight (8) hours of personal time will be deducted.

If a personal day has been requested and a full snow day is called, the staff member does not lose their personal day.

In the event the employee has exhausted his/her sick leave and/or emergency and personal leave allotments, an employee may request an unpaid absence. Administrators may grant other short leaves of absence, not to exceed three (3) school days per year, but without pay. After three (3) unpaid days, the Board of Education must approve the request. Upon administrative approval, a corresponding deduction in pay for the time lost will be made to the next payroll. Any approved unpaid absence involving lost student instruction time must be recorded in AESOP.

**Family Medical Leave (FMLA)**
Refer to Board Policy # 3430.01
Funeral Leave – (All absences must be recorded in AESOP)
Each teacher shall be granted up to three (3) days absence with pay in any one (1) year for each death in the immediate family and in the death of a loved one.

Immediate family is defined as husband, wife, children, parents, parents-in-law, grandparents, grandchildren, brothers, sisters, brothers-in-law, and sisters-in-law. A loved one is defined as another relative not listed above or other person who had an impact on the employee’s life.

Funeral leave days shall not accumulate.

An additional two (2) days of leave may be requested but they will be deducted from accumulated sick leave which will be approved by the building administrator.

Jury Duty / Court Appearance
When a teacher is called for jury duty, or subpoenaed to appear in state or federal court during the school year, the teacher shall receive his/her regular salary for each day of absence.

The teacher shall remit to the Board of Education or have deducted from payroll the compensation paid to him/her, less mileage, for such jury duty or witness fee no later than the close of the pay period.

Upon completion of jury duty an official record of jury service shall be presented to the District Administrator.

All expense or other liabilities incurred by the teacher as a result of jury duty or testimony pursuant to subpoena will be the total responsibility of the teacher and not the Board of Education.

No leave will be charged to the teacher as a result of jury duty or testimony pursuant to a subpoena.

The teacher shall notify the District Administrator immediately upon receipt of a summons for jury duty or a subpoena that requires a court appearance in state or federal court.

Teachers must return to work immediately if not selected for jury duty on those days called.

The maximum number of days a teacher may receive his/her regular salary for jury duty in any one (1) year shall be limited to twenty (20) days.

Leaving during Preparation Period
Teachers who wish to leave their building during their preparation period must sign out in the building office.

Teachers who need to leave after school is dismissed at 3:10 or arrive after 7:45 must receive pre-approval from their administrator and they must sign in/out of the building. If a teacher has pre-approval from their building administrator, they are allowed to leave after the students are dismissed at the end of the day for an appointment and do not have to use sick and/or personal time for an appointment.

If a teacher has an appointment during their lunch or prep period, they are to get approval from the principal to leave the building and sign in/out of the office. Teachers will not be docked sick time if they return before the next class period begins. If a teacher returns after their prep time, they will be deducted sick time (to the nearest quarter hour) from the time they were gone.

Staff members are to attend (in their entirety) all faculty meetings, IEP’s or other meetings scheduled after school as part of their professional duties unless prior administrative approval has been granted. This includes part time staff.

As part of a staff member’s responsibilities, if a part time staff member is unable to attend a meeting, the staff member must make arrangements and work with the building administrator for an alternative to attending the meeting (i.e. use of technology: Skype, Google Hangout+, speaker phone, switching their workday or having the meeting videotaped.) It is the teacher’s responsibility to coordinate an option. This is with no additional compensation.
Medical Time Off
When an employee takes medical time off (sick leave – including FMLA) a “Return to Work” slip is needed for their Personnel File in the District Office. This is verification of working restrictions, if any.

Sick Leave – (All absences must be recorded in AESOP)
The teacher shall be granted eight (8) days sick leave or absences necessitated by illness or medical appointment of an employee or an employee’s spouse, or child, parent or parent-in-law.

The full allowance for sick leave for the school year will be credited at the beginning of the school term. The first official day of the school year is defined as the first working day of the contract. Teachers who are employed after the official start of the contract period or who resign prior to the end of the contract period shall receive prorated sick leave for that year, based on the actual contract days worked of the standard 190-day contract.

If any sick time is needed on a partial professional learning school day, approval from the building principal is needed or the full eight (8) hours of sick leave will be deducted. If a sick day is used on a snow day, the sick day will not be deducted from the employee.

Sick days shall accumulate to a maximum of 120 sick days.
Sick day bank – each year staff may designate and donate one of their sick days to a district sick day pool. One sick day will be deducted from the staff member’s total sick days for the 2017-2018 school year. Once this day is donated, it cannot be given back to the staff member. The sick days in the pool will be distributed upon request by a team of administrators and a teacher representative for a teacher in need. The Sick Day Bank form must be returned to the District Administrator by May 1, 2018. Teachers must have exhausted all leave days or the employee is eligible to long term disability, in order to request use of the Sick Day Bank.

The Sick Day Bank Request form must be completed by the teacher and returned to the district office at least 30 days prior to the requested use of the bank leave days.
For the current school year, any teacher who uses only one (1) or any part of only one (1) full day for sick or personal leave will be reimbursed a sum of $100.00 at the conclusion of the year. The school district will include an additional $100.00 bonus ($200 total) at the conclusion of this year for each teacher who has not used a sick or personal day, or any part of that day, for the year just ended.

Sick leave will not be granted for required physical examinations for employment purposes.

Lesson Plans
Lesson Plans are to be completed each week and readily available to the building principals. Lessons should be related to student learning and the following:
1. What do we want our students to learn?
2. How will we know they have learned it?
3. What will we do if haven’t learned?
4. What will we do if they already know it?
5. Learning targets must be posted daily and instructional activities must be listed.

Teachers should engage in frequent formative assessment to inform instruction and regularly provide student feedback to improve student learning. Examples of formative assessment may be items such as: running records, frequent tests, exit slips, quizzes, white board assessments, notebook checks, and writing samples as evidence of student progress.

Liquidated Damages (as found in Teacher Contract)
If Teacher has returned a signed contract or notice of contract renewal for the ensuing school year and seeks a release from that obligation to accept other employment on or after July 15, he/she shall forfeit $500. If such release is sought on or after August 1, he/she shall forfeit $1,000, and if the release is sought after August 15, he/she shall forfeit $1,500. The applicable monetary forfeiture shall serve as liquidated damages for securing a replacement, and the District may deduct these damages from any earned, yet unpaid, wages due to Teacher. A teacher who resigns during the school year will not receive a TSA payment until the following school year.

Literacy Collaborative Continuing Contact (Outside school day & reimbursed $20.00 an hour)
Elementary teachers of literacy (including classroom teachers K-grade 5, special education teachers, speech and language, intervention specialists, English language learner staff) will participate in 60 hours of Literacy Collaborative coursework taught by the district’s literacy coaches within the first two years of employment. Following the first two years of initial coursework, those same teachers
will participate in 10 hours of Continuing Contact coursework on a yearly basis. In addition, all elementary classroom teachers will participate in regularly scheduled coaching of at least four (4) formal coaching sessions and analysis of teaching with the literacy coaches. 4K teachers will receive training through Friday professional development time.

**Locker Search- See Policy #5770**

Student lockers are the property of the school district. If a staff has reasonable suspicion, they have the authority to search a student’s locker. If at all possible, an administrator and/or the PSLO should assist in the locker search. Notification should be given to an administrator as soon as possible.

**Lunch Accounts**

Staff may purchase a lunch using cash or the automated system. All staff has been issued a personal identification number (PIN) to use to access their automated account. The PIN number should be kept confidential. Staff may purchase lunch in advance by lunch clerk, or by depositing money into one of the lockboxes in the buildings. When depositing money into a lockbox, your name and PIN must also be included inside the envelope. Your personal account will be credited accordingly.

**Mileage**

No mileage reimbursement will be paid for teachers that travel to a full day or half day in-service/early release held within the District. **If you are traveling to service a student or to a meeting at an administrator’s request between 7:45 a.m. and 3:45 p.m., you are eligible to submit for mileage reimbursement.** This is campus to campus (i.e. Hortonville to Greenville). Business mileage reimbursement form to be completed. (See Travel Reimbursement)

**Movie/DVD Clips Use – Policy #5140**

The use of movies / DVD clips in the classroom can be an effective instructional practice, however, should the use of movies / DVD clips be perceived as inappropriate (i.e. types, frequency of use, questionable relationship to curricular objectives), it will be administratively addressed either verbally or in writing. If you are planning to use a film in the classroom, consider the following guidelines:

1. Refer to Hortonville Area School District’s Copyright Policy #2531 found on District website: [www.hasd.org](http://www.hasd.org).
2. There should be a clear instructional purpose and linkage to the curriculum or learning targets.
3. The material should be developmentally and age appropriate.
4. The teacher must preview any material that the students will see or hear.
5. Video clips are suggested instead of full length videos.
6. The teacher will follow all Copyright law and HASD policy.
7. Use the film/video rating guidelines as found in Policy #5140 Classroom Use of Media:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Grades K-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
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<tbody>
<tr>
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<tr>
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</tbody>
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*W/O – May be shown without parent permission*

*W/P – May be shown with parent permission and principal approval.*

*N – May not be shown.

8. Student-produced videos must be made under strict guidelines and must be previewed before being shown in any District Classroom. When making videos to show in the classroom, the following guidelines must be followed:

a. Storyboards depicting script and video shots must be approved by the teacher before production begins.

b. No guns or weapons are allowed to be shown in the video.

c. Appropriate language is to be used.

d. All content needs to relate to curriculum objectives. What is permissible on television may not be permissible for the classroom.

e. All drug and alcohol references must be done responsibly and with prior permission from the teacher.

f. The video must show credits either before or after the film.

g. All dialogue must be clear and understood.

h. If the student breaks the law when preparing and/or showing the video, the video will be turned over to the police department.
i. All copyright laws will be followed and enforced.

9. Teachers will use professional judgment to review/show any DVD’s, music videos, or other recordings which are age appropriate.

10. Parents/guardians may request in lieu of viewing a recording that their child be given a meaningful educationally related activity associated with the same learning target.

11. All full-length commercial videos or video excerpts will not be shown without direct connection to the course curriculum, be developmentally appropriate, and must be accompanied by study guides, teacher-directed discussion, or written discussion. With administrator approval, movies may be shown for student incentives.

12. Teachers are encouraged to notify their administrators of any recordings which may be controversial.

Copies of the Parent/Guardian – Classroom Use of Media – Notification Form may be printed from your computer at “My Network Places/Administration/Forms.”

Moving Classrooms
If a teacher voluntarily or involuntarily chooses to move to another classroom, they will receive $20 an hour for four (4) hours for this. If a teacher voluntarily or involuntarily moves to another building, they will receive $20 an hour for eight (8) hours for the move.

Open House
Each teacher shall be responsible for attendance at one evening open house per year outside of established work hours. Failure to attend will result in a pay reduction per diem per hour. A teacher may use sick leave time for an emergency, with administrative approval.

A coach will not schedule practices or if possibly, any event during Open House. Practices or events may be scheduled after 6:00 PM.

Parent Communications
Responsibility of Teachers to Parents:
Promoting education and the teaching profession by maintaining a positive attitude is the responsibility of all district employees. Teachers are expected to inform students and parents, in writing, of their grading procedures and classroom rules. This information should be available on the teacher’s website. If you have academic or behavioral issues with one of your students, please be sure that you are communicating concerns to parents long before grade reports are filled out or parent conferences are scheduled. It is expected that you log your parent contacts, including the date/time and a plan of action.

Parent-Teacher Conferences
Teachers must be in attendance for parent-teacher conferences that are part of the employment contract. Failure to attend any scheduled conference will result in a salary deduction comparable to the time missed. Parent-Teacher conference schedules will be established at each building to be equal to ten (10) hours of conference time. No personal leave will be granted during Parent/Teacher conference time. Any emergency situation must be approved by the principal. If a staff member is sick for parent-teacher conferences, the staff member will be allowed to use 4- hours sick time and they will be required to notify all parents of the times they will be available to parents, provide the administration a copy of that correspondence, and turn in a log to the administration of the contacts or conferences that were held. Each building will set evenings for their PT conferences during the week listed on the calendar. (There will be two (2) afternoon/evenings from 4:00 -7:00 p.m. and Friday 8:00 – 11:30 a.m.

Coaches and advisors (with administrative approval) may attend scheduled games or events during parent teacher conferences. The coaches/advisors must contact parents of the time that they will be available for parent-teacher conferences (grades 6-12). The coaches/advisors will contact the parents of students earning below a C and document the conference. Time lost during parent-teacher conference time must be made up, logged, and turned into an administrator.

Physical / TB Test for New Staff Members
Physicals and TB Testing is completed off site at ThedaCare at Work. Results are sent to the HASD for employees Personnel Files. TB testing is a two (2) step process. Completion of physical and TB testing are to be done no later than one (1) month after hiring date.
Police Liaison Officer – Policy #5540
The Hortonville Area School District contracts with the Village of Hortonville for the services of a police/school liaison officer. The “PSL” Officer is available for intervention and a wide range of classroom programs. The PSL office is located in the high school.

Probationary Period
During the first four (4) years of employment by the Board of Education, all teachers shall be deemed teachers in a period of probation for those who were hired after the 2010-2011 school year. A teacher with four (4) or less years of teaching experience in the Hortonville Area School District may be terminated, disciplined, or non-renewed for other than arbitrary or capricious reasons. The teacher shall have recourse through the grievance procedure.

Professional Appearance
At the Hortonville Area School District, minimal business casual appearance requires that people appear professional which does not include blue jeans or t-shirts. Dress on Fridays, will be business casual which includes wearing appropriate jeans. Exceptions can be made with prior administrative approval. Teachers shall follow this policy on all days’ students are in attendance.

Professional Development / Learning
No cross district collaboration days will be allowed in April and May.

Reduction in Staff
The employer will attempt to reduce the need for layoff through staff attrition. If the above does not accomplish the necessary reduction, every attempt will be made to lay off employees according to the following criteria: Note – The criteria below are listed in order of importance.

A. Elementary Level (PK* – 4)
   1. The teacher’s past and potential contribution to the educational program of the District.
   2. Area of certification.
   3. Length of District service.
   4. Length of department service.

B. Middle School and Senior High (5-8 and 9-12)
   1. The teacher’s past and potential contribution to the educational program of the District
   2. Area of certification.
   3. Length of District service.
   4. Length of department service.

Notice of a possible layoff will be in writing and will be presented to the employee no later than June 1st to be effective for the following school year. All reduction in staff layoffs are non-disciplinary in nature and will be considered temporary for the two (2) School Years following the layoff. Any teacher on temporary layoff status will be considered for an available job for which the Administration deems the teacher qualified and the best candidate for the position. Following two (2) School Years on temporary layoff the Board of Education will follow Wis. Stats. § 118.22 procedures in order to terminate the employment relationship. Any teacher that is issued a Teaching Contract that is on temporary layoff status may accept a teaching position at any other School District and will be released by the Board from the Teaching Contract that is on temporary layoff status, upon request, without penalty.

*PK -4K teachers means only those teachers employed by the District and not anyone involved in a Four-Year-Old Kindergarten Agreement with the District.

Reimbursement of College Credits
Credits earned (graduate or undergraduate) must be for maintaining and/or improving skills required for teaching. A course approval form with administrative (principal) approval must be completed before a course is taken.

1. Upon completion of the course, a transcript and completion of the second page of the course completion form must be completed and approved by an administrator, who will forward the information to the District Administrator’s Assistant by October 1st (There will be no retroactive payment if these are turned in after October 1st). See form in Appendix.
2. Reimbursement will be made based on actual expenses paid (to the maximum of $150 per credit) for a total of $750 for each five (5) year interval, beginning on September 1st, of the first year of your employment, and will be paid as a working condition fringe benefit.
3. Evidence of completion and submission of the National Board Certification or renewal requirements should be submitted to the District Administrator’s Assistant by October 1st. Expenses related to the completion and submission of National Board Certification or renewal requirements will be reimbursed, up to $750.00 in a five-year interval.

This reimbursement includes any district sponsored credit classes (i.e. Polar Bear Academy).

**Requests for Student Information**

When there is a request from a parent to fill out an educational, medical, or a behavioral related form on a child, they need to be filled out in an objective manner. These forms must be given or mailed directly to the parents. Do not give confidential forms to students to return to parents. All legal requests for student information must be discussed with the building administration and Police Liaison Officer.

**Requisitions and Budgeting**

Individual school budgets are prepared in late winter for the following school year. Careful analysis of your future needs is necessary based on your current inventory, proposed curriculum changes, improvements in instruction, and enrollments in classes for the next school year. Those budgets are then submitted to your principal.

Ordering of supplies and equipment takes place in the summer based on the requisitions handed into the office before the end of the school year. A copy of the purchase order is given to the teacher so they know precisely what has been ordered for them. Teachers are to retain this copy until the supplies have been received. When the purchase order is complete, please sign and return it to the office.

**Retirement**

Wisconsin Retirement System: The Board will pay the employer required portion.

Sick leave pay out: At the time of retirement, layoff or resignation, a one-time payment shall be made to a teacher computed at a rate of $20.00 per day for each day of unused accumulated sick leave; provided, however, that the teacher has been employed by the District a minimum of fifteen (15) years. Any payment less than $500 will be paid as part of pay roll. Any payment greater than $500, will be paid to the employee’s Health Reimbursement Arrangement account.

**Early Retirement:** The Hortonville Area School District will provide an early retirement health insurance benefit to those teachers grandfathered into the benefit based upon the following qualifications:

Qualifications: Have reached the age of fifty-seven (57) with a minimum of 15 years of service as of August 31, 2018 or have earned at least 12 year of service by June 2015 and be at least fifty-seven (57) with a minimum of 15 years of service as of August 31, 2022.

Health Insurance Benefit: Up to eight (8) years of paid health insurance, but not to exceed Medicare eligibility (as further explained below). The District contribution percentage (explained below) will be frozen at the percentage rate in place during the year of retirement. The District’s total contribution during the eight (8) year period is capped at $120,000. (Should retiree become Medicare eligible or if the retiree dies before becoming Medicare eligible, the spouse contribution will continue for the remainder of the eight (8) year period but not to exceed their eligibility for Medicare.) The retiree receives the same plan benefits as the active employees.

Teachers, who have left the District and returned to teach at HASD, will only have the years after their return counted toward the tax sheltered account benefit (the benefit is based on continuous years of service).

Teachers must reach the age of fifty-seven (57) prior to September 1 of the school year in which the retirement becomes effective. All applications for early retirement benefits must be filed no later than February 1. A teacher applying for early retirement benefits must complete that school year before exercising the option to retire.

The Board of Education will pay 90% (percentage will be the actual percentage rate in the year of retirement) of the single or family health insurance premium for a period of eight (8) years until such time as the early retiree becomes eligible for Medicare. The retiree will pay 10% (percentage will be the actual percentage rate in the year of retirement) of the single or family health insurance premium until such time as the early retiree becomes eligible for Medicare. The retiree receives the same plan benefits as the active teachers. In all instances, when either the retiree or the retiree’s spouse becomes Medicare eligible, that Medicare eligible person will no longer qualify for the District’s insurance.
When the retiree becomes eligible for Medicare or if the retiree dies before becoming Medicare eligible, the - District shall maintain the same single insurance coverage for any spouse until he/she reaches Medicare eligibility. Health insurance coverage under this early retirement article shall not extend for more than eight (8) total years for either the retiree or spouse, and the total value paid by the District for health premiums shall not exceed $120,000.

**Dental coverage is not included as a retirement benefit for any retiree.**

Those electing to retire under this provision shall retain no employee rights with the District. This provision applies only to health insurance premium payments.

Based on available funding, a maximum of six (6) teachers, district-wide, may be granted entry into this program based on Hortonville Area School District seniority with the most senior person first.

Non-elective Tax Sheltered Account Benefit (TSA)

Effective July 1, 2015 teachers (excluding those grandfathered into the previous early retirement health insurance benefit) will receive a yearly contribution to a non-elective Tax Sheltered Account (TSA) subject to the qualifications and guidelines listed below. Teachers employed prior to July 1, 2015 who were not grandfathered into the previous early retirement health insurance benefit, may have received a specified dollar amount for their past years of creditable service. Individuals were classified by a tier structure which provided credit in varying amounts for past years of service. This tier structure was explained in the 2015-16 and 2016-17 Teacher Handbooks, with an additional personal memo provided to each individual specifying the amount they were to receive for their past years of service. As of July 1, 2017 all amounts due individuals for their past years of service had been paid to each individual's TSA account.

After two qualifying years of employment, full time teachers will begin to receive a $2,000 per year non-elective TSA contribution for year three and all years thereafter subject to a 30-year maximum limit. A qualifying year of employment shall be defined as a teacher with a regular teacher contract (limited term or long term substitute teachers do not qualify). Staff who are less than full time with a regular teacher contract qualify and will have a pro-rated benefit as described below.

For management of the TSA benefit, the District TSA benefit payment will be directed to a non-elective tax shelter account in the teacher’s name. Unless otherwise stated below, all non-elective TSA payments will be made at the end of the respective school year. Non-elective TSA benefit funds directed by the District to the District sponsored 403(b) plan are immediately vested in the teacher’s name and the teacher may transfer his/her funds to any authorized District sponsored 403(b) plan account. Investment related transfer fees and any associated costs are paid by the teacher. Teachers are not required to provide any matching funds to the District provided non-elective TSA benefit in order to receive the District’s funding.

Non-elective TSA payments will only be made to a teacher for a maximum of thirty (30) years. For those employed prior to July 1, 2015 and who received a payment for past years of service, the prior service year credit shall be counted against the maximum of thirty (30) years.

Teachers who leave the District mid-year will not receive their non-elective TSA payment until the end of the respective school year (or at such other time as is prudent and as decided by the Business Office). The year that the teacher left will be prorated for the payment of the non-elective TSA benefit.

Teachers working a percentage of an FTE in any year shall receive a prorated non-elective TSA Benefit in an amount equal to the percentage of the FTE. Example: A .6 FTE teacher shall receive a non-elective TSA Benefit funding at the rate of .6 of a 1.0 FTE teacher. All annual teaching at a percentage of a 1.0 FTE shall count as a full year against the thirty (30) year maximum for earning the non-elective TSA Benefit. This also applies to those teachers who received credit for past years of service.

Non-elective TSA benefits require as a condition that the teacher actually be in attendance at school and on-site at work, 120 days in any contracted year in order to receive the yearly benefit. Paid sick or other paid leave may not be applied to the required 120 days of attendance and on-site work.

In the event a teacher subject to this non-elective TSA benefit passes away prior to the end of any school year, the accrued (pro-rated based on the amount of year completed) non-elective TSA benefit contribution will be made by the District as soon as possible subject to IRS Code and Regulations or will be provided in some other allowed method.
Non-elective TSA benefits are not available to any grandfathered teacher that is qualified for the District’s Early Retirement Health Insurance Benefit. Early Retirement Health Insurance Benefits are not available to any teacher that is qualified for the non-elective TSA benefit.

Section 401(a)/403(b) Plan. The Board agrees to implement a Section 401(a)/403(b), and 457(b) Employee Plans.

Safety Procedures
Classroom doors will be locked during the school day. Fire routes and tornado warning locations will be posted in each classroom. Teachers should understand the procedure for soft and hard lockdown procedures and teachers will take attendance during fire and tornado drills. A front desk security process is in place at each building.

School Intervention Team
SIT process is designed to address the needs of students experiencing academic, social, or behavioral difficulties in a proactive manner. If a staff member has a concern about a student that is not resolvable through informal consultation, they should complete a SIT request and submit it to the building principal.

Pre-meeting steps/actions completed by the referring person:
1. Completion of the SIT referral form
2. Data Collection
   a. Universal screenings (pre-assessments, formative assessments, etc.)
   b. Interventions tried
   c. Progress monitoring & data collection
3. Parent notification of the concerns

After reviewing the information submitted, the team works cooperatively to develop interventions which address the student’s needs. Following discussion, a plan is developed by the team and implemented by designated team members. This plan may include: academic interventions, a behavior management plan, counseling, curriculum modifications, and/or referral for special education evaluation. It is the expectation of the school district that the plan be implemented and adhered to by all staff members. As the plan is implemented, team members monitor its effectiveness for future changes.

Special Education Referrals – Procedures for Accepting and Processing
Any person who suspects that a child is a child with a disability may refer the child to the school district. (WI State Statute 115.777)

All referrals shall be in writing and include the name of the child and the reasons why the person believes that the child is a child with a disability. Referral forms are available from each building principal or the director of special education. Prior to submitting a referral to the building administrator, a person shall inform the child’s parents that he or she is going to submit the referral. The teacher requesting the referral will thoroughly complete all items on the referral before having it signed and dated by the building administrator (beginning the evaluation timeline).

Questions about special education referrals can be directed to a building administrator or the director of special education.

Special Education Student Participation
Each student in any special education program is, by law, required to have an Individualized Education Program (IEP). The program describes the special education and regular education services needed for the student to receive a free appropriate public education (FAPE). **It is the responsibility of both special and regular education teachers to implement students’ IEPs.**

The required members of an IEP team include the child’s special education teacher, a regular education teacher, local education agency representative (LEA rep) and the child’s parent. Other school staff, such as school psychologists and counselors, may also participate as IEP team members. The team works together to evaluate students’ individual needs, identify goals, and develop an appropriate placement.

All students with a special education classification are regular education students first and have a right to be educated to the maximum extent possible with non-disabled peers. This includes participation in extracurricular activities, all specials, field trips, classroom celebrations and recess periods.
What does maximum extent possible mean? It means that unless the IEP indicates the contrary, a special education student shall participate in all regular education activities. Only the IEP team, through an IEP meeting, can determine an activity would be inappropriate for the student and change the student’s participation with regular education peers. It is the teaching staff’s responsibility (special education and regular education) to see that special education students assigned to them are included in all appropriate activities that regular education students participate in.

**Standardized Tests**
- The Wisconsin Forward Exam at grades 3-8 in English Language Arts (ELA) and Mathematics, at grades 4 and 8 in Science, and 4, 8, and 10 in Social Studies
- Dynamic Learning Maps (DLM) at grades 3-11 in ELA and Mathematics, at grades 4 and 8-11 in Science, and at grades 4, 8, and 10 in Social Studies,
- ACT Aspire at grades 9 & 10,
- The ACT Plus Writing at grade 11 for Reading, English, Mathematics, Science, and Writing,
- ACT WorkKeys at grade 11.

**Student Abuse and Neglect – Policy #8462 & Policy #5540.01 Investigations Involving Suspected Child Abuse** The Board of Education is concerned with the physical and mental well-being of all children of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with law.

The Board shall require every employee to receive training provided by the Department of Public Instruction (DPI) in identifying children who have been abused or neglected and in the laws and procedures detailed herein governing the reporting of suspected or threatened child abuse and neglect. Such training shall be completed within the first six (6) months of employment in the District and thereafter at least once every five (5) years after the initial training. (Wisconsin State Statute §118.07(5), 48.981)

**Student Attendance – Policy #5200**
It shall be the policy of this school district that any person having custody of a child between the ages of five (5) and eighteen (18) years shall cause such a child to attend school regularly during the full period and hour unless the child is as defined by state statute or by school board rules outlined in student handbooks. Compulsory attendance also applies to Five-Year-Old Kindergarten.

It shall be the policy of this school district that absences shall be considered excessive when they exceed all or part of ten (10) days on which school is held during a semester.

It shall be the policy of this school district that any child excused in writing by his or her parent or guardian before the absence shall be excused for up to ten (10) days in a school year. The school board shall require the student to make up work missed during the absence (§118.15)(3)(c), Act 239).

It shall be the policy of this school district that a student will be considered “Habitually truant” when he or she is absent from school without an acceptable excuse, as defined by state statute or by school board rules outlined in student handbooks, for part or all of five (5) or more days on which school is held during a semester (§118.16)(1)(a).

It shall be the policy of this school district that a student will be considered “Truant” when he or she is absent from school without an acceptable excuse, as defined by state statute or by school board rules outlined in student handbooks, all or part of one or more days during which school is held (§118.16)(1)(c).

The Hortonville Area School District does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, or handicap. Discrimination complaints shall be processed in accordance with established procedures.

**Students Leaving the School Building**
Students are not to leave the school building while school is in session without permission from a parent/guardian. HHS Students must check in and out in the Student Service office with the Administrative Assistant. Students at the elementary and middle schools must check out in the main office. The health office will determine if a child is going home ill and contact parents.

**Substitute Teacher Folder and Handbook**
Each teacher will submit to the office a substitute folder by the end of the second week of school and will update it regularly during the school year. The Substitute Teacher will receive a Handbook and the Folder should include the following:

1. Daily Schedule, Early Release, and Late Start Schedules.
2. Lesson Plans prepared by the teacher.
3. Seating Chart with photos (Teachers may choose to have regularly updated charts available on their desks).
4. Attendance Procedures or Forms / and Milk Forms for elementary/middle schools.
6. Health Room Information.
8. Notes on special student needs and most reliable helpers.
9. Student passes (where applicable).
12. Substitute Pay Sheet.

*Substitute Teacher Guidelines (Sub Handbook) pages 50 & 51

**Substitute Teacher Pay for Teachers**

- Teacher pay per hour will be $20.00 if a teacher is subbing during their designated planning time

**Suicide Prevention Policy #5350 – (Board approved updates 12/12/2016)**

The Board of Education recognizes that depression, anxiety, and other mental health conditions are severe problems among children and adolescents. A student who lives with a mental illness may not be able to benefit fully from the educational program of the schools, and a student who has attempted self-harm poses a danger both to himself/herself and to other students.

All school personnel should be alert and report to an administrator or school psychologist, school counselor, or school nurse regarding any student who exhibits symptoms or warning signs of depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness.

The District Administrator shall develop and implement administrative guidelines whereby members of the professional staff understand how to use an intervention procedure which includes the following:

- **Step 1** – Stabilization
- **Step 2** – Assessment of the Risk
- **Step 3** - Use of Appropriate Risk Procedure
- **Step 4** – Communication with Appropriate Parties
- **Step 5** – Follow-up

Throughout any intervention, it is essential that Board policies and District guidelines regarding confidentiality be observed at all times.

The law provides that any officer, employee, or volunteer of this Board who, in good faith, attempt to prevent suicide by a student is immune from civil liability for his/her acts or omissions in respect to the suicide or attempted suicide.

Using the Department of Public Instruction notice, the District Administrator shall annually inform the professional staff of the resources available from the Department and other resources regarding suicide prevention.

Kelson v City of Springfield, 767 F2d 651
115.365(3), Wis. Stats.
118.295, Wis. Stats.

NEOLA 2008
HASD Suicide Prevention/Intervention Procedures
Reviewed by HASD Safety Committee on 12-12-13
Reviewed by Administrative Team on 1-12-16
Board approved updates 12-12-16

SUICIDE CONCERN PROCEDURE
(note or verbal comments or self-injury)

1. The staff member will contact administrator/ school counselor/school psychologist via phone immediately. Do not send an email or leave a voice message. The student should not be left alone at any time.

2. The administrator/counselor/psychologist that responds will determine a safe place to conduct a risk assessment.

3. The Risk Assessment will be conducted by the school counselor, school psychologist or school administrator. (See Risk Assessment included within these procedures)

4. Using the information from the risk assessment, an intervention process will be developed and implemented. (See Suicide Intervention Matrix Process)

5. The school counselor/psychologist/administrator will work with the student to create a support plan specific to the student. (See HASD Sources of Strength Plan)

6. Parents will be notified. If parent(s) pick up student, complete the Parent Contact Acknowledgement Form and have it signed by the parent.

7. School Resource Officer will be notified and involved as needed.

8. Student Suicide Risk Documentation Form will be completed by school counselor, school psychologist, or administrator and placed in student’s behavior file.
## Risk Assessment

### Plan of Suicide

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<th>Medium</th>
<th>Low</th>
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<td>Not readily available</td>
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<tr>
<td>Location</td>
<td>Picked location</td>
<td>Knows some places</td>
<td>Not planned</td>
</tr>
</tbody>
</table>

### Mood

<table>
<thead>
<tr>
<th></th>
<th>Upset</th>
<th>Unsettled</th>
<th>Calm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crying / agitated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Severeely depressed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Behaviors

<table>
<thead>
<tr>
<th></th>
<th>Overeating/no appetite</th>
<th>Appetite</th>
<th>Normal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating pattern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Body Aches</td>
<td>No energy</td>
<td>Listless</td>
</tr>
<tr>
<td>Reckless</td>
<td>Risk taking history</td>
<td>Considers risks</td>
<td>Safe behaviors</td>
</tr>
<tr>
<td>Sleeping patterns</td>
<td>Excessive sleep/Unable to sleep</td>
<td>Overly tired/Restless sometimes</td>
<td>Rarely has sleep problems</td>
</tr>
<tr>
<td>Talks/Jokes of death</td>
<td>States desire for death</td>
<td>Has made comments</td>
<td>No comments made</td>
</tr>
<tr>
<td>Possessions</td>
<td>Giving away</td>
<td>Planning on giving away</td>
<td>No plans for possessions</td>
</tr>
</tbody>
</table>

### Feelings

<table>
<thead>
<tr>
<th>Suicidal</th>
<th>Helpless</th>
<th>Restless</th>
<th>Worthless</th>
</tr>
</thead>
</table>

### Chemical Use/Abuse

<table>
<thead>
<tr>
<th>Drugs</th>
<th>Daily</th>
<th>Regularly</th>
<th>Experimented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>Daily</td>
<td>Regularly</td>
<td>Experimented</td>
</tr>
</tbody>
</table>

### Previous Suicide Attempt

<table>
<thead>
<tr>
<th>Number of attempts</th>
<th>Several</th>
<th>One</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time frame of attempts</td>
<td>Within last 4 weeks</td>
<td>Last 4-6 months</td>
<td>Past year or longer</td>
</tr>
</tbody>
</table>

### Loss (or Trauma)

<table>
<thead>
<tr>
<th>Real</th>
<th>In past month</th>
<th>Within past 3 months</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>Actually happened</td>
<td>Just realized</td>
<td>Thinks it happened</td>
</tr>
</tbody>
</table>

### Psychiatric Care

<table>
<thead>
<tr>
<th>Current</th>
<th>hospitalized within past 3 months</th>
<th>Under care</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Within 3 months</td>
<td>Within 6 months</td>
<td>None</td>
</tr>
</tbody>
</table>

### Questions for Risk Assessment

...
Are you thinking of hurting yourself (Suicide)?

How long have you been thinking about suicide/feeling this way?
Do you have a plan? (Get specific info if there is a plan.)
Do you have the means to carry out the plan? (Gun, knife, medication)
Have you attempted suicide in the past?
Has someone in your family died by suicide?
Is there anything/anyone to stop you?

**Suicide Intervention Matrix**
The purpose of this document is to determine the current level of threat.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Pupil Service Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW (Investigated/Parent contacted)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDIUM (Identified resources with parent and pupil services)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIGH (Transition into appropriate custody i.e. parents, law enforcement, treatment center, crisis center, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOW INTERVENTION</th>
<th>MEDIUM INTERVENTION</th>
<th>HIGH INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety support plan is developed</td>
<td>Stay with individual</td>
<td>Contact parent/guardian and document contact</td>
</tr>
<tr>
<td>Contact parent/guardian and document contact</td>
<td>Remove means</td>
<td>Stay with individual until parent/guardian arrives</td>
</tr>
<tr>
<td>Inform building administrator/designee</td>
<td>Develop safety support plan</td>
<td>Remove means</td>
</tr>
<tr>
<td>Offer assistance</td>
<td>Contact parent/guardian and document contact</td>
<td>Safety Support Plan if possible</td>
</tr>
<tr>
<td>Provide resources</td>
<td>Provide resources and offer assistance</td>
<td>Have parent sign “Parent Contact Acknowledgement Form”</td>
</tr>
<tr>
<td></td>
<td>Contact building administrator/designee</td>
<td>Contact building administrator/designee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contact Student Resource Officer</td>
</tr>
</tbody>
</table>

**FOLLOW-UP**
1 week
2 – 5 days
Once day or from day of return

**ON-GOING SUPPORT**
Monthly-face-to-face
Bi-weekly-face-to-face
Weekly-face-to-face

**RETURN TO SCHOOL** – Plan for student’s transition back (Student’s re-entry into the school following a suicide attempt.)

- Set up Parent/Student meeting
- Develop or update the Safety Support Plan

**FOLLOW-UP / ONGOING SUPPORT**
Weekly-face-to-face

**HASD Sources of Strength Support Plan**
Identify Sources of Strength:

Things I can do to take my mind off problems without reaching out to another person:

People I can ask for help: (Personal Safety Network)

Printed Contact Numbers

Crisis Phone Numbers:

Parent Contact Acknowledgement Form
Student’s Name_________________________
School __________________________________________________

This is to verify that I have spoken with the school staff member ________________________________ on ______________________(date) concerning my child’s suicidal risk. I have been advised to seek the services of a mental health agency or therapist immediately.
I understand that ________________________________ (name of staff) will follow up with me and my child.

Parent or family member signature: ___________________________
Date/time: ________________

STUDENT SUICIDE RISK DOCUMENTATION FORM

Student Name _________________________________________
Who identified the student? __________________________________
What was the reason for the concern?

Who assessed the student? __________________________________
Was it determined that the child was in imminent danger to themselves or others? YES NO
Was the School Resource Officer contacted? YES NO Date and time notified ________________
Who contacted parents? _____________________ Date and time notified ________________

Plan:

Administrator/counselor/psychologist signature_________________________
Date/Time ______________________________________________

If a parent comes to pick up their child, they will read and sign the Parent Contact Acknowledgement Form.

Summer School – See Policy #2440
Teachers will be paid at the Fox Valley Consortium rate or the rate listed in the provision of contract, whichever is higher.

**Teacher Absences – (AESOP)**

**Absence Creation:** Teachers register their absences at any time, either by calling a toll-free number (1-800-942-3767) or by logging on to AESOP online. AESOP immediately starts to look for an available substitute that matches the specified qualifications and preferences. **Substitute Placement:** Subs can proactively fill their work calendars by searching for available assignments anytime they wish, either by calling a toll-free number (1-800-942-3767) or by logging on to AESOP online. AESOP will also call substitutes based on rules managed by the District. **Real-Time Visibility:** Administrators know in real time which employees are absent, why they’re out and who is subbing for them. Once they receive a request, they approve or deny. Questions about AESOP, contact the AESOP Coordinator at 920-757-7030.

If coverage for a teacher is needed during the school day and no substitute teachers are available, the administration can assign a teacher to cover a class during their collaboration or PLC planning and the teacher will be compensated.

Employee Quick Start Guide for AESOP can be found towards the end of the handbook.

**Teacher Attendance at State or National Conventions**

If a principal asks a teacher(s) to attend or present at a state or national convention, the principal will cover all costs (registration, hotel, meals, transportation/mileage with the exception that the district pays substitute teacher costs, etc.)

**Teacher wants to attend annual state convention in their content area:** (Counselors, AP, World Languages, high school content areas):
- Once a year – District allows up to two (2) paid professional days and teacher must use personal or unpaid time for additional days
- Substitute teacher cost – district pay substitute teacher costs
- Registration – administrative discretion
- Meals/mileage/transportation – administrative discretion
- Hotel – not paid
- Coaches – all approved through Activities Director and the Principal of building for coverage

**Teacher wants to attend national convention:** (This will not be considered on an annual basis for the same staff member)
- District allows one (1) paid professional day and teacher must use personal or unpaid time for additional days
- Substitute teacher cost – district pay substitute teacher costs
- Registration – not paid
- Meals/mileage/transportation/hotel – administrative discretion

**Teacher presents at state convention:**
- District allows two (2) paid professional days and teacher must use personal or unpaid time for additional days
- Substitute teacher cost – district pay substitute teacher costs
- Registration – administrative discretion
- Meals/mileage/transportation/hotel – not paid
- Accountability from the state convention – required to present at a staff meeting or PLC team or the administrators

**Teacher presents at national convention:** (This will not be considered on an annual basis for the same staff member)
- District allows two (2) paid professional days and teacher must use personal or unpaid time for additional days
- Substitute teacher cost – district pay substitute teacher costs
- Registration – administrative discretion
- Meals/mileage/transportation/hotel – administrative discretion
- Accountability from the national convention – required to present at a staff meeting or PLC team or the administrators

All conferences/conventions or other professional development time out of the district must be approved by the principal.

**Teacher Performance Evaluation System and Educator Specialist Performance Evaluation System**
The Hortonville Area School District has chosen to use the CESA 6 equivalency model – Teacher Performance Evaluation System (TPES) and Educator Specialist Performance Evaluation System (ESPES). Educational Specialists are designated as School Counselors, School Psychologists, School Nurses, Occupational Therapists, Physical Therapists, and Instructional Coaches. All other professional staff are designated as teachers.

**Resources** may be accessed through the CESA 6 Moodle Site as a guide and on the HASD Professional Learning SharePoint Site for specific HASD requirements. HASD professional staff’s specific requirements are published annually and are the responsibility of HASD teachers and educational specialists.

The Wisconsin Educator Effectiveness System is intended to provide a reliable and fair process using multiple measures to promote teachers’ and educational specialists’ professional growth and improved student learning. The system consists of two main components: teacher/educational specialist practice measures and student outcome measures. Evidence of effectiveness is linked to six teaching/program delivery standards:

**SIX TEACHER PERFORMANCE STANDARDS:**

1. **Professional Knowledge** The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.
2. **Instructional Planning** The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.
3. **Instructional Delivery** The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
4. **Assessment For and Of Learning** The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provides timely feedback to students, parents, and stakeholders.
5. **Learning Environment** The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.
6. **Professionalism** The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

---

**Teacher Performance Appraisal Rubric:**

**Distinguished**\* in addition to meeting the requirements for Effective

Effective is the expected level of performance.

Developing/ Needs Improvement

Unacceptable

<table>
<thead>
<tr>
<th>Distinguished*</th>
<th>Effective</th>
<th>Developing/ Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.</td>
<td>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</td>
<td>The teacher inconsistently demonstrates understanding of curriculum, subject content, and student needs, or lacks fluidity in using the knowledge in practice.</td>
<td>The teacher inadequately demonstrates understanding of curriculum, subject content, and student needs, or does not use the knowledge in practice.</td>
</tr>
</tbody>
</table>

*Teachers rated as Distinguished serve as role models or teacher leaders.

**SIX EDUCATIONAL SPECIALIST PERFORMANCE STANDARDS:**

1. **Professional Knowledge** The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.
2. **Communication and Collaboration** The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.
3. **Assessment** The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and the community.
4. **Program Planning and Management** The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.
5. Program Delivery  The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.

6. Professionalism  The educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.

Educational Specialist Performance Appraisal Rubric:

**Distinguished**  *In addition to meeting the requirements for Effective...*  
The educational specialist uses professional knowledge to lead or engage others to address the needs of the target learning community while demonstrating respect for individual differences of cultures, backgrounds, and learning needs.

**Effective**  *is the expected level of performance.*  
The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.

**Developing/Needs Improvement**  
The educational specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates respect for individual differences, cultures, and learning needs.

**Unacceptable**  
The educational specialist consistently demonstrates a lack of professional knowledge regarding the needs of the target learning community or rarely demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

* Educational specialists rated as Distinguished serve as role models or educational specialist leaders.

Performance for both teachers and educational specialists will be documented by using the following:

**Data Sources for Teacher/Educational Specialist Evaluation**

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations</td>
<td>Formal observations focus directly on the six performance standards. Informal observations are intended to provide more frequent information on a wider variety of contributions made by the teacher. Observations also may include a review of products or artifacts, and review of learner data. Informal observations are intended to provide more frequent information on a wider variety of contributions. Visiting classrooms, observing instruction/client interaction, and/or observing work in non-classroom settings all may be documented as evidence of effectiveness.</td>
</tr>
<tr>
<td>Documentation Log</td>
<td>Documentation Logs include both specific required artifacts and teacher/educational specialist selected artifacts that provide evidence of meeting performance standards.</td>
</tr>
<tr>
<td>Surveys</td>
<td>Surveys provide information to teachers/educational specialists about perceptions of job performance. Based on the information gathered the teacher develops strategies for professional growth.</td>
</tr>
<tr>
<td>Professional Goal Setting Plan</td>
<td>A plan documented in MyLearningPlan OASYS that allows the teacher/educational specialist to complete the Student Learning Objective (SLO) process prior to completing the Self-Assessment of Professional Practice and setting a Professional Practice Goal (PPG).</td>
</tr>
</tbody>
</table>

Note: If a teacher’s/educational specialist’s performance does not meet the expectations established by the HASD, the teacher/educational specialist may be placed on a Performance Improvement Plan.

**Educator information for My Learning Plan** – [www.mylearningplan.org](http://www.mylearningplan.org)

**Your Login** – This is your HASD email address

**Your Password** – For now it’s “changeme” (no quotes around) – Once you log in, change your password.

Teaching License- All teachers must have a current license in the area of teaching.
All teachers are required to send a copy of his/her current teaching license to the Superintendent’s Assistant prior to the time they will receive their first check. To obtain a new or renewing a license is done on-line through the DPI website (www.dpi.state.wi.us). All teachers are responsible for completing state and district requirements in keeping their teaching license(s) current.

**Technology**
The Hortonville Area School District provides its staff members with technology for the sole purpose of quality education as defined by the Wisconsin State Standards, the district’s curriculum, and all laws and policies governing K-12 educational practice. Acceptable Use – STAFF – Policy #7540 / Acceptable Use – STUDENTS – Policy #7540.01

**Technology Purchases**
1. PRIOR TO PURCHASE, ALL computer related hardware and software must be reviewed, tested, and approved by the Hortonville Area School District Information Technology Department.
2. Send related materials (website, information packet, demonstration copy, etc.) to the Technology Office located in the Hortonville High School or contact us via help@hasd.org.

**Textbook Distribution**
The District generally owns books used in classes. These books are provided to students for their use during the period of time needed.
1. All books whether they are clearly identified as textbooks or not, should be stamped with the school name and numbered so as to provide date of purchase and individual book numbers.
2. Inventory the condition of the books and damaged books should be noted.
3. At the end of the time that the books are used, collect them, checking to see that each student turns in his/her own book, and for a change in it condition. Levy fines against the student for poor care of the books.
4. At the end of the year, each teacher should be able to account for all books issued.
5. Charges for textbooks will be determined by the principal/designee.

**Textbook Utilization**
The Board of Education, as the governing body of the District, is legally responsible for all educational materials utilized within the instructional program of the Hortonville Area School District. The selection of educational materials is delegated to the professionally trained and certified personnel employed by the school system.

The Board of Education adopts textbooks/materials to assist teachers in the delivery of the written curriculum to students. It is expected that the teaching staff will utilize these textbooks/materials as a primary resource of instructional material for the students.

**Travel Reimbursement**
All requests for travel must be pre-approved. All requests for such Travel reimbursement must be approved on the HASD Reimbursement Request form.

**Traveling/Shared Teachers**
All teachers who travel to other buildings during the school day, must enter through the front doors of the schools.

**Visitors**
From time to time, students request permission to have visiting friends or relatives attend classes with them. This will not be allowed. The only exception might be a school exchange or students who are moving to our district.

**Volunteer Contract Background Investigation – See Policy #3121**
All non-staff volunteers who will be alone with children, or if there is a possibility of being alone, must complete the Background Investigation/Volunteer Contract and receive clearance prior to working in any Hortonville Area School District building. Coaches, classroom helpers, chaperones are all examples of those who do need to have this authorized clearance. It takes approximately two to three weeks for a background investigation to be completed. Volunteer Contract/Background Investigation forms are available in each school office or from the Superintendent’s Assistant, electronically in My Network Places/Administration/Forms folder and on the website.

**Worker’s Compensation (According to required regulations)**
Employees who suffer a work-related injury or illness must report the injury within twenty (24) hours of the event. Worker’s Compensation payment for temporary inability to work will be paid as required by Wisconsin Law which is two-thirds (2/3rd) of the Employee’s average weekly wage up to the maximum amount set by law.

**Work Days and Hours Expectation**
All professional staff members begin their day at 7:45 a.m. supervising students in the hall/classroom. Teachers should be at their classroom doors at the beginning of each period and precede students into the hall at the end of the period. Between periods, teachers should be at their classroom door to assist with hall supervision.

The workday for teachers ends at 3:45 p.m. On Fridays, teachers are permitted to leave after the buses depart. Teachers, who on occasion, find it necessary to leave early must first receive permission from one of the principals and must sign the log book in the office. Staff members (full and part time staff) are to attend (in their entirety) all faculty meetings, IEP’s or other meetings scheduled after school as part of their professional duties unless prior administrative approval has been granted. This includes coaches and co-curricular advisors.

As part of a staff responsibilities, if a part time staff member is unable to attend a meeting, the staff member must make arrangements and work with the building administrator for an alternative to attending the meeting (i.e. use of Technology-Skype, Google Hangout+, speaker phone, switching their workday or having the meeting videotaped.) It is the teacher’s responsibility to coordinate an option. This is with no additional compensation.

Part time staff is required to attend all full day in-service days and early release afternoons.
STUDENT MEDICAL INFORMATION

Accidental Injury or Illness Occurring during the School Day
The teacher in charge or other school employees who arrive first on the scene will:
1. Make an immediate determination of the location, nature, and seriousness of the accident or illness.
2. Determine the proper course of action. If the injury/illness is very minor, the employee may resolve the problem without additional help. If the concern is deemed serious (life or limb threatening), the student should remain in place and the nurse/health aide and an administrator should be notified immediately. The nurse/health aide/administrator will then take the proper course of action, which may include:
   a. Administer necessary treatment and return the individual to class.
   b. Contact the parent (or designated parent substitute) for his/her input and proceed accordingly.
   c. If parents are not available, an alternate number listed on the emergency cared will be called.
   d. Contact the student’s physician for guidance if parent cannot be reached.
   e. If the nurse or health aide cannot reach the parent before the school buses transport students home, the nurse and the principal shall determine how the student goes home.
   f. Transportation to a medical facility will be arranged for the student through the parent. If parent is unavailable, the decision to transport to a medical facility will be made by the district nurse or the principal.
   g. The building principal shall be notified as soon as possible in case of serious injury requiring medical or dental treatment.
   h. The district nurse or health aide will investigate the cause of any accident and document findings as soon as possible. Suggestions for possible ways to avoid a similar occurrence will be made, as necessary, to the appropriate building principal.
   i. Contact the district nurse/health aide who will assess the situation and determine the proper course of action
   j. All students will be dismissed through the building health services office. Teachers will not contact parents through their classrooms to send a student home.
   k. Any student sent home will have parental permission to do so and the individual transporting will be someone approve by the parent.

Accidental Injury or Illness Occurring Off School Premises
1. A traveling first aid kit is available upon request from the health room.
2. Parental/guardian consent forms, including permission to obtain medical help if needed, will be signed for each student and will be in the advisors’ possession during the activity.
3. The health aide is available on a limited basis to accompany groups on school sponsored activities upon request.
4. Group advisor(s) will be aware of:
   a. Student with potential health concerns that may need special consideration.
   b. District Nurse/Health aid will provide specially labeled containers with individual dose labeled with directions as to use.
5. All care given will follow the first aid procedures signed by the district medical advisor. See attached mini first aid guide that is proved in each first aid kit.
   a. Group advisor may call the nurse during the school day if any concerns arise.
   b. Parents are to be notified of any care given.
   c. Group advisor will report to the building principal and nurse any illness or injury and course of action taken.
6. Elementary level students who require the use of an inhaler, Epi-pen or diabetic are during the outing will need to be accompanied by a parent or designated parent substitute.
HORTONVILLE AREA SCHOOL DISTRICT
JOB DESCRIPTION: Teacher / Educational Specialist

Mission Statement: Our community ensures every student learns at the highest level.

Title: Teacher / Educational Specialist

Reports to: Building Principal or Designated Administrator

Length of Contract: 190 days or as approved by the Board of Education

Qualifications:
Possess a current teaching license issued by the Wisconsin Department of Public Instruction for their teaching assignment (and maintain that license)
Ability to maintain a positive learning environment
Possess strong interpersonal and communication skills; and ability to work effectively with students, parents, colleagues, and the community
Commitment to the school district’s professional learning community (PLC) mission—Our community ensures that every student learns at the highest level.

Commitment and understanding of the district’s collective commitments:
• We will follow the Professional Learning Communities Framework, with a focus on learning, collaboration, and results.
• We will ensure implementation of a guaranteed and viable curriculum for our District's students to compete in a global community.
• We will commit to continuous improvement in our performance through a results oriented focus.
• We will create a supportive atmosphere so that all students and staff feel physically, emotionally, and intellectually safe.
• We will partner with all stakeholders in the community to achieve the HASD mission.
• We will be leaders and innovators in education.

Position Summary:
Hortonville Area School District teachers and educational specialists are expected to challenge and encourage all students to reach their full potential within a positive and safe classroom environment. Teachers and educational specialists are also expected to build successful relationships with students, parents, and colleagues by providing clear expectations, ongoing communication and support. Teachers and educational specialists are expected to understand the professional learning community philosophy, district mission and collaborative commitments.

Focus:
1. The teacher shall understand and implement the educator effectiveness standards and indicators. (Indicators are available in the HASD teacher handbook.)
2. Adhere to Board policies and State statutes.
3. Use formative and summative assessment to inform instruction and monitor student progress.
4. Collaborates and develops relationships with families, building and district staff focused on student learning.
5. Engage with professional learning communities throughout the building/district.
6. Incorporate the use of 21st century skills and technology.
7. Other duties as assigned by an administrator.

I have reviewed the job description and understand the requirements of the position and certify that I am able to perform all the essential functions of the position.
## Teacher Performance Standards

1. **Professional Knowledge**  
The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.

2. **Instructional Planning**  
The teacher effectively plans using the approved curriculum aligned to the standards, instructional strategies, resources, and data to meet the needs of all students.

3. **Instructional Delivery**  
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

4. **Assessment for and of Learning**  
The teacher gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provides timely feedback to students, parents, and stakeholders.

5. **Learning Environment**  
The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.

6. **Professionalism**  
The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

## Educational Specialist Performance Standards

1. **Professional Knowledge**  
The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.

2. **Communication and Collaboration**  
The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.

3. **Assessment**  
The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and the community.

4. **Program Planning and Management**  
The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.

5. **Program Delivery**  
The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.

6. **Professionalism**  
The educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.
Hortonville Area School District
COURSE PRE-APPROVAL AND CREDIT
REIMBURSEMENT FORM
This form is due by October 1 to the District Administrator’s Assistant.

Teacher’s Name: __________________________________________________ Date: ________________

<table>
<thead>
<tr>
<th>College/University</th>
<th>Course # and Title</th>
<th># Credits</th>
<th>Dates to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Why are you proposing to take this course and how will this course help student learning?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Building Administrator Approval:  Approved ____ Denied ____ Date: ______________________________

Building Administrator Signature: _____________________________________________________________

A copy of this form will be returned to the teacher upon administrator approval. To request credit reimbursement, complete the Credit Reimbursement section on the reverse side and return to the building administrator, along with a copy of the transcript and tuition fees. Credits will be paid for classes taken from October 1, 2016 - October 1, 2017 provided a transcript is sent to the district administrator’s office prior to October 1.
Hortonville Area School District
CREDIT REIMBURSEMENT FORM

I have completed course work and request the following reimbursement. Receipt of tuition payment and grade transcript/grade sheet are attached. This form must be submitted prior to October 1 to the District Administrator’s office for payment during the 2017-18 school year.

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th># Credits</th>
<th>$ Cost/Credit*</th>
<th>Total</th>
<th>Grade</th>
<th>Rect. Pmt.</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>TOTAL REIMBURSEMENT</strong>*</td>
<td></td>
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</tr>
</tbody>
</table>

Employee Signature: ________________________________________________ Date: _______________

Building Administrator Signature: ______________________________________ Date: _______________

HORTONVILLE AREA SCHOOL DISTRICT
COURSE COMPLETION

Course Title ____________________________________________________ Credits____________________

Date Completed ______________________________________________________

1. What did you learn in this course?

2. How will you apply what you learned in this course?

3. How will this course help students learn?

Credits paid will be from October 1, 2016 – October 1, 2017
HORTONVILLE AREA SCHOOL DISTRICT

TEACHER REQUEST FOR USE OF SICK DAY POOL

This form is to be completed by the teacher requesting use of the Sick Day Pool at least thirty (30) days prior to the proposed use of the pool, if possible. A teacher must have exhausted all their sick and personal leave time before requesting use of the Sick Day Pool. Requests will be considered for the teacher, their spouse or their child. Initial requests can be made for up to five (5) days. Additional requests for days may be considered at a later date. A maximum of ten (10) days will be allotted during one school year. If the sick day pool falls below 30, requests will only be approved for five (5) days a year. Requests will be considered for the following:
- Any period of incapacity (or for such treatment) due to a chronic serious health condition (e.g. asthma, diabetes, epilepsy, etc.) or treatment for it.
- A period of incapacity that is permanent or long term due to a condition for which treatment may not be effective (Alzheimer’s, stroke, terminal disease, etc.)
- Any absence to receive multiple treatments (e.g. chemotherapy, physical therapy, dialysis, etc.)

If a teacher is on long term disability, they may not request use of the sick day pool.
A teacher may not request use of the sick day pool for unpaid maternity or paternity leave.

Teacher’s name ________________________________ Date __________________

School __________________________________________________________________________________________

Is this leave for YOU_____ SPOUSE_____ CHILD_____

Why are you requesting the use of days from the sick day pool?

How many days are you requesting? ________ Dates: __________________________

Have you used all your sick and personal days? YES NO

Is there any other information you would like to add?

**Teachers are to exhaust all sick and personal leave days in order to be eligible for the Sick Day Pool.

Teacher’s signature __________________________ Date __________________

For office use:
Date received_________________
Date team met_________________
Administrators and teachers on the team: __________________________________________
Written response to teacher sent ___________
Hortonville Area School District
SICK DAY DONATION FORM

Teacher’s Name: ____________________________ Date: ________________

As a teacher in the Hortonville Area School District, I understand that I am able to donate up to two (2) sick days to the Sick Day Donation Pool. I am electing to donate one / two of my sick days for the 2017-2018 school year into a Sick Day Donation pool. (Please circle the number of days you would like to donate.)

- I understand that one / two sick day(s) will be donated from the total sick days I have accumulated for the 2017-2018 school year. (Please circle the number of days you would like to donate.)

- I understand that I cannot request to gain my donation back once I have donated it to the pool.

- I understand that the sick days in the pool will be distributed upon request, by an administrator and a teacher representative.

- I understand that this form must be returned to the District Administrator by MAY 1, 2018.

________________________________________________________________________
Teacher’s Signature                                                                 Date

Office Use Only:
Date Received in District Office: __________________________
HASD Professional Leadership Value Plan 2017-2018:

Rationale:
The district believes that professional staff who focus on student learning, show leadership, and contribute to our school community have demonstrated their commitment to professionalism. This proposal offers compensation for those extra activities that staff show initiative to become involved with or lead.

Rubric Questions:
Does the activity or role impact student learning?
Does the activity or role demonstrate high levels of leadership?
Does the activity or role contribute to our school community?
Does the activity or role exceed professional expectations of an educator?
What is the time commitment for the activity or role?

Guidelines:
1. The amounts and positions on the co-curricular schedule will remain as is.
2. Any of the committees/teams for the Professional Leadership Value Plan are not part of the co-curricular schedule.
3. The number of points needed for an annual Professional Leadership Value Plan stipend is 10 points or $1,000 or 5 points for $500 for the 2017-2018 school year.
4. Staff cannot be paid an hourly amount or receive a stipend from the co-curricular schedule or from the district to qualify for the Professional Leadership Value Plan points.
5. Points were assigned based on how often the team/committee meets and according to the rubric questions.
6. It is the responsibility of the teacher to obtain principal/administrator signatures for pre-approval and final approval for the points (according to the activities listed for each level—elementary, middle and high school).
7. June 7 is the first day for the 2017-2018 year.
8. At the end of the 2017-2018 school year, a staff member who has accumulated ten points and have signatures from their administrator, should send the form to the District Administrator for approval.
9. June 1 is the deadline for submission for each year.
10. Points will not accumulate from year to year.
11. Staff are expected attend all meetings throughout the year for the team/committee.
12. All teachers, school psychologists and occupational therapists are eligible for the PLVP program.
13. All future activities/events will be submitted to the District Appreciation Team for consideration by the administration. Criteria for new activities/events will be determined by the rubric.
14. Each year, the committee, teams and activities will be re-evaluated. Staff can submit a request for a proposal by May 1 of each year. The District Appreciation Team will meet and determine if the activity will become part of the Professional Leadership Value Plan program.
Professional Leadership Value Rubric

Leadership Activity

<table>
<thead>
<tr>
<th>Does the activity or role impact student learning?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The activity/role directly impacts student learning.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The activity/role indirectly impacts student learning.</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>The activity/role does not impact student learning.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the activity or role demonstrate high levels of leadership?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The activity/role demonstrates district and/or statewide leadership.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The activity/role demonstrates classroom or building level leadership.</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>The activity/role does not demonstrate leadership.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the activity/role contribute to our school community?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The activity/role greatly contributes to our school community.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The activity/role makes a contribution to our school community.</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>The activity/role does not contribute to our school community.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the activity/role exceed the professional expectations of an educator?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The activity/role exceeds the professional expectations of an educator. (The work might be ongoing and frequently involve time after school and on the weekends.)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Some components of the activity/role go above and beyond the professional expectations of an educator.</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>The activity/role is embedded in the profession.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the time commitment to the activity/role?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The activity/role meets weekly.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The activity/role meets quarterly or monthly.</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>The activity/role meets one time or less than quarterly.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Professional Leadership Value Plan Proposal Form

Staff Member writing the proposal: __________________________________________

Name of Activity/Team/Committee: ________________________________________

School: ___________________          Date: ______________________________

The district believes that staff who focus on student learning, show leadership, and contribute to our school community have demonstrated their commitment to professionalism. If you believe that you are involved in a team or activity that fits this description, and your team/activity is not currently represented in the Professional Leadership Points Plan, you may submit this proposal for further review by May 1 to District Office. Your administrator’s signature must also be on the form.

_________________________________Administrator’s signature ________________Date

Guidelines for Consideration:

- Staff cannot be paid an hourly amount or receive a stipend already for the activity.
- The committee/team position must go beyond the staff member’s job description.
- Any co-curricular/student activities must be addressed by the Activities Director.

Please answer the following questions.

<table>
<thead>
<tr>
<th>How does the activity impact student learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the activity demonstrate high levels of leadership?</td>
</tr>
<tr>
<td>How does the activity contribute to the school community?</td>
</tr>
<tr>
<td>What is the time commitment for this role/activity?</td>
</tr>
</tbody>
</table>
HASD Professional Leadership Value Plan (PLVP) – HES/GES/NGES

The points listed for each activity cannot be divided or changed. If you are on a team/committee that meets monthly (for 3 points), you must be on the team/committee for the full year.

<table>
<thead>
<tr>
<th>Points</th>
<th>Activity/Option</th>
<th>Points Earned</th>
<th>Dates Attended</th>
<th>Admin Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Literacy Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Math Team</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Watch Dogs (1 person per building)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Supervising a Student Teacher from University</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>PBIS Core Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4K Monthly Meeting with all sites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Technology Coach (monthly presentations to staff)</td>
<td></td>
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<tr>
<td>2</td>
<td>Child Find (full day in August and January)</td>
<td></td>
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<tr>
<td>2</td>
<td>PDP Reviewer (must review at least 1 PDP)</td>
<td></td>
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<tr>
<td>2</td>
<td>12 Hours Volunteer Time at Hortonville Public Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>6 Hours Volunteer Time at Hortonville Public Library</td>
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<tr>
<td>1</td>
<td>Light Speed Coordinator</td>
<td></td>
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<tr>
<td>1</td>
<td>PBIS Sub Committee</td>
<td></td>
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<tr>
<td>1</td>
<td>Building Interview Team (maximum of 2 points per year)</td>
<td></td>
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<tr>
<td>1</td>
<td>4K Orientation</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Planning and Participation in Grade Level Parent Night</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>.5</td>
<td>Library Advisory Committee</td>
<td></td>
<td></td>
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<tr>
<td>.5</td>
<td>ELL Family Night Participation</td>
<td></td>
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<tr>
<td>.5</td>
<td>Literacy Night Participation</td>
<td></td>
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<td></td>
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<tr>
<td>.5</td>
<td>Math Night Participation</td>
<td></td>
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<tr>
<td>.5</td>
<td>Attend PTO Events or Meetings (maximum of 2 points per year)</td>
<td></td>
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<tr>
<td>.5</td>
<td>Coordinators of Math/Literacy Night</td>
<td></td>
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</tbody>
</table>

**District Opportunities**

<table>
<thead>
<tr>
<th>Points</th>
<th>Activity/Option</th>
<th>Points Earned</th>
<th>Dates Attended</th>
<th>Admin Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>District Appreciation Team</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Expo Planning Committee</td>
<td></td>
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<tr>
<td>3</td>
<td>District Assistive Technology Team</td>
<td></td>
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<tr>
<td>3</td>
<td>Farm to School Monthly Meetings</td>
<td></td>
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<tr>
<td>3</td>
<td>Digital Learning Advisory Team (must meet monthly)</td>
<td></td>
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<tr>
<td>3</td>
<td>Coordinators of Beginning Teacher Mentor Program (in lieu of any payment)</td>
<td></td>
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<tr>
<td>2</td>
<td>Development of 1-2 Personalized PD Courses for Staff for Pilot</td>
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<tr>
<td>2</td>
<td>District Wellness Committee</td>
<td></td>
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<tr>
<td>2</td>
<td>PLC Executive Council</td>
<td></td>
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<tr>
<td>2</td>
<td>CPR Certification (may only be certified once every two years)</td>
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<tr>
<td>2</td>
<td>Presentation at State or National Conference</td>
<td></td>
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<tr>
<td>1</td>
<td>Communications Council</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Three (3) newsworthy items to the Communications Council for E-newsletter or Social Media Posting (maximum of 2 points per year)</td>
<td></td>
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<tr>
<td>1</td>
<td>ELL Planning Committee</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Strategic Planning Day</td>
<td></td>
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<tr>
<td>1</td>
<td>EXPO Booth</td>
<td></td>
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<tr>
<td>1</td>
<td>District Literacy Committee</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>SharePoint Committee</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Mastery Connect Trainer</td>
<td></td>
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<tr>
<td>1</td>
<td>Polar Bear Academy Planning</td>
<td></td>
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</tbody>
</table>
Teacher Handbook Committee

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>
| 1 | Attend One Day Workshop (noncontract time)
Need proof of attendance/dissemination to your PLC/admin. (max of 2 points) |
| 1 | SharePoint Committee/Online Advisory Team |
| 1 | Produce Video Podcasts for Professional Learning (must be approved by IT or Admin); 1 point per podcast; maximum 2 points; no points for viewing |
| .5 | School Board Meeting Attendance/Presentation (max of 2 points) |

Professional Learning

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2</td>
<td>Facilitate professional learning after contract hours for a minimum of three hours (could occur over multiple days). Maximum of 4 points per year. Need written proposal approved by administrator (see next document).</td>
</tr>
<tr>
<td>1</td>
<td>Participate in staff led professional learning after contract hours for a minimum of three hours (could occur over multiple days); maximum 2 points per year. Administrator needs to have approved the professional learning. Name(s) of Professional Learning:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points</th>
</tr>
</thead>
</table>

Teacher Signature/Date ____________________________ Building Administrator Signature/Date ____________________________

Please return the signed form to the District Office by June 1, 2018.
HASD Professional Leadership Value Plan (PLVP) – Professional Learning Request Facilitator

Complete this request for approval from your administrator prior to beginning the professional learning. Include this form when you submit your points documentation to your administrator and the district office.

Facilitator’s Name: ________________________________

Name of Professional Learning (to be used by your group on their documentation):
______________________________

Explanation of what will be discussed/learned/applied:

Resources you will use:

Planning you will need to do before meeting with your group:

Anticipated group members (this may be altered):

Anticipated dates/times to meet (this may be altered):

Reflection (complete this after your group has finished meeting):

Administrator Signature: ________________________________ Date: ________________
HASD Professional Leadership Value Plan (PLVP) – HMS/GMS/FWA

The points listed for each activity cannot be divided or changed. If you are on a team/committee that meets monthly (for 3 points), you must be on the team/committee for the full year.

<table>
<thead>
<tr>
<th>Points</th>
<th>Activity/Option</th>
<th>Points Earned</th>
<th>Dates Attended</th>
<th>Admin Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Supervising a Student Teacher from University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>PBIS Core Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>School Climate Committee (meets monthly)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Academic Career Planning (ACP) Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Watch Dogs (1 person per building)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Grading and Assessment Cohort</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Middle Level RTI Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Literacy Team (meets monthly)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>PDP Reviewer (must review at least 1 PDP)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Name(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>School Safety Team (must meet quarterly)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Middle School Technology Coach (monthly presentations to staff)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>PBIS Sub Committee</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Digital Learning Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Library Advisory Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Building Interview Team (maximum of 2 points per year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.5</td>
<td>ELL Family Night Participation</td>
<td></td>
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<td></td>
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<tr>
<td>.5</td>
<td>Math Night Participation</td>
<td></td>
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<tr>
<td>.5</td>
<td>5th Grade Parent Night Participation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>.5</td>
<td>GATE Night Participation (maximum 1 point per year)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>.5</td>
<td>8th Grade Celebration Night Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.5</td>
<td>Middle School PTO Meeting Attendance/Assisting at Events (max of 2 points per year)</td>
<td></td>
<td></td>
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<td>FWA 8th Grade Graduation</td>
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<td>FWA Governance Council Meetings (max of 2 points per year)</td>
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<td>FWA PTO Meetings or Events (max of 2 points per year)</td>
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**District Opportunities**

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<td>2</td>
<td>Presentation at State or National Conference</td>
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<td>Need proof of attendance/presentation at staff meeting. (max of 2 points)</td>
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<td>Communications Council</td>
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<td>Three (3) newsworthy items to the Communications Council for E-newsletter or</td>
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<td></td>
<td>Social Media Posting (maximum of 2 points per year)</td>
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<td>1</td>
<td>ELL Planning Committee</td>
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<td>Strategic Planning Day</td>
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<td>Polar Bear Academy Planning</td>
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<td></td>
<td>Teacher Handbook Committee</td>
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<td></td>
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<tr>
<td></td>
<td>School Board Meeting Attendance/Presentation (max of 2 points)</td>
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</tbody>
</table>

### Professional Learning

<table>
<thead>
<tr>
<th></th>
<th>Facilitate professional learning after contract hours for a minimum of three hours (could occur over multiple days). Maximum of 4 points per year. Need written proposal approved by administrator. (See next document)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participate in staff led professional learning after contract hours for a minimum of three hours (could occur over multiple days; maximum 2 points per year. Administrator needs to have approved the professional learning.</td>
</tr>
<tr>
<td></td>
<td>Name(s) of Professional Learning:</td>
</tr>
</tbody>
</table>

### Total Points

______________  ________________
Teacher Signature/Date  Building Administrator Signature/Date

*Please return the signed form to the District Office by June 1, 2018.*
HASD Professional Leadership Value Plan (PLVP) – Professional Learning Request Facilitator

Complete this request for approval from your administrator prior to beginning the professional learning. Include this form when you submit your points documentation to your administrator and the district office.

Facilitator’s Name: ________________________________

Name of Professional Learning (to be used by your group on their documentation):

Explanation of what will be discussed/learned/applied:

Resources you will use:

Planning you will need to do before meeting with your group:

Anticipated group members (this may be altered):

Anticipated dates/times to meet (this may be altered):

Reflection (complete this after your group has finished meeting):

Administrator Signature: ________________________________ Date: ____________
**HASD Professional Leadership Value Plan (PLVP) - Hortonville High School**

The points listed for each activity cannot be divided or changed. If you are on a team/committee that meets monthly (for 3 points), you must be on the team/committee for the full year.

<table>
<thead>
<tr>
<th>Points</th>
<th>Activity/Option</th>
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<th>Dates Attended</th>
<th>Admin Initials</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Literacy Task Force</td>
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<td>3</td>
<td>Grading Pilot Committee</td>
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<td>3</td>
<td>PBIS Team Member (who do not have a period in their schedule)</td>
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<td>3</td>
<td>Supervising a Student Teacher from University</td>
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<td>3</td>
<td>Academic Career Planning (ACP) Team</td>
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<td>2</td>
<td>Data Analysis/Goal Development Team</td>
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<td>2</td>
<td>Scholarship Committee</td>
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<td>2</td>
<td>PDP Reviewer (must review at least 1 PDP) Name(s): ________________________________</td>
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<td>2</td>
<td>Graduation Coordinator</td>
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<td>Library Advisory Committee</td>
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<td>1</td>
<td>Technical Education Advisory Panel</td>
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<td>Culinary Arts Advisory Committee</td>
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<td>Technical Education Advisory Panel</td>
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<td>1</td>
<td>Building Interview Team (maximum of 2 points per year)</td>
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<td>NHS Application Committee</td>
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<td>Academic Accountability Pilot Program</td>
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<td>National Board for Professional Teaching Standards Reviewer</td>
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<td>.5</td>
<td>Tier 1 Strategy and Support Team</td>
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<td>.5</td>
<td>Scholarship Night</td>
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<td>.5</td>
<td>8th Grade Parent’s Night Presentation</td>
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<td>.5</td>
<td>Graduation Participation</td>
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**District Opportunities**

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## Polar Bear Academy Planning

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## SharePoint Committee/Online Advisory Team

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## School Board Meeting Attendance/Presentation (max of 2 points)

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## Professional Learning

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## Total Points

<table>
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<tr>
<td>Teacher Signature/Date</td>
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*Please return the signed form to the District Office by June 1, 2018.*
HASD Professional Leadership Value Plan (PLVP) – Professional Learning Request Facilitator

Complete this request for approval from your administrator prior to beginning the professional learning. Include this form when you submit your points documentation to your administrator and the district office.

Facilitator’s Name: __________________________________

Name of Professional Learning (to be used by your group on their documentation):
______________________________

Explanation of what will be discussed/learned/applied:

Resources you will use:

Planning you will need to do before meeting with your group:

Anticipated group members (this may be altered):

Anticipated dates/times to meet (this may be altered):

Reflection (complete this after your group has finished meeting):

Administrator Signature: __________________________________ Date: _____________
HORTONVILLE AREA SCHOOL DISTRICT
2017-2018 BOARD MEMBERS

<table>
<thead>
<tr>
<th>Area Represented</th>
<th>Board Member</th>
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<tbody>
<tr>
<td>Village of Hortonville</td>
<td>Craig Dreier</td>
</tr>
<tr>
<td>&amp; Town of Liberty</td>
<td>email: <a href="mailto:craigdreier@hasd.org">craigdreier@hasd.org</a></td>
</tr>
<tr>
<td>Town of Center</td>
<td>Willard Griesbach</td>
</tr>
<tr>
<td></td>
<td>email: <a href="mailto:willardgriesbach@hasd.org">willardgriesbach@hasd.org</a></td>
</tr>
<tr>
<td>Town of Dale &amp; Town of Hortonia</td>
<td>Bob VanDenElzen</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:bobvandeneelsen@hasd.org">bobvandeneelsen@hasd.org</a></td>
</tr>
<tr>
<td>Town of Greenville</td>
<td>David Schlichting</td>
</tr>
<tr>
<td>&amp; Town of Grand Chute</td>
<td>email: <a href="mailto:daveschlichting@hasd.org">daveschlichting@hasd.org</a></td>
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<tr>
<td>Village of Hortonville</td>
<td>Dana Ramshak</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:danaramshak@hasd.org">danaramshak@hasd.org</a></td>
</tr>
<tr>
<td>Town of Ellington</td>
<td>Andrea Marcks</td>
</tr>
<tr>
<td></td>
<td>email: <a href="mailto:andreamarcks@hasd.org">andreamarcks@hasd.org</a></td>
</tr>
<tr>
<td>Town of Greenville</td>
<td>Brett Eidahl</td>
</tr>
<tr>
<td></td>
<td>email: <a href="mailto:bretteidahl@hasd.org">bretteidahl@hasd.org</a></td>
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**Board Officers: 2017-2018**
President – Bob VanDenElzen
Vice President – Dave Schlichting
Clerk – Dana Ramshak
Treasurer – Willard Griesbach

**Offices**
HHS – 779-7933, District Office: 779-7921

**E-Mail Addresses for Staff:** name@hasd.org

**BOARD OF EDUCATION COMMITTEES FOR 2017-2018**
Budget – All Board Members for 2017-2018 fiscal year – Willard Griesbach - Chairperson
Curriculum - Dana Ramshak – Chairperson; Craig Dreier; Brett Eidahl
CESA Delegate/Board of Control – Andrea Marcks
Policy – Bob VanDenElzen – Chairperson; Andrea Marcks; Brett Eidahl
Personnel & Negotiations – Dave Schlichting – Chairperson; Willard Griesbach; Dana Ramshak
Public Relations & Long Range Planning – Bob VanDenElzen – Chairperson; Willard Griesbach; Dana Ramshak
Technology – Brett Eidahl – Chairperson; Craig Dreier; Bob VanDenElzen
Transportation, Building, Grounds, Safety & Liability – Andrea Marcks – Chairperson; Willard Griesbach; Dave Schlichting
WASB Delegate – Bob VanDenElzen
FVTC Representative – Bob VanDenElzen
2017-2018
Hortonville Area School District
Updated / New Bylaws & Policies

All Bylaw and/or Policy updates can be found:
www.hasd.org – District / Board of Education / Policies – Log

The following bylaws and policies have been updated or are new since the approval of the
2016-2017 Teacher Handbook:

Bylaws:
- 0143.1 Public Expression of Board Members
- 0152 Officers
- 0164.2 Special Meetings
- 0166 Agenda
- 0167.5 Use of Electronic Mail
- 0167.6 Email – Public Records

Policy:
- 1210 Board – District Administrator Relationship
- 1662 Employee Anti-Harassment – Administration
- 2340 Field and Other District-Sponsored Trips
- 2421 Career and Technical Education Program
- 2451 Alternative High School
- 2700.01 School Performance and Accountability Reports  NEW
- 3120 Employment of Professional Staff
- 3122.01 Drug-Free Workplace – Professional Staff
- 3170.01 DELETE – Employee Assistance Program (EAP)
- 3210 Staff Ethics
- 3362 Employee Anti-Harassment – Professional Staff
- 3440 Job-Related Expense Reimbursement – Professional Staff
- 4122.01 Drug-Free Workplace – Support Staff
- 4170.01 DELETE – Employee Assistance Program (EAP)
- 4210 Support Staff Ethics
- 4310 Freedom of Speech in Non-School Settings
- 4362 Employee Anti-Harassment – Support Staff
- 4440 Job-Related Expense Reimbursement – Support Staff
- 5200 Attendance
- 5230 Release of Students to Authorized Persons  NEW
- 5320 Immunization
- 5830 Student Fund-Raising
- 6110 Federal Funds
- 6111 Internal Controls  NEW
- 6116 Time and Effort Reporting  NEW
- 6325 Procurement – Federal Grants/Funds  NEW
- 6680 Staff Recognitions / Years of Service and/or Retirement
- 7310 Disposition of Surplus Property
- 7450 Property Inventory  NEW
- 8120 Volunteers
- 8330 Student Records
- 8640 Field and Other District-Sponsored Trips
The following forms can be located in My Network Places\HASD.ORG\ADMINISTRATIONS\Forms. The most updated version of each form will be located in this folder so it is important to rely on this folder for the recent additions:

- Background Investigation/Volunteer Contract
- Floating Workday
- Media Release Permission
- Parent/Guardian – Classroom Use of Media – Notification Form
- Personnel Supervision & Evaluations
- Recommendation to Board of Education
- Suicide Forms
- Student Records
- Teacher Handbook
- Sick Day Bank Request Form
- Professional Leadership Value Plan
- Professional Leadership Value Plan Proposal Form
NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATION OPPORTUNITY
Policy #2260

The Board of Education is committed to providing an equal educational opportunity for all students in the District.

The Board of Education does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to sex, (including transgender status, change of sex or gender identity), race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability (“Protected Classes”) in any of its student program and activities.

The Board also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board’s policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 – Nondiscrimination and Equal Employment Opportunity.

In order to achieve the aforesaid goal, the Board directs the District Administrator to:

A. **Curriculum Content**
   - Review current and proposed courses of study and textbooks to detect any bias based upon race; color; age; pregnancy; marital or parental status; sex or sexual orientation; religion; national origin; ancestry; culture; creed; or physical, mental, emotional, or learning disability, ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society.
   - Provide that necessary programs are available for students with limited use of the English language.

B. **Staff Training**
   - Develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of race; color; religion; age; pregnancy; marital or parental status; sex or sexual orientation; physical, mental, emotional, or learning disability; national origin; ancestry; creed; cultural; or other bias in all aspects of the program.

C. **Student Access**
   1. Review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of race; color; religion; age; pregnancy; marital or parental status; sex or sexual orientation; physical, mental, emotional, or learning disability; national origin; ancestry, in any duty, work, play, classroom, or school practice except as may be permitted under State regulations.
   2. Verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 – Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or other youth group listed in Title 36 of the United States Code as patriotic society;

D. **District Support**
   - Require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment and related matters.

E. **Student Evaluation**
   - Require that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate, aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of race; color; religion; age; pregnancy; marital or parental status; sex or sexual orientation; physical, mental, emotional, or learning disability; national origin.

The District Administrator shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District’s efforts to comply with the applicable Federal and State laws and regulations, including the District’s duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.
The District Administrator shall attempt annually to identify children with disabilities, ages 3-21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students with limited English proficiency and to assess their ability to participate in District programs.

It is the policy of the Hortonville Area School District that no person be denied admission to any public school in this District or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, student service, recreational or other program.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by the school personnel.

The Hortonville Area School District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. The District shall also provide for the reasonable accommodation of a student’s sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for religious accommodations shall be made in writing and approved by the building principal.

**Reporting Procedures**

Students, parents, and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator who receives such a complaint shall file it with the District’s Compliance Officer(s) at his/her first opportunity.

Students who believe they have been denied equal access to District educational opportunities, in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual’s participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

**District Compliance Officers**

The Board designates the following individuals to serve as the District’s “Compliance Officers”.

Lori Smits  
Director of Special Education  
(920) 757-7153  
N1450 Fawn Ridge Road  
Greenville WI 54942  
lorismits@hasd.org

Dave Wuebben  
Director of Business Services  
(920) 799-7907  
246 N Olk Street  
Hortonville WI 54944  
davewuebben@hasd.org

The names, titles, and contact information of these individuals will be published annually:

1. In staff handbooks.
2. In the School District Annual Report to the public.

A Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

**Investigation and Complaint Procedure**

The Compliance Officer(s) shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the Compliance Officer(s) should keep the parties informed of the status of the investigation and the decision making process.
All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer(s) shall ask for such details in an oral interview. Thereafter the Compliance Officer(s) will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the report by signing the document.

Upon receiving a complaint, the Compliance Officer(s) will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the Compliance Officer(s) should consult the Principal prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the Compliance Officer(s) will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the Compliance Officer(s) will initiate an investigation.

Although certain cases may require additional time, the Compliance Officer(s) will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

A. Interviews with the complainant;
B. Interviews with any persons named in the complaint;
C. Interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
D. Consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer(s) shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions of this Policy, as well as in State and Federal law as to whether the complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The Compliance Officer(s)’s recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The Compliance Officer(s) may consult with the Board Attorney before finalizing the report to the District Administrator.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the Compliance Officer(s), the District Administrator must either issue a final decision regarding or request the complaint further investigation. A copy of the District Administrator’s final decision will be delivered to the complainant.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator shall be final.

If the complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

The Board reserves the right to investigate and resolve a complaint or report of regardless of whether the member of the School District community or third party chooses to pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.
**Additional School District Action**

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children’s Cod (Sec. 48.981, Wis. Stat.), the Compliance Officer(s) or District Administrator shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

**Confidentiality**

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the complainant’s identity.

During the course of an investigation, the Compliance Officer(s) will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation will be maintained by the Compliance Officer(s) in accordance with the Board’s records retention policy. Any records which are considered student records in accordance with the State or Federal law will be maintained in a manner consistent with the provisions of the law.

118.13 Wis. Stats.
P.L. 9, 41, Wis. Adm. Code
Fourteenth Amendment, U.S. Constitution
20 U.S.C. Section 1681, Title XI of Education Amendments Act
20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
20 U.S.C., Section 7905, Boys Scouts of America Equal Access Act
29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended
42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964
42 U.S.C., Section 200ff et seq., The Genetic Information Nondiscrimination Act
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979
© NEOLA 2014
Discrimination Complaint Form

Name__________________________________________ Date ____________________

Street Address ________________________________________________________________

City ___________________________ State ___________ Zip ____________

Home Phone ________________ Cell ________________ Email ______________________

Telephone # School or Work Location ____________________________________________

Status of Person Filing Complaint
( ) Pupil   ( ) Employee   ( ) Parent   ( ) Other Specify _________________

Filing complaint alleging discrimination on the basis of:
_________________________________________________________________________
_________________________________________________________________________

Description of Complaint (includes dates/times, names of witnesses. Please be specific)
_________________________________________________________________________

Corrective Action Requested: (use extra sheets if required)
_________________________________________________________________________
_________________________________________________________________________

Signature of Complainant __________________________ Date Signed ________________

Signature of Person receiving Complaint __________________________

Date Received __________

Submit all copies to District Administrator, or the immediate supervisor, or their respective secretaries. The person receiving the complaint will sign and date the complaint. One copy will be returned to the complainant, and one copy will be sent to the designated employee.

Distribution:  1st Copy – Complainant  2nd Copy – Designated Employee
Employee Quick Start Guide for AESOP

Logging in on the Web
To log in to Aesop, navigate to www.frontlinek12.com/aesop in your web browser (or at m.aesoponline.com on your mobile device).
Enter your ID number and PIN, then click Login.
Can't remember your login info?
If you’re having trouble logging in, click the “Forgot your login?” link next to the Login button for more information.

Creating an Absence
You can enter a new absence right from your Aesop home page under the “Create Absence” tab.

Fill out the absence details including the date of the absence, the absence reason, notes to the administrator or substitute, and more. You can also attach files to the absence from here.

When you’ve complete entering the absence details, click the Create Absence button.
Managing your PIN and Personal Information
Manage your personal information, change your PIN number, and upload shared attachments (Lesson plans, classroom rules, etc.), view absence reason balances, and more in the “Account” tab.
Also, manage which Substitutes you would prefer to fill in for you,

Getting Help and Training
If you have questions, want to learn more about a certain feature, or need want more information about a specific topic, click the Help tab to go to the Aesop Learning Center, a searchable knowledge base of Aesop help and training materials.

Using Aesop on the Phone
Not only is Aesop available on the web, but you can also create absences, manage personal information, check absence reason balances, and more, all over the phone.
To call Aesop, dial 1-800-942-3767. You’ll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).
Over the phone you can:
- Create an absence (within the next 30 days) – Press 1
- Check your absence reason (entitlement) balances – Press 2
- Review upcoming absences – Press 3
- Review a specific absence – Press 4
- Review or change your personal information – Press 5

Note: If you create an absence over the phone, be sure to make note of the confirmation number that Aesop assigns the new absence for reference.
Hortonville Area School District
“Home of the Polar Bears”
Substitute Teacher Guidelines

District Mission Statement:
Our school community ensures that all students learn at the highest level.
Greenville Elementary School—David Harris, Principal
Greenville Middle School—Travis Lawrence, Principal
North Greenville Elementary School—Janna Cochrane, Principal
Greenville Elementary/Middle Schools—Sally Bowers, Associate Principal
Hortonville Elementary School—Larry Sikowski, Principal
Hortonville Middle School—Steve Gromala, Principal
Hortonville Elementary/Middle Schools & 4K Coordinator—Tanya Lange, Associate Principal
Hortonville High School—Thomas Ellenbecker, Principal
Hortonville High School—Tim Rietveld, Associate Principal
Hortonville High School—Jesse Powell, Dean of Students

Welcome
Substitute Teachers are a very important part of the Hortonville Area School District. We want your role as a substitute teacher to be enjoyable for you and beneficial for our students. Your efforts promote continual growth in our students and we appreciate your efforts.

PUBLIC NOTIFICATION OF NONDISCRIMINATION POLICY
It is the policy of the Hortonville Area School District that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by section 118.13 of the statutes. This policy also prohibits student discrimination under Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability). Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel. The Hortonville Area School District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. The District shall also provide for the reasonable accommodation of a student’s sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for religious accommodations shall be made in writing and approved by the building principal. The Hortonville Area School District encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the student nondiscrimination policy in the School District.

Any questions concerning this policy should be directed to:
Hortonville Area School District
District Administrator
P.O. Box 70
246 N. Olk St.
Hortonville, WI 54944
**Expectations**

At the Hortonville Area School District, we expect substitute teachers to teach the curriculum and be good role models for our students. We believe that more learning will occur when proper discipline is maintained in the classroom. Within the PBIS information in this folder, you will find what the expectations are of the students. Set classroom expectations at the beginning of each class.

*Regular classroom procedures are to be followed at all times. As a substitute teacher you are expected to follow the lesson plans provided, move about the classroom and continuously work with students during instructional time.

*Please do not sit at the desk for an extended period of time or do personal projects in the classroom such as reading, crossword puzzles, knitting, crocheting, etc.

*If you need to leave the classroom in an emergency, please ask a neighboring teacher to help cover your class or call the main office.

*Sub Folder is to be kept closed and confidential throughout the day.

We do not expect substitute teachers to work in difficult situations. It is appropriate for you to ask for assistance or send a student to the office. If you do experience a major problem with a student, it is your responsibility to let administration know as soon as possible.

**Confidentiality**

Sections 118.125 and 118.126 of the Wisconsin Statutes outline the confidentiality of all student records including behavioral, health, and academic records. The administrative office interprets these statutes to mean that unless an individual has a “right to know” the academic, health, and behavioral records of students are not be shared. This can be carried forward to both the written record and verbal conveyance of student health, academic, and behavior progress (or lack thereof). **Open discussion of student progress, behavior, or health issues with individuals that do not have a “right to know” could be contrary to Wisconsin Statutes and could compromise professional accountability.** These statutes are not intended to restrict teachers from asking another teacher(s), counselor, principal, or psychologist for assistance or ideas on how to handle a particular situation.

**Schedule**

*We ask that you arrive at school no later than 7:45 a.m., or immediately if you are called in during the day, and check into the building office.

*The teacher’s schedule of classes will be given to you upon your arrival. Please immediately check the schedule for room locations and lunch times. Dismiss students according to the bell schedule.

*Be prepared to substitute for another teacher when you are not teaching a class. You will be notified when you’re needed. If you find yourself with time to spare, please find other teachers in your unit and offer to help one of them. If you will not be available for additional teaching assignments, please discuss the situation with the building administrator.

*Substitute teachers may leave at the end of the day which is 3:15 p.m. (unless you are required to help with supervisory duties). Please make sure the room is in order and materials are returned to the proper places if they are used. **You are expected to be in the building from 7:45 a.m. until 3:15 p.m. regardless if the teacher you are subbing for has a first or last hour preparation period.**

*Long term substitute teachers are expected to be in the building and available to students from 7:45 a.m. until 3:45 p.m. On Fridays, staff may leave at 3:25 p.m.

Before you leave the building, you will need to fill out the Substitute Pay Sheet & Substitute Report. **Both the report and pay sheet need to be given to someone in the office.** DO NOT put these forms inside the substitute teacher folder.

**Substitute Teacher Folder**

Upon your arrival you will receive a substitute teacher folder. **At a minimum, the folder will contain this information.**

1. Daily Schedule, Early Release, and Late Start Schedules
2. Lesson Plans prepared by the teacher
3. Seating Chart with Photos (Teachers may choose to have regularly updated charts available on their desks)
4. Attendance Procedures or Forms/ and Milk Forms for elementary/middle schools
6. Health Room Information
7. Classroom Expectations—PBIS info/Polar Bear Paws
8. Notes on student needs and most reliable helpers
9. Map of the Building—displayed in classrooms/bulletin boards
10. Substitute Pay Sheet
11. Substitute Daily Report
12. Contact Information Sheet with telephone extensions.
Another important source of information is other staff members and the office personnel. Our staff is friendly and willing to provide any assistance. We encourage you to ask for help at any time.

Additional Information

*If you wish to eat lunch at school, you may purchase lunch in the cafeteria. Lunch can be eaten in the cafeteria, classroom or taken to one of the teacher’s lounges.*

*Payment for substituting is as follows:*

<table>
<thead>
<tr>
<th>Rate</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half day rate</td>
<td>$58.50</td>
</tr>
<tr>
<td>Full day rate</td>
<td>$117.00</td>
</tr>
<tr>
<td>10 or more consecutive days (same classroom/teacher)</td>
<td>$194.74</td>
</tr>
</tbody>
</table>

The secretaries send the substitute time sheets to the business office and substitutes are paid on the 15th and 30th of each month.

*On days of inclement weather, please watch the news or listen to the radio for school cancellations.*
Hortonville Area School District Staff
Confidentiality Agreement Form

The Hortonville Area School District takes the confidentiality and privacy of student data seriously. Under the guidelines of the federal law called Federal Education Rights and Privacy Act (FERPA) and School Board Policy 2416 & 8330, all staff members are required to follow the following confidentiality guidelines.

As an employee of the Hortonville Area School District I agree to keep confidential all individual data pertaining to or as part of the process of accessing Alpine Achievement Systems AND

Will access information related only to those students for which I have a **legitimate educational interest**. Essentially, legitimate educational interest is necessary for employees to carry out their responsibilities in support of Hortonville Area School District’s educational mission. You can also think of legitimate educational interest as a "need to know" that is essential to carrying out your job responsibilities related to education.

It is important to understand several points related to "legitimate educational interest:"

- Curiosity is not a legitimate educational interest. Just because you have access to ISIS and are able to view the record of your neighbor's son, does not mean that you have a legitimate educational interest in his grades and cumulative GPA.
- Simply the fact that you are a district employee does not constitute legitimate educational interest. Your need to know must be related to your job responsibilities in support of the district's educational mission. In other words, records should be used only in the context of official business in conjunction with the educational success of the student.
- Your legitimate educational interest is limited. While you may have a need to access education records for students in your school, you do not necessarily have a similar need to view records of students outside your school. In other words, access to information does not authorize unrestricted use.

Will keep their username and password private (will not share with others)

Will ensure that student achievement data remains secure and private:

- Will not leave paper records in a place where students or others will find them
- Will not leave electronic files in a location where students or others will find them (e.g., on a public drive, on the desktop or in the recycle bin of a computer in a computer lab)

Will not transfer identifiable information about students using non-secure methods (e.g., online discussion board, social networks)

When sharing summary-level data in a public forum, will ensure that individual students cannot be identified (Minimum group size at the designated state minimum or higher, for example)

Will share identifiable information about an individual student with other district employees only when there is a "legitimate educational interest" in knowing the specific information.

Will get approval from the director/principal prior to sharing any student achievement data other than that which is publicly available from district or state sources (e.g., posted on the district or state website)

Will secure written permission from the director/principal prior to including any student achievement data that is not publicly available in any research report for an undergraduate or graduate course or for internal research.

All external research requests, including those from curriculum publishers, testing companies, universities, and all other outside parties, must be approved in writing by the District Administrator.

Will adhere to a standard of entering data into systems with the knowledge that it is a public record and that information beyond the pupil record must be considered a Personal record or note. If a school staff member shares some or all of the contents of a personal record or note (which are not part of a pupil record) regarding a student, this information loses its personal nature and necessarily becomes a pupil record and must be entered into the appropriate student file (e.g., progress record, behavioral record, patient health care record, etc.), Wis. Stat. sec. 118.125(1)(d).
ACKNOWLEDGEMENT OF HANDBOOK

I acknowledge that I have received and read the Hortonville Area School District’s Teacher Handbook and understand its provisions. I understand that the District may modify or eliminate the terms described in the Teacher Handbook at any time, with or without prior notice.

I further understand that the District’s Teacher Handbook and any provisions contained in the handbook do not constitute a guarantee of employment, a guarantee of any other rights or benefits, or a contract of employment, express or implied. I understand that my employment is subject to my individual teaching contract and that my employment may be terminated on a permanent basis by the Board of Education following Wis. Stats. §118.22 procedures or on a temporary basis due to an economic layoff.

I acknowledge that I have read and understand the Students, Families, and Community portion of the Teacher’s Handbook.

I acknowledge that I have read and understand the Teacher’s Job Description found in the Teacher’s Handbook.

I acknowledge that I have read and understand the Teacher Performance Evaluation System which is part of the Effectiveness Project found in the Teacher’s Handbook.

I acknowledge that I have reviewed and understand annual policies approved by the Board of Education as indicated in the Teacher’s Handbook.

I acknowledge that I have reviewed and understand the Confidentiality Agreement, I understand the guidelines of the federal law and Board policies #2416 & #8330.

Teacher’s Name: __________________________________________________________
Signature: _______________________________________________________________
Date: _______________________________________

PLEASE RETURN TO SCHOOL OFFICE ON or BEFORE SEPTEMBER 9th.
(If a teacher is shared between two (2) buildings, please turn into the building where the most classes are taught. You will only need to sign one (1) form.)

Updated and Approved: April 24, 2017