



Board of Directors Meeting Agenda

Team:	FBCS Board of Directors	Chairperson:	Chris Warren
Meeting Date:	July 21, 2020	Start Time:	4:30 PM
Minutes:	BOD Secretary –Kate McAlister	Location:	FBCS High School
Address:	615 S. Madison Ave, Sandpoint, ID 83864		

Virtual Meeting Link: <https://global.gotomeeting.com/join/709833085>

Call to Order @ 4:30 PM: BOD Chairperson – *Chris Warren*

ITEM

Call to Order	Chris Warren
Pledge of Allegiance	Chris Warren
Action Item: Approval of minutes for June 23, 2020	Chris Warren
Public Comment	
Executive session (if necessary)	
Open Business	
• Action Item: Approval of 2020 Fall Opening Plan	Mary J. Jensen
• Discussion: Review of the 6000 Policy Series	Mary J. Jensen

Adjourn @ :00 PM: BOD Chairperson

Chris Warren

Next Meeting Date and Time:

Sept. 22, 2020 @ 4:30pm (Regular Board Meeting)



Forrest M. Bird Charter Schools

Board Meeting
 Forrest M. Bird Charter High School
 615 S. Madison,
 Sandpoint, ID 83864
Date: June 23, 2020

	Board Meeting Minutes
Minutes taken by:	Kate McAlister; Jennifer Greve
Board members Present	Chris Warren, Stacey Mueller, Bill Hertzberg; Kate McAlister
Excused Board Members	Jim Zuberbuhler
Staff present	Jennifer Greve, Mary Jensen, Greta Warren
Absent Staff	
Guests	Parent Mo Dunkel; Harlow's reps Jacob Iverson, Josh Kinard & Wes Tangen
Call to Order	Meeting called to order 4:30 pm , quorum established
Minutes	Date: 5-5-2020 ✓ Motioned – Kate M ✓ 2nd – Bill H Approved Unanimously

Public Comment	<ul style="list-style-type: none"> Parent Mo Dunkel came to talk about FBCS starting a sports program. Shared his own story of his students at FBCS playing sports for the district. He shared research on other charters in Idaho that have sports programs. He asked for feedback from the FBCS board on their interest in bringing sports to FBCS. Board Chair Chris Warren asked FBCS Administration to conduct informal surveys of students to see interest. Board member Stacey Mueller asked how Mr. Dunkel would enact a program or single sport. He stated that anything would take a year to get going.
Financials	<p>Quarterly Financial Reports <i>Action item: Approval of the quarterly financial reports.</i> Approval of Plan ✓ Motioned – Stacey M. ✓ 2nd – Bill H ✓ Unanimously accepted</p> <p>2020-21 Budget <i>Action item: Approval of the 2020-2021 Budget</i> Approval of Plan ✓ Motioned – Bill H. ✓ 2nd – Stacey M.</p>

✓ Unanimously accepted

**CARES Funding
Loan Consolidation
PTech**

Discussion Item: School Re-Opening Plan due to Covid-19

Charter Administrator Mary Jensen reviewed the SDE/CDC guidelines and the legal responsibilities of FBCS within these guidelines. She then began reviewing the draft plan for reopening school in Fall 2020. Board Member Stacey Mueller asked what if changes come right before school begins. It was noted that schools are being asked to have plans this summer based on recommendations coming from SDE and Health District by June 30. Planning will begin for opening. It will be difficult to change direction late. Mary Jensen further explained the recommendations from the school's lawyers in the creation of plans for reopening that are defensible and protects students. Mary Jensen reviewed how the school's draft plan for re-opening involved CDC recommendations, teacher input, and parent survey results.

Harlow's Presentation

Harlow's presented new information from a Region 1 meeting with State Department of Education regarding guidelines for buses. They also shared the basics of transportation funding, Harlow's as a company, what happened when FBCS closed this year. It was noted that the school is to create a plan for students on the buses which Harlow's will follow. Harlow's will be responsible for the cleaning of the buses and following of the safety plan.

The contract addendum presented. The addendum addresses school closures and charges as well as PPE fees. The language in the addendum is the language recommended by the Idaho State Board of Education.

Action Item: Approval to accept the contract addendum

Approval of Plan

- ✓ **Motioned – Stacey M**
- ✓ **2nd – Bill H**
- ✓ **Unanimously accepted**

Open
Business

Discussion Item: FBCS Alumni Tracking

Board Member Bill Hertzberg revisiting discussion to begin tracking our alumni for feedback and data. He suggests creating a community to determine how to best track former students. It was determined that Bill Hertzberg, Jennifer Greve, Todd Claunch and Parent would create a committee.

Approval of 2020-2021 Student Handbooks

Policy verbiage and new dress code were to these handbooks.

Action item: Approval of the high school and middle school student handbooks for the 2020-2021 school year.

Approval of Plan

- ✓ **Motioned – Bill H**
- ✓ **2nd – Stacey M**
- ✓ **Unanimously accepted**

Election of Officers for the 2020-21 School Year

Board determined to nominate the same individuals for the same positions. Chris Warren Board Chairman; Kate McAlister Secretary; Bill Hertzberg – Treasurer; Jim Zuberbuhler – Past Chairman; Stacey Mueller – Board Member

Action Item: Election of Officers for 2020-21 School year

Approval of Plan

- ✓ **Motioned – Stacey M**
- ✓ **2nd – Bill H**
- ✓ **Unanimously accepted**

Board Chair Oath of Office

Charter Administrator Mary Jensen read the oath for Board Chair Chris Warren.

	<p>Board Oath of Office Board Chairman Chris Warren swore in Stacey Mueller and Bill Hertzberg.</p> <p>Board Meeting Dates for 2020-21 School Year Mary Jensen requested that board meetings move to every other month versus the current quarterly system. This will help keep the school and board current with business. <i>Action Item: Approval of moving meetings to every other month versus quarterly</i></p> <ul style="list-style-type: none"> ✓ Motioned – Stacey M ✓ 2nd – Bill H ✓ Unanimously accepted <p>Selection of Meeting dates for 2020-21 Discussion on dates for meetings in the 2020-21 school year. The following dates were selected:</p> <ul style="list-style-type: none"> • July 21, 2020 • Sept 22, 2020 • Oct 20, 2020 (Audit Report) • Dec 15, 2020 • Feb 23, 2021 • Apr 27, 2021 • June 22, 2021 <p><i>Action Item: Approval of the above dates for meetings in the 2020-21 school year.</i></p> <ul style="list-style-type: none"> ✓ Motioned – Bill H ✓ 2nd – Stacey M ✓ Unanimously accepted <p>Staff Contracts Mary Jensen presented that all .5 – 1.0 FTE staff/faculty had been asked to return for the 2020-21 school year. All employees have signed contracts. One .1 FTE faculty member, Angela Evans, will not return for the next year due to budget cuts.</p> <p><i>Action Item: Approval of all staff/faculty contracts.</i></p> <ul style="list-style-type: none"> ✓ Motioned – Stacey M ✓ 2nd – Bill H ✓ Unanimously accepted
Policy	<p>5000 Policy Series <i>Action item: Approval of the 5000 policy series</i> Approval of Plan</p> <ul style="list-style-type: none"> ✓ Motioned – Stacey M ✓ 2nd – Bill H ✓ Unanimously accepted
Executive Session	<p>Executive Session Called to Order at 7:08 pm Discipline Hearing: Truancy <i>Action Item: Approval to remove Student A from FBCS enrollment</i></p> <ul style="list-style-type: none"> ✓ Motioned – Stacey M ✓ 2nd – Bill H ✓ Unanimously accepted <p>Principal and Charter Administrator Evaluations <i>Action Item: Approval of the 2 year contracts for both Principal Jennifer Greve and Charter Administrator Mary Jensen</i></p> <ul style="list-style-type: none"> ✓ Motioned – Stacey M ✓ 2nd – Bill H ✓ Unanimously accepted <p>Executive Session Adjourned at 7:12 pm</p>

Operations/ School Reports	<ul style="list-style-type: none">• N/A
Adjournment	Meeting adjourned at 7:13 pm ✓ Motion to adjourn – Bill H ✓ 2 nd – Stacey M Approved Unanimously
Next Board Meeting	Tuesday July 21, 2020 4:30 pm

Respectfully Submitted: Jennifer Greve



Forrest M. Bird Charter School Opening Plan for the 2020-21 School Year (Draft)

CORE BELIEFS AND INTERESTS

Forrest M. Bird Charter School believes all public schools play a critical role in our community and as such we will abide by the following core beliefs and interests:

- We will offer high-quality, appropriate mastery-based education, whether in the school building or online.
- We will be as consistent in as many areas of the educational experience as possible during the school year, whether in person or online.
- We will be empathetic and respectful of each individual's choices and needs.
- We will be creative and flexible in our instruction and school operations while being responsible stewards of our resources.
- We will be flexible and sustainable in our problem-solving.
- We will respect the CDC, State Board of Education and Health District guidelines and adopt practices/ procedures we can control.
- We will continue to foster the power of the teacher-student-family relationship.
- We will be compassionate as we listen to, respect, and consider input and feedback from staff, students, families and patrons.
- We will be transparent and timely in all communications with an eye toward maintaining the credibility and trust that we have worked to foster with all stakeholders.
- In pivoting to respond to the unpredictable future, we will remain firmly grounded in our core values and beliefs.
- We will provide the social and emotional services necessary to ensure our students and staff can be successful.
- We will provide our parents, students and staff with the training and tools needed to adapt to an ever-evolving educational environment.

Secondary School Pandemic Operation Plan

Information

This plan will navigate the reestablishment of our school where employees, students, and families feel safe and reduces the impact of COVID-19 conditions upon returning to school. The guidelines referenced in this plan are based on guidance from the Centers for Disease Control and Prevention (CDC), American Academy of Pediatrics, the State of Idaho, and the Idaho State Board of Education. While adhering to consistency, appropriate updates will be made to this plan based on information provided by CDC and applicable federal, state and local agencies. Forrest M. Bird Charter School (FBCS) also values the input provided by our families and staff while developing a workable plan for our school community.

Level 1 – No Community Transmission: Evidence of isolated cases or limited community transmission, case investigations underway, no evidence of exposure in large communal settings, e.g. healthcare facility, school, mass gathering.

Level 2 – Minimal to Moderate Community Transmission: Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.

Level 3 – Substantial Community Transmission/ FBCS will move to 100% distance learning/ ROADS: Large-scale community transmission, healthcare and/or school staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.

*** Level determinations will be made in conjunction with the Panhandle Health Districts' information, as well as any state or federal determinations.

*** ROADS = Required Online Access Days for Success = Distance Learning

2020-21 School Schedule

Information: In order to adhere as closely as possible to social distancing mandates and to limit the student exposure to possible illnesses, FBCS buildings and classrooms can accommodate half of the student body each day. In order to adhere to social distancing guidelines for the 2020-21 school year:

- FBCS will utilize a seven period day, which includes the thirty minute Advisory/ Advocacy period.
- All classes will meet every day.
- High school students will continue to have open lunch for Level One and Two. Only student drivers and members of the driver's household may ride in a car if used to leave for lunch.
- All students will have the opportunity to attend class twice a week on FBCS campus during Level 1 and Level 2. This will allow for students to see each of their classroom teachers twice a week; whereas the traditional block schedule with social distancing would have allowed for students to attend live class once a week.
- Middle school students will have a decreased class load with 7 periods instead of the traditional 9 classes.

Each teacher will be provided with a preparation period each day. During this time, teachers will be able to check correspondence, work with any students who are on the full-time online option, and prepare for the week.

For consistency, FBCS will be on this school schedule for the entire school year. However, FBCS may evaluate the student capacity on campus for third trimester.

Bell Schedule

ADVO	7:55 – 8:25
1 ST Period	8:28 – 9:28
2 ND Period	9:31 – 10:31
3 RD Period	10:34 – 11:34
Lunch	11:36 – 12:06
4 TH Period	12:09 – 1:09
5 TH Period	1:12 – 2:12
6 TH Period	2:15 – 3:15

Promoting Behaviors that Reduce Spread

- Staff and students should stay at home or will be sent home if they
 - Recently had close contact with a person with COVID-19
 - Are awaiting the test results for COVID-19
 - Have been diagnosed with COVID-19
 - Have a cough, fever of 100.4 degrees or higher, or shortness of breath or other symptoms of COVID-19
- Social Distancing
 - FBCS employees, students, parents, and visitors should practice staying approximately 6 feet away from others as feasibly as possible and should avoid physical contact with others, such as hugs, handshakes, high-fives, etc.
 - Students in classrooms will sit no less than 3 feet apart and not facing each other.
 - Traffic Flow – Taped lines on the floor will mark the walking direction throughout the school buildings and will mark areas of potential line formation to adhere to the social distancing requirement of 6 feet.
 - Ad-hoc Interactions/Gatherings – Non-essential/informal meetings and visitors without appointments at the school should be avoided.
 - Students not in the same household will sit one student per seat on the bus. Students living in the same household will sit two students per seat on the bus.
- Hand hygiene and respiratory etiquette

- Teach and reinforce handwashing with soap for at least 20 seconds and increase monitoring to ensure adherence among students and staff. Hand washing is recommended before class, after restroom use, before eating food, and after lunchtime.
- Provide hand sanitizer in various areas in the school, such as in classrooms and office areas.
- Encourage covering coughs and sneezes with a tissue or into the crook of an arm. Tissues are to be placed in the garbage by the person who coughed or sneezed. After coughing or sneezing, wash hands or use hand sanitizer.
- **Masks/ Face shield Protections**
 - Level 1: Optional Masks/ Face Shield protection for staff, students, and visitors in the school buildings and outside of the school buildings in cases where social distancing is easily adhered to. Exceptions may apply.
 - Individual staff members have the right to have students wear masks or face shields in the rooms they are working. Students and visitors are to comply to these staff requests. In these cases, signs indicating mask requirement will be placed at the entrance of the room and students, and the staff member will educate school employees and visitors with their preferred requirement.
 - Any person exhibiting mild symptoms must wear a mask or face shield until leaving campus, including outside of the school building.
 - Students will wear a mask or face shield while riding the bus to and/or from school.
 - Level 2: Masks or face shields required for all students and staff in school buildings and outside the school building. Visitors are required to wear face shields or masks in the school buildings.
- **Temperature Checks**
 - Level 1: If a temperature is at or above 100.4 degrees, students and staff are to remain home to work via online.
 - Families will check student temperatures before leaving to school.
 - Staff will check their own temperatures before arriving to work.
 - If a student or staff member feels unwell at school, a temperature check will occur. If a temperature read is at or above 100.4 degrees, the student or staff member must go home.
 - Level 2: If a temperature is at or above 100.4 degrees, students and staff are to remain home to work via online.
 - Families will check student temperatures before leaving to school.
 - Staff will check their own temperatures before arriving to work.
 - Student/ staff temperature checks will occur before entering the school building. If a student or staff member feels unwell at school, a temperature check will occur. If a temperature read is at or above 100.4 degrees, the student or staff member must go home.
- FBCS will discontinue staff travel to conferences and workshops until further notice. Staff will be encouraged to participate in virtual conferences and workshops.

Maintaining Healthy Environments

- Cleaning and Disinfection
 - Sanitize desks and any shared keyboards and screens.
 - Staff/ teachers will complete desk and classroom doorknobs sanitation at the end of each class period.
 - Classroom phones
 - Level One: Classroom phones will not be available for student use unless an immediate emergency occurs in the classroom. Student use phones in office areas will be sanitized multiple times throughout the school day.
 - Level Two: Classroom phones and student use phones in the office areas will not be available for student use unless an immediate emergency occurs within the school building.
 - Custodial staff routinely clean highly touched surfaces throughout the day and in the evenings.
 - Bussing: Cleaning and Disinfection developing and maintaining guidelines are the responsibility of Harlows Bus Company.
 - Cleaning/ disinfecting will be done after morning and afternoon routes to allow time to dry, especially with high touch-areas such as seats, handrails, dash, steering wheel, key, switches, and gear shifts.
 - Cleaning is the responsibility of the driver.
- Shared objects
 - Students will be discouraged from sharing items.
 - Each student, middle school and high school, will be assigned their own computer and will not be allowed to share computers. Middle school students will be assigned a computer to leave at school and a computer to leave at home. High school students will be assigned one computer for school and home use.
 - Minimize sharing of high touch materials to the extent possible, such as assigning each student their own art supplies or limiting the use of supplies and equipment by one group of students at a time with cleaning and disinfecting between use.
 - Students and staff are encouraged to bring their own water bottles. They will use the bottle filling stations located in each school building. Water fountains will be turned off.
- Ventilation
 - When possible, classroom windows will be opened to allow outside air flow throughout the room.
 - Teachers are encouraged to have class outside as much as possible while maintaining social distancing guidelines.
- Classroom
 - Staff and students will be trained in the areas of physical distancing, handwashing, respiratory etiquette and mask use to mitigate exposure.
 - Student seating arrangements to account for 6 foot physical distancing when possible. When not possible, student seating arrangements are to be no less than 3 feet.
 - Turn desks to face the same direction or have students not directly facing each other.
 - Integrate good hygiene practices into instruction and classroom expectations.
 - Avoid outside food in the classroom, except for during lunch times.
- Physical Barriers and Guides

- Physical barriers, such as sneeze guards and partitions, are installed around the office front desk areas.
- A physical barrier and a separate work space will be provided for the speech therapist.
- Hallways will have floor markings to indicate one way direction of movement.
- Physical guide signs promoting everyday protective measures and describing how to stop the spread of illness will be posted in highly visible locations throughout the school.
- Communal Spaces
 - Staff rooms
 - Level 1: Limited occupation up to three staff members.
 - Level 2: Limited occupation up to two staff members with no seating availability.
 - Equipment
 - Routine sanitization of equipment, such as copy machines, telephones, refrigerator handles, microwaves, etc. will be done throughout the workday as well as at night by custodial staff.
 - The staff member using the equipment will sanitize the items after each use.
 - Microwaves will not be available for student use.
 - Conference Rooms
 - Conference rooms will be closed for student work spaces.
 - Conference rooms will be the designated sick areas of the school.
 - Level 1: Live meetings with small groups of people while maintaining social distancing. An option of meeting virtually will be offered.
 - Level 2: Meetings are encouraged to occur virtually with the use of Canvas Conferencing, Zoom, or Go-To-Meeting. If meetings are held live, all members of the meeting must consent to meet in live sessions while maintaining social distancing.
 - Level 3: All meetings are required to use Canvas Conferencing, Zoom or Go-to-Meeting as a virtual option including employees in the office or school.
 - No new Facility Use Agreements with outside entities.
 - No use of lockers
- Restrooms
 - Maximize capacity for rest rooms while allowing appropriate social distancing.
 - Post signs indicating capacity limits and hygiene etiquette.
 - With the permission of the teacher, one student at a time may leave the room to use the restroom.
 - Students may use the restroom during class time only if absolutely necessary or indicated in an IEP or 504 plan. If necessary, teachers may coordinate class restroom breaks.
- Food Service
 - Students will bring their own meals and snacks which require no “heating up”. Microwaves and refrigerators will not be available for student use. Students should not share food or utensils.
 - School-provided food will be individually wrapped and will use disposable food service items.

- All school-provided food service items are handled with gloves and washed with dish soap and hot water in a dishwasher. Individuals will wash their hands after removing their gloves.
- Lunches will be taken in students' third period classrooms or outside of the building. High school students may leave campus for lunch.

Maintain Healthy Operations

- Protections for Staff and Students at Higher Risk for Severe Illness from COVID-19
 - Families may have their students work virtually for their FBCS educational experience. Full time students may be required to take IDLA classes as full-time online students.
 - Staff may request to work virtually for health reasons.
 - Students and staff entering an area of an area of a staff member requesting the use of masks/face shields will wear masks/face shields.
- Regulatory Awareness
 - Be aware of local, state and federal regulatory guidelines and policies related to group gatherings to determine if events can be held or for any changes to guidelines and policies.
- Gatherings, Visitors, Field Trips
 - Cancellation of all live events, after-school clubs and field trips for Trimester One and Trimester Two. Consideration of having live events and field trips for Trimester Three will occur towards the conclusion of Trimester 2.
 - Pursue virtual activities and events in lieu of field trips, school assemblies, special performances, school-wide parent meetings, etc.
 - Post *Stop The Spread* signs at entry points to school and in highly visible areas.
 - Limit visitors to parents, by-appointment visitors, and critically important visitors on campus.
 - Level 1: All visitors are encouraged to make appointments. Each school building will limit the number of non-appointment visitor into the building.
 - Level 2: All visitors are required to make appointments to enter the building.
 - Discourage gathering in areas such as the bus lane, restrooms, breaks, lockers, hallways, lunch, before and after school
- Scheduling/ Grading/ Discipline
 - Schedule students in a six period day where periods meet for approximately 60 minutes every day. A 30-minute advocacy/ advisory period will also be in the morning each day.
 - Each teacher will have a prep period each day in order to work with any online students, communicate with parents, and complete preparations for teaching.
 - The number of students per classroom will be limited to 10 unless the room can accommodate larger numbers while maintaining as close as possible social distancing guidelines, such as the Middle School Multipurpose Classroom or the High School commons areas.
 - Every Friday will be ROADS.
 - Level 1: Students and families may make appointment with individual staff members to meet live in the afternoons. Students and families are encouraged to meet virtually with staff if possible. If meeting live, staff is to meet with one student/family at one time.

- Level 2: Students and families may make appointments to meet with individual staff members virtually only. The school buildings will be closed to visitors to all allow for additional cleaning and airing of the buildings/ classrooms.
 - Grading: Students will earn the letter grade A, B, or C. No “pass” grades will be given.
 - Discipline
 - Due to limited space, prolonged In-School Suspensions (ISS) will be suspended until further notice. Instead of ISS, students will be required to have Out of School Suspension (OSS) and will continue working on school work during this time.
 - Students who do not comply to the reopening plan expectations will move to full-time distance learning for a determined amount of time.
- Communication Systems
 - Hygiene etiquette, physical distancing, symptoms of COVID-19 and when to stay home due to illness education will be provided to staff, students and families.
 - Provide consistent and regular communications to families, staff, students, school board and community through school website, email, social media sites (Facebook and Instagram) and mailings.
 - Request staff and families to self-report to the school if showing symptoms of COVID-19, receiving a positive test for COVID-19 or being exposed to someone with COVID-19 within the last 14 days.
- Designated COVID-19 Point of Contact
 - Middle School office (Maddie Heron or Jennifer Greve)
 - High School Office (Christi Burns or Mary Jensen)
- Leave (Time-off) Policies and Excused Absence Policies
 - If a student turns in required daily assignments while online, they will not be marked as absent. Regular student attendance for brick and mortar attendance will be taken by the teacher.
 - Staff sick leave policy
 - Each staff member will have an additional 80 hours of sick leave when the sick leave relates directly to COVID-19.
 - Sick leave will not be taken if a staff member can successfully fulfill their duties working from home.
- Back-up Staffing Plan
 - If 15% or more of the teaching staff is unable to be brick and mortar teaching, FBCS will revert to ROADS.
- Staff Training
 - Additional staff training will be allocated to promote and share dynamic and effective online teaching practices.
 - Staff will collaborate to share ideas and practices to enhance online teaching practices.

When Someone Gets Sick, Regardless of Community Transmission

- Becoming sick while at school
 - If a person becomes sick during the course of the school day, that person will be required to go home.
 - Sick Rooms

- Conference rooms are designated as the sick room while a student waits to be picked up by an approved family member.
 - Additional rooms may be designated as sick rooms if the conference room is not available due to cleaning and disinfecting.
 - Sick rooms will be disinfected after each student. If possible, the sick room will not be used for 24 hours after disinfecting.
- Direct Exposure to someone diagnosed with COVID19
 - If you or someone you've been in contact with has been exposed to the virus, our first concern is for your health and safety and those around you. In this rapidly changing situation, healthcare providers should have the most up-to-date information from the CDC.
 - Please do the following:
 - Quarantine yourself in a specific room away from others in your home.
 - Contact the following (in order of priority), let them know you have been exposed to COVID19, then follow their instructions. 1) Your health care provider; 2) the school's designated contact for COVID19 cases.
- School-Confirmed Case in School, Regardless of Community Transmission
 - Initial short-term distance learning/ ROADS of no less than three days allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
 - Local health officials' recommendations for the scope and duration of school distance learning/ ROADS will be made on a case-by-case basis.
 - During school distance learning/ ROADS, school facilities will be disinfected according to CDC and local public health officials' guidance.
- Return to school/ work after being diagnosed with COVID19
 - Return to school may occur once all 3 criteria are met:
 - At least 3 days (72 hours) have passed since recovery (no fever without the use of fever-reducing medications); and
 - Improved respiratory symptoms, such as cough, shortness of breath, etc; and
 - At least 7 days have passed since symptoms first occurred.
 - If COVID19 symptoms appear and do not get evaluated by a medical professional or if not tested for COVID19, it is assumed you may have COVID19 and may not to return to school/ work until the 3 criteria are met.
- Isolate and Transport Those Who are Sick
 - Students who have a fever of more 100.4 degrees or show symptoms of COVID-19 while in school will be placed in a designated area until a designated family member may pick them up from school.
 - Staff members who have a fever of more than 100.4 degrees or show symptoms of COVID-19 must leave the school campus.
- Clean and Disinfect
 - Designated sick rooms will be disinfected after the student is sent home.
 - Windows, if possible, to the room will be open to allow for the room to "air out."
 - If a positive COVID-19 student, staff member or visitor has been in the school building, the school will go to ROADS for at least three days for cleaning.

- Staff members, including teachers, who are cleaning and disinfecting the school will wear appropriate PPE, such as masks and gloves.
- Notify Health Officials and Close Contacts in the event of a student, staff, or visitors have a positive COVID-19 test. If a student, staff or visitor who have been in the school building is diagnosed with COVID, FBCS will work with Health Officials to determine length of school closure, which will be no less than three days.

Families Opting to Continue Distance Learning OR FBCS going to a Level 3

- Opting to continue distance learning
 - Families have the right to continue online learning for their students when FBCS is at Level One or Level Two
 - Distance learning may include packets, Canvas and/or IDLA. FBCS will work with families to determine what will best for the student.
- Packet Preparation
 - In the event a distance learning family has no access to the internet, packets will be prepared. Whenever possible, packets will be developed and placed on an USB drive (AKA thumb drive). Thumb drives and materials will be compatible with student-issued laptops.
 - A student's advisory/ advocacy teacher will be the lead person in packet creation, distribution and retrieval of the packet. The student's advisory/ advocacy teacher will work with the student's classroom teachers to create a packet. Once the packet is complete, the advisory/ advocacy teacher will give the packet to the office for distribution.
- Receiving and returning of student work
 - All online work and instruction will be found and turned in on the FBCS Canvas page or via the IDLA classes learning platforms (for students taking IDLA classes).
 - Packets: When necessary for a student, electronic packets will be made and will be placed on USB drives. Families are responsible to pick up the USB drives and deliver the work back to the school. If families have difficulties in retrieving and delivering work, the family will work with FBCS administration or advisory/ advocacy teacher to develop a receiving/ retrieval plan.
 - Level 1 and Level 2: Families opting to do online learning: If a packet is necessary, the family will work with FBCS administration or advisory/ advocacy teacher to develop a receiving/ retrieval plan.
 - Level 3: In the event FBCS must go to Level 3 and a student requires a USB drive packet, the student/ family will inform the school and advocacy/ advisory teacher. The instructions to receive packets or return student work will be communicated to families who indicate USB packets are necessary.
 - In the event a family member needs to drop off the packet, FBCS will establish a drop-off location in the foyer entrance of each school building. A clearly marked bin will be used for families to drop off assignments. Assignments/ thumb drives should be clearly marked with the student's name.
 - Families should adhere to the 6 foot social distancing while at the drop off. Families should retrieve or drop off packets if symptomatic.

Resources:

1. Anderson, Julian and Hull Law Firm
2. American Academy of Pediatrics: <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>
3. CDC Considerations for Schools: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
4. Families First Coronavirus Response Act: <https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave>
5. Forrest M. Bird Charter School Family Input Surveys
6. Forrest M. Bird Charter School Staff Input Sessions
7. Idaho Board of Education: <https://boardofed.idaho.gov/wp-content/uploads/2020/07/BackToSchool0709-02.pdf>
8. Idaho Counties Risk Management Program
9. Panhandle Health District: <https://panhandlehealthdistrict.org/covid-19/>

Forrest M. Bird Charter Schools Policy Manual Table of Contents

6000 SERIES—ADMINISTRATION

Goals	6000
Executive Director	6100
Board/Executive Director Relations	6100P
Charter School Organization.....	6200
Administrative Staff	
Duties and Qualifications of Administrative Staff.....	6300
Employment Restrictions for Administrative Personnel	6310
Evaluation of Administrative Staff	6320
Professional Growth and Development	6330
The Principal.....	6400
Parent or Guardian Input Form—Principal Evaluation	6400F

Goals

The administrative staff's primary functions are to manage the Forrest M. Bird Charter School and to facilitate the implementation of a quality educational program. It is goal of the Board that the administrative organization:

1. Provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board, the school's approved charter, and approved performance certificate;
2. Provide effective and responsive communication with staff, students, parents, and other citizens; and
3. Foster staff initiative and rapport.

The Charter School's administrative organization shall be designed so that all divisions and departments of the School are part of a single system guided by Board policies which are implemented through the Executive Director. Principals and other administrators are expected to administer their facilities in accordance with Board policy and the Executive Director's rules and procedures.

Legal Reference: I.D.A.P.A. 08.02.04.300 Public Charter School Responsibilities

Policy History:

Adopted on:

Revised on:

Reviewed on:

ADMINISTRATION

6100

Executive Director

Duties and Authorities

The Executive Director is the Charter School’s executive officer and is responsible for the administration and management of the School, in accordance with Board policies and directives and State and federal law. The Executive Director is hereby granted authority to act on behalf of the Board and the School in all administrative matters with the exception of those matters specifically reserved for the Board in Charter, law, or rule for which there lawfully cannot be any delegation by the Board. The Executive Director is also authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities. When a written procedure is developed, the Executive Director or designee shall submit it to the Board as an information item. Delegation of power or duty, however, shall not relieve the Executive Director of responsibility for the action which was delegated.

[Optional: The Board hereby delegates authority to the Executive Director to declare positions vacant should an employee willfully refuse to acknowledge receipt of an employment contract or the employment contract is not signed and returned to the Board in the designated period of time.]

Qualifications and Appointment

The Executive Director must be of good character and of unquestionable morals and integrity. The Executive Director shall have the experience and the skills necessary to work effectively with the Board, Charter School employees, students, and the community. The Executive Director shall have a valid endorsement so as to allow the Executive Director to manage the Charter School.

When the office of the Executive Director becomes vacant, the Board will conduct a search to find the most capable person for the position. Qualified staff members who apply for the position may be considered for the vacancy.

Evaluation

The Board will conduct a written formal evaluation, at least annually, of the performance of the Executive Director using standards and objectives developed by the Executive Director and the Board which are consistent with the Charter School’s mission and goal statements. The Board shall include progress towards the targets for student outcomes found in the Annual Strategic Plan in the evaluation by using relevant data to measure growth.

A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses in the year immediately preceding the evaluation, as well as performance areas needing improvement.

A portion of the evaluation must include multiple objective measures of student growth in achievement as defined in Section 33-1001, Idaho Code.

Compensation and Benefits

The Board and the Executive Director shall enter into a contract approved by the State Executive Director of Public Instruction. This contract shall govern the employment relationship between the Board and the Executive Director.

Cross Reference: 1315 Continuous Improvement Plan

Legal References: I.C. § 33-320 Continuous Improvement Planning and Training
I.C. § 33-1001 Foundation Program — State Aid —
Apportionment – Definitions
I.D.A.P.A. 08.02.04.300 Public Charter School Responsibilities

Policy History:

Adopted on:

Revised on:

Reviewed on:

ADMINISTRATION

6100P

Board/Executive Director Relations

The Board shall:

Select the Executive Director and delegate to him or her all necessary administrative powers

Adopt policies for the operations of the school system and review administrative procedures.

Formulate a statement of goals reflecting the philosophy of the Charter School.

Adopt annual objectives for improvement of the Charter School.

Approve courses of study.

Approve textbooks.

Approve the annual budget.

Employ certificated and classified staff, in its discretion, upon recommendation of the Executive Director.

Authorize the allocation of certificated and classified staff.

Approve contracts for construction, remodeling, or major maintenance.

The Executive Director shall:

Serve as chief executive officer of the Charter School.

Recommend policies or policy changes to the Board and develop procedures that implement Board policy.

Provide leadership in the development, operation, supervision, and evaluation of the educational program.

Recommend annual objectives for improvement of the Charter School.

Recommend courses of study.

Recommend textbooks.

Prepare and submit the annual budget.

Recommend candidates for employment as certificated and classified staff.

Recommend staff needs based on student enrollment; direct and assign teachers and other employees of the schools under his or her supervision; organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the Charter School, subject to the approval of the Board.

Recommend contracts for major construction, remodeling, or maintenance.

The Board shall:

Approve payment of vouchers and payroll.

Approve proposed major changes of school plant and facilities.

Assure that appropriate criteria and processes for evaluating staff are in place.

Appoint citizens and staff to serve on special Board committees, if necessary.

Conduct regular and special meetings.

Serve as final arbitrator for staff, citizens, and students.

Promptly refer all criticisms, complaints, and suggestions called to its attention to the Executive Director.

Authorize the ongoing professional enrichment of its administrative leader as feasible.

Approve appropriate Charter School expenditures recommended by the Executive Director for the purpose of ongoing School operations.

Approve the Charter School's Charter, Bylaws, Articles of Incorporation, and Performance Certificate.

The Executive Director shall:

Recommend payment of vouchers and payroll.

Prepare reports regarding school plant and facilities needs.

Establish criteria and processes for evaluating staff.

Recommend formation of ad hoc citizens' committees.

As necessary attend all Board meetings and all Board and citizen committee meetings, serve as an ex-officio member of all Board committees and provide administrative recommendations on each item of business considered by each of these groups.

Inform the Board of appeals and implement any such forthcoming Board decisions.

Respond and take action on all criticism, complaints, and suggestions as appropriate.

Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.

Diligently investigate and make purchases that benefit the most efficient and functional operation of the Charter School.

Routinely review and operate the Charter School in compliance with the Board Approved Charter, Bylaws, Articles of Incorporation, and Performance Certificate.

The Board shall:

Consider, discuss, and approve any amendments to the Charter School's Charter, Bylaws, Articles of Incorporation, and Performance Certificate.

The Executive Director shall:

Make recommendations to the Board regarding potential modifications to the Charter School's Charter, Bylaws, Articles of Incorporation, and Performance Certificate.

*** A copy of the Executive Director's evaluation may be included.**

Procedure History:

Promulgated on:

Revised on:

Reviewed on:

ADMINISTRATION

6200

Charter School Organization

The Executive Director shall develop an organizational chart indicating the channels of authority and reporting relationships for school personnel. These channels should be followed, and no level should be bypassed, except in unusual circumstances. Unless otherwise approved by the Executive Director, or (in the case of an Executive Director's relationship), by the Board, no supervisory status shall exist when the supervisor and subordinate maintain a romantic relationship.

The organization of Charter School positions of employment for purposes of supervision, services, leadership, administration of Board policy, and all other operational tasks shall be on a "line and staff" basis. Charter School personnel occupying these positions of employment shall carry out their duties and responsibilities on the basis of line and staff organization.

Policy History:

Adopted on:

Revised on:

Reviewed on:

ADMINISTRATION

6300

Duties and Qualifications of Administrative Staff Other Than Executive Director

Duty and Authority

As authorized by the Executive Director, administrative staff shall have full responsibility for the day-to-day administration of the area to which they are assigned. Administrative staff are governed by the policies of the Charter School and are responsible for implementing the administrative procedures that relate to their assigned responsibilities.

Each administrator’s duties and responsibilities shall be listed in the job description for that position.

Qualifications

All administrative personnel shall have a valid certificate and appropriate endorsements issued by the State Board of Education, and other qualifications as specified in the position’s job description.

Administrative Work Year

The administrators’ work year shall be the same as the Charter School’s fiscal year, unless otherwise stated in the employment agreement. In addition to legal holidays, the administrators shall have vacation periods as approved by the Executive Director.

Compensation and Benefits

All administrators shall be placed on a written contract approved by the State Superintendent of Public Instruction.

- | | | |
|-------------------|-------------------------|---|
| Legal References: | I.C. § 33-5206(4) | Requirements and Prohibitions of a Public Charter School - Employment Contracts |
| | I.C. § 33-5210 | Application of School Law – Accountability Exemption from State Rules |
| | I.D.A.P.A. 08.02.04.300 | Public Charter School Responsibilities |

Policy History:

- Adopted on:
- Revised on:
- Reviewed on:

ADMINISTRATION

6330

Professional Growth and Development

The Board recognizes that training and study for administrators contribute to skill development necessary to better serve the needs of the Charter School. Each year, the Executive Director should develop an administrative inservice program based upon the needs of the Charter School, as well as the needs of individual administrators.

Administrative staff are encouraged to be members of and participate in professional associations which have as their purposes the upgrading of school administration and the continued improvement of education in general.

Policy History:

Adopted on:

Revised on:

Reviewed on:

ADMINISTRATION

6400

The Principal

The principal provides the school with leadership in academic and student issues. He or she shall be under the direct supervision of the Executive Director. The majority of the principal's time shall be spent on curriculum and staff development through formal and informal activities establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents, students, and teachers. The principal is responsible for management of their staff, maintenance of the facility and equipment, administration of the educational program, control of the students attending the school, management of the school's budget, and communication between the school and the community.

Evaluation of the Principal

The principal shall receive at least one written evaluation to be completed no later than June 1st for each annual contract year of employment. The principal evaluation shall use multiple measures that are research based and aligned to the State minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the State's adopted model, the *Charlotte Danielson Framework for Teaching Second Edition*.

The process of developing criteria and procedures for principal evaluations will allow opportunities for input from stakeholders, including the Board, administrators, teachers, and parents/guardians.

Evaluation Objectives

The Charter School's Principal Evaluation Program is designed to:

1. Maintain or improve the principal's job satisfaction and morale by letting him or her know that the Executive Director is interested in his or her job progress and personal development;
2. Serve as a systematic guide for planning the principal's further training and professional development;
3. Assure considered opinion of the principal's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;

5. Assist in planning personnel moves and placements that will best utilize the principal's capabilities;
6. Provide an opportunity for the principal to discuss job problems and interests with the Executive Director; and
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The Executive Director shall have the responsibility for administrating and monitoring the Charter School's Principal Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Creating and implementing a plan for ongoing training and professional development and the funding thereof for the principal in the Charter School's Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluation;
2. Creating a plan for ongoing review of the Charter School's Principal Evaluation Program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
3. Creating a procedure for remediation for the principal if he or she receives an evaluation indicating that remediation would be an appropriate course of action;
4. Creating an individualized evaluation rating system for how principal evaluations will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of the principal including:
 - A. Unsatisfactory being equal to a rating of 1;
 - B. Basic being equal to a rating of 2; and
 - C. Proficient being equal to a rating of 3.

A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three minimum rankings at the discretion of the Board; and

5. Completing Principal Evaluation annually, ensuring proper safeguards, and filing the completed evaluation.

The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

Written Evaluation

A written summative evaluation will be completed for the principal by the Executive Director no later than June 1st for each annual contract year of employment. A copy will be given to the principal. The original will be retained by the Executive Director. The evaluation shall be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the Executive Director and the principal as to the job description and major performance objectives.

The evaluation will identify the sources of data used in conducting the evaluation. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one source of data.

Evaluation Measures and Criteria

Professional Practice: The principal must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures within the Professional Practice portion of the evaluation must be aligned, at a minimum, to the following Domains and Components based upon the Idaho Standards for Effective Principals.

Domain 1: School Climate: The principal promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. The principal articulates and promotes high expectations for teaching and learning while responding to diverse community interests and needs.

1. **School Culture:** The principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors;
2. **Communication:** The principal is proactive in communicating the vision and goals of the Charter School, the plans for the future, and the successes and challenges to all stakeholders; and
3. **Advocacy:** The principal advocates for education, the Charter School, teachers, parents, and students and engenders school support and involvement.

Domain 2: Collaborative Leadership: The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, he or she uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The principal uses research and/or best practices in student achievement, instructional programs, and improving the education program.

1. **Shared Leadership:** The principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth;
2. **Priority Management:** The principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities;
3. **Transparency:** The principal seeks input from stakeholders and takes all perspectives into consideration when making decisions;
4. **Leadership Renewal:** The principal strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others; and
5. **Accountability:** The principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

Domain 3: Instructional Leadership: The principal promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The principal provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

1. **Innovation:** The principal seeks and implements innovative and effective solutions that comply with general and special education law;
2. **Instructional Vision:** The principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn;
3. **High Expectations:** The principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being;
4. **Continuous Improvement of Instruction:** The principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition and aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision;
5. **Evaluation:** The principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness; and
6. **Recruitment and Retention:** The principal recruits and maintains a high quality staff.

The evaluation will also include at least one of the following as a measure to inform the Professional Practice portion:

1. Input received from parents or guardians;
2. Input received from students;
3. Input received from teachers; and/or
4. Portfolios.

The Charter School has chosen _____ [choose: 1, 2, 3, and/or 4] as its measure(s) to inform the Professional Practice portion. The Board shall determine the manner and weight of parental input, student input, teacher input, and/or portfolios on the evaluation.

Student Achievement: Part of the evaluation must be based on multiple objective measures of growth in measurable student achievement as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or both years of data. Growth in student achievement may be considered as an optional measure for all other school-based and Charter School-based administrators, as determined by the Board.

Proof of Proficiency in Teacher Evaluations

Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

Communicating Evaluation Results

Each evaluation shall include a meeting between the Executive Director and principal wherein the Executive Director will:

1. Discuss the evaluation with the principal, emphasizing strong and weak points in job performance. Commend the principal for a job well done if applicable and discuss specific corrective action if warranted. Recommendations should specifically state methods to correct weaknesses. Set mutual goals for the principal to reach before the next performance evaluation.
2. Allow the principal to make any written comments he or she desires. Inform the principal that he or she may turn in a written rebuttal/appeal of any portion of the evaluation within seven days and outline the process for rebuttal/appeal. Have the principal sign the evaluation indicating that he or she has been given a copy.

Rebuttal/Appeal

Within seven days from the date of the evaluation meeting with the Executive Director the principal may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation with which the principal disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the Executive Director within seven days, the Executive Director shall provide the principal with a written response within ten working days either

amending the evaluation as requested by the principal or stating the reason(s) why the Executive Director will not be amending the evaluation as requested.

If the Executive Director chooses to amend the evaluation as requested by the principal then the amended copy of the evaluation will be provided to, and signed by, the principal and retained in the principal's personnel file.

If the Executive Director chooses not to amend the evaluation as requested by the principal then the evaluation along with the written rebuttal/appeal, and the Executive Director's response, if any, will be retained in the principal's personnel file.

Action

Each evaluation will include identification of the actions, if any, available to the Charter School as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew the principal's contract the Charter School will comply with the requirements and procedures established by State law.

Records

Permanent records of each principal evaluation will be maintained in the principal's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

Reporting

Any subsequent changes to the Charter School's evaluation plan shall be resubmitted to the State Department of Education for approval. The Charter School shall report the rankings of individual principal evaluations annually to the State Department of Education.

Legal Reference: I.D.A.P.A. 08.02.04.300 Public Charter School Responsibilities

Policy History:

Adopted on:

Revised on:

Reviewed on:

Employment Restrictions for Administrative Personnel

Time taken from the regularly assigned work schedule for such paid activities as consulting, college teaching, lecturing, etc., shall be subject to prior approval by the Executive Director.

The amount of time lost to the Charter School will be, but is not restricted to be:

1. Deducted from vacation time;
2. Granted as additional personal leave as specified by Board policy; or
3. Prorated to a dollar amount and that amount deducted from the next regularly scheduled pay period.

Time taken from the regularly assigned work schedule for non-paid activities shall follow the format established above.

Policy History:

Adopted on:

Revised on:

Reviewed on:

ADMINISTRATION

6320

Evaluation of Administrative Staff

Each administrator shall be evaluated annually in order to provide guidance and direction to the administrator in the performance of his or her assignment. Such evaluation shall be based on the job description, accomplishment of annual goals and performance objectives, and established evaluative criteria. Measures of growth in student achievement as determined by the Board and may be included as an optional measure on the evaluation.

The Executive Director shall establish procedures for the conduct of these evaluations. Near the beginning of the school year, the Executive Director shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for the Charter School. Such criteria shall include performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens, and programs; and staff evaluation.

Both staff members involved in the evaluation conference shall sign the written report and retain a copy for their records. The person being evaluated shall have the right to submit and attach a written statement to the evaluation within ____ days following the conference.

Cross Reference: 6300 Duties and Qualifications of Administrative Staff Other Than Executive Director

Policy History:

Adopted on:

Revised on:

Reviewed on:

Forrest M. Bird Charter School No. 487

PERSONNEL

6400F

Parent or Guardian Input Form—Principal Evaluation

Principal: _____

School Year: _____

Instructions:

1. Please complete the evaluation by circling the most appropriate number.
2. This form should be placed into the box located at _____ or mailed to:

[POSITION]
Forrest M. Bird Charter Schools
614 S Madison Ave
Sandpoint, ID 83864
3. Only one form should be completed by each parent for this principal for each school year.
4. If a parent has a concern or wishes to more directly address a specific issue, please understand that this form alone will not directly address the parental concern. The parent should raise the concern with the principal or Executive Director.
5. Please offer specific comments when possible. Specific comments will be considered in the preparation of the principal's evaluation and will aid both the Charter School and the principal in addressing performance.

Area of Evaluation	Agree Disagree Don't know
1. Works with parents, staff, and students in development and promotion of the School's vision.	1 2 3 4 5 0 Comment:

<p>2. Promotes and maintains high standards of academic excellence for the performance of students and staff.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>3. Manages all aspects of the School to ensure a positive educational experience for all students.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>4. Listens to community members, parents, and students and timely responds to their concerns.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>5. Treats students and adults with respect.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>6. Communicates with community members accurately.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>

<p>7. Shows awareness/understanding of developmental characteristics of different age groups. Acts with an understanding of social, racial, cultural, political, and economic forces that influence a positive School environment.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>8. Encourages parental involvement in the educational process.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>9. Is a positive advocate for students.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>10. Is a strong and visible leader of the School.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>
<p>11. Effectively coordinates School programs that promote student involvement, education, safety, growth, and development of responsibility.</p>	<p>1 2 3 4 5 0</p> <p>Comment:</p>

12. Administers student discipline fairly and consistently.	1 2 3 4 5 0 Comment:
13. Maintains a School climate that welcomes parents, families, and community members and invites their participation. Encourages teachers to provide opportunities to engage families to assist in student learning.	1 2 3 4 5 0 Comment:
14. Have you personally met with the principal?	YES NO
15. Have you had any reason to visit the principal's office?	YES NO
16. Were you satisfied that your concerns were addressed?	YES NO

Any additional comments you wish to share not covered by the above questions (**please feel free to attach a separate page**):

Please complete and sign the form, and place it in a sealed envelope.

Name: _____

Signature: _____

Date: _____

Telephone No.: _____