

TO: Board of Education, Chippewa Falls Area Unified School District
 RE: Executive Summary of Employee Handbook Changes/Updates
 FOR: Board Meeting on May 19, 2016

Section II	Old Language/deletions	Updated Language/additions
Page 4	New Language	<p>Employees are obligated to self-report any arrests, criminal charges, indictment, no contest or guilty pleas or any other adjudication in writing to their immediate supervisor within forty-eight (48) hours. Supervisors are to then contact the Director of Human Resources with a copy of that information. The written notification should include the following:</p> <ul style="list-style-type: none"> • Nature of the offense • Date of the offense • Upcoming court appearances • If the charges include any other CFAUSD staff/students/parent <p>The requirement to report shall not apply to minor traffic offenses. An offense of operating under the influence, revocation/suspension of license, driving after revocation or suspension must be reported if the employee drives or operates a District vehicle or transports students or staff in any vehicle.</p> <p>Reported altercations shall not be an automatic basis for an adverse employment action. The District shall consider the factors of the offense in determining any employment action.</p> <p>Failure to self-report is a compliance issue that could result in disciplinary action. Upon receiving such a report, the Director of Human Resources will determine whether the conviction or arrest bears a significant relationship to the employee's suitability to continue to perform the required duties of the position.</p>
Page 24	A four step grievance procedure exists for matters related to workplace safety: immediate supervisor, building principal, Impartial Hearing Officer, and Board of Education. In matters relating to discipline or termination there is a three step grievance procedure: immediate supervisor, Impartial Hearing Officer, and Board of Education.	A four step grievance procedure exists for matters related to workplace safety, discipline and termination: immediate supervisor/building principal, District Administrator, Impartial Hearing Officer, and Board of Education.
Page28	<i>Removed Old Language to reflect current practice</i> Electronic Incident/Accident reports can be found on the District Website under the District tab/District Resources/Human Resources/Work Related Injury. Incident/Accident Form	

Section IV	Old Language/deletions	Updated Language/additions
Page 29	<p><u>Report of Accidents - Old Language:</u></p> <p>All accidents are to be report immediately to one's supervisor or principal. This is to ensure correct treatment and the proper handling of the accident situation. Employees are to fill out an accident report and turn it into the Board office within 24 hours of occurrence (unless it is a weekend or holiday). The accident report should be filled out as completely as possible with time, place, what happened, who was injured (if anyone), and any witnesses. In extreme accidents, employees are to follow the Emergency Action Plan procedures.</p>	<p>All accidents are to be reported immediately to one's supervisor or principal. This is to ensure correct treatment and the proper handling of the accident situation. Employees are to call 1-888-589-6492 within 24 hours of an accident occurrence. In extreme accidents, employees are to follow the Emergency Action Plan procedures.</p>
Page 32	<p><i>Changed to reflect updated IRS guidelines:</i></p> <p>2. The following guidelines cover meal expenditures by employees in travel status. Receipts for all meals are required. Meal costs shall be reimbursed only if reasonable, actually incurred, and meeting the following guidelines:</p> <p style="padding-left: 40px;">Breakfast \$7.00 Lunch \$8.00 Dinner \$16.00</p> <p>3. The daily maximum expended for meals per day may not exceed \$31.00. In addition to the maximum, tax and up to fifteen percent (15%) tip shall be reimbursed.</p>	<p>2. The following guidelines cover meal expenditures by employees in travel status. Receipts for all meals are required. Meal costs shall be reimbursed only if reasonable, actually incurred, and meeting the following guidelines:</p> <p style="padding-left: 40px;">Breakfast In State: \$8.00 Breakfast Out of State: \$10.00 Lunch In State: \$10.00 Lunch Out of State: \$15.00 Dinner In State: \$20.00 Dinner Out of State: \$25.00</p> <p>3. The daily maximum expended for meals per day may not exceed \$38.00 in state or \$50.00 out of state. In addition to the maximum, tax and up to fifteen percent (15%) tip shall be reimbursed.</p>
Page 35	<p><i>Changed to reflect current practice.</i></p> <p>If the payday falls on a holiday, payment will be made on the last day the District conducts business prior to the holiday.</p>	<p>If the payday falls on a federally recognized holiday, payment will be made on the last day in which the federal reserve conducts business prior to the holiday.</p>
Page 38	<p><i>Changing language to reflect current practice and limit additional tracking.</i></p> <p>5. Personal leave will not be granted during the first five (5) and last fifteen (15) student contact days. However, principals/supervisors, in conjunction with the Director of Human Resources, can grant the use of a personal day during the "black out" period.</p>	<p>6. Personal leave will not be granted during the first five (5) and last five (5) student contact days. However, principals/supervisors, in conjunction with the Director of Human Resources, can grant the use of a personal day during the "black out" period.</p>
Page 39	<p><i>Removing:</i> If you have any questions about paid time off or unpaid time off approvals, please be sure to ask. All requests will be considered and granted if possible.</p>	<p>Removed this language, excessive use of unpaid time off was becoming an issue and the district values student achievement and feels there is a direct correlation of excessive staff absences and student achievement.</p>

Section IV	Old Language/deletions	Updated Language/additions
Page 39	<p><i>Adding language to clarify:</i> Sick pay is accrued up to ninety (90) days, or whatever balance the employee has as of 06/30/2011; not to exceed 120 days.</p>	<p>Sick pay is accrued up to ninety (90) days, or whatever balance the employee had as of 06/30/2011; unless the balance on 06/30/2011 was more than 120 days (the maximum on 06/30/2011) in which case the maximum is now 120 days.</p>
Page 40	<p><i>Additional Language Added to address leaves lasting longer than one calendar year and to reflect current practice.</i></p>	<p>After 12 months of leave and no medical documentation of an end of healing date, or a need for ADA accommodations employment may be terminated.</p>
Page 45	<p>Removed Old Language to reflect current practice and added to new language Incident/Accident Reports must be filled out on-line within 24 hours. The Incident/Accident Report is located on the districts website.</p>	<p>Added: The injured employee must call 1-888-589-6492 within 24 hours to report the work related injury/illness.</p>
Page 52-53	<p><i>Updating Language to reflect current practices:</i> Educator Effectiveness (EE) Research consistently identifies effective teaching and instructional leadership as the most important school-based factors impacting student learning. The new evaluation system provides teachers with ongoing feedback and meaningful information about how their practice impacts student learning. 2011 WI Act 166 mandates all public school districts and 2R charter schools to use the new WI EE System to evaluate all principals and teachers beginning in 2014-15. Per state law (PI. 8), districts must evaluate teachers using the EE System at least during the educator’s first year of employment and every third year thereafter. The CFAUSD will evaluate new to the district teachers for the first three (3) consecutive years of employment and every third year thereafter.</p> <p>As part of the annual Educator Effectiveness Plan (EEP), educators create a minimum of one (1) Student Learning Objective (SLO) plan and a minimum of one (1) Professional Practice Goal (PPG).</p> <p>Educator Effectiveness Plan - A plan documented in Teachscape that lists the Student Learning Objectives, Professional Practice goals and Professional Growth Strategies and Support for an educator, along with the activities required to attain these goals and the measures necessary to evaluate the progress made on them.</p> <p>Student Learning Objective - Rigorous, yet attainable goals for student learning growth aligned to appropriate standards set by individual educators. Educators must develop SLOs based on a thorough review of needs, identification of the targeted population, clear rationale for the amount of expected growth, and the identification of specific instructional strategies or supports that will allow the attainment of</p>	<p>Educator Effectiveness (EE) Research consistently identifies effective teaching and instructional leadership as the most important school-based factors impacting student learning. EE provides teachers with ongoing feedback and meaningful information about how their practice impacts student learning. 2011 WI Act 166 mandates all public school districts and 2R charter schools to use the new WI EE System to evaluate all principals and teachers beginning in 2014-15. Per state law (PI. 8), districts must evaluate teachers using the EE System at least during the educator’s first year of employment and every third year thereafter. The CFAUSD will evaluate new to the district teachers for the first three (3) consecutive years of employment and every third year thereafter.</p> <p>The Wisconsin Educator Effectiveness System is a performance-based evaluation system designed to improve the education of all students in the state of Wisconsin by supporting guided, individualized, self-determined professional growth and development of educators. The evaluation of Teacher Practice accounts for 50% of the overall evaluation of a teacher. The remaining 50% of the evaluation is comprised of measures of student outcomes. As part of the annual Educator Effectiveness Plan (EEP), educators create a minimum of one (1) Student Learning Objective (SLO) plan and a minimum of one (1) Professional Practice Goal (PPG).</p> <p>Educator Effectiveness Plan - A plan that lists the Student Learning Objectives, Professional Practice goals and Professional Growth Strategies and Support for an educator, along with the activities required to attain these goals and the measures necessary to evaluate the progress made on them.</p> <p>Student Learning Objective - Rigorous, yet attainable goals for student learning growth aligned to appropriate standards set by individual</p>

<p>the growth goals. The ultimate goal of SLOs is to promote student learning and achievement while providing for pedagogical growth, reflection, and innovation.</p> <p>Professional Practice Goal - Practice related goals are an important part of professional practice. Goals are set as educators prepare for their Educator Effectiveness Plans and the goals are monitored by the educator during the year.</p> <p>Evaluators of teachers conduct one announced observation (with a pre-observation conference and a post-observation conference), plus three to five unannounced mini-observations (about 15-20 minutes long each), with at least two unannounced mini-observations during the Summary (final) year of the Effectiveness Cycle.</p> <p>Final educator practice scores and student outcome scores will appear as coordinate points in a summary score format. These ratings provide a general sense of effectiveness and are important for teachers to see how well they are performing on the aggregated student outcomes and professional practice scores. Through review and feedback on each component and outcome measure, teachers will have specific information on their strengths and weaknesses and use the information for professional development planning.</p> <p>Effectiveness Cycle – The four year time period used for professional growth and monitoring. New Educators to the district will begin their cycle with three (3) full Summary Years. Educators who are already employed by the district, the Effectiveness Cycle will begin in 2014-15, and the cycle will depend on which year their current evaluation is scheduled. Educators should use all of the available time over a multi-year cycle to complete the Effectiveness Cycle. The two (2) years prior to the Summary Year will inform educators by personal/departmental monitoring of SLO data and self-rating of professional practice, which is part of the supporting years. The Summary Year will inform educator on focus for the next two years.</p> <p>Summary Year – The predetermined year educator is set for full evaluation. Summary year is signified by the last year in a three-year data collection/professional practice monitoring with their evaluator.</p> <p>If a teacher is on an approved leave, the summary year may be delayed until the following year. A compliance evaluation would be written in lieu of the summary evaluation.</p>	<p>educators. Educators must develop SLOs based on a thorough review of needs, identification of the targeted population, clear rationale for the amount of expected growth, and the identification of specific instructional strategies or supports that will allow the attainment of the growth goals. The ultimate goal of SLOs is to promote student learning and achievement while providing for pedagogical growth, reflection, and innovation.</p> <p>Professional Practice Goal - Practice related goals are an important part of professional practice. Goals are set as educators prepare for their Educator Effectiveness Plans and the goals are monitored by the educator during the year.</p> <p>Evaluators of teachers conduct one announced observation (with a pre-observation conference and a post-observation conference), plus one to two mini-observations (about 15-20 minutes long each), during the Summary (final) year of the Effectiveness Cycle.</p> <p>Through review and feedback on each Domain, teachers will have specific information on their strengths and areas for growth and use the information for professional development planning.</p> <p>Effectiveness Cycle – The four-year time period used for professional growth and monitoring. New Educators to the district will begin their cycle with three (3) full Summary Years. After completion of three successful Summary Year evaluations, the educator will be eligible for Level advancement. Educators who are already employed by the district, the Effectiveness Cycle will begin the year following their Summary Year. After successful completion of their Summary Year, the educator will be eligible for Level advancement. If an educator is placed on a Professional Improvement Plan (PIP), they are not eligible for Level advancement.</p> <p>Summary Year – The predetermined year educator is set for full evaluation. Summary year is signified by the last year in a three-year data collection/professional practice monitoring with their evaluator. If the teacher is on an approved leave, the summary year may be delayed until the following year. A compliance evaluation would be written in lieu of the summary evaluation. Movement on the pay scale would also be delayed until summary year evaluation is completed.</p>
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Section IV	Old Language/deletions	Updated Language/additions
Page 56	<i>Adding the date of February 15 to reflect current practice and to match Section A.</i>	Section B #4 adding: by February 15 th
Page 56	<p>Removed "standard" as one of the plans is referred to as the standard plan while originally this language meant an insurance plan over time the language has changed and now the standard plan reflects a particular plan while staff are able to retire on either the standard or the high deductible plan.</p> <p>Also switched the wording Spouse for qualifying dependents as this has been the practice.</p>	<p>2. The Board of Education shall provide exit rate, standard health insurance to all teachers who elect to retire at age fifty-seven (57) and any year thereafter, who have a minimum of fifteen (15) years teaching experience in the Chippewa Falls Area Unified School District. This remains in effect for retirees and their spouse qualifying dependents until such time as the retiree qualifies for Medicare. At such time, the spouse may continue in the group, paying his/her own single coverage premium, until such person qualifies for Medicare. (See Settlement Agreement dated 09/22/2009, which will remain in effect until the last teacher on the accompanying list has retired).</p>
Page 60	<i>Adding Language to clarify current practice</i>	Certification, license, or training required of support staff for any specific position, shall be paid by Chippewa Falls Area Unified School District via the expense reimbursement process.
Page 63	<i>Additional Language Added to represent current practice for reimbursement of eye wear for maintenance and grounds staff.</i>	Permanent Maintenance and Grounds staff will be reimbursed for prescription safety eye wear with prior approval from their direct supervisor and supplied with one pair of steel toed boots per calendar year.
Page 64	<i>Clarification:</i>	Staff working on a holiday will receive their holiday pay and will be paid their overtime pay rate for all hours worked on the holiday.
Page 66	<p><i>IRS Tax law required this change to our current practice.</i></p> <p><i>"Such payment amount may be banked with the Board for the purpose of paying health insurance premiums."</i></p>	Sick Leave Payout will be made to a district directed account, which may be used for the purpose of paying health insurance payments under COBRA law.