



AGENDA

Wisconsin Rapids Board of Education
Personnel Services Committee

510 Peach Street · Wisconsin Rapids, WI 54494 · 715-424-6701

Kathi Stebbins-Hintz, Chair
Larry Davis
Troy Bier
John Krings, President

September 5, 2023

Location: Board of Education, 510 Peach Street, Wisconsin Rapids, WI
Conference Room A/B

Time: Immediately following the Educational Services Committee meeting, but not before 6:15 p.m.

I. Call to Order

II. Public Comment

Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.

III. Actionable Items

- A. Appointments
- B. Resignations
- C. Retirement
- D. Board Policy Review
- E. Substitute Teacher Incentives
- F. Department Chair Compensation

IV. Consent Agenda

V. Adjournment

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda however, no deliberation or action will be taken by other Committees or the full Board of Education.



Wisconsin Rapids Board of Education
Personnel Services Committee

510 Peach Street · Wisconsin Rapids, WI 54494 · 715-424-6701

BACKGROUND

Kathi Stebbins-Hintz, Chair
Larry Davis
Troy Bier
John Krings, President

September 5, 2023

Location: Board of Education, 510 Peach Street, Wisconsin Rapids, WI
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Time: Immediately following the Educational Services Committee meeting, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Appointments

The administration recommends approval of the following professional staff appointments:

Holly McMiller	Location:	WRAMS
	Position:	Teacher – ELA (1.0 FTE)
	Education:	Bachelor’s – UW Stevens Point – May 2005
	Major/Minor:	Spanish/ESL Certification
	Salary:	\$44,000
Chris Moore	Location:	WRAMS
	Position:	Teacher – Cross Categorical (1.0 FTE)
	Education:	Bachelor’s – Hastings College – May 2008
	Major/Minor:	Special Education/Elementary Education
	Salary:	\$43,000
Kimberly Kinsey	Location:	WRAMS
	Position:	Teacher – Science (1.0 FTE)
	Education:	Bachelor’s – UW Stevens Point – May 1998
	Major/Minor:	Biology/Education
	Salary:	\$44,000
Jordan Bernette	Location:	Washington Elementary
	Position:	Teacher – Grade 3 (1.0 FTE)
	Education:	Bachelor’s – UW Superior – December 2022
	Major/Minor:	Elementary Education/Instruction
	Salary:	\$43,000

The administration recommends approval of the following support staff appointments:

Kerrie Wolosek	Location:	Lincoln High School
	Position:	Activities Clerk (6.0 hrs/day)
	Effective Date:	August 10, 2023
	Hourly Rate:	\$16.86 (starting rate) / \$17.75 (after 60 days)

Becca Austin	Location: Lincoln High School Position: Administrative Assistant to Athletic Director Effective Date: August 2, 2023 Hourly Rate: \$16.92 (starting rate) / \$17.81 (after 60 days)
Paula Tesch	Location: District Office Position: Receptionist (8.0 hrs/day) Effective Date: August 24, 2023 Hourly Rate: \$16.86 (starting rate) / \$17.75 (after 60 days)
Melissa Strobehn	Location: Grove Elementary Position: Special Education Aide (7.0 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$16.16 (starting rate) / \$17.01 (after 60 days)
Brooke Matsch	Location: WRAMS Position: Supervisory Aide (5.75 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$15.67 (starting rate) / \$16.49 (after 60 days)
Lisa Gambo	Location: Howe Elementary Position: Manager Kitchen Production (7.0 hrs/day) Effective Date: August 28, 2023 Hourly Rate: \$17.49 (starting rate) / \$18.41 (after 60 days)
Holly Ihrcke	Location: WRAMS Position: Supervisory Aide (5.75 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$15.67 (starting rate) / \$16.49 (after 60 days)
Dakota Curry	Location: WRAMS Position: Special Education Aide (7.0 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$16.16 (starting rate) / \$17.01 (after 60 days)
Shannon Stanton	Location: WRAMS Position: Supervisory Aide (5.75 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$15.67 (starting rate) / \$16.49 (after 60 days)
Nicole Pfahning	Location: District – Building & Grounds Position: Receiving & Delivery Administrative Assistant (8.0 hrs/day) Effective Date: August 30, 2023 Hourly Rate: \$16.16 (starting rate) / \$17.01 (after 60 days)
Jodi Miner	Location: Howe Elementary Position: Cashier – Breakfast (1.25 hrs/day) Effective Date: August 28, 2023 Hourly Rate: \$14.25 (starting rate) / \$15.00 (after 60 days)
Heidi Terzynski	Location: Lincoln High School Position: Kitchen Helper (5.75 hrs/day) Effective Date: August 30, 2023 Hourly Rate: \$15.72 (starting rate) / \$16.54 (after 60 days)
Lucille Millard	Location: WRAMS Position: Special Education Aide (7.0 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$16.16 (starting rate) / \$17.01 (after 60 days)

Susan Lloyd	Location: Lincoln High School Position: Special Education Aide (7.0 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$17.01
Tina Yang	Location: WRAMS Position: Instructional Aide (5.75 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$16.16 (starting rate) / \$17.01 (after 60 days)
Leanne Lindner	Location: Washington Elementary Position: Special Education Aide (7.0 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$17.01
Tracy Kilburg	Location: Mead Elementary Position: Special Education Aide (7.0 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$16.16 (starting rate) / \$17.01 (after 60 days)
Donna Bohn Moma	Location: Woodside Elementary Position: Special Education Aide (7.0 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$16.16 (starting rate) / \$17.01 (after 60 days)
Anna Jardine	Location: Lincoln High School Position: Special Education Aide (7.0 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$16.16 (starting rate) / \$17.01 (after 60 days)
Taylor Olson	Location: Washington Elementary Position: Noon Duty Aide (2.0 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$14.25 (starting rate) / \$15.00 (after 60 days)
Jennifer Dehnert	Location: Howe Elementary Position: Noon Duty Aide (2.0 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$14.25 (starting rate) / \$15.00 (after 60 days)
Chirstiann Curley	Location: Howe Elementary Position: Special Education Aide (7.0 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$16.16 (starting rate) / \$17.01 (after 60 days)
Jenny Williams	Location: Howe Elementary Position: Second Cook (7.0 hrs/day) Effective Date: September 5, 2023 Hourly Rate: \$16.42 (starting rate) / \$17.29 (after 60 days)

B. Resignations

The administration recommends approval of the following professional staff resignation:

Emily Heil	Location: Washington Elementary Position: Teacher – Grade 3 (1.0 FTE) Effective Date: August 15, 2023 Date of Hire: August 29, 2022
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The administration recommends approval of the following support staff resignations:

Yesenia Diaz	Location:	WRAMS
	Position:	ELL Aide (7.0 hrs/day)
	Effective Date:	August 16, 2023
	Date of Hire:	September 18, 2019
Lauren Derfus	Location:	Washington Elementary
	Position:	Special Education Aide (7.0 hrs/day)
	Effective Date:	August 10, 2023
	Date of Hire:	September 1, 2022
Rachel Brown:	Location:	Washington Elementary
	Position:	Noon Duty Aide (2.0 hrs/day)
	Effective Date:	August 8, 2023
	Date of Hire:	September 1, 2022
Theresa Michalsen	Location:	Woodside Elementary
	Position:	Special Education Aide (7.0 hrs/day)
	Effective Date:	August 14, 2023
	Date of Hire:	September 4, 2018
Allison Eswein	Location:	Woodside Elementary
	Position:	Special Education Aide (7.0 hrs/day)
	Effective Date:	August 18, 2023
	Date of Hire:	April 4, 2023
Deborah Severson	Location:	WRAMS
	Position:	Special Education Aide (7.0 hrs/day)
	Effective Date:	August 18, 2023
	Date of Hire:	September 4, 2018
Miranda Borchartd	Location:	Pitsch Early Childhood
	Position:	Special Education Aide (7.0 hrs/day)
	Effective Date:	August 28, 2023
	Date of Hire:	September 29, 2020

C. Retirement

The administration recommends approval of the following support staff retirement:

Sara Halbur	Location:	Lincoln High School
	Position:	Secretary – Student Services (7.5 hrs/day)
	Effective Date:	December 4, 2023
	Date of Hire:	December 13, 2005

D. Board Policy Review

The following policies were reviewed and approved for first reading at the regular Educational Services Committee meeting in August 2023. The administration recommends approval of the following policies for second reading:

- Board Policy 352 Field Trips, Second Reading (*Attachment A*)
- Board Policy 352 Rule - Field Trip Planning Criteria, Second Reading (*Attachment B*)
- Board Policy 354 Travel and Exchange Programs, Second Reading (*Attachment C*)
- Board Policy 539.2 - Exchange Teaching, Second Reading (*Attachment D*)
- Board Policy 443 Student Conduct, Second Reading (*Attachment E*)
- Board Policy 443 Rule - Code of Classroom Conduct, Second Reading (*Attachment F*)
- Board Policy 443.9 – Cheating, Second Reading (*Attachment G*)

- Board Policy 443.9 Rule (1) - Cheating Guidelines, Second Reading (*Attachment H*)
- Board Policy 443.9 Rule (2) - Plagiarism Guidelines, Second Reading (*Attachment I*)
- Board Policy 310 Instructional Goals and Objectives, Second Reading (*Attachment J*)

E. Substitute Teacher Incentives

There is still a need for substitute teachers and for the substitute teachers we have to pick up more assignments.

The administration recommends bonus pay as follows: \$300 bonus after 30 assignments, \$550 bonus after 50 assignments, \$900 bonus after 75 assignments, \$1,500 bonus after 100 assignments, and \$2,380 bonus after 140 assignments, \$3,300 bonus after 165 assignments. Administration also recommends free lunch for substitute teachers on Mondays and Fridays.

F. Department Chair Compensation

Secondary administrators reviewed and modified department chairperson duties to incorporate PLC responsibilities per level with staff at each building providing input and feedback. WRAMS also developed a Team Lead position for each collaborative team so that each will be represented on the building-level leadership team, the WRAMS Improvement Committee. Modifications to the stipend structure at WRAMS are recommended in order to include the new Team Lead positions.

The administration recommends the approval of the updated WRAMS Department Chair compensation model. (*Attachments K, L, M, N*)

IV. Consent Agenda

Personnel Services Committee members will be asked which agenda items from the Committee meeting will be placed on the consent agenda for the regular Board of Education meeting.

V. Adjournment

352 FIELD TRIPS

The Board encourages and sanctions student trips or out-of-district school activities, including participation in interscholastic events, at the discretion of the professional staff, which are of value in helping achieve the district's educational objectives.

The school staff, under the direction of the administration, shall take all reasonable and prudent steps to safeguard the physical and educational welfare of participating students. The administration may place restrictions upon a student's participation. Students participating in student trips other than out-of-district activities are required to behave in a manner which is consistent with policies and rules governing student conduct.

Arrangements for transportation are the responsibility of the building principal or his/her designee.

Expenses for transportation may be fully or in part paid for by parent organizations or individual students. Arrangements for the handling of expenses associated with field trip transportation shall be made in advance and approved by the building principal.

The scheduling of field trips shall be the responsibility of the building principal.

LEGAL REF.: Sections 121.54(7) Wisconsin Statutes
895.437

CROSS REF.: 352 Rule, Field Trip Planning Criteria
352 Exhibit 1, Parent/Guardian Permission Form
352 Exhibit 2, Student Travel Release
751.3, Transportation to School-Related Events

APPROVED: November 11, 1974

REVISED: April 9, 2001
December 12, 2022
TBD

352 RULE FIELD TRIP PLANNING CRITERIA

Before a particular field trip is discussed with students, the professional staff should develop and discuss plans with building administration, and obtain authorization to proceed with the plans.

Arrangements for the trip, such as contacting persons in charge of the site, transportation and collection of parental consent forms, are to be made by the classroom teacher.

A field trip is of significant educational value if both the quality and quantity of the educational experience provided surpasses that which could be experienced in the classroom setting.

Criteria for proposed field trips:

1. Field trips will be considered instruction and aligned with curricular objectives and state standards.
2. Instructional activities, which will precede and follow the field trip must be identified.
3. Expenses associated with the field trip shall be approved by administration.
4. The educational value of the trip should warrant the time consumed in travel and at the site, and this trip should provide educational experiences, which cannot be provided by other means.
5. Safety and environmental influences are factors to be considered. The number of chaperones required shall be appropriate to the age, grade level, and maturity of the students involved, and shall be determined by administration. A first aid kit must be obtained prior to departure. The classroom teacher must be in possession of the parent/guardian consent forms at all times during the field trip.
6. An alternate educational experience and proper supervision will be supplied for any students whose parents do not wish them to participate in a field trip.

APPROVED: November 11, 1974

REVISED: May 10, 1999
 April 9, 2001
 December 12, 2022 – *Review only, no change*
 TBD – Review only, no change

354 TRAVEL AND EXCHANGE PROGRAMS

The Board recognizes that intercultural and international education is an important part of a school program. To this end, the District may conduct exchanges of teachers or students or both as well as provide opportunities for extended travel for students between various countries or areas of our country within the United States for prescribed periods of time.

~~The Board recognizes the value of exchange programs with other schools in Wisconsin and elsewhere in the United States as valuable to students and teachers as learning experiences.~~

~~All arrangements must be coordinated with the approval of the administration.~~

All proposals for international field trips must be submitted to and approved by the building principal or his/her designee at least three months prior to travel, using the appropriate request forms for travel. The building principal or his/her designee shall submit building approved international trips to the Director of Curriculum & Instruction who will provide an update to the board about the planned trip, including the itinerary, number of travelers, including chaperones and the proposed cost.

All proposals for overnight travel within the United States must be submitted to and approved by the building principal or his/her designee using the appropriate request forms for travel. The Director of Curriculum & Instruction will provide periodic updates to the Board regarding student travel within the United States.

In approving field trips, the principal or his/her designee will consider the impact of the trip on the overall education of students and the financial impact on students and families.

No fundraising activities for trips abroad may begin before final trip approval of the building principal or his/her designee.

~~The Board reserves the right to approve specific exchange or travel programs as it deems necessary.~~

Travel and/or exchange programs organized and conducted by staff members and promoted through the school system are subject to this policy.

Extended Field Trips or Foreign Study Tours

~~The Board authorizes the District Administrator to review extended trips or foreign study tours for students. Extended trips are those trips involving out of state arrangements and considered to be part of the school program. A foreign study tour is travel to any country outside of the United States.~~

Before any extended field trip or foreign study tour is approved, sponsors must verify with the Business Services Director, relevant liability insurance coverage. Additionally, the District will verify that the transportation is safe, the operator is licensed and competent, and that emergency nursing services are available as required by Sec. 121.02(g) Wis. Stats. Students will be adequately supervised and background checks will be performed on chaperones, volunteers, and host families where possible and appropriate.

Prior to the extended field trip or foreign study tour, the student and parents will sign an agreement that the student:

- ✓ Will conduct him/herself in a lawful manner consistent with the school's rules of conduct and any specific program rules, and that s/he will be dismissed from the program for failing to do so.
- ✓ Is responsible for consulting with a doctor, and will report to the school whether s/he will require medical attention during the program.

- ✓ Will be covered by health and accident insurance. (This is particularly important for program involving international travel).
- ✓ Understands the specific risks relating to the program. The District will consider providing the student/parent/guardian with specific security information from a reliable source such as the U.S. State Department.
- ✓ Releases the District from liability for any injuries or illnesses the student might sustain and any property damage the student might cause.
- ✓ Will indemnify the District from any liability for the student's conduct.
- ✓ Understands that the District reserves the right to modify or cancel the program, and that the District will not be liable for loss to the student because of such action.

LEGAL REF.: Sections 120.13(7) Wisconsin Statutes
 120.44
 121.84(1)(c)

CROSS REF.: 422, Admission of Nonresident Students
 539.2, Exchange Teaching
 443, Student Conduct

APPROVED: November 11, 1974

REVISED: April 8, 2002
 TBD

539.2 EXCHANGE TEACHING

Teachers who have continuing contract status may, at the discretion of the Superintendent, be granted a leave of absence for one year for the purpose of exchange teaching, subject to provisions of the ~~collective bargaining agreement~~ **Employee Handbook** and the following conditions:

1. Exchange will be limited to systems or countries approved by the Superintendent.
2. The Superintendent will establish the limit on the number of teachers exchanged annually.
3. Leave will be granted only if the cooperating school system furnishes a teacher to take the place of the one released by the Board. Teachers participating in the exchange program will draw their salary from the system in which they do their teaching.
4. Leaves of absence for exchange teaching will not exceed one year.

LEGAL REF.: Section 120.13(7) Wisconsin Statutes

CROSS REF.: ~~WREA Agreement~~

APPROVED: November 11, 1974

REVISED: January 14, 2002
TBD

443 STUDENT CONDUCT

A student's conduct is a personal matter which should be kept within reasonable bounds that apply equally to all members of the community. Students should have freedom and encouragement to express their individuality in school in any way so long as such conduct does not intrude upon and endanger the freedom of others to behave as they wish – especially upon the freedom of other students to receive instruction. The Board's intent is to try to establish a rational position between freedom for each individual and the necessity for sufficient order to permit the operation of the instructional program.

Respect for the individuality of students argues against attempts by the school to force student behavior into a common mold. Our Board-approved statement of school goals emphasizes our schools' responsibility for helping each student to develop his/her unique abilities to the maximum.

The Board recognizes that implementation of this policy calls for sensitive, tolerant, intelligent action on the part of the school staff so that fostering of individuality is not incompatible with educationally sound group effort. In each instance in which an employee acts to help a student conduct him/herself properly, emphasis shall be placed upon the growth of the student in ability to discipline him/herself.

All students, on the other hand, should recognize the consequences of their conduct, including their actions toward each other, language, dress, and manners.

Students, both individually and in groups, shall comply with school regulations until needed changes are made through due process and shall recognize the authority of the teachers. Disobedience or open defiance of the teacher's authority shall constitute sufficient cause for disciplinary action.

Students are also expected to abide by the code of conduct and behavior as outlined in the Board-approved Code of Classroom Conduct. Any student who violates the Code of Classroom Conduct may be subject to removal from class and/or disciplinary action.

The School District of Wisconsin Rapids does not discriminate in standards and rules of behavior, including student harassment, on the basis of gender, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
118.164
120.13(1)
120.44
PI 9.03(1), Wisconsin Administrative Code

CROSS REF.: 310, Instructional Goals and Objectives
447, Student Discipline
411 Rule, Student Discrimination and Harassment Complaint Procedures
443 Rule, Code of Classroom Conduct
371, Student Organizations

APPROVED: November 11, 1974

REVISED: December 1980
August 13, 2001
February 11, 2008
TBD – Reviewed only, no change

443 RULE CODE OF CLASSROOM CONDUCT

Statement of Principle

The Wisconsin Rapids Public School District recognizes and accepts its responsibility to create, foster, and maintain a positive and safe class environment, conducive to teaching and to the learning processes. Every member of the school community is expected to cooperate in this central mission. Administrators, teachers, and other staff must use their training, experience, and authority to create school and classes where effective learning is possible. Students are expected to come to school, and to every class, ready and willing to learn. Parents should be aware of their children’s activities, performance and behavior in school. They are asked to cooperatively work with educators and make contact with the school to prevent or address problems.

The District shall attempt to make its schools as free as possible of the dangers of violence, weapons, drugs, and other behavior harmful to the educational environment.

Student behavior that is dangerous, disruptive or unruly or that interferes with the teacher’s ability to teach effectively will not be tolerated. Student’s exhibiting such behavior as outlined in this Code, may be removed from class in accordance with established procedures within this Code. This removal serves the multiple purposes of eliminating (or minimizing) the disruption, or reinforcing the District’s strong commitment to an appropriate educational environment, and of allowing a “time out” period, for disciplinary or other reasons, short of suspension or expulsion.

~~Beginning August 1, 1999, a~~ 4 teacher employed by the District may remove a pupil from the teacher’s class if the pupil violates the terms of this Code of Student Classroom Conduct (the “Code”). Removal from class under this Code does not prohibit the District from pursuing or implementing other disciplinary measures including, but not limited to, detentions, suspension or expulsion, with the student who was removed.

Reasons for Student Removal from Class

A teacher may remove a student from class for any of the following reasons:

1. Acts of Violence (Student/Staff)
 - Physical or verbal threats or confrontations
 - Fighting/Threats
 - Intimidation – Physical/Psychological
 - Weapons
 - Vandalism or Theft of School Property
2. Acts of Inciting
 - Inciting
 - Gang Posturing
 - Creating a Hostile Environment
3. AODA Issues
 - Under the Influence of Illegal Substances
 - Possession, *Sale, or Distribution* of Illegal/or Implied to be Illegal Substances

4. Classroom Disruption (Behavior which disrupts the learning environment)

- Disruptive Behavior
- Disruptive Talking (insubordination)
- Dressing/Grooming That Creates a Hostile Environment
- Repeated Violation of Classroom Rules

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

1. violates the District's policies regarding suspension or expulsion;
2. violates the behavioral rules and expectations set forth in the Student Handbook;
3. is disruptive, dangerous or unruly;
4. otherwise interferes with the ability of the teacher to teach effectively; or
5. interrupts the effective teaching and learning process.

Removal is a serious measure, and should not be imposed in an arbitrary, casual or inconsistent manner. It is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every inappropriate circumstance that would justify removal under this Code. A teacher's primary responsibility is to maintain an appropriate educational environment for the class as a whole. The teacher should exercise his or her best judgment and use building practices and policies when deciding whether it is appropriate to remove a student temporarily from class.

A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations. (***Individuals with Disabilities Education Act or IDEA***)

Removal is to be understood as a teacher giving control of the student over to a principal or designee as the teacher has exhausted their means of behavior management and wants the student processed as a Code of Conduct violation. ~~Each violation will be written up on the Code of Conduct violation form.~~

Procedures

Introduction

Removing a student from class is a serious matter and should not be taken lightly by the teacher, student, or the parent/guardian. Teachers must immediately notify the principal/designee of the reason for such action. The principal or his/her designee will evaluate the situation and take appropriate action. Students who are removed by their teachers must immediately go, or be taken, to the main office. When the student arrives at the main office, the principal or designee will give the student an opportunity to briefly explain the situation. If the principal or designee is not available immediately upon the student's arrival, the student should be taken to the short term removal area, and the principal or designee should speak to the student as soon as possible.

Within twenty-four (24) hours or one school business day of the removal, whichever is longer, the teacher shall submit to the principal or designee a short, concise, and specific written explanation of the basis of the removal. Such information may be submitted ~~on a form provided by the principal or designee~~ ***electronically via the student database management system or through verbal or written means to the principal or designee.***

Short Term Placement

For the duration of the removal, the student shall stay in the short-term removal area or in an area specified by the principal or designee. In general, the student should spend the time working on classroom assignments or an assignment relating to the misconduct (e.g. writing an account of what happened or an apology). In no event should the student's time in removal be recreation or other free time.

In general, a student shall remain in the short-term removal area for at least the duration of the class or activity from which she or he was removed. Prior to allowing the student to return to his/her normal schedule the principal or designee will speak to the student to determine whether the student is, or appears to be, ready and able to return to class without a recurrence of the behavior for which the student was removed.

In the event it is not deemed appropriate to return the student to the regular class, the principal or designee shall either retain the student in the short-term removal area, or, if necessary, appropriate and practicable, utilize suspension alternatives.

Long Term Placement

Long-term placement in another class, instructional setting or alternative program following removal from the classroom is an extremely serious step that should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected student and his or her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long term placement should not ordinarily be considered or implemented except after a thorough consultation, including a thorough consideration of alternatives between the teacher(s), parents and the principal or designee. For the same reasons, long-term placement should not ordinarily be considered on the basis of a single incident. Decisions regarding placement following removal from class rests with the principal.

If a teacher believes the best interest of the student and/or the class requires placement in a setting other than return to the classroom, the teacher should so notify the principal in writing. The statement should include, as clearly and completely possible:

- a. the basis for the removal request;
- b. the alternatives, approaches and other steps considered or taken to avoid the need for placement, i.e., parental intervention;
- c. the impact, positive and negative, on the removed student; and
- d. the impact, positive and negative, on the rest of the class.

Upon receipt of the written statement, the principal may consult with the teacher and/or District staff. In most cases, it is appropriate to inform and consult with the parent(s)/guardian of the student, and the student involved, in a long-term removal.

Following consideration of the teacher's statement and any other pertinent information, the principal shall, at his/her discretion, place the student into one of the following:

- a. an alternative education program as defined by law;
- b. another class in the school or another appropriate place in the school, as determined by the principal or designee;
- c. another instruction setting; or
- d. the classroom from which the student was removed if the ~~program~~ ***problem*** has been resolved.

The student in a long-term alternative placement shall receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he or she was removed. The program does not need to be in the exact academic subjects of the former class.

Long-term placement is an administrative decision and therefore is not subject to a formal right of appeal. However, the parent(s)/guardian of the student, and/or student shall have the right to meet with the principal and teacher(s) who made the request for removal. Where possible, the meeting should take place within three (3) business days of the request of the meeting. At the meeting, the principal shall inform the parent(s)/guardian and/or student as fully as possible regarding the basis for the removal, the alternatives considered, and the basis for any decision. However, nothing in this Code shall prevent the principal from implementing a removal to another classroom, placement or setting prior to any meeting, even if the parent(s)/guardian or student objects to the removal.

Parent(s)/Guardian Notification Procedures

Under Code of Classroom Conduct Violations

1. The building principal or designee (teacher) shall attempt to notify the parent(s)/guardian of a minor student by personal contact, student database management system communication, or telephone call when a student is removed from class. ~~Written~~ Notification shall follow within two business days of the removal. This notification shall include the reasons for the student's removal from class, the duration of the removal, and the placement decision involving the student.
2. If the removal from class and change in educational placement involves a student with a disability, parent(s)/guardian notification shall be made consistent with state and federal laws and regulations.
3. If the student removed from the class is also subject to disciplinary action for the particular classroom conduct (i.e., suspension or expulsion), the student's parent(s)/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

ADOPTED: June 14, 1999

REVISED: August 13, 2001
TBD

443.9 CHEATING

The Wisconsin Rapids Public Schools prohibits cheating by students. Cheating is defined as an act of deception by which a student misrepresents mastery on an academic exercise which, in fact, has not been mastered.

A separate set of Cheating Guidelines has been developed to aid in the interpretation and implementation of this policy.

CROSS REF.: 365.1 Rule, Network and ~~Acceptable~~ Responsible Use and Internet Safety Guidelines

APPROVED: April 14, 2003
TBD

443.9 RULE (1) CHEATING GUIDELINES

The Wisconsin Rapids Public Schools prohibits cheating. It is the objective of WRPS to create and maintain an ethical academic atmosphere in which all work submitted by students represents the true reflection of their effort and ability. The District recognizes that students vary in their understanding of cheating. This policy obligates staff to inform and educate students about cheating guidelines in relationship to subject matter and grade level. It is the goal of the cheating policy and these guidelines to develop responsible behavior among students and staff. Effective instruction about these guidelines should minimize the need for disciplinary action.

~~The Wisconsin Rapids Public Schools (WRPS) prohibits cheating.~~

Cheating is an act of deception by which a student misrepresents mastery on an academic exercise which, in fact, has not been mastered. Examples include, but are not limited to:

- Plagiarism (see ~~WRPS~~ **Policy 443.9 Rule 2 - Plagiarism Guidelines—443.9 Rule 2**)
- Copying from another student's test or assignment or allowing another student to copy from a test or assignment.
- Using the textbook or other materials during a test without teacher permission.
- Using prepared materials during a test (e.g., notes, formula lists, computer or calculator programs) without instructor permission.
- Using instructor texts or other such material to complete an assignment without instructor permission.
- Stealing, buying, or otherwise obtaining all or part of a test/answer key before it is administered.
- Selling or giving away all or part of an unadministered test, including answers whether through traditional or electronic means.
- Taking a test for someone else or permitting someone to take a test for you.
- Fabricating data or citations.
- Forgery
- Submitting the same or similar work in more than one course without the prior approval of the teacher(s) involved.
- **Using Artificial Intelligence (AI) generators such as ChatGPT, Google Bard, Dall-E, etc. without proper citations and without instructor knowledge or prior approval.**

Consequences:

Teachers are responsible for investigating violations and disciplining students. Depending on the severity of the offense, administration may become involved.

Whenever a staff member reasonably believes, based upon sufficient evidence, that a student has cheated or assisted another student to cheat on an assignment or assessment, the teacher shall evaluate the nature and extent of the violation and warn the student that (s)he may be subject to the following consequences:

- Require the student to re-do the assignment completely
- Reduction of credit by a degree commensurate with the severity of the violation
- Parent notification
- Refer the student for additional counseling or further disciplinary action

In the case of a major violation, the teacher may refer the incident to the administration.

Examples of major violations include:

- The student denies the charge of cheating
- Several students are involved in the infraction, and the staff person doesn't have the capacity to perform a comprehensive investigation

~~Other criteria warrant a broader investigation of the charge~~

APPROVED: April 14, 2003

TBD

443.9 RULE (2) PLAGIARISM GUIDELINES

The Wisconsin Rapids Public Schools prohibits plagiarism. It is the objective of WRPS to create and maintain an ethical academic atmosphere in which all work submitted by students represents the true reflection of their effort and ability. The District recognizes that students vary in their understanding of plagiarism. This policy obligates staff to inform and educate students about plagiarism guidelines in relationship to subject matter and grade level. It is the goal of the plagiarism policy and these guidelines to develop responsible behavior among students and staff. Effective instruction about these guidelines should minimize the need for disciplinary action.

WRPS expects student work to be entirely the product of that student regardless of format or medium. Any part of a student work not created originally by the student must be properly cited. Examples of non-original works include quotations, ideas, statistics, graphics, or pictures, ***or reproducing portions of Artificial Intelligence generated content without appropriate citation.***

Plagiarism is a type of cheating in which a student attempts to receive academic credit for work prepared by someone ***or something*** else, either whole or in part. The following examples are typical of plagiarism:

- Turning in another student’s work as your own.
- Copying from a source text without proper citation or documentation.
- Purchasing academic materials and submitting them as original work.
- Paraphrasing materials from a source text without proper documentation.
- Assembling work from a variety of sources without documentation.
- Distributing one’s own work so that someone else may claim credit.
- Assisting another student to plagiarize.
- Collaboration not authorized by a teacher.
- Using sources that are not cited.
- ***Using Artificial Intelligence (AI) generators such as ChatGPT, Google Bard, Dall-E, etc. without proper citations, including stating specifically what portions of the document were generated through AI.***

APPROVED: April 14, 2003
TBD

310 INSTRUCTIONAL GOALS AND OBJECTIVES

Development of the instructional program is a key responsibility of the Board. Development of instructional policies is a joint responsibility of the Board and the professional staff.

An optimal instructional program can be developed when the Board and professional staff work together in an atmosphere of mutual trust and understanding of rights and responsibilities. The Board is accountable for formulating and communicating the general goals or purposes of the schools, which should reflect the District's needs, resources, and general characteristics. The Board also interprets to District citizens the educational needs, trends, and programs which will enhance the instructional program and meet the needs of future growth and development.

The professional staff implements the teaching and learning processes. The Board supports and supplements professional staff efforts by providing needed materials, equipment and other facilitating action requested by the staff. The Board also encourages and expects individual schools, departments and staffs to develop their particular philosophy, goals and methods within the guidelines of overall Board policies.

Consistent with its philosophy, the School District of Wisconsin Rapids shall assume primary responsibility for and instruct each student toward maximum achievement of the following related educational goals and specific objectives. Schools shall:

1. Provide opportunities for each student to develop a positive self-image within the context of his/her own heritage and within the larger context of the total society.

Objectives. The learner will:

- a. know and respect him/herself.
 - b. recognize his/her strengths and limitations in setting personal goals.
 - c. develop his/her interests and potentials in order to achieve those personal goals.
 - d. have insight into one's own value structure, how values affect one's life and relationship with others.
2. Foster an environment where students, all school personnel and other community members interrelate to seek self-knowledge, understanding, appreciation, respect and concern for all human beings.

Objectives. The learner will:

- a. contribute to the well-being of society in all areas of his/her life and place a higher value on people than things.
 - b. understand, acknowledge and appreciate the value systems, cultures, customs and history of his/her own heritage as well as those of others.
 - c. possess the skills and attitudes necessary to initiate and maintain personal friendships and form responsible relationships with a wide variety of people.
3. Explore and implement the best possible ways for students to acquire and apply the fundamental skills for learning.

Objectives. The learner will:

- a. comprehend ideas and facts through reading, observing and listening.

- b. communicate ideas and facts through reading, writing and speaking.
 - c. use the processes of language, science and mathematics.
 - d. perform psychomotor (mental-physical) activities necessary to learning.
 - e. use problem-solving techniques and processes used in decision making.
4. Develop self-concepts and physical skills in accordance with each child's potential.

Objectives. The learner will:

- a. have the basic physical and mental health necessary for his/her optimum growth and development.
 - b. have an awareness of and an incentive to use community resources essential to assure his/her optimum mental and physical health.
 - c. understand the emotional and social aspects of human sexuality.
 - d. understand the interrelationship of mental and physical health.
 - e. recognize leisure time activities as a vital part of human life, and possess sufficient skill and interest in an area of activity other than that of his/her vocational choice to be able to make constructive use of leisure time.
 - f. demonstrate knowledge, use and appreciation of safety principles, concepts and practices.
 - g. possess knowledge concerning the various body systems and how they are affected by dietary habits, physical and mental activity, drugs, alcohol, tobacco and poisons.
5. Offer students an education that prepares them to make appropriate decisions from the post-secondary alternatives within the occupational, academic and technical paths, and offer students an education that creates within them the desire to continually update their knowledge and occupational skills by participating in a lifelong learning process.

Objectives. The learner will:

- a. have a respect for the dignity of all occupations and the desire to pursue a satisfying vocation.
 - b. have knowledge of the possibilities for continuing self-development in light of increasing educational and leisure time opportunities.
 - c. have developed those occupational competencies consistent with his/her interests, aptitudes and abilities which are prerequisite to entry and advancement in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.
 - d. have acquired a knowledge and understanding of the opportunities to learn afforded by the surrounding community and its ever-changing social, economic and political environments.
6. Offer opportunities for learning in the fine arts in every major area of emphasis in the curriculum.

Objectives. The learner will:

- a. be exposed to quality examples in literature, drama, dance, music, painting, sculpture and architecture in order to develop an awareness of aesthetic fundamentals and standards, and the implications of

discrimination.

- b. be given multiple opportunities to become involved in the creative process of making music, producing art and creative writing and the other art forms with an emphasis upon the values of self-expression as a personal satisfaction of his/her needs.
 - c. be encouraged toward involvement in the fine arts oriented activities present in the local community both for the recreational benefits and the accompanying aesthetic understandings.
7. Offer opportunities for students to learn and practice their roles, rights, and responsibilities within an appropriately structured learning environment, furthering one's citizenship and the quality of his/her acceptance and responsibility toward membership in the locality, state, nation, and world.

Objectives. The learner will:

- a. gain understanding of the structure, governance and governmental heritage of society (communities, state, nation, world).
 - b. gain understanding of the importance of effective participation in fulfilling his/her obligation to society and gain respect for law and self-governance.
 - c. have furthered the skills to participate in a democratic society as a result of his/her total school experience.
8. Develop in students an understanding of those factors that affect both their own economic condition as well as the standards of living among the world community, to insure an effective participation in the economy as a consumer and producer of goods and services, and to further an understanding of personal and world economics and the relation of government to economy.

Objectives. The learner will:

- a. further the ability to evaluate his/her needs, match products to needs and effectively use products and natural resources.
 - b. understand the various systems of production and distribution and the ways in which these systems influence the lives of individuals.
 - c. understand the relationship between individual consumption of goods and the effect on the environment.
 - d. understand the process of obtaining employment, planning and budgeting personal income, saving and investing, and financing major purchases.
 - e. be aware of the agencies which assist and protect consumers and producers.
 - f. be aware of national and international business organizations, monetary systems and the effects of government on their economies.
9. Provide experiences leading to the acquisition of knowledge, skills and attitudes that will enable society to develop a balanced use of natural resources recognizing the concurrent rights of present and future generations.

Objectives. The learner will:

- a. acquire knowledge and understanding of the social, physical and biological worlds and the balance

between man and the environment.

- b. gain attitudes and behaviors leading to the appreciation, maintenance, protection and improvement of the physical environment.
 - c. acquire knowledge and skills which enable them to (1) improve their personal environment; (2) discriminate in their producing, use and purchasing practices in relation to ecological considerations; and (3) be a responsible developer and user of technology.
10. Provide an environment wherein students can develop and further skills of thinking for creative and constructive adaptations to changes affecting their environment and the potential quality of their lives.

Objective. The learner will further his/her skills in the logical processes of search, analysis, synthesis, evaluation and abstract thinking.

LEGAL REFERENCES: 118.01 Wisconsin Statutes
118.30(1)(g)
121.02 (1)

APPROVED: November 11, 1974

REVISED: February 10, 1986
April 9, 2001
TBD – Reviewed only, no change

LINCOLN HIGH SCHOOL DEPARTMENT CHAIR JOB DESCRIPTION / RESPONSIBILITIES

Qualifications

1. Valid teaching license which includes the content area.
2. Successful teaching experience in the content area.
3. Understanding of the total school and District program.
4. Ability to work with and collaborate with colleagues.
5. Ability to communicate with administration, staff, students, and the public.

Job Goal

The position goal is to provide leadership for the instructional program in the content area at the building level. The department chair serves as a critical link between the District CII Committee in the content area and department members at the building level. The department chair also represents the department on the leadership team at the building level.

Performance Responsibilities

Curriculum and Instruction Leadership

1. Works cooperatively with the Director of Instruction, secondary curriculum directors, building administrator, CII Committee Chair, and/or content coordinator to implement curricular changes and maintain standards of excellence within the department.
2. Serves as a member of the leadership team at the building level.
3. Serves as a member of the District CII Subcommittee in their content area.
4. Provides support for the District's instructional improvement process within the content area.
5. Analyzes formal and informal assessment data (FORWARD, PreACT Secure, ACT, writing assessment, content formative and summative assessments) to determine and address achievement trends in the content area.
6. Certified as an ACT Instructional Master in core content areas, as applicable.

Professional Learning Community (PLC) Leadership

1. Develop agendas for PLC meetings.
2. Develop norms for PLC meetings in collaboration with team members.
3. Assist in the development of PLC team SMART goals and the strategies designed to meet the goals in order to more effectively impact student learning levels.
4. Lead all PLC meetings; rereading the norms at each meeting and ensuring all voices are heard during the conversation.
5. Compile, analyze, and share data with PLC members from state, district, and local assessments, including common formative and summative assessments in collaboration with the curriculum coordinator.
6. Ensure that conversations at PLC meetings are focused on the four essential PLC questions.
7. Communicate with the building administrator relative to the PLC's work and related curriculum issues.
8. Communicate with the CII Subcommittee chairperson, content coordinator, Director of Instruction, and Assistant Director of Instruction relative to the department's work and related curriculum issues, as needed.

9. Communicate and distribute information from both the District and building levels to department members.

Staff Development Leadership

1. Assists in the planning of District and building meetings on Professional Development Days, when applicable.
2. Stays current with learning strategies and best teaching practices in the content area and shares with department members.
3. Participates in professional growth opportunities in the content area and shares new learning with department members and/or staff, dependent on financial resources.
4. Provides orientation to new staff members and serves as a resource person to staff members within the department.

Budget/Management

1. Facilitates regular communication with building administrators and department members and schedules meetings as appropriate.
2. Facilitates regular communication with the building principal regarding department meetings, including the agenda and a brief summary of major decisions made.
3. Schedules and participates in 6-12 department chair meetings in addition to regularly scheduled District meetings. Department chairs will meet to discuss curriculum continuity and related issues at least once per trimester.
4. Manages the department budget at the building level.
5. Coordinates maintenance/repair of equipment or machinery related to the department.
6. Completes an annual inventory of supplies/materials within the department.
7. Facilitates student participation in department-related contests, societies, conferences, etc.

Scheduling/Hiring

1. Assists building administrators, as applicable, in the development of the master schedule.
2. Assists building administrators, as applicable, in determining teaching assignments.
3. Assists building administrators, as applicable, in the selection and hiring of new teaching staff.

Staff Relations

1. Provides a framework in which staff can work cooperatively and share in decision-making.
2. Maintains open communication to resolve conflicts at the lowest level.
3. Communicate with the building administrator relative to the department's work and related curriculum issues.
4. Communicate with the CII Subcommittee chairperson, content coordinator, Director of Instruction, and Assistant Director of Instruction relative to the department's work and related curriculum issues.
5. Communicate and distribute information from both the District and building levels to department members.

School/Community Relations

1. Assists in communicating information to the Board of Education regarding curriculum and instruction in the content area.
2. Attends Educational Services Committee meetings, as appropriate, to assist with communication regarding curriculum and instruction in the content area.
3. Serves as an advocate for the content area.
4. Provide an article for building monthly newsletters a minimum of once per year.

Evaluation/Rotation

Evaluation of job performance will take place as part of the formal three-year evaluation process by the building principal in collaboration with the Director of Instruction. Evaluation of department chairs will not negatively impact the teaching contract of the teachers serving in the roles nor will it influence the renewal or non-renewal of a teacher's contract. Each department chair will serve a (6) six-year term and may be considered for another six-year term contingent upon job performance and/or the interest of other teachers in the position.

Updated: 05-16-05
05-31-23

WRAMS DEPARTMENT CHAIR JOB DESCRIPTION / RESPONSIBILITIES

Qualifications

1. Valid teaching license which includes the content area.
2. Successful teaching experience in the content area.
3. Understanding of the total school and District program.
4. Ability to work with and collaborate with colleagues.
5. Ability to communicate with administration, staff, students, and the public.

Reports To

Building Administrator(s) & Director of Instruction

Job Goal

The position goal is to provide leadership for the instructional program in the content area at the building level. The department chair serves as a critical link between the District CII Committee in the content area and department members at the building level. The department chair also represents the department on the WRAMS Improvement Committee (WIC).

Performance Responsibilities

Curriculum and Instruction Leadership

1. Works cooperatively with the Director of Instruction, secondary curriculum directors, building administrator, CII Committee Chair, and/or content coordinator to implement curricular changes and maintain standards of excellence within the department.
2. Serves as a member of the District CII Subcommittee in their content area.
 - a. Assists in communicating information to the Board of Education regarding curriculum and instruction in the content area.
 - b. Attends Educational Services Committee meetings, as appropriate, to assist with communication regarding curriculum and instruction in the content area.
 - c. Serves as an advocate for the content area.
3. Provides support for the District's instructional improvement process within the content area.
4. Serves as a resource person to staff members within the department.

Professional Learning Community (PLC) Leadership

1. Develops agendas for PLC meetings.
2. Develops norms for PLC meetings in collaboration with team members.
3. Assists in the development of PLC team SMART goals and the strategies designed to meet the goals in order to more effectively impact student learning levels.
4. Leads all PLC meetings, rereading the norms at each meeting and ensuring all voices are heard during the conversation.
5. Compiles, analyzes and shares data with PLC members from state, district and local assessments, including common formative and summative assessments in collaboration with curriculum coordinator.
6. Ensures that conversations at PLC meetings are focused on the four essential PLC questions.

7. Communicates with the building administrators relative to the PLC's work and related curriculum issues.
8. Communicates with the CII Subcommittee chairperson, content coordinator, Director of Instruction, and Assistant Director of Instruction relative to the department's work and related curriculum issues, as needed.
9. Communicates and distributes information from both the District and building levels to department members.

Budget/Management

1. Manages the department budget at the building level.
2. Coordinates maintenance/repair of equipment or machinery related to the department.
3. Completes an annual inventory of supplies/materials within the department.
4. Facilitates student participation in department-related contests, societies, conferences, etc.

Staffing

1. Assists building administrators, as applicable, in the selection and hiring of new teaching staff.
2. Assists in the onboarding of new teaching staff.

Evaluation/Rotation

Evaluation of job performance will take place as part of the formal three-year evaluation process by the building principal in collaboration with the Director of Instruction. Evaluation of department chairs will not serve to negatively impact the teaching contract of the teachers serving in the roles nor will it influence the renewal or non-renewal of a teacher's contract. Each department chair will serve a (6) six-year term and may be considered for another six-year term contingent upon job performance and/or the interest of other teachers in the position.

Compensation

- 1- 1.99 FTE = \$425
- 2- 4.99 FTE = \$500
- 5 - 6.99 FTE= \$1000
- 7 + FTE = \$1500

WRAMS TEAM LEAD

JOB DESCRIPTION / RESPONSIBILITIES

Qualifications

1. Valid teaching license.
2. Successful teaching experience on an interdisciplinary team.
3. Understanding of the essential actions for effective teaming.
4. Ability to work with and collaborate with colleagues.
5. Ability to communicate with administration, other team leads, teams, and staff members outside the teams.

Reports To

Building Administrator(s), WRAMS Improvement Committee (WIC)

Job Goal

The position's goal is to provide leadership for the interdisciplinary team. The team lead serves as a critical link between the team members and the rest of the school staff. The team lead also represents the team on the leadership team at the building level (WIC).

Performance Responsibilities

1. Facilitate the essential actions for effective teaming, including the team vision, norms, goals, and purpose.
2. Lead well but share responsibilities with other team members.
3. Help the team make hard decisions and guide the team in following through on what they decide.
4. Uphold and empower all team members.
5. Actively show respect for other members and for students and their families.
6. Keep open communication with administration, other team leads, teams, and staff members outside of teams.
7. Lead team meetings with a clear agenda and make sure the team meets regularly.
8. Keep the team focused on the three big priorities: kids, curriculum, and professional development.
9. Advocate for professional development to benefit the team members.
10. Guide and challenge the team in self-evaluation and growth.

Evaluation/Rotation

Evaluation of job performance will take place as part of the formal three-year evaluation process by the building principal. Evaluation of team leads will not serve to negatively impact the teaching contract of the teachers serving in the roles, nor will it influence the renewal or non-renewal of a teacher's contract. Each team lead will serve a (6) six-year term and may be considered for another six-year term contingent upon job performance and/or the interest of other teachers in the position.

Compensation

\$300 Stipend

Department/Team	Updated Stipend		Attachment N PSC Meeting - 9/5/2023
ELA	\$1,500.00		
Math	\$1,500.00		Scale
Science	\$1,000.00		1 - 1.99 FTE=\$425
Social Studies	\$1,000.00		2 - 4.99 FTE = \$500
World Language	\$425.00		5 - 6.99 FTE = \$1,000
SwD-6	\$500.00		7 and up FTE = \$1,500
SwD-7	\$500.00		
SwD-8	\$500.00		Old Scale
Health	\$425.00		0 - 3.99 FTE = \$500
Phy Ed	\$500.00		4 - 6.99 FTE = \$1,000
Gateway	\$500.00		7 - 9.99 FTE = \$1,500
Music	\$1,000.00		10 and up = \$2,000
Art	\$425.00		
Business	\$425.00		
Student Services	\$1,000.00		
Team 6A	\$300.00		
Team 6B	\$300.00		
Team 7A	\$300.00		
Team 7B	\$300.00		
Team 8A	\$300.00		
Team 8B	\$300.00		
Total	\$13,000.00		