



Board of Directors Meeting Agenda

Team:	FBCS Board of Directors	Chairperson:	Kate McAlister
Meeting Date:	August 22, 2023	Start Time:	4:30 PM
Minutes:	BOD Secretary – Bonnie Jakubos	Location:	FBCS High School
Address:	615 S. Madison Ave, Sandpoint, ID 83864		

Call to Order @ 4:30 PM: BOD Chairperson – *Kate McAlister*

ITEM

Pledge of Allegiance Kate McAlister

Action Item: Approval of minutes for June 2 Kate McAlister

Public Comment Kate McAlister

Executive session

Student A – Academic Intervention Mary J. Jensen
 Student B – Academic Intervention Mary J. Jensen

Financials

• Action Item: Approval of Financial Reports Greta Warren


Open Business

- Discussion: Onboarding new board members Kate McAlister
- Action Item: Hawkins and Trumbull as new Board Members Kate McAlister
- Information: Safety reports for MS and HS buildings Mary Jensen
- Action Item: Covid School plan for Fall 2023 Mary Jensen
- Action Item: Rachel Castor hire as HS Science Teacher by Alternate Teacher Certification Mary Jensen
- Action Item: Employee Handbook Mary Jensen
- Action Item: 2023/24 Student Handbooks Mary Jensen
- Action Item: Planning Committee Board Member Participant Mary Jensen
- Discussion and Action Item: Board Trainings: How and When Kate McAlister
- Information: Accreditation and Performance Certificate Mary Jensen
- Action Item: Attendance Procedures Mary Jensen
- Action Item: Policy review/ updates: 1100; 2120; 2130; 2140, 2140F; 2425, 2425F, 2425P; 2605; 2700, 2700P; 3345; 3500, 3500F; 3510; 3518; 3530; 3545; 3570, 3570P, 3570F1; 4410; 4140; 4420; 4510; 7402; 7408; 9605; 9802; 3281; 9605 Mary Jensen
- Action Item: Election of Officers for 2023-24 School year Kate McAlister
- Action Item: Board Chair Oath of Office Mary Jensen
- Action Item: Board Oath of Office Kate McAlister

Adjourn @ :00 PM: BOD Chairperson

Kate McAlister

Next Meeting Date and Time: TBA



Forrest M. Bird Charter Schools



Forrest M. Bird Charter Schools

Board Meeting
 Forrest M. Bird Charter High School
 615 S. Madison,
 Sandpoint, ID 83864
 Date: July 6, 2023

	Board Meeting Minutes
Minutes taken by	Mary J. Jensen
Board members Present	Kate McAlister, Jacob Iverson, Shawn Burns
Excused Board Members	Bonnie Jacobus
Staff present	Mary Jensen, Greta Warren
Guests	
Call to Order	Meeting Called to Order at 8:10am
Minutes	<p>Action Item: Approval of May 16, 2023 Board meeting minutes</p> <ul style="list-style-type: none"> ✓ Motioned – Shawn Burns ✓ 2nd – Jacob Iverson <p>Approved Unanimously</p>

Executive Session	<ul style="list-style-type: none"> • No Executive Session
Public Comment	<ul style="list-style-type: none"> • Greta Warren and Mary Jensen. Notes: Mary and Greta expressed to the board their thoughts regarding the cancelation of the last board meeting due to the lack of a quorum. The cancelation of the General Board meeting which included the review and potential passing of the 2024/25 budget on the day of the meeting was frustrating. They have asked the board members when possible to notify them earlier if they are not able to come so better preparation may occur for the change of board meeting date and time.
	<p>Action Item: Approval of Financial Reports</p> <p>Notes: No Discussion on this Item</p> <p>Approval</p> <ul style="list-style-type: none"> ✓ Motioned – Jacob Iverson ✓ 2nd – Shawn Burns <p>Approved Unanimously</p> <p>Action Item: Approval of 2023-24 Budget</p>

Notes:

Questions/Discussion from the board included

- a. projected enrollment for next year, which at this time, is looking stronger as enrollment numbers did increase since the last board meeting.
- b. The change from enrollment-based funding to Average daily attendance, which may effect the actual funding received from the state. It is unknown at this time how the results will be. Families have been made aware of the changes of likelihood of attendance procedures for the next school year. The board will be voting on these procedures at the next board meeting.

Approval

- ✓ Motioned – Shawn Burns
- ✓ 2nd – Jacob Iverson

Approved Unanimously

Action Item: Approval of Hayden Ross Engagement letter for audit

Notes:

Question/ Discussion from the board included

- a. This is the same agreement as presented last year.
- b. This is the same company we have used in the past and we will have the same assigned auditor as last year.

Approval

- ✓ Motioned – Jacob Iverson
- ✓ 2nd – Shawn Burns

Approved Unanimously

Action Item: Stephanie Hawkins petition to be considered for the board.

Notes:

Stephanie Hawkins is petitioning to begin the process to join the board. She is a member of the Kinderhaven Board and is a parent of a FBCS student.

Board Discussion/ questions

- a. According to the bylaws, new board members come onto the board at the General meetings. This year's general meeting was moved to August due to the canceled meeting in June.
- b. Protocols on how to bring new members onto the board are not in place. This will be an item of board focus for next school term.
- c. When Kate leaves in the board (last board meeting will be the Feb. board meeting), a new member may join as her replacement. Kate had contacted to Jim Zuberbuhler on the possibility of him returning to the board in Feb. as he would have been off the board for one year.

Approval

- ✓ Motioned – Shawn Burns
- ✓ 2nd – Jacob Iverson

Approved Unanimously

Action Item: Stipend for Greta Warren for additional July work days

Notes:

With the cancelation of the June meeting, Greta Warren will need to work additional time for the 2024/25 budget. The additional time will be paid as a stipend. Greta is to keep track of the extra days worked.

Approval

Open
Business

✓ Motioned – Jacob Iverson

✓ 2nd – Shawn Burns

Approved Unanimously

Action Item: Allow Mary Jensen make safety plan decisions for the Idaho State Securing our Future Grant.
Approval

Notes:

The board will allow Mary Jensen to represent Forrest M. Bird School in regards to the Securing our Future Grant.

✓ Motioned – Shawn Burns

✓ 2nd – Jacob Iverson

Approved Unanimously

Action Item: Angela Harden resignation

Notes:

Angela Harden, school counselor, has resigned for the 2024/25 school year.

✓ Motioned – Jacob Iverson

✓ 2nd – Shawn Burns

Approved Unanimously

Action Item: Scout Anatricia hire as Counselor

Notes:

Scout Anatricia has worked as a substitute for John Stevens this year. She had done a stellar job doing this. She has a degree in conflict/ resolution and will be able to help Mitzi with the academic counseling of the school.

✓ Motioned – Shawn Burns

✓ 2nd – Jacob Iverson

Approved Unanimously

Action Item: Scout Anatricia's Alternate Path to Certification
Approval

Notes:

Scout Anatricia will pursue a school counseling certificate through the Alternate Path to Certification with Board permission

✓ Motioned – Shawn Burns

✓ 2nd – Jacob Iverson

Approved Unanimously

Action Item: Andrea Nye hire as Spanish Teacher by
Charter Teacher Certification

Notes:

Andrea Nye has substituted in the Spanish classroom with good results. Eric Fulgenzi will mentor her this year. She has a bachelors degree in Liberal arts, but not Spanish. Mary is confident she will do well with the class with the appropriate mentoring with the former Spanish teacher as well as with the Staff Coach, Sarah Evans. As a reminder, the board in the past agreed core subjects teacher taking this path will need a bachelor's degree in the area of teacher; however, the board agreed in the past of flexibility in the elective teacher who has a bachelor's degree seeking a Charter Teacher Certification path.

	<p>Approval ✓ Motioned – Jacob ✓ 2nd – Shawn Approved Unanimously</p> <p>Action Item: Selection of Meeting dates for 2023-24 school year</p> <p>Notes:</p> <p>March 18, 2024 is a Monday. Shawn Burns motioned with the change of the March date to March 19, 2023</p> <p>Approval ✓ Motioned – Shawn Burns ✓ 2nd – Jacob Iverson Approved Unanimously</p>
Adjournment	<p>Meeting adjourned at 8:59 am ✓ Motion to adjournment – Jacob Iverson ✓ 2nd – Shawn Burns Approved Unanimously</p>
Next Board Meeting	August 22, 2023

Respectfully Submitted: Mary J. Jensen

Date: July 6, 2023

Signed: _____
Board Chair, date

Signed: _____
Board Secretary, date

Please email your written response to safety@dopl.idaho.gov. Please include your Facility/Business No on the reply.

Office: 208-334-3233
E-mail: safety@dopl.idaho.gov

FACILITY REPORT

Facility / Business No: E-487-0002 / 16354

Inspector: RICK L HILL

Inspection Date: 06/02/2023

Owner: Forrest M Bird Charter School #487

614 S Madison Ave

SANDPOINT, ID 83864

Location:

Forrest M Bird Charter High School

614 S MADISON AVE

SANDPOINT, ID 83864

Contact: Mary Jensen

Contact Phone: 2082557771

Contact E-mail: maryjensen@forrestbirdcharterschool.org

A response regarding your plans for corrective action for the potential safety hazards is required within 20 calendar days of receipt of report. Corrections need not be completed to respond. Should additional time be needed to formulate responses, an extension of time for up to 60 days may be requested. Include the Business number or State ID number with your response.

Recommendations:

(6/2/2023 11:42 AM RHIL)

RH 6-2-2023

Recommendations:

1. Science Room ceiling panels missing. (030.08.b) Ceiling tiles are missing and should be replaced. Fire blocking and draft stopping in combustible concealed spaces shall be maintained to provide continuity and integrity of the construction. The building is required to be maintained in a safe condition & shall be made safe.
2. Science Room electric panel all breakers to labeled. NFPA 70 110.22 Identification of disconnecting means. (A) General. Each disconnecting means shall be legibly marked to indicate its purpose.
3. Room 27 power strips "piggy backed" together. (150.06.a) Electric power taps shall be plugged directly to an approved electric receptacle. They shall not be "daisy chained", "piggy backed" or otherwise connected to one another.

Please email your written response to safety@dopl.idaho.gov. Please include your Facility/Business No on the reply.

Office: 208-334-3233
E-mail: safety@dopl.idaho.gov

FACILITY REPORT

Facility / Business No: E-487-0001 / 16285

Inspector: RICK L HILL

Inspection Date: 06/02/2023

Owner: Forrest M Bird Charter School #487

614 S Madison Ave

SANDPOINT, ID 83864

Location:

Forrest M Bird Charter Middle School

614 S MADISON AVE

SANDPOINT, ID 83864

Contact: Jennifer Greve

Contact Phone: 2082557771

Contact E-mail: jennifergreve@forrestbirdcharterschool.org

A response regarding your plans for corrective action for the potential safety hazards is required within 20 calendar days of receipt of report. Corrections need not be completed to respond. Should additional time be needed to formulate responses, an extension of time for up to 60 days may be requested. Include the Business number or State ID number with your response.

Recommendations:

(6/2/2023 11:59 AM RHIL)

RH 6-2-2023

Recommendations:

1. Room #12. Listed cord protector needed for cords that are currently running under rug. 1910.305(a)(2)(x) Flexible cords and cables shall be protected from accidental damage, as might be caused, for example, by sharp corners, projections, and doorways or other pinch points.
2. Main Entry. Single door is marked as an exit , but is locked to prevent any egress. Door is to be open for egress or marked not an exit. It could have a crash bar allowing egress to outside while remaining locked from the outside. 1910.36(d) An exit door must be unlocked.
3. Mechanical Room. Panels C and D have open spaces to be covered. 1910.303(b)(7)(i) Unused openings in boxes, raceways, auxiliary gutters, cabinets, equipment cases, or housings shall be effectively closed to afford protection substantially equivalent to the wall of the equipment.
4. 610 S Marion Building needs fire extinguishers. 1910.157(c)(1) The employer shall provide portable fire extinguishers and shall mount, locate and identify them so that they are readily accessible to employees without subjecting the employees to possible injury.



Forrest M. Bird Charter School Opening Plan for the 2023-24 School Year

Board Approved: August 22, 2023

NARRATIVE

Forrest M. Bird Charter School (FBCS) ensures quality education while safeguarding the safety and health of all school community members. Due to the COVID-19 Pandemic, FBCS will continue to provide quality education while providing additional student resources in order to address learning needs and staff needs.

- All Students: Developing and enhancing a variety of educational materials to meet the needs of all students, hiring additional paraprofessionals, maintaining our current staff while keeping student class numbers small, and providing additional Social and Emotional (SEL) resources with our dedicated SEL counselor will aid with our students' academic needs.
- Students with disabilities: An additional special education teacher has been hired, additional hours have been added to the school psychologist contract, and two special education paraprofessionals have been hired to aid in increased learning in the special education department. Additionally, we have assigned an additional staff member to aide in updating 504 plans and in identification of 504 students.
- Student Social, Emotional, and Mental Health: FBCS hired an additional full-time counselor (an increase of 1/2FTE) for the 2022-23 school year. This counselor's main focus is the help with the social, emotional and mental health of our students.
- Staff: Staff social, emotional, mental health and other needs will be addressed throughout the school year with additional professional development resources and a professional counselor available if needed. Additional coaching will also be provided to staff who require it. Additional planning time by including Friday Required Online Access Days for Success(ROADS) will continue for the 2022-23 school year.
- Technology: FBCS will continue to update technology needs of students. Additional work hours will continue for members of the technology team, LMS will be updated, and technology needs of the staff will be implemented when appropriate.
- Plan Updates: FBCS will continually review and update the plan at least every six months of a school calendar year. Input by all stakeholders, community, and board will be obtained and valued by FBCS.

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.
- 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 while maintaining the credibility and trust that we have worked to foster with all stakeholders.
- When responding 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.
- We will make adjustments and be flexible to the plan to what is best for FBCS staff and families as new developments occur during the school year, including changes in CDC, State, and State Board of Education recommendations.

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 (Green Level) – FBCS will have a normal schedule, with students attending live classes four days a week.

Level 2 (Yellow Level) – FBCS will move to a hybrid schedule with students attending live classes two days a week.

Level 3 (Red Level)– Substantial Community Transmission/ FBCS will move to 100% distance learning/ ROADS if one of the following occurs:

- 1) Lake Pend Oreille School District moves to online.

- 2) **Substantial School Community Transmission.**
- 3) **Not enough substitutes to cover staff absences.**

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

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

2022-23 School Schedule

FBCS will continue with to a normal Level 1 school schedule for the 2022-23 school year with a block schedule of "A" and "B" days. Students will be assigned five classes a day, which include a 30 minute advocacy/ advisory period at the beginning of the day. Three levels of attendance are available depending upon the level of school community transmission: Green, Yellow, and Red.

Green Level: Students will be in the physical classroom Monday through Thursday. Fridays are online access days when students will complete work online with the opportunity to come into the school building from 12:00pm to 3:00pm for help from their individual teachers. Students are to make appointments with their individual teachers before coming into the school building.

Yellow Level (Hybrid school): Students will be in the physical classroom two days a week, and online three days a week. One day will be an A day and one day will be a B day. Students and families will be notified which days they will be attending in the physical building. This will allow for proper social distancing within the classrooms. No change to the busing routes will occur.

Red Level (online school online): Students will be online during the week until further notice.

Note: FBCS is not an online school. Students who require long-term online services may consider choosing a different school that meets their needs. Students who require short-time online services due to COVID-19 will be accommodated with online work. Students who are temporarily online are required to complete all work daily, have consistent and constant communication with teachers, and reply to communications from FBCS staff within 24 business hours.

Promoting Behaviors that Reduce Spread

- Staff and students should stay at home or will be sent home if they
 - 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 3-6 feet away from others as feasibly as possible and should avoid physical contact with others, such as hugs, handshakes, high-fives, etc.
- 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: Masks and/or Face Shields are optional for all members of the school community.
 - Level 2 and Level 3: Masks or Face Shields highly recommended yet optional in the school buildings for all students and staff. To learn more about the proper wearing of masks, click here.
 - Masks/ Face Shields must cover both the nose and mouth.
 - Face Shields must be full face shields to cover the full face.
 - Note: Regardless of operating level, FBCS will adhere to any mask mandate for K-12 schools by the Panhandle Health District, Idaho State government, Idaho State Board of Education, Idaho State Department of Education or the Federal government.

Maintaining Healthy Environments

- **Cleaning and Disinfection**
 - Sanitize desks and any shared keyboards and screens at least twice a day.
 - Staff/ teachers will complete desk and classroom doorknobs sanitation.
 - 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.
- **Shared objects**
 - Students will be discouraged from sharing items.
 - High school and middle students will be assigned their own computer and will not be allowed to share computers. 6th grade students will be assigned a computer to leave at school and a computer to leave at home. High school, 7th grade and 8th grade 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.
 - When 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, unless sneeze guards are in place.
 - Integrate good hygiene practices into instruction and classroom expectations.
 - Avoid outside food in the classroom, except during lunch times.
- Physical Barriers and Guides
 - A physical barrier and a separate workspace will be provided for the speech therapist.
 - 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/ offices
 - Level 1: Limited occupation up to four staff members, plus one office staff
 - Level 2: Limited occupation up to two staff members plus one office staff 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.
 - Conference Rooms
 - Level 2 and 3: Conference rooms will be closed for student workspaces.
 - Conference rooms will be the designated sick areas of the school. If used as a sick space, the conference room will be not available for use for one hour after a sick person was in the room.
 - 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.
 - Facility Use Agreements: No new outside Facility Use Agreements with outside entities during Level 2 or 3.
- Restrooms
 - Post signs indicating hygiene etiquette.
 - With the permission of the teacher, one student at a time may leave the room to use the restroom.

- Food Service
 - Level 1: Students will bring their own meals and snacks. Students should not share food or utensils. School may provide food with the adherence of proper food handling. Students will have lunch either in the designated lunch areas or outside with proper staff supervision. Grades 9-12 will have the option to leave campus to eat with written family permission.
 - Level 2: Students will bring their own meals and snacks. Students should not share food or utensils. School will not provide food to students. Students will have lunch with their 2nd period classes instead of the lunchroom. Grades 9-12 will have the option to leave campus to eat with written family permission.

Maintain Healthy Operations

- Protections for Staff and Students at Higher Risk for Severe Illness from COVID-19
 - Students and staff entering 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
 - Level 2 and 3: Cancellation of all live events and multiday or overnight field trip. Any school day field trip must strictly adhere to the elements of this plan, including the wearing of masks/ face shields when mandated, social distancing and good hygiene practices.
 - Level 2 and 3: When possible, 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.
 - Campus visitors
 - Level 2: All visitors are encouraged to make appointments. Each school building will limit the number of non-appointment visitor into the building.
 - Level 3: All visitors are required to make appointments to enter the building.
 - Discourage gathering in areas such as the bus lane, restrooms, breakrooms, lockers, hallways and lunch, before and after school.
- Grading/ Discipline
 - ROADS (Required Online Access Days for Success) Expectations
 - Every Friday will be ROADS.
 - Level 1: Students and families may make appointment with individual staff members to meet live or online in the afternoons on Fridays
 - Level 2: Students and families may make an appointment with individual staff members to meet live or online on Friday afternoons during the day Monday-Thursday, dependent upon staff availability. Students and families are encouraged to meet virtually with staff if possible.
 - Level 3: Students and families may make an appointment with individual staff members during school operating hours Monday-Friday. Live meetings are

discouraged but may happen if the needs of the student and family warrant it. A staff member may request to meet families/ students solely online.

- Additional Information regarding online meeting expectations:
 - Appointments are made with the teachers/staff. Not all teachers/ staff will be able to meet live with students and families.
 - During this time, no more than three students will be allowed during an appointment time. Staff may make the determination to have fewer in the room during appointment time.
 - Appointments are to be no longer than 2 hours per day/ per student.
 - Families are responsible for the transportation of the student to and from the school for the appointments.
 - Students/ families may not make appointments if any symptoms are present or if a person in the household has either tested positive for COVID-19, has been quarantined, or has been identified as a probable case.
- Grading: Students will earn the letter grade A, B, C or NC. No “pass” grades will be given.
- Discipline
 - Level 1: Normal disciplinary consequences are in place, including options for In-School Suspensions (ISS) and Out-of-School Suspensions (OSS).
 - Level 2: 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 schoolwork 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 or may go to the FBCS board for consideration of removal from the school.
- Contact Tracing
 - FBCS will not be responsible for contact tracing.
- 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, or receiving a positive test for COVID-19.
 - Email health notifications will be sent to families when their students may have been exposed to COVID-19 while attending school. Families will not be notified who the staff or student is who tested positive to COVID-19. Families and students are responsible to be diligent to any possible COVID-19 symptoms after notification of close contact.
- 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.
- Students who leave school in order to receive a vaccination dose will not be marked as absent for the time to receive the vaccination.
- Staff sick leave policy
 - FBCS staff will not be awarded additional sick-leave days in the event of a positive COVID test.
 - FBCS staff are expected to not attend school after receiving a positive COVID test as per COVID-19 guidelines.
- Back-up Staffing Plan
 - If 20% 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.
- COVID-19 Vaccinations
 - FBCS highly encourages but does not require students and staff to be vaccinated for COVID-19.

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 rooms while a student waits to be picked up by an approved family member. Sick students are not to await pick-up in a busy public area, such as a hallway.
 - 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 one hour after disinfecting.
- Direct Exposure to someone diagnosed with COVID-19 or Positive COVID-19 Test
 - FBCS will follow CDC and Panhandle Health District Guidelines. [COVID-19 Quarantine and Isolation | CDC](#)
 - Families are to contact the school if a student tests positive for COVID-19.
- School-Confirmed Case in School, Regardless of Community Transmission
 - 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.
 - If COVID-19 symptoms appear and do not get evaluated by a medical professional or if not tested for COVID-19, it is assumed you may have COVID-19 and may not to return to school/ work until symptoms have subsided and no fever is presenting itself.
- Isolate and Transport Those Who are Sick

- Students who have a fever of more than 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.”
 - Staff members, including teachers, who are cleaning and disinfecting the school will wear appropriate PPE, such as masks and gloves.

Distance Learning

- Opting to continue distance learning
 - Families have the right to continue online learning for their students when FBCS is at Level Two. When FBCS is at Level One, healthy students are expected to physically attend class.
 - Distance learning may include packets, Canvas and/or IDLA. FBCS will work with families to determine what will be 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 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/>

Attendance Accountability Proposal

FBCS Mission:

We create innovative learning opportunities by fostering community, individuality, and imagination.

Attendance Policy Goal: To ensure all students receive a high-quality education that fulfills the mission and vision of Forrest Bird Charter School.

Rationale: At FBCS, we strive to create innovative learning opportunities that foster community, individuality, and imagination. Our staff work individually and in collaborative teams to design lessons and projects that give students voice, choice, and belonging within the school community. However, the vision of our school is unrealized when students do not attend school regularly. Chronically absent students struggle to create and maintain connections with other students/staff at the school. It is our belief that every student in the FBCS community matters and can contribute to the rest of the school in a unique way. Our community learns, grows, matures, and excels when we meet in person and work together.

The mission and vision of our school can only be fully realized when students attend school. Because of this, a parent cannot excuse their child out of the attendance policy no more can they excuse their child away from the mission of the school.

Regular school attendance is highly correlated with on-time graduation which then has implications for a student's future beyond high school and into the workforce. Students who are chronically absent may not develop the soft skills needed to be successful in their next step whether that is in the workplace or formal education. FBCS desires to maximize post-secondary academic and career opportunities thus we must also encourage regular attendance while enrolled at our school.

Definition of Absent	Missing more than 15 minutes in a class. All absences except school excused absences (field trip/ISS/OSS) and medical exemptions will count toward total absences.
Tardiness	Students who arrive late to class infrequently will be given warnings from their teacher and may lose credit for activities missed (entry tasks, etc.) Repeated tardiness will be subject to behavior intervention. Tardiness greater than 15 minutes will be considered an absence.
Chronic Absence Definition	Missing more than 10% of school days in a school year. This is regardless of whether the absence is excused or unexcused. At FBCS, a student who misses more than sixteen days per school year is chronically absent. This includes ROADS Days.
Excused Absence vs Unexcused Absence	Excused Absence: To be an excused absence, a parent, guardian, or custodian must give notice to the school within 48 hours of the student's return to school. Students will have one school day per day of excused absence to make up any work missed.

	<p>Unexcused Absence: Any absence that is not excused by a parent, guardian, or custodian within 48 hours of the student's return to school is unexcused. Students are unable to make up work for an unexcused absence.</p> <p>Excused and Unexcused absences will count toward total absences.</p>
Students who are Eighteen Years of Age or Older	Students who turn eighteen while in high school will meet with the principal before being allowed to excuse their own absences in the future. The purpose of the meeting is to ensure the student is aware of the attendance policy and can make informed decisions about attendance.
Truancy	Truancy occurs when a student leaves class without permission or leaves with permission but fails to go to the designated location. If a truant student is gone for more than 15 minutes, they are absent from class, and this absence is unexcused. Behavior interventions may happen for truant students.
Attendance Accountability Plan	<p><u>Tier One: Warning</u></p> <p>When a student reaches eight absences from school (greater than or equal to three or more missed classes), a warning letter will be mailed home. This letter will reiterate the rationale for attendance and how attendance is vital to the mission of our school.</p>
	<p><u>Tier Two: Intervention Plan</u></p> <p>Once a student has reached twelve absences during the school year, a meeting will be held between parents, student, and the attendance team. An attendance contract will be developed for the remainder of the school year.</p> <p>NOTE: Having a meeting at twelve absences will catch students before they are chronically absent while still allowing for legitimate absence moving forward as part of their plan.</p>
	<p><u>Tier Three: Board Referral</u></p> <p>Students who do not meet the terms of the attendance contract, and are thus deemed chronically absent, are subject to board intervention. This could result in discussions about alternative placement for education.</p>
Do Tiers Reset?	Yes. Tiers may reset at the onset of a school year. A student who is under a board contract may not be able to reset tiers at the conclusion of the school year. This will be written into the contract at the discretion of the board.



Employee Manual
Revised August 2023

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Statement of Philosophy

Beliefs: It is not possible to significantly change what happens in the schools unless you significantly change the nature of the human relationships that form the educational process. (Olds & Pearlman, Designing the New American School)

The truly educated person is one who understands relationships, both academic and personal. By providing a more personal school with smaller class sizes, students can develop supportive relationships with peers, parents, teachers, and community members. By implementing engaging teaching methods, students will have access to their own knowledge and be enabled to integrate their thoughts thus achieving higher levels of thinking.

We are committed to the belief that education is a life-long process throughout which the classroom is only one arena. Learning best occurs in a creative yet disciplined environment, and through the involvement of parents and community members, we can develop a larger community of learners.

Mission Statement

We create innovative learning opportunities by fostering community, individuality, and imagination.

To fulfill this mission we:

- ◆ Limit our community to approximately 50 students at each of the middle and high school grade levels, 6-12 (prospective enrollment of 350 students, not to exceed 400 total). (Actual grade level enrollments may vary) Provide each student with at least one positive adult adviser/advocate to support student success.
- ◆ Provide students access to innovative pathways, maximizing their post-secondary academic and career opportunities.
- ◆ Facilitate a positive and safe community culture by fostering accountability through high behavioral standards and academic success using integration, project-based learning, and mastery-based learning.
- ◆ Focus on student-family-teacher relationships.
- ◆ Embrace the needs of the student body as the primary focus of our school; therefore, encouraging individuality.
- ◆ Work in collaborative relationships within and outside of the school to promote leadership and mentoring partnerships, and service the greater community.
- ◆ Actively encourage creativity and explore new learning opportunities within our school and community.

Resolution

The FBCS Board offers a resolution of support regarding the mission and vision of the Forrest M. Bird Charter School and has adopted the following guidelines and direction regarding the overall focus and philosophy:

- FBCS primarily uses an electronic curriculum, rather than traditional textbooks.
- FBCS utilizes a project-based model and strives to provide meaningful and relevant project-based activities in all grades
- FBCS High School is focused on providing early college access for all students willing to accept the challenge.
- FBCS strives to provide innovative pathways for students-
- The needs of the student body and staff are the primary focus of our school.

Human Resources

***Note: For more information, please see FBCS Board Policy 5000 Series.**

Contract Days

Certified Contracts are based on 180 working days; actual working days for certified faculty average approximately 170. The exact number of workdays in the school calendar will be distributed by the end of the previous school

year. The difference in days is to compensate for extra time spent working during events and meetings which complement our mission, such as academic-based meetings with families, after-school school events, etc. Any overnight events will be left to staff discretion on whether they want to chaperone. A plan needs to be written and approved before the overnight event occurs. It is advised that teachers provide for their own teacher liability insurance in case of the need for possible legal services. Faculty who perform school duties or activities beyond the 180 contractual days may be compensated as determined by FBCS Administration and/or the FBCS Board.

Full-time faculty is to be in the building by 7:30 am and is expected to remain until 3:30 pm. Staff may leave campus occasionally during their prep periods with administration approval. Also, staff may leave at 2:00 on occasion on Fridays with administration approval if no scheduled meetings or student tutoring is occurring. Additional work hours may be set outside the class schedules in order to accommodate collaboration meetings, parent needs, phone calls, student needs, planning, and other certified-related duties.

Contract Release (Policy 5350)

Certified Personnel

Applicants for teaching positions with Forrest M. Bird Charter School who are issued a contract and employees who are on contract should recognize that their contract with the School carries responsibilities. Certified personnel will generally be expected to fulfill the terms of their contract unless:

1. There are clearly compelling, mitigating circumstances which prevent the certified or exempt individual from doing so; and
2. Until such time as the Board releases the certified individual from the terms of the contract upon the recommendation of the Executive Director or her is her designee.

Employees, including those employees who have just signed their first contract, will not be released from contract during the school year or until a suitable replacement can be found. The Board may make exceptions to this rule for serious health problems or if a replacement can be found to fill the position being vacated.

The certified employee may make a written request for release from contract during the school year or immediately prior to the start of the school year, stating the date of requested release. The request should be submitted to the Executive Director so that a search for a suitable replacement can be initiated. The request for release will be submitted to the Board at the time specified by the employee. If finding a replacement is not imminent, the Executive Director will advise the person submitting the request that the Executive Director will recommend to the Board that the request be denied. The Executive Director will also give the person making the request the opportunity to hold the request until finding a suitable replacement is imminent, at which time the resignation would then be submitted to the Board. If no time is specified for the request to be submitted to the

Board, it will be submitted when the Executive Director feels that finding a suitable replacement is imminent. The person making the request will be advised of that action.

A determination of availability of a suitable replacement will be made by the Executive Director before recommendation will be made to the Board that the employee be released from contract. If, in the judgment of the Executive Director, there is not a suitable replacement, a recommendation will be made that the Board NOT release the employee from contract.

Should any certificated employee abandon the contract of employment with the Charter School without the prior written release from the contract by the Board of Directors, the Board will report such event to the Professional Standards Commission, alleging that the certificated employee is guilty of unethical practices and has violated the Code of Ethics for Idaho Professional Educators.

In addition, should any certificated employee abandon a contract of employment with the Charter School without the prior written release from the contract by the Board, the School and/or Board may, in its discretion, pursue any and all available legal remedies, including damages to recoup all losses caused by such breach of contract, including without limitation costs for substitutes, recruiting, loss of State funding, and legal fees.

Classified Personnel

Classified employees not under contract are expected to give due written notice that will permit the Charter School to conduct a search for a suitable replacement. Generally speaking, the Board expects a two week notice. All resignations should be in writing. The Board has delegated authority to the Executive Director to accept such resignations, and the Board will subsequently be provided notice as part of the regular personnel report.

Any classified personnel who, without approval or without taking leave, does not show up for work for more than four consecutive days will be considered to have abandoned his or her position, and shall be deemed to have resigned.

Emergency Coverage

Periodically, faculty may be called upon to cover other faculty's classes/duties for a variety of reasons. If a faculty member has an emergency during the day, emergency coverage will be utilized until a substitute can be found. If a substitute cannot be found that day, emergency coverage will continue. Emergency coverage will be used as a secondary source of coverage and utilized only in necessary situations. Emergency coverage must be approved by administration. Administration will designate the faculty member who will cover the time. Staff members may be asked to substitute but are not required to fulfil the request.

Health Insurance

Employee health insurances are contracted through Taylor Insurance in Sandpoint. FBCS health insurances include medical, dental and vision options. Employees can opt to include family members on their medical, dental, and vision plans, and that portion of coverage will be automatically deducted, pretax and in rare instances, it is not pretax, from their monthly paychecks. Employees also have access to life insurance as well as other supplemental insurances. Insurance benefits are subject to change based on changes to insurance law and/or insurance policy options.

Employee's will be invited to attend insurance benefits meetings that affect changes in coverage or premiums.

Employee benefits are offered to employees working 20 – 40 hours a week. FBCS will not offer health insurance for employees who work less than 20 hours/week.

Hourly Employees

Hourly employees will use a time sheet to record hours worked and will be paid only during the months worked. The paper timesheets are due to the supervisor by the 15th of the month in order to receive a paycheck for the month. Time sheets are to be turned into the Business Manager. The employee is responsible for turning in timesheets in a timely manner.

Mandated Professional Development outside of Contracted Time

On occasion, mandated professional development may be required by either the administration or school board, such plan of improvement, legal requirements, or probationary reasons. In these instances, the mandated employee(s) will be compensated for their time at an hourly rate of base pay for the position, for the time of the professional development training time.

Paid Time Off

Full-time employees receive three (3) personal days annually, one sick leave day per month of contracted work. A month is constituted as working two or more weeks per month. Any faculty working less than full time will receive personal days and sick days based on their work schedule.

- ❓ Employees are to contact the Executive director or principals for emergency leave situations. Reasons for personal/sick days are confidential for the employee. Leave of Absence forms are to be turned into the Executive Director for approval. If the Executive Director is absent, the Leave of Absence forms are to be

turned into the Principal for approval. Staff members are responsible for finding their substitutes. For personal leave, if a substitute cannot be found, the staff member may not go on leave.

- ☐ Employees may only use current year's sick time, unless for extended illness and must be approved by administration prior to absence if possible. The reason for the use of banked sick leave days are held in confidentiality among the employer, the business manager and administrators.
- ☐ Planned time off for both classified and certified employees is allotted in 1 day or ½ day increments only.
- ☐ Employees who exceed the yearly allotted paid days off will receive a deduction of their pay based upon their daily rate of pay.
- ☐ Except in the event of unforeseen emergency or illness, employees will submit a Personal Leave Request to the corresponding FBCS building principal for approval of the planned absence at least five (5) business days prior to requested date for approval. Failure to comply with the request procedure may result in unpaid day(s). In the event of a pre-planned absence, certified faculty members are responsible for contacting their own substitutes from the approved Substitute List. Prior to a planned absence, faculty are responsible for contacting and obtaining a substitute and ensuring all substitutes have class rosters and lesson plans.
- ☐ Unforeseen emergency or illness, staff will contact the Executive Director or Principal as soon as possible for day to used either by text or phone call. Staff and administration will work together to find coverage for their work assignment.

Bereavement Leave

Up to a total of five (5) days of absences shall be authorized by the immediate supervisor due to a death in the immediate family of the employee or employee's spouse. Immediate family member is defined as mother, father, spouse, child, brother, sister, grandparents, and in-laws that relate in the previous list. In the case of death of another relative or friend, employees may request time off. An employee is entitled to five (5) additional days for a total of ten (10) total bereavement days if the death is of the spouse or child. These days are in addition to accumulated Sick Leave and are not chargeable to Sick Leave. When extenuating circumstances exist, the building principal may allow an exception. Bereavement Leave is non-cumulative.

Family and Medical Leave Act (FMLA)

FBCS will comply with the FMLA. To learn more about the FMLA and what is allowable, visit [Family Medical Leave Act \(idaho.gov\)](#).

Who Is Eligible: Employees are eligible if they have worked for the Charter School for at least one year, and for 1,250 hours over the previous 12 months, and otherwise qualify pursuant to applicable federal laws.

Benefit: Under certain conditions, eligible employees, if qualified, may be entitled to up to 12 weeks leave with continuing participation in the Charter School's group insurance plan.

An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member who is recovering from a serious illness or injury sustained in the line of duty on active duty is entitled to up to 26 weeks of leave in a single 12 month period to care for the service members.

Reasons for Taking Leave: Unpaid leave will be granted to eligible employees for any of the following reasons:

1. To care for the employee's child after birth, or placement of a child for adoption or foster care with the employee; or
2. To care for the employee's spouse, child, or parent (not including parents in-law) who has a serious health condition; or
3. For a serious health condition that makes the employee unable to perform the employee's job; or
4. For any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent of the employee is on active duty status, or has been notified of an impending call to active duty status, in support of a contingency operation.

Substitution of Paid Leave: Paid leave will be substituted for unpaid leave under the following circumstances:

1. Accumulated sick or personal leave will be utilized concurrently with any FMLA leave that is taken for a serious health reason as described in 2 or 3 above;
2. Accumulated vacation or personal leave will be utilized concurrently with any FMLA leave that is taken for a family reason as described in 1 above;
3. Accumulated sick leave will be utilized concurrently with FMLA leave whenever the FMLA leave is taken for reasons which qualify for sick leave benefits pursuant to Charter School policy; and
4. Whenever appropriate, workers' compensation absences shall be designated FMLA leave.

Advance Notice: Employees must provide 30 days advance notice when the leave is foreseeable. In other situations an employee must give notice as soon as practicable. Leave may be allowed in emergency situations when no advance warning is possible. Inexcusable delays in notifying the Charter School may result in the delay or denial of leave.

Requests: A sick leave request form is to be completed whenever an employee is absent from work for more than three days or when an employee has need to be absent from work for continuing treatment by or under the supervision of a health care provider.

Medical Certification: The Charter School will require medical certification to support a request for leave or any other absence because of a serious health condition (at employee expense), and may require second or third opinions (at the employer's expense) and a fitness for duty report to return to work statement.

Intermittent/Reduced Leave: FMLA leave may be taken "intermittently or on a reduced leave schedule" under certain circumstances. Where leave is taken because of birth or placement of a child for adoption or foster care, an employee may take leave intermittently or on a reduced leave schedule only with the approval of the Charter School. Where FMLA leave is taken to care for a sick family member or for an employee's own serious health condition, leave may be taken intermittently or on a reduced leave schedule when medically necessary. An employee may be reassigned to accommodate intermittent or reduced leave. When an employee takes intermittent leave or leave on a reduced leave schedule, increments will be limited to the shortest period of time that the Charter School's payroll system uses to account for absences or use of leave.

Insurance: An employee out on FMLA leave is entitled to continued participation in the appropriate group health plan, but it is incumbent upon the employee to continue paying the portion of the premiums the employee usually pays throughout the leave period. An employee's eligibility to maintain health insurance coverage will lapse if the premium payment is more than 30 days late. The Charter School will mail notice of delinquency at least 15 days before coverage will cease.

Return: Upon return from FMLA leave, reasonable effort shall be made to place the employee in the original or equivalent position with equivalent pay, benefits, and other employment terms.

Record Keeping: Employees, supervisors, and building administrators will forward requests, forms, and other material to payroll to facilitate proper record keeping.

Summer Vacation: The period during the summer vacation or other scheduled breaks, such as Winter Break, an employee would not have been required to work will not count against that employee's FMLA leave entitlement.

Special Rules for Instructional Employees

Leave More Than Five Weeks Before End of Term: If an instructional employee begins FMLA leave more than five weeks before the end of term, the Charter School may require the employee to continue taking leave until the end of a term if:

1. The leave is at least three weeks; and
2. The employee's return would take place during the last three-week period of the semester term.

Leave Less Than Five Weeks Before End of Term: If an instructional employee begins FMLA leave for a purpose other than that employee's own serious health condition less than five weeks before the end of term, the Charter School may require the employee to continue taking leave until the end of a semester term if:

1. The leave is longer than two weeks; and
2. The employee's return would take place during the last two-week period of the semester term.

Leave Less Than Three Weeks Before End of Term: If an instructional employee begins FMLA leave for a purpose other than that employee's own serious health condition less than three weeks before the end of term, the Charter School may require the employee to continue taking leave until the end of the academic term if the leave is longer than five days.

Intermittent or Reduced Leave: Under certain conditions, an instructional employee needing intermittent or reduced leave for more than 20% of the total working days over the leave period may be required by the Charter School to:

1. Take leave for a period(s) of particular duration not to exceed the duration of treatment; or
2. Transfer to an alternate but equivalent position.

Employee Notification of Policy

A general notice from the Department of Labor explaining the FMLA's provisions and complaint procedures will be posted prominently where it can be readily seen by employees and applicants and shall either be distributed to each new employee upon hiring or will be included in employee handbooks or other written guidance concerning benefits or leave rights. No notification of rights under the FMLA or related regulations should be construed to alter any applicable at-will employment relationship between the Charter School and an employee.

Maternity/Paternity Leave

For the birth or adoption of a child during the first year of a child's life, an employee is eligible for an additional 20 days paid leave. This time is in addition to sick and personal leave. If both parents are employed by the district, the 20 days shall be split between the parents at their discretion. During the time the employee is on this leave, a substitute or long-term substitute shall fill the vacancy.

Jury Duty

Serving on a jury is a fundamental responsibility of citizenship, and the Forrest M. Bird Charter School supports this important role in our society. Upon receipt of the initial official notification, an employee selected for jury duty must submit a copy of such notice to the immediate supervisor and to the Charter School office as soon as possible so that appropriate substitute needs can be met. If the absence would pose a significant hardship for the School, the employee may be asked to request a postponement of jury duty from the court.

Upon being excused from jury service during any day, an employee shall return to complete his or her assignment for the remainder of the regular work day.

Jury duty leave is paid for up to ten work days. Employees must submit all compensation paid by the Court to be eligible for compensated jury duty leave.

Donation of Sick Days

Periodically, an employee may be in need of additional sick days. If this need arises, employees may choose to donate some of their accrued sick time. Donated time is not to exceed (5) days per year. If an employee member wishes to donate days towards another employee's sickness, the employee will contact the Business Manager.

Paychecks

Paychecks are distributed on the 21st of each month. If the 21st falls on a holiday or weekend, paychecks will be dispersed on the weekday prior to the 21st. Pay is designed for a 12-month basis with pay averaged out.

PERSI Benefits

As Idaho employees, eligible personnel are enrolled in the Public Employee Retirement plan for the State of Idaho (PERSI). A percentage of employees' monthly pay is contributed to the plan and is matched by the school. The PERSI website, www.persiweb.state.id.us, contains useful information under the "brochures" tab.

Reduction in Force Procedures

The following definition and procedures shall be used for conducting a reduction in force.

Definition

As used in this procedure, "teacher" shall apply to any employee of the Charter School who holds a certificate issued by the State Board of Education who is employed in a teaching or administrative position, below the rank of Executive Director.

Procedures

1. Prior to commencing action to terminate teacher contracts under these procedures, the Board will give due consideration to its ability to effectuate position elimination and/or reduction in staff by:
 - A. Voluntary retirements;
 - B. Voluntary resignations;
 - C. Transfer of existing staff members; or
 - D. Voluntary leaves of absence.

2. In the event a reduction in force is required, teachers who are retained pursuant to these procedures may be reassigned if suitable position openings are available in instructional areas for which they are highly qualified and for which the principal has approved transfer pursuant to Idaho Code.

3. In the Board's determination as to the individuals to be released pursuant to the Reduction in Force, consideration will be given to the criteria set out below. Each criterion shall be considered in terms of the total context when selecting those employees who are to be considered for release pursuant to the provisions of these procedures. The following criteria will be considered:
 - A. Area(s) of certification for which the teacher is highly qualified which are classified by the Charter School as hard to fill positions;
 - B. Number of areas of certification for which the teacher is highly qualified;
 - C. Educational or degree status;
 - D. National certifications held;
 - E. Position as a Lead or Master Teacher within the Charter School;
 - F. Whether or not the teacher is highly qualified in a course necessary for high school graduation requirements;
 - G. Whether or not the teacher is highly qualified in a course necessary for middle school advancement;

- H. Contribution and/or involvement in committees and clubs.
- I. Compliance with Professional Standards and Conduct over the course of employment with the Charter School; and
- J. Teacher evaluation, including components required by Idaho Code to be encompassed in teacher evaluation.

It is the intention of the Board that the individual and cumulative effect of each criterion on the welfare of students and the best long-term and short-term interest of the Charter School be considered.

It is further the intent of the Board that primary consideration be the quality of instruction and the progress that students are making throughout the course of the school year, as well as that properly endorsed highly qualified instructors be in classroom positions in order for the School to be compliant with federal and State education requirements. Thus, each criterion shall be considered in terms of this total context.

The factors for consideration shall be reviewed on an annual basis by the School's administration to determine whether factors should be added, eliminated, or weighted differently. Such recommendations for modification will then be brought before the Board for consideration.

- 4. The Human Resources Department shall advance notice of the possible reduction in force to all teachers who may be released, based upon the number of teachers who may be released, in whole or in part, and the school programs, teacher positions, or categories of positions that may be affected.
- 5. Upon receipt of this notification, it is recommended that the subject teachers review their personnel file materials with the Charter School's Administrative Office to assure that the school has appropriate information relating to the various criteria referenced above.
 - A. If a teacher receiving a teacher profile believes that there is an error, the teacher shall notify the Human Resources Department or the Executive Director of their concern of an error, in writing, by the close of the school day on the fifth school day after the teacher has received notice of the possible reduction in force.
 - B. This written notice shall specifically identify what element or elements of the teacher's personnel file and criteria are believed to be erroneous and explain specifically why the element(s) is believed to be in error.
 - C. If the Charter School receives notice of possible error, each such written notice, timely received, shall be individually reviewed for possible reconsideration or evaluation of the information used in consideration of the Reduction in Force.
 - D. Should a teacher fail to inspect his or her personnel file and have inaccurate information in their personnel file and/or have failed to provide the Charter School with updated information, the

information contained in the file will be utilized for the Reduction in Force determination and the teacher will not have the opportunity to subsequently correct such information after the Reduction in Force has been implemented.

6. If the Board determines that a reduction in force will be implemented, the Executive Director shall submit a list of the teachers recommended for release, through use of the above process, and shall make recommendation to the Board as to what due process, if any, the Board needs to implement for each individual personnel situation.
7. All releases shall be done in conformance with the applicable provisions of Idaho Code and all affected teachers will be promptly notified, in writing, of the Board's decision or actions that need to be taken by the Board relating to applicable due process activities, if any.
8. Recall Provisions: If the contract of employment of a teacher is terminated because of the implementation of a reduction in force, the name of the teacher shall be placed on a reappointment list and remain on such list for a period of one year.

If a position becomes open during such period, and the teacher has been selected by the Board as a person on the recall list who is highly qualified and most capable of holding the position, then the teacher will be notified in writing by certified mail, sent to the last known address, at least 30 days prior to the anticipated date of employment, when possible.

In determining whether a teacher is qualified for reappointment, the Board shall consider the criteria as set forth in these procedures. The teacher shall accept or reject the appointment in writing within seven days after receipt of such notification. If the appointment is accepted, the teacher shall receive a written contract within 20 days of receipt of the teacher's reply by the Board. If the teacher rejects the appointment offer or does not respond according to this procedure within seven days after receipt of such notification, the name of the teacher will be removed from the recall list.

Compensatory Time and Overtime for Classified Employees

Classified employees who work more than 40 hours in a given work week may receive overtime pay of one and one-half times the normal hourly rate. No overtime is authorized for any classified employee without the specific approval of the Executive Director, except as the Executive Director shall otherwise prescribe.

A classified employee may not volunteer work time in an assignment similar to his or her regular work without pay.

A non-exempt employee who works overtime without authorization may be subject to disciplinary action up to and including possible termination.

A general notice from the Department of Labor explaining the explaining the Fair Labor Standards Act, as prescribed by the Department's Wage and Hour Division, will be posted prominently where it can be readily seen by employees and applicants and shall either be distributed to each new employee upon hiring or will be included in employee handbooks. No notification of rights under the Fair Labor Standards Act or related regulations should be construed to alter any applicable at-will employment relationship between the Charter School and an employee.

Grievance Procedure: (Policy 5250)

Grievance Definition

A grievance pursuant to this policy shall be a written allegation of a violation of written Board approved Charter School policy.

Grievance Procedure

A staff member with a grievance is encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment or violation of any other protected status should be discussed with the first line administrator that is not involved in the alleged harassment. This attempt at informal resolution is not a required component of the grievance policy but is suggested to try to resolve disputes informally.

If the grievance is not resolved informally, and the grievant wishes to continue to seek to address the grievance, the grievant shall file the written grievance with the Executive Director. If the grievance is against the Executive Director, the written grievance will be given to the Board Chairperson, who will manage the grievance process. The written grievance shall state:

1. The policy employee believes was violated;
2. The alleged date of violation;
3. The actor involved in the alleged violation; and
4. The remedy requested by the employee.

The written grievance must be filed with the Executive Director (or in the case the grievance is against the Executive Director, Board Chairperson) within ten working days of the date of the initial event allegedly giving rise to the grievance.

The Executive Director shall meet with the grievant and shall, at the discretion of the Executive Director, seek whatever additional documentation the Executive Director deems appropriate, and conduct whatever additional meetings or investigative activities the Executive Director believes are necessary to address the grievance. If the grievance is regarding the Executive Director, the Board Chairperson will complete these duties.

Subsequent to these activities and within a period of ten working days, the Executive Director (or Board Chairperson in the case of a grievance against the Executive Director) shall provide the grievant with a written response to the grievance of the certificated employee.

If the grievant is not satisfied with the decision of the Executive Director or Board Chairperson, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within five days of receiving the Executive Director's or the Board Chairperson's decision. The Board is the policy-making body of the Charter School, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision to the Board bears the burden of proving a failure to follow Board policy.

Upon receipt of a written appeal of the decision, and assuming the individual alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting so long as received more than three days in advance of such meeting. If such is received within three days of such meeting, the Board may schedule a Special Meeting of the Board or alternatively such matter may be placed on the agenda for the next subsequently following Board Meeting. A decision shall be made and reported in writing to all parties within 30 days of that meeting. The decision of the Board will be final.

Grievances will be processed according to the step-by-step process outlined in the Uniform Grievance Procedure 4120, however, in the case where a person designated to hear a grievance is the subject of the grievance, the grievance process will begin at the next highest step and the process shall be modified as needed to meet the objectives of the Grievance Procedure. If a grievance is directly based on official Board action, the grievance shall be directed to the Clerk of the Board. The grievance may be heard by the Board at the sole discretion of the Board.

Curriculum & Instruction

Forrest M. Bird Charter School curriculums are created by faculty and adheres to FBCS Board-based educational design and methodology, as well as with state standards.

Advanced Opportunities/Early College Access

Students at FBCS High School will have an opportunity to become dual enrollment students in college classes prior to graduation. In order to ensure success in college-level courses, individual netbook computers, study labs, and counseling support are offered to every student. Students who meet requirements may have access to state funding to help pay for college courses. Faculty focus on content, skills, and mastery of coursework with college preparation in

mind. Middle school students have opportunities to prepare for accelerated progression.

Advocacy/Advisory

Advocacy/ Advisory is designed to provide students with an adult who checks in with them daily and aids them in maneuvering in our school community. It is also designed to give parents a single contact person with whom to ask questions, express concerns, or help with their own maneuvering of FBCS community. Faculty are responsible for connecting with their assigned families, facilitating necessary communication, and working in a team with parents. Advocacy/Advisory Advisors will facilitate meetings, assist student accountability and identify specific learning needs areas. Advisors work with families and students and may suggest courses for the student's secondary career and graduation requirements. The FBCS Academic Advisor and principal are available for graduation preparation and further guidance.

Class Curriculum Expectations

Curriculum designed in each certified teacher's course(s) must meet the FBCS philosophy, resolution, and mission as well as identified guidelines, such as IEPs, 504s and differentiation of instruction. Curriculum meets Idaho Core Standards and/or national standards. Parents and Guardians may review the course curriculum at any time.

Policy 2425: A parent/guardian who has an objection to their child's participation in Forrest M. Bird Charter School's adopted curriculum and/or the School's implementation of practices, policies, and procedures in accordance with educational mandates on the basis that it harms the child or impairs the parent/guardian's firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. Except in the case of sex education curriculum, a parent/guardian who chooses to not have their child participate in the provided educational activity shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to Forrest M. Bird Charter School. The final decision as to the placement of such alternative educational activity shall be at the discretion of Forrest M. Bird Charter School, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

Core Curriculum

Grade level curriculum and standards are defined by the State of Idaho, although students may be placed at different, appropriate levels based on individual assessments and abilities. Forrest M. Bird Charter School

Idaho State Department of Education

FBCS standards while adhering to FBCS mission and philosophy. **Differentiation** FBCS certified faculty will plan and teach with differentiation in mind.

work to understand their students’ lives, learning styles, and defenses. With that knowledge, faculty are to create opportunities for students to demonstrate understanding in various ways.

What Differentiated Instruction Means for Teachers	
Teachers DO	
<ul style="list-style-type: none"> provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills. 	
<ul style="list-style-type: none"> provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those right in the middle. 	

Elective Curriculum

certified teacher

Certified faculty may teach elective classes based on student interests, academic needs, and personal areas of expertise. Elective courses often result in integrated, unique projects, sometimes collaborating with Core courses as well as Elective department events. Examples of elective courses are Foreign Languages, Art, Band, Drama, Journalism, Photography, Technology, Cooking, and Challenge Science. Independent electives are also an option for high school students.

Field Trips

FBCS encourages educational or service-based field trips as a way to bring to life the lessons from the classrooms. Trips will be announced to students in writing in advance by the teacher or school office. A guardian signed permission slip must be returned to the school prior to any student attending a field trip involving transportation. The faculty members in charge of the trip will provide a permission slip with details of the trip (destination, times, transportation, and cost) and a way for the parent to sign up to chaperone. Checklists, permission slip forms, and any other necessities for planning a field trip are available by administration. If the field trip will exceed a distance of 100 miles, the faculty member in charge of the trip must get the trip approved by the FBCS Board of Directors.

All students have the right to attend academic field trips. Any student who is being considered 'unsafe' or a 'discipline issue' for a field trip must have the following completed, and replacement curriculum to the field trip will be provided

if the student is unable to attend the field trip. This will protect the school and student legally.

- A) Discipline incidents through the year must be documented in the Faculty Journal on Canvas for all students.
- B) Regular communications between teacher and families regarding behaviors and need to be also documented.
- C) If a concern occurs regarding student safety in relation to a field trip, communication with the family, the chaperones of the trip, the current teachers of the student and the administration will occur to determine the eligibility of the student for the trip. This team will work to develop a plan that best meets student needs.
- D) Any IEP or 504 student legally cannot be denied due to their disability attendance on a field trip. If the student has an IEP or 504 related to their behaviors, the school will provide an aide for that student during the field trip if determined by the manifestation determination meeting.
- E) Zero tolerance behaviors will be dealt by a case by case incident.

Project-Based Curriculum

Projects integrate Core curriculum across subject domains as possible to create meaningful and relevant learning. Projects are designed to be active, participatory, and engaging. Students may be placed in working groups and be tasked to work collaboratively to create products. Most evaluations of projects will be conducted through the process of the projects, end products, presentations, or community evaluation. Often, large projects manifest themselves in evening events which incorporate FBCS families. Faculty participate in creating and facilitating these events.

Testing

FBCS participates in mandated state testing as designated by the Idaho Department of Education. Faculty members may be scheduled to help in the facilitation of testing or to cover other faculty members while they facilitate. A teacher who teaches the subject will not facilitate the testing that covers that subject area. Faculty and administration will use data compiled from state testing in order to create the best teaching techniques in their courses.

Assessing Student Work

Trimester System

FBCS works on a trimester system rather than a traditional semester. There are two- and one-half trimesters in a year. At the middle school level, this means that the grading period will occur three times in a school year. In the high school, trimesters one and two act as a semester course, thereby allowing students to progress at an accelerated pace, and allowing them to access college courses when the student qualifies by Idaho State standards and is ready for the academic responsibility.

Grading Scale

All students should reach a proficiency level in their work. Students receiving a score less than 70% will receive a *No Credit* [NC] or *Incomplete* [I] mark on their report cards. D's and F's are not deemed proficient; therefore, not assigned, except for Special Education students who have the "D" grade as a part of the IEP. In these cases, the IEP student may receive a "D" grade after the special education director and classroom teacher agree this is the best grade for the student because the student put-forth effort in the classroom environment and their course work. Every effort will be made to assist students who are not reaching proficiency levels. Students have one week into the next trimester to complete the work for the "Incomplete." The teacher will send the revised incomplete grade to the Registrar and the Charter Administrator after the one week deadline. The grading scale used by FBSC teachers follows:

100-97%	A+	
96-94%	A	Excellent
93-90%	A-	
89-87%	B+	
86-84%	B	Superior
83-80%	B-	
79-77%	C+	
76-74%	C	Satisfactory
73-70%	C-	

Grading Procedures

Once an assessment (classwork, homework, quiz, test, project, etc.) is completed by a student, certified faculty have a five-business day turnaround time for grading the on-time work and posting scores to Canvas. If a student has missed days, the teacher must provide that student with the equivalent number of excused absent days to complete any work missed. Late work may take up to 10 business days for grade turn-around.

Progress Reports

Progress Reports occur at least once during trimester one and once during trimester two. Faculty must post grades by the due date announced by office staff.

Report Cards

Report cards are issued at the end of each trimester. Times when grades are due will be communicated by the administration and/or the front desk coordinators. Grade verification forms are to be printed and signed/dated by the teacher, and these reports are to be given to the front desk coordinator when grades have been completed and posted.

Additional Staff Expectations

Employee Meetings

All employee specific meetings are mandatory. If an employee has an emergency and cannot attend, the employee will need to notify the building principal and turn in a time off request.

All-Staff Meetings

All-staff meetings are held during PD/ROADS times, occurring approximately every two to three weeks. As event dates near or student issues arise, FBCS Administration may call for additional meetings when needed.

Middle School and High School Meetings

Building meetings are held during ROADS for faculty. As event dates near or student issues arise, FBCS Administration may call for additional meetings when needed.

Department Meetings

Department meetings with faculty are held during ROADS. FBCS Administration or Department Heads may call for additional meetings when needed. Members of the department will agree on appropriate additional meeting times when additional meetings are needed.

General Employee Meetings

Administration may have general employee meetings, whether as a group of employees or as an individual regarding work-specific topics.

504, IEP and other student meetings

Faculty members are expected to attend any 504, IEP, or other student meeting in which the faculty member is invited. A reasonable attempt must be made to schedule the meeting during contracted hours.

Agendas and meeting notes:

A call for agenda items will be sent at least two days before the meeting date. Agendas for any group employee meeting are to be sent at least one day prior to the meeting. Agendas and notes from meetings will be uploaded to the Staff Canvas page and can be accessed by faculty or administration.

Building/Classroom Maintenance

When faculty members encounter a problem with our facility (i.e., light burnt out, need for toilet paper, or broken chair or table), they should contact the building custodian. If the custodian is unavailable, office personnel should be

contacted. When faculty members encounter a problem with technology (i.e., computer not working, projector bulb burnt out, cables missing, or internet connectivity issues), they should email the FBCS Tech Team at techteam@forrestbirdcharterschool.org.

Building/Classroom Clean Up

At FBCS, faculty members strive to teach students responsibility within the educational community. One lesson comes in the form of cleaning up the school in various ways. One regular middle school duty involves a third period teacher taking his/her class to clean the lunchroom after class started. At the end of each day, employees and students during fourth period are asked to pick up trash, empty trash, stack chairs, and complete a general clean-up of the classroom which they occupy. General upkeep of the classrooms is a faculty and student responsibility.

Documentation of Discipline Incidents

Disciplinary actions documentation is an important backup for all faculty members. The documentation aids in determining consequences and interventions.

- A) Discipline incidents through the year must be documented in the Faculty Journal on Canvas for all students.
- B) Regular communications between teachers and families regarding behaviors and need to be also documented.

Duties

Faculty members are assigned duties to help in the facilitation of FBCS operating smoothly. Duty schedules are distributed at the beginning of each trimester. If a faculty member is not able to fulfill assigned duties, it is that person's responsibility to find someone else to cover the duty and notify administration of the change. If a faculty member is absent, his or her substitute is responsible for assigned duties unless covered by another faculty member.

Faculty are entitled to a duty-free lunch on days they have no prep period. Faculty members will work together to make the schedule for these needs, as well as preferences.

Expense Requests/Reimbursement Requests

Expense Requests and Reimbursement Requests are to be approved by the Department Head, then by FBCS Administration **prior** to purchase. Please allow a minimum of five business days for approval. Once approved, an appropriate means of payment will be provided. If a purchase is made through Amazon, the department head will make the online purchase in the Amazon business account. Amazon purchases are only for general purchases. Student activity purchases may be made with any other online vendor except for Amazon. If a purchase is to be made in person, the employee will be provided with the means of purchase, which is often with the school credit card. Employees will not be reimbursed for purchases made, unless prior approval is made by the Executive Director. If

reimbursement is approved, employees will be reimbursed in a regularly scheduled “check-run” (approximately the 15th and last day of every month). Once the purchase is made, the receipt is to be attached to the Purchase Request form and submitted to the Business Manager.

Mandatory Reporters

All employees are mandated reporters for harm to self or others, abuse of any kind, and illegal activities. Reporting should be done to Child Protective Services.

If a member of the school’s staff becomes aware of a change in the student’s mental, emotional, or physical health or well-being, the staff member shall report this change to the principal, counselor, or the Executive Director so the student’s parent/guardian can be notified as per Policy 2425.

Planning Period Expectations

Each full-time teacher will receive one period in his or her nine-period schedule for planning, which equates to a period approximately every other day. The intention of this time is for curriculum design, grading, phone calls, updating Canvas and gradebook, collaboration, professional meetings (such IEPs and 504) and similarly, as determined by the professional discretion of the teacher and administration. Faculty members are to be on-campus during their prep period. If for some reason faculty requires to be off campus during this time, faculty members must obtain permission of the administrator.

ROADS/Professional Development

ROADS Definition

Required Online Access Days for Success (ROADS) are considered regular school days, and students report to school by logging into their courses electronically. Students will receive assignments electronically from each teacher and are accountable for all work assigned on ROADS; due dates and late policies will apply. Assigned work is to equal 45 minutes of work for each class. ROADS days may be used for mastery and revision. If this is the case, students will complete a check-in via Canvas to show attendance. Students are expected to attend school online and not in the school building. Students are welcome to make appointments with their teachers to physically report to school on

ROAD between 12:00PM and 3:00PM. Students may not come earlier or later this time. Students must sign into school at the front office and sign out when they leave.

If FBCS is over the allotted Snow Days and more are declared, those days automatically revert to ROADS. All work and access to lessons for ROADS occurs on Canvas. Teachers are required to have lessons prepared for ROADS and to check student communications and progress. Noncertified personal are paid for the hours they have worked on this day. If the noncertified personnel are unable to work on this day, they may take PTO time for the day.

ROADS Expectations

Faculty regular contract hours are maintained on a ROADS day, which is 7:30AM to 3:30PM.

Assignments are to be designed to require approximately 45 minutes of student time. A check-in for attendance is mandatory by 3:30 on the ROADS. Due dates for assignment are at teacher discretion. The intention of any ROADS assignment is that it supplements and provides an extension of work already happening in the classroom and that it provides students time to revise or re-do assignments for mastery. Additionally, it is the means take attendance for the day. These assignments are to be posted by the certified faculty on the course Canvas site by 8:00AM on the ROADS day. Faculty will be responsible for the students who make appointments. A teacher may not deny a student who asks for an appointment unless the faculty member has taken leave of absence for the day.

Assignment Examples for a ROADS:

- Reading selection with reflective questions
- Writing: essays, rough, revised, outlines, finals
- Worksheets – quizzes or tests
- Project with milestone completed
- Current Event – Power Point, speech, presentation
- Watch video with assessment questions
- Check in with a summary of what they learned/read for the 45-minute time.
- Revisions for Mastery

Professional Development Days

Professional Development (PD) days are planned throughout the contract year and are mandatory for faculty. These days are devoted to collaboration on lessons/projects with colleagues, learning new techniques in teaching, and remaining current on State and Federal education legislation and policies. Faculty may opt to attend PD days outside of FBCS for professional development with prior approval by FBCS Administration. Professional Development days follow the regular contract day of 7:30 am to 3:30 pm unless noted otherwise. Often, PD days will occur during

Required Online Access Days for Success (ROADS) as well as scheduled Professional Development days. If a faculty member cannot attend PD days, that member is to take a Leave of Absence.

Technology

Canvas Expectations

Canvas is FBCS's learning management system (LMS) which connects faculty to parents and absent students. FBCS faculty will create and maintain their Canvas site year to year. Lessons, due dates, student materials, assessments, grades, and the like will be part of their Canvas site. It is an expectation that materials, communications, lessons, and grades are up-to-date on Canvas so students can access learning tools needed for each class and parents can view grades. Canvas is a portion of the faculty observations. A rubric is available on the Faculty Canvas page.

Employee Email and Online Services Usage (Policy 5330)

Internet access and interconnected computer systems may be available to the Charter School's faculty. Electronic networks, including the internet, are a part of the school's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. Staff may, consistent with the computer use policies of the School and the School's educational goals and Charter, use internet sites throughout the curriculum. The Charter School email and internet systems are provided for educational purposes only. The school's electronic network is part of the curriculum and is not a public forum for general use.

Uses

Use for other informal or personal purposes is permissible within reasonable limits provided it does not interfere with work duties and complies with Charter School policy. All email and internet records are considered School records and should be transmitted only to individuals who have a need to receive them and only relating to educational purposes. Staff have no expectation of privacy in any materials that are stored, transmitted, or received via the Charter School's electronic network or School computers/technology. The Charter School reserves the right to access, monitor, inspect, copy, review, and store, at any time and without prior notice, any and all usage of the computer network and internet access and any and all information transmitted or received in connection with such usage, including email and instant messages.

Unacceptable Uses of Network

The following are considered examples of unacceptable uses and constitute a violation of this policy. Additional unacceptable uses can occur other than those specifically listed or enumerated herein:

1. Uses that violate the law or encourage others to violate the law including local, State, or federal law; accessing information pertaining to the manufacture of weapons; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials;
2. Uses that cause harm to others or damage their property, person, or reputation, including but not limited to engaging in defamation; employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating; reading or sharing another person's

- communications or personal information; or otherwise using their access to the network or the internet;
3. Uploading a worm, virus, other harmful form of programming or vandalism; participating in hacking activities or any form of unauthorized access to other computers, networks, or other information. Staff will immediately notify the school's system administrator if they have identified a possible security problem.
 4. Downloading the TikTok app or visiting the TikTok website;
 5. Uses amounting to harassment, sexual harassment, bullying, or cyber-bullying (defined as using a computer, computer system, or computer network to convey a message in any format that is intended to harm another individual);
 6. Uses that jeopardize the security of access and of the computer network or other networks on the internet;
 7. Uses that waste Charter School resources;
 8. Uses that are commercial transactions, including commercial or private advertising;
 9. The promotion of election or political campaigns, issues dealing with private or charitable organizations or foundations, ballot issues, or proselytizing in a way that presents such opinions as the view of the Charter School;
 10. Sending, receiving, viewing, or downloading obscene materials, materials harmful to minors, materials that depict the sexual exploitation of minors, or other inappropriate materials;
 11. Sharing one's password with others or allowing them to use one's account;
 12. Downloading, installing, or copying software or other files without authorization of the Executive Director or the Technology Director;
 13. Posting or sending messages anonymously or using a name other than one's own;
 14. Attempting to access the internet using means other than the Charter School network while on campus or using School property;
 15. Sending unsolicited messages such as advertisements, chain letters, junk mail, and jokes;
 16. Sending emails that are libelous, defamatory, offensive, or obscene;
 17. Notifying patrons or the public of the occurrence of a school election by providing anything other than factual information associated with the election such as location, purpose, etc. Such factual information shall not promote one position over another;
 18. Forwarding or redistributing the private message of an email sender to third parties or giving the sender's email address to third parties without the permission of the sender; and/or
 19. Downloading or disseminating copyrighted or otherwise protected works without permission or license to do so.

The Technology Director will hear staff claims that the Charter School Internet filtering system has denied access to internet material that is not inappropriate or within the prohibitions of School policy. The Technology Director will determine whether these materials should be unblocked and direct them to be unblocked when appropriate. If a staff member disagrees with the decision of the Internet Safety Coordinator, they may appeal the decision to the Executive Director.

Records

Charter School records, including email and internet records may be subject to public records requests, disclosure to law enforcement or government officials, or to other third parties through subpoena or other processes. The Executive Director or their designee may review any and all email of any employee, at any time, with or without cause. Consequently, employees should always ensure that all information contained in email and internet messages is accurate, appropriate, and lawful. When sending student records or other confidential information by email, staff shall be aware of the security risks involved and shall take all steps directed by the Internet Safety Coordinator to reduce such risks.

The Internet Safety Coordinator shall provide direction to staff on how to send student records or other confidential information by email in a secure manner.

When communicating with students and parents by email, employees should use their Charter School email rather than a personal email account. Email and internet messages by employees may not necessarily reflect the views of the School. Abuse of the email or internet systems, through excessive and/or inappropriate personal use, or use in violation of the law or School policies, will result in disciplinary action, up to and including termination of employment.

Privacy

While the Charter School does not intend to regularly review employees' email and internet records, employees have no right or expectation of privacy in their use of email or the internet via devices or internet access provided by the School, and the School may review any and all email/electronic communications of any employee, at any time, with or without cause. Depending upon content, email and internet communications may potentially be disclosed to any member of the public through a public records request.

Internet Access Conduct Agreements

Each staff member will be required to sign the Employee Email and Online Services Use Policy Acknowledgment upon the adoption of this policy or upon hiring.

Warranties/Indemnification

The Charter School makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the internet provided under this policy. The School is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the internet. The Charter School will not be responsible for any unauthorized charges or fees resulting from access to the internet, and any user is fully responsible to the School and shall indemnify and hold the Charter School, its Board Members, administrators, teachers, and staff harmless from any and all loss, costs,

claims, or damages resulting from such user's access to its computer network and the internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user.

Violations

If any staff member violates this policy, they may be subject to disciplinary action. The system administrator and/or the Internet Safety Coordinator and/or the building principal will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations. Actions which violate local, State, or federal law may be referred to the local law enforcement agency.

PowerSchool/Gradebook

PowerSchool is FBCS's overall Student Information System (SIS) for keeping track of cumulative files, academic records, medical records, etc. of all students. Contact information for parents and student schedules can be accessed from PowerSchool, as can attendance recording and reporting for students. Also, PowerSchool is the program for certified faculty to record grades and attendance. Faculty can also find parent information for the students who they are assigned.

Social Media, Including Personal Sites (Board Policy 5325)

Because of the unique nature of social media sites, such as Facebook and Twitter, and because of the Charter School's desire to protect its interest regarding its electronic records, the following rules have been established to address social media site usage by all employees:

Protect Confidential and Proprietary Information

Employees shall not post confidential or proprietary information about the Charter School, its employees, students, agents, or others. The employee shall adhere to all applicable privacy and confidentiality policies adopted by the school or as provided by State or federal law.

Do Not Use the Charter School's Name, Logos, or Images

Employees shall not use the Charter School logos, images, iconography, etc. on personal social media sites. Employees shall not use the School name to promote a product, cause, political party, or political candidate. Employees shall not use personal images of students, names, or data relating to students, absent written authority of the parent of a minor or authority of an adult or emancipated student.

Respect Charter School Time and Property

Employees will use email and social media for personal purposes only during non-work times, such as during lunch or before or after school. Employees are prohibited from downloading the TikTok app or visiting the TikTok website on any School device or using internet access provided by the School. Any use of permissible social media sites must

occur during times and places that the use will not interfere with job duties, negatively impact job performance, be observable by students, or otherwise be disruptive to the school environment or its operation.

On Personal Sites

If you identify yourself as a Charter School employee online, it should be clear that the views expressed, posted, or published are personal views, not necessarily those of the Charter School, its Board, employees, or agents.

Opinions expressed by staff on a social networking website have the potential to be disseminated far beyond the speaker's desire or intention, and could undermine the public perception of fitness of the individual to educate students, and thus undermine teaching effectiveness. In this way, the effect of the expression and publication of such opinions could potentially lead to disciplinary action being taken against the staff member, up to and including termination or nonrenewal of the contract of employment

Keep Personal and Professional Accounts Separate

Staff members who decide to engage in professional social media activities will maintain separate professional and personal email addresses.

Staff members will not use their Charter School email address for personal social media activities. Use of School email for this purpose is prohibited and will be considered a violation of Charter School policy that may result in disciplinary action.

Contact with Students

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Pursuant to the Code of Ethics for Idaho Professional Educators, individuals shall maintain a professional relationship with all students, both inside and outside of the classroom.

Excessive informal or social involvement with students is therefore prohibited. This includes:

1. Listing current students as "friends" on networking sites wherein personal information is shared or available for review which results in the certificated professional employee not maintaining the Code of Ethics, which requires professional relationships with students both inside and outside the classroom;
2. Contacting students through electronic means other than the Charter School's email and telephone system;
3. Coaches electronically contacting a team member or members without including all team members in the communication;
4. Giving private cell phone or home phone numbers to students without prior approval of the Charter School;
and
5. Inappropriate contact of any kind including via electronic media.

Nothing in this policy prohibits Charter School staff and students from the use of education websites or use of social networking websites created for curricular, co-curricular, or extracurricular purposes where the professional relationship is maintained with the student.

Failure to maintain a professional relationship with students, both inside and outside of a classroom setting, including interaction via social networking websites of any nature, e-mailing, texting, or any other electronic methods will result in the required reporting of such conduct to the Professional Standards Commission by the Charter School's Administration and may result in employment action up to and including possible termination.

Rules Concerning Charter School-Sponsored Social Media Activity

If an employee wishes to use Facebook, Twitter, or other similar social media sites to communicate meetings, activities, games, responsibilities, announcements etc., for a School-based club or a School-based activity or an official School-based organization, the employee must also comply with the following rules:

1. The employee must set up the club, activity, etc. as a group list which will be "closed and moderated";
2. The employee must set up mechanisms for delivering information to students who are not members of the group via non-electronic means;
3. Members will not be established as "friends" but as members of the group list;
4. Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee. Persons desiring to access the page may join only after the employee invites them and allows them to join;
5. Parents shall be permitted to access any site that their child has been invited to join Parents shall report any communications by students or school personnel they believe to be inappropriate to Charter School administration;
6. Access to the site may only be permitted for educational purposes related to the club, activity, organization, or team;
7. The employee responsible for the site will monitor it regularly;
8. The Executive Director shall be permitted access to any site established by the employee for a School-related purpose;
9. Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such Charter School-sponsored social media activity. This includes maintaining a separation between the school activity pages and employees' personal social media profiles and pages;
10. Postings made to the site must comply with the Charter School's Policy 5335 Employee Use of Electronic Communications Devices; and
11. The Executive Director reserves the right to shut down or discontinue the group if they believe it is in the best overall interest of the students.

Calendar

School Calendar

At the end of the previous year, the calendar of the forthcoming school year will be available. The calendar contains the schedule of A/B/ROADS, holidays, Professional Development days, start and end dates, as well as trimester end dates. Many of these dates coincide with dates for our local district; however, they are not all the same. Please check to ensure you have the correct calendar.

Master Calendar

A master calendar can be found in each building office and contains important dates and events for the year. It is the responsibility of faculty to monitor and note dates from the master schedule for their records to minimize conflicts. Staff start and end dates are also part of this calendar.

Dress Code (Policy 5360)

“One of the reasons we have schools is for students to learn what is appropriate. Young people learn what is appropriate in society by looking at their adult role models. Your dress and your behavior are what young people will take to be appropriate.” -Harry K. Wong

As professionals, staff recognize and value the public’s perception of our roles as mentors and models for students.

The student dress code will apply to all teachers, counselors, aides, secretaries, and administrators. It is to be applied for all days students are present, parent-teacher conferences, and professional development days.

Employees must at all times meet or exceed standards set for our students.

Enforcement

Charter School staff members who do not, in the judgment of the administration, reasonably conform to this dress code shall receive a written notice from the administration. The administration shall submit a copy of the notice to the Executive Director. Repeated violations could result in disciplinary action by the Executive Director against the staff member. In cases where a staff member refuses to comply with the directions of the administration or Executive Director, the staff member’s employment could be terminated. The decision of the Executive Director is the final regarding administration of this policy.

Evaluations

Evaluation of Certificated Personnel (Policy 5340)

The Charter School has a firm commitment to performance evaluation of Charter School personnel, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development, in achieving School goals, and to assist with decisions regarding personnel actions. This policy applies to certificated personnel, but the Charter School shall differentiate between non-instructional and pupil instructional

personnel. The Executive Director is hereby directed to create procedures that differentiate between certificated non-instructional and certificated pupil instructional personnel in a way that aligns with the *Charlotte Danielson Framework for Teaching Second Edition* to the extent possible and aligns to the pupil service staff's applicable national standards.

Each certificated staff member shall receive at least one written evaluation to be completed by no later than June 1st for each annual contract year of employment and shall use multiple measures that are research based and aligned to the *Charlotte Danielson Framework for Teaching Second Edition* domains and components. The evaluation of certificated personnel shall annually include a minimum of two documented observations, one of which shall be completed prior to January 1st. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Objectives

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by letting them know that the supervisor is interested in their job progress and personal development;
2. Serve as a systematic guide for supervisors in planning each employee's further training;
3. Assure considered opinion of an employee'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 each employee's capabilities and to align to School goals;
6. Provide an opportunity for each employee to discuss job problems and interests with their supervisor; 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 or their designee shall have the overall responsibility for the administration and monitoring of the performance evaluation program and shall ensure the fairness and efficiency of its execution, including:

1. Distributing proper evaluation forms in a timely manner;
2. Ensuring completed evaluations are returned for filing by a specified date;
3. Reviewing evaluations for completeness;
4. Identifying discrepancies;
5. Ensuring proper safeguards and filing of completed evaluations;

6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the Charter School's evaluation standards, forms, and processes and a plan for collecting and using data gathered from evaluations;
7. Creating a plan for ongoing review of the Charter School's performance evaluation program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action; and
9. Creating an individualized evaluation rating system for how evaluations will be used to identify proficiency and record growth over time with a minimum of four ratings used to differentiate performance of certificate holders including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; proficient being equal to a rating of 3; and distinguished being equal to a rating of 4.

The Immediate Supervisor is the employee's evaluator and is responsible for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1st of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance;
3. Completing Performance Evaluations as required; and

The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five years of conducting any evaluations.

Written Evaluation

A written summative evaluation will be completed for each certificated employee by June 1st. A copy will be given to the employee. The record of the evaluation will be kept in the employee's personnel file. The evaluation should be reviewed annually and used to assist in the development of annual goals and objectives. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the evaluator and the employee as to the job description and major performance objectives.

The written evaluation will identify the sources of data used in conducting the evaluation. Aggregate data shall be considered as part of the Charter School and individual school needs assessment in determining professional development offerings.

Evaluation Measures

Observations: Periodic classroom observations will be included in the evaluation process with a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1st. In

situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Professional Practice: A majority of the evaluation of certificated personnel will be comprised of Professional Practice based on the *Charlotte Danielson Framework for Teaching Second Edition*. The evaluation will include at least one of the following as a measure to inform the Professional Practice portion: input received from parents/guardians, input received from students, and/or portfolios. The Charter School has chosen to allow certificated personnel to choose one or more of the Professional Practice Measures as its measure(s) to inform the Professional Practice portion. The Board shall determine the manner and weight of parental input, student input, and/or portfolios on the evaluation.

Student Achievement: Instructional staff evaluation ratings must, in part, be based on measurable student achievement as defined in Section 33-1001, Idaho Code, applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators as applicable to the position. 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' data. Growth in student achievement may be considered as an optional measure for all other school-based and Charter School-based staff, as determined by the Board.

Charlotte Danielson Framework: The evaluation will be aligned with minimum State standards and based upon the *Charlotte Danielson Framework for Teaching Second Edition* and will include, at a minimum, the following general criteria upon which the Professional Practice portion will be based.

Individuals who hold a Professional or Advanced Professional Endorsement will be evaluated annually.

The School shall evaluate these employees on the basis of the following domains:

1. Domain 2 and Domain 3

All other instructional or pupil service staff employees must be evaluated across all domains.

1. Planning and Preparation
 - A. Demonstrating Knowledge of Content and Pedagogy;
 - B. Demonstrating Knowledge of Students;
 - C. Setting Instructional Outcomes;
 - D. Demonstrating Knowledge of Resources;
 - E. Designing Coherent Instruction; and
 - F. Designing Student Assessments.
2. Classroom Learning Environment
 - A. Creating an Environment of Respect and Rapport;
 - B. Establishing a Culture for Learning;
 - C. Managing Classroom Procedures;
 - D. Managing Student Behavior; and
 - E. Organizing Physical Space.

3. Instruction and Use of Assessment
 - A. Communicating with Students;
 - B. Using Questioning and Discussion Techniques;
 - C. Engaging Students in Learning;
 - D. Using Assessment in Instruction; and
 - E. Demonstrating Flexibility and Responsiveness.
4. Professional Responsibilities
 - A. Reflecting on Teaching;
 - B. Maintaining Accurate Records;
 - C. Communicating with Families;
 - D. Participating in a Professional Community;
 - E. Growing and Developing Professionally; and
 - F. Showing Professionalism.

Meeting with the Employee

Mentoring Sessions: Mentoring sessions between supervisors and employees may be scheduled periodically. During these sessions, an open dialogue should occur which allows the exchange of performance oriented information. The employee should be informed of how they have performed to date. If the employee is not meeting performance expectations, the employee should be informed of the steps necessary to improve performance to the desired level. Counseling sessions should include, but not be limited to, the following: job responsibilities, performance of duties, progress on goals, and attendance. A memorandum for record will be prepared following each counseling session and maintained by the supervisor.

Communication of Results: Each evaluation shall include a meeting with the affected employee to communicate evaluation results. At the scheduled meeting with the employee, the supervisor will:

1. Discuss the evaluation with the employee, emphasizing strong and weak points in job performance.
Commend the employee for a job well done if applicable and discuss specific corrective action if warranted.
Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.
2. Allow the employee to make any written comments they desire. Inform the employee that they 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 employee sign the evaluation indicating that they have been given a copy and initial after supervisor's comments.

No earlier than seven days following the meeting, if the supervisor has not received any written rebuttal/appeal, the supervisor will forward the evaluation in a confidential manner to the Executive Director, or the designee, for review. The supervisor will also retain a copy of the completed form.

Individualized Professional Learning Plan (IPLP)

Each certificated staff member shall have an individualized professional development plan based on the Idaho framework for teaching evaluation outlined in IDAPA 08.02.02.120 and developed by the staff member and their evaluator. This plan shall include interventions based on the individual's strengths and areas the staff member and their evaluator seek to emphasize of needed growth.

Rebuttals/Appeal

Within seven days from the date of the evaluation meeting with their supervisor, the employee 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 employee 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 supervisor within seven days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal/appeal. Subsequent to these activities, and within a period of ten working days, the supervisor may provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the supervisor will not be amending the evaluation as requested.

If the supervisor chooses to amend the evaluation as requested by the employee then the amended copy of the evaluation will be provided to, and signed by, the employee. The amended evaluation will then be forwarded to the Executive Director, or the designee, for review in a sealed envelope, marked Personnel-Evaluation. The supervisor will also retain a copy of the completed form.

If the supervisor chooses not to amend the evaluation as requested by the employee then the evaluation along with the written rebuttal/appeal, and the supervisor's response, if any, will be forwarded to the Executive Director, or the designee, for review in a sealed envelope, marked Personnel-Evaluation. The supervisor will also retain a copy of the completed evaluation including any rebuttal/appeal and responses.

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 an individual's contract, the School will comply with the requirements and procedures established by State law.

Records

Permanent records of each certificated personnel's evaluation and any properly submitted rebuttal/appeal documentation will be maintained in the employee'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 system shall be resubmitted to the State Department of Education for approval. The School shall report annually to the State Department of Education:

1. The summative rankings;
2. The number of components rated as unsatisfactory;
3. The percentage of the certificated personnel's students met their measurable student achievement or growth targets or student success indicators;
4. The measures were used; and
5. Whether an individualized professional learning plan is in place for all certificated personnel evaluations.

Evaluation of Non-Certificated Staff

Each noncertified staff member's job performance shall be evaluated by the staff member's direct supervisor. The evaluation process includes scheduled evaluations on forms applicable to the job classification and description, and day-to-day appraisals.

The supervisor shall provide a copy of the completed evaluation to the staff member and shall provide an opportunity to discuss the evaluation. The original should be signed by the staff member and filed with the Executive Director. If the staff member refuses to sign the evaluation, the supervisor should note the refusal and submit the evaluation to the Executive Director. The employee will be allowed the opportunity to attach a rebuttal to any information contained in the evaluation.

This policy shall be made available to any Charter School employee or person seeking employment with the school.

Code of Ethics for Idaho Professional Educators

FBCS certified staff members are expected to adhere to the Code of Ethics for Idaho Professional Educators, as referenced in the Idaho Professional Educators Handbook, issued by the Idaho State Department of Education, Professional Standards Commission. FBCS Administration will provide training once every three years during PD to address Idaho's Code of Ethics and any updates or changes that occur. The Code of Ethics for Idaho Professional Educators can be found at <https://www.sde.idaho.gov/cert-psc/shared/ethics/Code-of-Ethics-for-Professional-Educators.pdf>

Other Personnel Information

For Personnel information that may not be addressed in the handbook, refer to Forrest M. Bird Policy Manual, which can be obtained by administration or through the FBCS website at [FBCS Board Policies – Forrest M. Bird Charter Schools \(forrestbirdcharterschool.org\)](#).



2023-24
Parent/Student

Handbook

614 South Madison
Sandpoint, ID 83864

208-265-9737
www.forrestbirdcharterschool.org

- *Note: Forrest M. Bird Charter School may be referred to as FBCS throughout this handbook.*

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Forrest M. Bird Charter Schools (FBCS) recognize its responsibility to provide a free and appropriate public education (FAPE) to eligible students with disabilities within its geographical boundaries. The District has a "child find" process that is designed to locate, identify, and evaluate children with disabilities residing within its geographical boundaries preschool age through grade 12 or through age 21 if they have not received a high school diploma. Child Find activities run throughout the year.

If you know a child who attends FBCS and may be in the need of special education and/or related services, please contact FBCS's Director of Special Education, Kenda Russell, for further information regarding the referral and evaluation process.

The District's Child Find process extends to students with physical or mental impairments that substantially limit a major life activity. Such students may be eligible for services or accommodations pursuant to Section 504 of the Rehabilitation Act. Section 504 is a Federal Civil Rights statute that prohibits discrimination against persons with disabilities and programs receiving Federal financial assistance. Please contact Mary Jensen, Charter Administrator and 504 Coordinator, for more information regarding Section 504 eligibility and services.

FBCS is open to all children, on a space available basis. The school does not discriminate based on race, creed, color, gender, national origin, or ancestry. No student shall be denied enrollment due to a parent, guardian or sponsor declining involvement in Special Education or 504 Services. Special needs of any student will not be a factor in admission decisions.

Welcome to Forrest M. Bird Charter High School!

With each new school year comes new experiences. You will meet new people, learn new concepts, and participate in new activities. You will encounter teachers and staff members who care about you and your education now and in the future, and who care about you as an individual.

FBCS believes in creating rigorous, relevant classroom experiences for you. By completing collaborative project-infused assignments and assessments around real-life experiences and in-depth explorations into the different subjects, you will find yourself well-prepared for life beyond high school. In addition to this, you are encouraged to participate in Dual College Credit classes when you are ready. By taking a college course at FBCHS, you will have additional support as well develop important skills allowing you to be feel more comfortable and experience success at the college level.

While attending FBCHS, you will enjoy the small school atmosphere. Our small class sizes allow for teachers to be more available to help you when necessary, and these teachers will get to know you as a person, not just a number or just a “student”. Also, the small school community allows for an atmosphere of respect for all community members and property.

This handbook will help guide your understanding of the operations and expectations of the school. Please read it carefully. If you have any questions during the school year, please ask. FBCS staff, teachers, advisory leaders, and we are here to help you have the best year possible.

Have a wonderful year full of learning and fun,

Mary Jensen, Executive Director

Eric Fulgenzi, Principal

Misty Rains, Assistant Principal

FBCS Team

Administrative Team

Executive Director:	Mary Jensen – maryjensen@forrestbirdcharterschool.org
Principal	Eric Fulgenzi – ericfulgenzi@forrestbirdcharterschool.org
Assistant Principal	Misty Rains – mistryrains@forrestbirdcharterschool.org
Academic Advisor:	Mitzi Vesecky – mitzivecky@forrestbirdcharterschool.org
Registrar:	Christi Burns – christiburns@forrestbirdcharterschool.org
HS Office Coordinator:	Krista Webber – kristawebber@forrestbirdcharterschool.org
MS Office Coordinator:	Maddie Herron - maddieherron@forrestbirdcharterschool.org
IT Director:	Bill Krutz – bill@forrestbirdcharterschool.org
IT Technician:	Skyler Kent – skylerkent@forrestbirdcharterschool.org
Business Manager:	Greta Warren – gretawarren@forrestbirdcharterschool.org
Special Education Director	Kenda Russell – kendarussell@forrestbirdcharterschool.org
Title IX Coordinator	Mary Jensen – maryjensen@forrestbirdcharterschool.org
504 Coordinator	Mary Jensen – maryjensen@forrestbirdcharterschool.org

Faculty

Art Department:

Holly Walker – hollywalker@forrestbirdcharterschool.org

Culinary Arts Department:

Ben Evans – benevans@forrestbirdcharterschool.org

English Department:

Wendy Thompson, 6-12 Department Head – wendythompson@forrestbirdcharterschool.org

Michael Bigley – michaelbigley@forrestbirdcharterschool.org

Morgan Bluemer – morganbluemer@forrestbirdcharterschool.org

David Lien – davelien@forrestbirdcharterschool.org

Foreign Language:

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PE and Health:

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Math:

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William Benage – williambenage@forrestbirdcharterschool.org

Angie Evans – angieevenas@forrestbirdcharterschool.org

Jake Eveland – jakeeveland@forrestbirdcharterschool.org

Laura Maas – lauramaas@forrestbirdcharterschool.org

Music:

Gary Perless – garyperless@forrestbirdcharterschool.org

Social Studies Department:

Mark Webber, Department Head – markwebber@forrestbirdcharterschool.org

Todd Claunch – toddclaunch@forrestbirdcharterschool.org

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Lora Scott – lorascott@forrestbirdcharterschool.org

Science Department:

Sarah Evans, 6-12 Department Head – sarahevans@forrestbirdcharterschool.org

Rachel Castor – rachelcastor@forrestbirdcharterschool.org

Derek May – derekmay@forrestbirdcharterschool.org

Misty Rains – mistryrains@forrestbirdcharterschool.org

Special Education:

Kenda Russell, Director – kendarussell@forrestbirdcharterschool.org

Shainnie Wade, Teacher – shainniewade@forrestbirdcharterschool.org

Mark Griffith, Teacher – markgriffith@forrestbirdcharterschool.org

Brenda Morton, Paraprofessional - brendamorton@forrestbirdcharterschool.org

Debbie Eagley, Paraprofessional – debbieeagley@forrestbirdcharterschool.org

Mission and Philosophy

Mission Statement

We create innovative learning opportunities by fostering community, individuality, and imagination.

To fulfill this mission we:

- Limit our community to approximately 50 students at each of the middle and high school grade levels, 6-12 (prospective enrollment of 350 students, not to exceed 400 total). (Actual grade level enrollments may vary) Provide each student with at least one positive adult adviser/advocate to support student success.
- Provide students access to innovative pathways, maximizing their post-secondary academic and career opportunities.
- Facilitate a positive and safe community culture by fostering accountability through high behavioral standards and academic success through integration and project-based learning.
- Focus on student-family-teacher relationships.
- Embrace the needs of the student body as the primary focus of our school; therefore encouraging individuality.
- Work in collaborative relationships within and outside of the school to promote leadership and mentoring partnerships, and service the greater community.
- Actively encourage creativity and fun within our school.

Philosophy of Education

Beliefs: *It is not possible to change significantly what happens in the schools unless you change significantly the nature of the human relationships that form the educational process. (Olds & Pearlman, Designing the New American School)*

The truly educated person is one who understands relationships, both academic and personal. By providing a more personal school with smaller class sizes, students can develop relationships with peers, parents, teachers, and community members. By implementing engaging teaching methods, students will have access to their own knowledge and be enabled to integrate their thoughts thus achieving higher levels of thinking.

We are committed to the belief that education is a life-long process in which the classroom is only one arena. Learning best occurs in a creative but disciplined environment, and through the involvement of parents and community members, we can develop a larger community of learners.

Admissions

In January of each school year, a letter will be sent to currently enrolled middle school families asking them to indicate whether they will be returning to FBCS for the upcoming school year. From these numbers, FBCS then determines availability for new students in that upcoming school year. The Open Enrollment period will begin in February and run through to the end of March. Perspective families are asked to apply within this time frame. Early submission does not necessarily guarantee admission to the school. A lottery will be held when there are more applicants than there is availability in that grade level. At the end of March, families with guaranteed enrollment will be notified.

If a lottery does need to be held, three lottery pools and three waiting lists will be established per grade level if needed. List 1 will contain all students who have a sibling currently enrolled with FBCS. List 2 will be those students residing within the authorized district (LPOSD). List 3 will be those students residing outside the district. The lottery will be open to all, will not rely on computers, and will be easily understood and followed by all observers. All students whose application was received by the deadline are entered into the lottery. A drawing of names by grade will be held until all spaces are filled. Once all spaces are filled the drawing will continue to establish a waiting list. Students whose applications are received after the deadline will be placed on the list in the order their applications were received.

Once a student is notified of their enrollment, the following forms must be completed and received by the school office for the enrollment to be finalized:

- Student Application
- Signed Student Records/ Transcripts Request from previous school (if applicable)

If these forms are not received by the designated time/date, the student risks forfeiting their enrollment with FBCS.

Academics

Curriculum

Advisory:

All students and faculty will meet in Advisory groups at the beginning of each day. This class is used to establish relationships with the students as people, learning communication and organizational skills, appropriate behavior, accountability and school culture. Additionally, this class is also used for post-high school planning, checking on homework progress and grades, and college planning. Forrest M. Bird Charter School devotes this time each day to nurturing a positive school culture and helping our students succeed.

Your student's advisory teacher serves as the primary communicator for family questions concerning the school or student progress. Please note: Advisory is a credit class, which earns a grade and is calculated in the student's overall GPA.

Core Curriculum:

This area of the curriculum contains all course work that is consecutive in nature. English (written, verbal and reading), Math, Science and Social Studies are included in this category. Grade level curriculum and standards are defined by the State of Idaho although students may be placed at different levels.

Elective Curriculum:

Elective offerings are dependent on staff availability and student interest. Classes may include Foreign Languages, Art, Band, Drama, Journalism, Photography, Technology, Cooking, Science, Social Studies and many more. Independent and Work Electives are also an option for high school students. Please contact the school for more information on electives as the offerings change each year and each trimester.

Independent Electives: Forrest M. Bird Charter High School offers the opportunity for students to pursue elective credits and/or interests for credit. Independent electives require 60 hours of documented instructional time in order to receive credit and must be done outside of school hours. A once only credit for work study requires 120 hours of work, validated by submission of pay stubs.

Project-Based Curriculum:

This area integrates classes as needed to create meaningful and relevant projects. These classes are designed to be active, participatory and engaging. Students may be placed in working groups and be tasked to work together to create projects. Most evaluation of these projects will be through portfolio development and presentation.

Communications and Conferences

General Communications:

All parents have access to their student's Canvas pages, where they may check grades and communicate with the teachers through the Canvas communication tool. All of the teachers are available via email or by phone. Teachers may call or set up a meeting time with you about specific subjects or issues. Due to Federal Privacy Guidelines (FERPA), specific student information, such as grades, may not be communicated to a personal email address. Our teachers are generally available before school from 7:30-8:00am or after school hours until 3:30 pm if a meeting is necessary.

The advisory teacher serves as the primary communicator for questions about the student. However, other teachers may call, email or talk with you about specific subjects or issues. All of the teachers are available via email or by phone. Our teachers are generally available after school hours until 3:30 pm if you need to meet with them.

Academic Intervention:

FBCS strives to provide opportunities for every student to be successful through hard work and integrity. Students who neglect to pass three or more classes during a trimester will be in danger of postponing their target graduation date and may be retained additional trimesters and years until 21 years of age as per Idaho Statue 33-201. Academic Intervention is an alert system for parents/guardians to the students' lack of progress to meet the target graduation date and to encourage the student as a community to turn in missing

assignments and graduate on time.

The intervention will entail the following:

Progress Reports: Academic Intervention Warning Notice

Parents/guardians will receive this notice if their child is failing 3 or more classes and is in danger of postponing their graduation date. Please setup appointments with teachers for the student to complete eligible missing work, receive tutoring, improve study skills at home, and create a strategy to pass their classes.

End of Trimester: Academic Intervention Notice – Possible Graduation Delayed

Parents/guardians will receive this notice when the student failed 3 or more classes at the end of the trimester. At this point, advisory teachers will set up a family meeting with the student to discuss the failing classes and explore solutions to the issue. At this point the student is in danger of not reaching targeted graduation date.

End of Trimester: Academic Intervention Notice – Graduation Date Delayed

Parents/Guardians will receive this notification only if their child has failed 6 or more classes of the school year with Academic Intervention in place. The student and parents/guardians will appear before the school board to develop and academic plan for their child to achieve success at FBCS or the parents/guardians may determine if Forrest M. Bird Charter School is the best educational environment for their student. Please contact the academic advisor/advisory teacher for graduation status progress.

Four Year Plan

The purpose of the Four Year Plan is to help guide the student towards post-secondary goals. These conferences are student driven; students and parents must attend.

Each 8th grade student will develop a Four Year Plan during their last trimester of their 8th grade year. Each new High School student will meet with the Academic Counselor or Charter Administrator within the 1st trimester of their enrollment to develop an educational plan with his or her parents/guardian and a faculty member. These plans will stem from student generated educational goals and post-secondary goals.

Individual Teacher Meetings

Your student's advisory teacher serves as the primary communicator for questions about the student. However, other teachers may call, email or talk with you about specific subjects or issues. All of the teachers are available via email or by phone. Our teachers are generally available after school hours until 3:30 pm if you need to meet with them.

Parent/Teacher Conferences:

Parent/ Teacher conferences will be held during first and second trimester. Parents are encouraged to attend in order to meet each of their student's teachers. During conferences, parents are encouraged to ask questions, discuss progress, identify and possible issues and hear positive aspects towards their student's learning.

Texting Service:

Family members and students with cell phones will be automatically signed up for the FBBS texting service. You may receive texts through the year regarding emergency closures or other notifications.

Grading

Scale

We believe in students reaching a proficiency level in their work. Students receiving a score less than 70% will receive a No Credit [NC] or Incomplete [I] mark on their report cards. Every effort will be made to assist students who are not reaching proficiency levels.

100-98%	A+
97-94%	A
93-90%	A-
89-87%	B+
86-84%	B
83-80%	B-
79-77%	C+
76-74%	C
73-70%	C-
69-0%	NC

Incomplete Grades

Our teachers are committed to ensuring that our students gain the knowledge they will need for life outside our walls. If a student is struggling to show mastery of a subject, their grade will reflect this struggle. In an effort to allow students time to work towards mastery, the teacher has the option of issuing an “Incomplete”. If the student receives an “Incomplete”, he/she will then receive a certain amount of time to either finish or master course work. The time required to meet the requirements of an “Incomplete” is one week into the second trimester for first trimester grades, one week into the third trimester for second trimester grades, and one week after the school year ends for third trimester grades. Occasionally, exceptions to the “Incomplete” work to be done may be considered with administrator and teacher approval. Once the student has completed the work, the teacher will then issue the appropriate grade and the student will earn credit for the class.

No Credit

At Forrest M. Bird Charter School, ‘below average’ grades (anything below 70%) will not earn a student credit. The grade the student receives in this case is a “No Credit” or NC. If a student receives an NC for a required class for graduation, the student will need to take the class again in order to earn credit for the class. Every attempt a student makes to earn credit in a class is factored into the calculation of the student’s overall GPA and can have a negative effect on the student’s high school transcript.

Report Cards and Progress Reports

Report cards will be issued approximately one week after the end of each trimester. High School progress reports will be sent to the family once a trimester. Families may access current grades at any time via their parent Canvas login.

Academic Integrity/Dishonesty

Forrest M. Bird expects all students to abide by ethical academic standards in order to help prepare students for real world college and work situations. Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination—is strictly prohibited. Academic Integrity covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class.

Plagiarism is not the same as cooperation or collaboration. Teachers often expect, even encourage, students to work on assignments collectively. Collaboration is encouraged at FBCS, as long as whose work being presented is clearly relayed.

- **Collaboration** is to work together (with permission) in a joint intellectual effort.
- **Plagiarism** is to commit literary theft; to steal and pass off as one's own ideas or words, and to create the production of another. When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by citing the source. Even if you revise or paraphrase the words of someone else, if you use someone else's ideas, you must give the author credit. Some Internet users believe that anything available on-line is public domain. Such is not the case. Ideas belong to those who create and articulate them. To use someone else's words or ideas without giving credit to the originator is stealing. For the most part, FBCS uses the MLA citation style.
- **Cheating** includes, but is not limited to, copying, or giving an assignment to a student to be copied (unless explicitly permitted by the teacher). Cheating also includes using, supplying, or communicating in any way unauthorized materials, including textbooks, notes, calculators, computers, or other unauthorized technology, during an exam or project.
- **Forgery or stealing** includes, but is not limited to, gaining unauthorized access to exams or answers to an exam, altering computer or grade-book records, or forging signatures for the purpose of academic advantage.

The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from others.

Students found to have engaged in academic dishonesty shall be subject to disciplinary as well as academic penalties. Teachers may have the discretion to the consequences of the first offence, which may include a zero on the assignment or In School Suspension (ISS). On the second offense, the student will be referred to administration and may face earning a zero on

the assignment or the class and spending at the least one day ISS. Parents will be notified in all academic dishonesty incidents.

Middle School Credit System

Progress to the next grade level is not automatic; students must earn the right through successful completion of FBCS curriculum program. Per Idaho Code 08.02.03.107, students are required to attain a **minimum of eighty percent (80%)** of the total credits attempted before the student will be eligible for promotion to the next grade level. This applies to the yearlong courses. Students need to earn 15 of the possible 18 credits.

The administrator and teacher(s) may consider retention when a student does not meet the stated academic requirements for grade promotion. A student, also, **may not fail a whole year** of a single course. If either issue occurs, the family, in coordination with the Principal and primary teacher(s), will decide upon retention or an alternative path.

Extra activities / Athletics

Participation

Although Forrest M. Bird Charter School does not have formal extra-curricular activities, FBCS recognizes the importance of learning activities outside of the regular classroom day. Students will be permitted to participate in school athletics with another school district with the permission of that school district.

Forrest M. Bird Charter School will follow all current and subsequent eligibility requirements for participation in interscholastic activities, as set forth by the Idaho High School Activities Association (IHSAA). All students wishing to participate in extracurricular activities must meet the eligibility requirements for that activity, as established by the Idaho High School Activities Association (IHSAA).

Student participating in LPOSD extracurricular activities, including athletics and competitive clubs, will comply with LPOSD extra-curricular policies, which are designed to allow the maximum benefit from participation in the extracurricular activities, as well as FBCS's additional eligibility requirements.

In addition to the IHSAA academic requirements, students who participate in competitive extra-curricular activities will need to have passing grades during designated school-wide grade checks. Students are to be passing all classes during these school-wide grade checks in order to compete in competition. If a student becomes ineligible during a school-wide grade check, the student may become eligible if he/she is passing all courses at the next school-wide grade check period. These grade check periods will be determined before the student start date of each school year.

Participation during the School Day

Schools are provided primarily to educate students through the classroom curriculum and instruction. As such, it is expected that students will first be responsible for the requirements of the classroom. Extra-curricular opportunities are a natural extension of classroom

activities and student participation is encouraged as long as it does not interfere with the primary function of the school and the student's learning. When students participate in extra-curricular activities during the school day and miss classes, they must meet additional eligibility requirements

To participate during the school day in extra-curricular activities a student must first demonstrate that they have satisfied the primary intent of school and are performing satisfactorily in the specific classes they will miss. A student will be declared eligible to participate during the school day in extra-curricular activities on a course-by-course basis for those courses that he/she will miss. For any class, or portion of a class, missed during the school day for an extra-curricular activity, the student must demonstrate that he/she is currently passing the class with a grade of "C" or better and have no unresolved behavioral referral. The grade must be determined two days before the trip. If it cannot be demonstrated that the student is satisfactorily passing his/her class and demonstrating proper deportment, he/she will be declared ineligible and will not be allowed to participate or attend during the school day in the extra-curricular event until the student is receiving a "C" and/or has resolved any behavioral referrals.

Enforcement

Forrest M. Bird Charter School will notify the participating school district the eligibility of student athletes participating in the school district's athletics after each school-wide grade check period as well as on a trimester basis.

Advanced Opportunities

All students that meet the state and college requirements will have the opportunity to become Dual Credit students in high school. Dual Credit students take college courses for high school credit (in addition to the college credits they earn) as well as allowing students the jump start to their college education while in high school. Various programs offered by the Department of Education are utilized in order for students to reach advanced opportunity goals.

Fast Forward

The Fast Forward program provides every student attending an Idaho public school an allocation of \$4,125.00 to use towards Advanced Opportunities in grades 7-12. The program was expanded by the Legislature in 2016 through the passing of House Bill 458. The funds can be used for:

Overload Courses

An overload course is a high school level course that is taken in excess of the student's regular school day. These courses are offered online, during the summertime, and after school. In the event that student incurs a cost for such courses, the Fast Forward program can pay up to \$225.00 for the cost of the course. Overload courses must be above and beyond the full course load offered by the student's local school.

Early College Access

All students attending Forrest M. Bird Charter school will have the opportunity to become Dual Credit students in high school. Dual Credit students take college courses for high school credit as well as allowing students to have a jump start to their college education while in high school. Various programs offered by the Department of Education are utilized in order for students to reach their advanced opportunity goals.

Dual credit are courses taken by high school students that are transcribed on their high school and college transcripts. The Fast Forward program can pay for up to \$75.00 per credit, and in most cases, the cost of these credits is \$75.00.

Additional information regarding the Fast Forward program can be obtained at the state site: <http://www.sde.idaho.gov/student-engagement/advanced-ops/> as well as contacting the school Academic Advisor.

Attendance

At FBCS, we strive to create innovative learning opportunities that foster community, individuality, and imagination. Our staff work individually and in collaborative teams to design lessons and projects that give students voice, choice, and belonging within the school community. However, the vision of our school is unrealized when students do not attend school regularly. Chronically absent students struggle to create and maintain connections with other students/staff at the school. It is our belief that every student in the FBCS community matters and can contribute to the rest of the school in a unique way. Our community learns, grows, matures, and excels when we meet in person and work together.

The mission and vision of our school can only be fully realized when students attend school. Because of this, a parent cannot excuse their child out of the attendance policy no more can they excuse their child away from the mission of the school.

Regular school attendance is highly correlated with on-time graduation which then has implications for a student's future beyond high school and into the workforce. Students who are chronically absent may not develop the soft skills needed to be successful in their next step whether that is in the workplace or formal education. FBCS desires to maximize post-secondary academic and career opportunities thus we must also encourage regular attendance while enrolled at our school.

Definition of Absent	Missing more than 15 minutes in a class. All absences except school excused absences (field trip/ISS/OSS) and medical exemptions will count toward total absences.
Tardiness	Students who arrive late to class infrequently will be given warnings from their teacher and may lose credit for activities missed (entry tasks, etc.) Repeated tardiness will be subject to behavior intervention. Tardiness greater than 15 minutes will be considered an unexcused absence.

Chronic Absence Definition	<p>Missing more than 10% of school days in a school year. This is regardless of whether the absence is excused or unexcused.</p> <p>At FBCS, a student who misses more than sixteen days per school year is chronically absent. This includes ROADS Days.</p>
Excused Absence vs Unexcused Absence	<p>Excused Absence: To be an excused absence, a parent, guardian, or custodian must give notice to the school within 48 hours of the student's return to school. Students will have one school day per day of excused absence to make up any work missed. A phone call to the office the day of the absence is preferred.</p> <p>Unexcused Absence: Any absence that is not excused by a parent, guardian, or custodian within 48 hours of the student's return to school is unexcused. Students are unable to make up work for an unexcused absence.</p> <p>Excused and Unexcused absences will count toward total absences.</p>
Students who are Eighteen Years of Age or Older	<p>Students who turn eighteen while in high school will meet with the principal before being allowed to excuse their own absences in the future. The purpose of the meeting is to ensure the student is aware of the attendance policy and can make informed decisions about attendance.</p>
Truancy	<p>Truancy occurs when a student leaves class without permission or leaves with permission but fails to go to the designated location. If a truant student is gone for more than 15 minutes, they are absent from class, and this absence is unexcused. Behavior interventions may happen for truant students.</p>
Attendance Accountability Plan	<p><u>Tier One: Warning</u></p> <p>When a student reaches eight absences from school (greater than or equal to three or more missed classes), a warning letter will be mailed home. This letter will reiterate the rationale for attendance and how attendance is vital to the mission of our school.</p>
	<p><u>Tier Two: Intervention Plan</u></p> <p>Once a student has reached twelve absences during the school year, a meeting will be held between</p>

	<p>parents, student, and the attendance team. An attendance contract will be developed for the remainder of the school year.</p> <p>NOTE: Having a meeting at twelve absences will catch students before they are chronically absent while still allowing for legitimate absence moving forward as part of their plan.</p>
	<p><u>Tier Three: Board Referral</u></p> <p>Students who do not meet the terms of the attendance contract, and are thus deemed chronically absent, are subject to board intervention. This could result in discussions about alternative placement for education.</p>
Do Tiers Reset?	<p>Yes. Tiers may reset at the onset of a school year. A student who is under a board contract may not be able to reset tiers at the conclusion of the school year. This will be written into the contract at the discretion of the board.</p>

Makeup Work

For scheduled absences, arrangements for makeup work must be made in advance with at least an equal number of days advance notice as the number of days of planned absence. This allows the teachers to prepare. Make-up work during an illness can be found on Canvas or by contacting the individual teachers. Communication with teachers is important in the timely completion of work missed during an excused absence.

Expectations of Student Behavior

Bus Conduct

Students are expected to conduct themselves in an orderly manner while waiting for or riding the bus. Appropriate student behavior is essential for a safe and positive environment while transporting students and therefore, it is important not to distract the bus driver. It is the responsibility of every student to know and obey the bus rules. Misbehavior on the bus can deprive a student of the privilege to ride.

Bus Use Rules:

- Orderly behavior is expected on the bus and at the bus stop.

- Be on time at the bus stop (at least five minutes before the scheduled bus arrival time). The bus driver cannot wait for tardy passengers.
- Remain seated, facing forward in your seat. Keep your hands and feet to yourself at all times. Aisles must be kept clear at all times.
- Talk quietly. Silence is required at all railroad crossings. Yelling and loud noise will not be permitted.
- Swearing and use of inappropriate language and/or gestures is prohibited. The driver is to be shown courtesy and cooperation at all times.
- No hitting, 'horseplay', or fighting. Students are not allowed to encourage others to fight, or to continue or incite a fight by teasing, threats or harassment.
- Food allowed on buses will be determined by the individual bus driver.

Consequences: In the event of a violation of bus policy that results in a Driver's Report, FBCS students will lose their bus riding privilege for up to 5 days. In the event of a second violation, the student will lose their bus riding privilege for up to two weeks. A third violation of the bus policy will result in the loss of bus privileges for the remainder of the trimester or school year (to be determined according to incident and the time of year).

Creating a Safe Learning Environment

To achieve the best possible learning environment for all our students, Forrest Bird Charter School rules and discipline will apply:

- On, or within sight of, school grounds before, during or after school hours or at any other time when the school is being used by a school group.
- Off school grounds at a school sponsored activity or event, or any activity or event that bears a reasonable relationship to school.
- Traveling to and from school or a school activity, function, or event; and
- Anywhere, if the conduct is deemed unreasonable by a staff member or interferes with school purposes or an educational function.

Disrespect for facilities or school furnishings

Vandalism will not be tolerated. Any student involved will be required to fix and/or pay for any damages that he/she causes. Suspension or expulsion from school could result from multiple or severe violations. Students may also face charges criminal charges

Dress Code Violations

Staff may deny class entrance to any student not in approved FBCS dress code. Families will be notified if the student is out of dress code and asked to bring their student appropriate clothing. Families will also be notified if the student has a consistent issue with being in dress code. FBCS will work with families to ensure the dress code is fulfilled by the student. Students who are insubordinate and refuse to either change their clothes or call home for appropriate clothing will be subject to immediate consequences (possibilities include but are not limited to In School Suspension

(ISS) to being sent home). Students who chronically violate the dress code agreement may be suspended and/or required to meet with the FBCS board.

Public Displays of Affection (PDA)

A goal of FBCS is to introduce students to a more professional environment. Because of this, PDA is limited to what is appropriate to the professional world. Actions such as hand holding, long hugs, and/or kissing will not be tolerated. In an initial offense, students will be educated on what is appropriate in FBCS and other professional arenas and appropriate consequences will occur. Repeat offenders will receive additional consequences, such as In School Suspension (ISS), notification to parents, or Out of School suspension (OSS).

Respect for teachers or staff:

The teachers and the staff of Forrest Bird Charter School invest their time and energy in providing a safe and educational environment to all students. Students are expected to comply with legitimate instructions and cooperate with teachers and staff. At no time will disrespect for staff be tolerated.

Respect for other students

The students of Forrest Bird Charter School have the responsibility to:

- Respect the right of others to express their views and the rights to express views through speaking and writing, but without being obscene, disruptive, slanderous or libelous;
- Behave respectfully during patriotic observances;
- Respect the religious beliefs of others and to refrain from activities that hold religious beliefs up to ridicule and the rights to have one's religious beliefs respected;
- Refrain from sexual harassment and the right to be protected from sexual harassment;
- Respects others' personal property and the right to have personal property respected
- Know and obey school behavioral expectations and to report unsafe situations to school or law enforcement personnel and the right to feel safe from crime, violence, intimidation, bullying, harassment, racism and other discrimination in the school.

Safe Learning Environment

To achieve the best possible learning environment for all our students, Forrest Bird Charter School rules and discipline will apply:

- On, or within sight of, school grounds before, during or after school hours or at any other time when the school is being used by a school group.
 - Off school grounds at a school sponsored activity or event, or any activity or event that bears a reasonable relationship to school.
 - Traveling to and from school or a school activity, function or event; and
 - Anywhere, if the conduct is deemed unreasonable by a staff member or interferes with school purposes or an educational function.
- On any bus during daily travel or event travel.

Student Discipline

Respect and responsibility are the key values that we teach in our school. Students are responsible for their own conduct and are expected to contribute positively to the environment of our school. Violations of the student conduct and discipline code will result in student discipline. Each consequence will depend on the violation and whether the violation is a first offense or a repeated act. The FBCS principal and staff will attempt to solve problems informally before proceeding to the next level of consequences. Consequences for inappropriate behavior may include, but are not limited to the following:

- Apology
- Conferencing
- Calling home
- Detention
- Peer mediation
- In School Suspension (ISS)
- Out of school suspension (OSS)
- Expulsion
- Behavior Review Board hearing

Zero Tolerance Behaviors

Most disagreements and lack of respect situations can be handled directly; however, some actions and activities are considered “zero” tolerance situations. Zero tolerance means that the behavior absolutely cannot be accepted. Some of these are governed by Federal and State Laws and have consequences beyond the school.

Fighting:

Fighting may include pushing, shoving, excessive or unwelcome physical contact. Any student involved in fighting may be suspended from Forrest Bird Charter School, parent or guardian will be called, and a conference required. The conference will determine if there is a need to submit the student and their situation to the Charter Board with a recommendation for expulsion.

Weapons, Drugs, Tobacco:

Possession, use or distribution of weapons, drugs, tobacco, alcohol or other illegal substances will not be tolerated.

*Special note: According to Idaho Code Section 18-3302D (2019), students are not permitted to carry any knives on school grounds. Knives found on students will be treated as a weapons on school grounds.

Harassment, threats of violence, violent language, or physical violence:

Threatening someone or using violent language creates a very unsafe environment for school. If language contains a threat or violent language, the student will be immediately removed from the classroom, with a possible suspension or recommendation for expulsion. Bullying will not be tolerated, whether it is in person or through the school IT network.

Not only is this not acceptable for students of Forrest Bird Charter School, but sexual harassment of any kind is against Federal Title IX law. The law does not allow

inappropriate touching, stalking, pictures, offensive remarks or any other action that is deemed offensive. Any behavior that a student finds to be offensive may be harassment and should be reported to an administrator or teacher immediately. To report any suspected Title IX violation, contact Mary Jensen, the Title IX Coordinator.

Consequences

1. Student will be escorted to the office by a staff member.
2. Parent or guardian will be called.
3. Material, if necessary, will be taken by the school official.
4. Police will be notified.
5. Student will be suspended from school.
6. Student may be taken to the Charter Board for a Disciplinary Hearing.
7. Student may be readmitted to Forrest Bird Charter School only after fulfilling any and all requirements placed on him/her by the Board, and petitioning the Board for re-admittance.

***Please note: Forrest Bird Charter School has the right to not accept students who have been expelled from other school districts without a formal hearing with the FBCS Board.**

Graduation Requirements

Credits

Students shall be expected to earn a total of 60 trimester credits and additional requirements in order to complete graduation requirements for an Honors diploma, or 59 trimester credits in order to complete the requirements for a General diploma, or 46 trimester credits and petition the FBCS Board of Directors to obtain a Basic diploma. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

Diplomas

FBCS offers three types of graduation paths: General, Honors and Basic.

Honors Diploma

Secondary Language Arts and Communication		10 credits
English 1	2 credits	
American Literature	2 credits	
World Literature	2 credits	
Literature or Dual Enrollment	2 credits	
Senior Project	1 credit	
Speech or Debate	1 credit	
Mathematics		8 credits
Algebra	2 credits	

Geometry	2 credits
Algebra 2 or higher and/or Dual College Credit	3 credits
Personal Finance	1 credit

Note 1: Two credits of mathematics must be earned during the student's last year in the year the student plans to graduate.

Science		8 credits (4 lab)
Biology 1	2 credits	
Chemistry 1	2 credits	
Physics, Anatomy or Dual College Credit	2 credits	
General Science	2 credits	

Social Studies		8 credits
US History	2 credits	
Government	2 credits	
Economics	1 credit	
World History or Dual College Credit	2 credits	
General Science	1 credit	

Humanities		4 credits
Foreign Language	2 credits	
Art	1 credit	
Music	1 credit	

Note: Humanities courses will be counted towards the elective credit count

Health/Wellness		1 credit
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*Each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, Students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the District, or 18 weeks of a sport recognized by the District may choose to substitute participation for up to one credit of physical education.

Elective Credits		25 credits
Note: Includes Humanities		

*** Students complete a combination of 8 dual enrollment college credits, or successfully pass 2 AP exams, or earn 15 honors credits to be awarded an honors diploma.

*** Students must have a 3.5 or higher to be considered for the Honors Diploma.

General Diploma

Secondary Language Arts and Communication		9 credits
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English 1	2 credits
American Literature	2 credits
World Literature	2 credits
Literature or Dual Enrollment	1 credit
Senior Project	1 credit
Speech or Debate	1 credit

Mathematics		8 credits
Algebra	2 credits	
Geometry	2 credits	
General Mathematics, such as Alg. 2, Trig, etc.	3 credits	
Personal Finance	1 credit	

Note 1: Two credits of mathematics must be earned during the student's last year in the year the student plans to graduate.

Science		8 credits (4 lab)
Biology	2 credits	
Chemistry or Physical Science	2 credits	
General Science	4 credits	

Social Studies		8 credits
US History	2 credits	
Government	2 credits	
Economics	1 credit	
General Social Studies	3 credits	

Humanities		3 credits
Foreign Language	2 credits	
Humanities Course	1 credit	
Note: Humanities courses will be counted towards the elective credit count.		

Health/Wellness		1 credit
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*Each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, Students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the District, or 18 weeks of a sport recognized by the District may choose to substitute participation for up to one credit of physical education.

Elective Credits		25 Credits
Note: Includes Humanities.		

Basic Diploma

The Basic Diploma meets the Idaho State Standards for Graduation. This diploma is awarded in particular circumstances, which will be first approved by the Charter Administrator before going to the FBCS Board of Directors for approval.

Early High School Graduation

Nine Trimester graduate: A student who completes all of the graduation requirements for a general diploma set forth by the Charter School and the State Department of Education prior to the completion of twelve trimesters of school attendance in grades 9-12 may petition the State Board of Directors for early graduation by submitting such a petition to the Principal. The Principal shall submit the petition to the Board of Directors for endorsement and approval at the end of the quarter preceding the requested graduation date.

1. Attendance: To be eligible for early graduation, a student must complete nine trimesters of school attendance and must have been in attendance in Forrest M. Bird Charter High School prior to the beginning of his/her nine trimester of attendance. During the student's ninth trimester of school attendance, the student must be in school for six class hours and must pass five or more subjects during his/her ninth trimester of attendance
2. Guidelines: Students should notify the school of their interest to graduate early by the end of the first trimester of their third year of high school. Approval to enter the nine trimester program must be subsequent to a conference of parents, student, and school principal. The conference and application should be submitted to the school prior to the last day of the first trimester of the third year.

Middle School Students earning High School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9th grade and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript, and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent/guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school, unless the student is a participant in the 8 in 6 Program.

College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student's 11th grade year: COMPASS, ACCUPLACER, ACT, or SAT.

A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests;
2. Enrolled in a Limited English Proficient program for 3 academic years or fewer;
3. Enrolled for the first time in grade 12 at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Eligible to take an alternative assessment. In this case, the student may instead take the ACCUPLACER placement exam during their senior year.

A student who misses the statewide administration of the college exam during the student's 11th grade year may instead take the examination during his or her 12th grade year if the student:

1. Transferred to an Idaho public school during his or her 11th grade year;
2. Was homeschooled during his or her 11th grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

A student shall complete a senior project that includes reading, research, a research paper and oral presentation by the end of grade 12. Successful completion of the Senior Project and course work will be given English credit.

Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules.

Civics Test

Beginning with the class of 2017, all secondary students must successfully pass the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

The Charter School will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The School will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the Executive Director may approve minor deviation from the graduation requirements.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, correspondence courses, and online/virtual courses.

Credit for work experience may be offered when the work program is a part of and supervised by Forrest M. Bird Charter School.

All classes attempted at Forrest M. Bird Charter School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once, regardless of repetition of the course.

Honor Roll

A student must have a minimum grade-point average of 3.5 to be placed on the honor roll.

Opportunities for Parent Involvement

Parent involvement is critical to Forrest Bird Charter School's overall effectiveness. Parents are encouraged to become a volunteer and/or participate in various school activities.

Family and Community Engagement (FACE)

FBCS believes that partnership with family and community is crucial to student achievement. FACE is our volunteer network that helps strengthen family, school and community partnerships by (1) create a welcoming school climate, (2) build a community of trust between parents, students and school staff, (3) link families to community resources focused on supporting student well-being, and (4) engage families in school planning, leadership and meaningful volunteer opportunities. Family members who are interested in volunteering in our FACE group are encouraged to contact the school.

Fund-Raising

Occasionally, school sponsored events such as field trips, may require student fundraising.

Volunteering

Parent involvement is an essential part of your child's education at Forrest Bird Charter School. In order to help build community, the Board and staff encourage participation in all school activities. You are vital to the success of our school! Please sign in at the office when you arrive at school to volunteer.

Safety and Health

It is of utmost importance that FBCS provides a safe environment for our students. Because of this commitment, the following rules will apply:

Distribution and Consumption of Medication

Parents are requested, whenever possible, to schedule medication to be given at home. If medication requires to be administered during school hours, parents must provide a written request from the child's physician, including the name of drug, time of dosage, route of administration, possible adverse effects, and emergency instructions that might be applicable. Medications must be brought to school in a container appropriately labeled by the pharmacy or physician and is to include only that medication to be given during school hours.

Should a child need any non-prescription medication during school hours, parents must notify the school and provide these medications for their student.

Students are not to carry any medication (prescription or over-the-counter) on their person with the exception of prescribed inhalers for asthma. They must have a signed order from the doctor. No school staff will be held responsible or liable for medications of any kind.

A note must be sent from the parent or physician if PE or any other activities should be restricted.

Immunizations/Medical Examination

Current immunization records or an Exemption of Immunization from must be on file at FBCS for every student by the first day of the school year. If not, the child will not be allowed to attend.

Emergency Drills/ Emergency Protocol

Fire

In case of fire, it is imperative that the building be emptied quickly and calmly. Fire drills will be held periodically during the school year to practice clearing the school quickly, and teachers will instruct students on proper procedures during a fire.

Emergency Protocol

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

Our school's safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA. When the school is in an emergency situation, people are not allowed to enter or leave the school or evaluation area until the area is secured.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE- "To the Announced Location"

SHELTER- “For a Hazard Using a Safety Strategy”

Please take a moment to review these actions. Students and staff will be trained, and the school will drill these actions over the course of the school year. More information can be found at <http://iloveguys.org>

Emergency Closures

During the school year there may be days when schools are closed because of bad weather or other emergency circumstances. Whenever the Lake Pend Oreille Schools are closed for weather, Forrest M. Bird Charter School will also be closed. Additionally, Lake Pend Oreille School District has a telephone message machine (263-2312) that will have closure information on it. Many area radio and television stations also broadcast school closings. Occasionally, FBCS will be closed while LPOSD is not. Whenever FBCS are closed, FBCS will place an announcement on the school website and Facebook page. A text message will also be sent out via our emergency texting service.

Student Dress Code

Dress Code Philosophy

One of the fundamental purposes of school is to provide the foundation for the creation and development of a proper attitude toward education. In order to further this purpose, it is essential to create and maintain an effective teaching and learning environment. Student attire impacts the teaching and learning environment. It can either promote a more effective educational environment, or it can disrupt the educational climate and process. Student attire that is acceptable for some social settings may not be acceptable for the educational environment of school.

Students are reminded that their appearance, clothing, and grooming, significantly affect the way others respond to them. Matters of dress remain primarily the responsibility of students, in consultation with their parents/legal guardians. Nevertheless, since it is the duty of the Forrest M. Bird Charter School to provide an educational atmosphere conducive to learning; minimizing disruptions or distractions; and to protect the health, safety, and morals of students, all students will adhere to the following standards of dress when the student is on school premises or at any School sponsored activity, regardless of location.

In order to allow appropriate attire for a particular educational or school activity, the building principal has the authority to grant temporary exceptions to specific provisions of this policy and related regulations. An example of such an exception might be where a specially scheduled school event required a group of students to dress unusually on a particular day (Policy 3255).

Overview

The dress code applies to all students, grades 6-12. If a student chooses not to abide by the dress code, the following are the consequences of that decision:

Staff may deny class entrance to any student not in approved FBCS dress code. Families will be notified if the student is out of dress code and asked to bring their student appropriate clothing. Families will also be notified if the student has a consistent issue with being in dress code.

FBCS will work with families to ensure the dress code is fulfilled by the student. Students who are insubordinate and refuse to either change their clothes or call home for appropriate clothing will be subject to immediate consequences (possibilities include but are not limited to In School Suspension (ISS) to being sent home). Students who chronically violate the dress code agreement may be suspended and/or required to meet with the FBCS board.

Acceptable clothing

Tops

- Have sleeves
- Cover midriff area

Bottoms

- No shorter than the top of the knee when standing
 - Bottoms that are shorter than the knee must be worn with leggings
- No pajama pants/ pajama shorts

Shoes

- Student may not be barefoot or only wear socks.
- Footwear must have a back strap to them.
- No flip-flops

Unacceptable clothing

- Clothing that has holes
- Showing of any underwear
- Garments that are see-through or transparent
- Word, terms, pictures, cartoons, slogans, symbols or references to illegal items for people under 18, such as cigarettes, drugs, alcohol, and pornography.
- Word, terms, pictures, cartoons, slogans, symbols or references to any type of weapon, profanity, or bullying.
- Spikes
- Hoodies may be worn; however, the hoods of the hoodies may not be up on heads.
- Sunglasses in the classroom unless prescribed by a doctor.

Physical Activity Dress Code

<u>Appropriate Dress Code</u>	<u>Inappropriate</u>
<ul style="list-style-type: none"> • Short and long sleeve t-shirts • Sweatshirts, Sweatpants • Gym shorts, no shorter than a hand width above the knee • Sweatpants • Appropriate gym shoes with socks 	<ul style="list-style-type: none"> • Clothing that has holes • Clothing that is excessively baggy • Clothing that is excessively tight or revealing • Showing of any underwear

Technology

Internet Use Policy

Internet access and interconnected computer systems are available to FBCS students, faculty, and guests (users). Electronic networks, including the Internet, are a part of the FBCS instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for the FBCS to be able to continue to make its computer network and Internet access available, all students, staff, and guests (users) must take responsibility for appropriate and lawful use of this access. Users utilizing school-provided information services are responsible for good behavior online. The same general rules for behavior apply to users' use of school-provided computer systems. Users must understand that one person's misuse of the network and/or Internet access may jeopardize the ability of all users to enjoy such access. While the FBCS staff is authorized to take reasonable action to implement, supervise, and enforce the provisions of this policy, user cooperation in exercising and promoting responsible use of this access is required.

Acceptable use of information services is confined to educational purposes only. All use of the FBCS electronic network must be: (1) in support of education and/or research in furtherance of the FBCS stated educational goals; or, (2) for a legitimate school business purpose. Use of school-provided information services is a privilege, not a right. Users shall have no expectation of privacy in any data that are stored, transmitted, or received via the FBCS electronic network or FBCS computers. FBCS reserves the right to monitor, inspect, copy, review, and store – at any time and without prior notice – any and all usage of the computer network and/or Internet services and any and all information transmitted or received in connection with such usage.

Unacceptable Usage

The following are specifically considered unacceptable uses of school-provided information services and constitute a violation of this policy; this is not intended to be an exhaustive list, and other uses may be deemed unacceptable uses on a case-by-case basis.

- Uses that violate the law or encourage others to violate the law, including but not limited to: transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by FBCS policy; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and/or, downloading or transmitting confidential information, trade secret information, or copyrighted materials.
- Uses that cause harm to others or damage to their property, including but not limited to: engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than the actual user is communicating; otherwise using another's access to the network or the Internet without authorization; uploading a worm, virus, other harmful

form of programming or vandalism; participating in “hacking” activities or any form of unauthorized access to other computers, networks, or other information.

- Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
- Uses that do not foster an environment of educational excellence. Internet Safety FBCS computers and other school-owned technology-related services shall have filtering that prohibits sending, receiving, downloading, or viewing materials that are: obscene; pornographic; harmful to minors; or, that depict sexual exploitation of a minor as defined by, but not limited to, the Children’s Internet Protection Act and Chapter 15 of Title 18 of Idaho Code [Ref. R14], and/or as determined by the Charter Administrator or his/her designee.

FBCS will also monitor the online activities of users, through direct observation and/or technological means, to ensure that users are not accessing material that is deemed harmful to minors as defined by, but not limited to, Section 18-1514 of Idaho Code [Ref. R14]. The Charter Administrator or his/her designee shall enforce the use of such filtering devices.

The term “harmful to minors” is defined by 47 USC §254(h)(7) [Ref. R12] as meaning any picture, image, graphic image file, or other visual depiction that:

- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and/or,
- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. Filtering should only be viewed as one of a number of techniques used to manage students’ access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering will be used in conjunction with:
 - Internet safety for students integrated into the FBCS instructional program;
 - Using recognized Internet gateways such as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
 - Utilizing “Acceptable Use Agreements”;
 - Using behavior management practices whereby Internet access privileges can be earned or lost; and,
 - Appropriate supervision, in person and/or electronically.

The system administrator and/or the Charter Administrator shall monitor student Internet access.

The system administrator may, with the approval of the Charter Administrator or his/her designee, temporarily disable portions of the content filtering service and/or other technology-based protection systems on an individual basis. The content must be deemed necessary for purposes of bona fide research or other educational projects being conducted by students age 18 and older.

Policy Enforcement

The system administrator and/or the Charter Administrator (or his/her designee) is authorized to take reasonable measures to implement and enforce this policy. The system administrator and/or the Charter Administrator (or his/her designee) is also authorized to enforce additional content filtering and/or conduct monitoring, and to select additional technology as deemed necessary to support this policy and an environment of educational excellence.

This policy will be made available for review online and at the FBCS office. Additionally, the FBCS office will address any questions regarding procedure and complaints related to this policy.

Internet Access Conduct Agreements

Each student and his/her parent(s)/legal guardian(s) will be required to sign and return to the school at the beginning of each school year the Computer Use Agreement prior to having access to the FBCS computer system and/or Internet service.

Office 365

Office 365 is the productivity suite of choice for Forrest Bird Charter School. Students are assigned password protected logins to Office 365 where document creation, collaboration, and email communications take place. You can access the Office 365 site through our website: www.forrestbirdcharterschool.org.

Warranties / Indemnification

FBCS makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and/or the Internet provided under this policy. FBCS is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved and/or transmitted via the Internet. The user or, if the user is a minor, the user's parent(s)/legal guardian(s) agrees to cooperate with FBCS in the event of the school initiating an investigation of a user's use of his/her access to its computer network and/or the Internet.

Violations

If any user violates this policy, access will be denied (if not already provided) or withdrawn and he/she may be subject to additional disciplinary action as deemed appropriate by the Charter Administrator or his/her designee. The system administrator and/or the Charter Administrator (or his/her designee) will make all decisions regarding whether or not a user has violated this policy and/or any related rules or regulations. Access may be denied, revoked, or suspended at any time, with any such decision being final.

Computer Fines

Computer Fines

Students are financially responsible for all damages to school issued technology. Students with outstanding fines due to damage to school technology, will not be eligible for scholarships.

Damage will be assessed as a case-by-case evaluation. The specified repair or replacement cost will be limited to the market cost of the required part, or parts, needed to restore the device to delivered condition. The maximum fine to be imposed will not exceed the full replacement cost of the device as listed below.

Lost or damaged computer:.....	\$450 maximum
Lost or damaged charger:	\$30 maximum

Computer Use

Computer Use

Forrest M. Bird Charter High School incorporates computer technology with all aspects of our curriculum. Students utilize computers for Internet research, project design and presentations, spreadsheet creation, photo editing and other technology skills, as well processing for written assignments. The following agreements are designed to allow student's access to the information and available technologies necessary to succeed without jeopardizing the safety of individuals, their files, or the organization, machines, or network of the school.

To ensure the safety of our students and to maintain compliance with the Children's Internet Protection Act, school administrators monitor the use of information technology resources. Administrators reserve the right to examine, use, and disclose any data found on the school's information network in order to further the health, safety, discipline, or security of any student of other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

The user agrees to:

- Communicate only in ways that are appropriate and respectful
- Report threatening or discomfoting materials to teachers.
- Not intentionally accessing, transmitting, coping, or creating material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
- Not using the resources to further other acts that are criminal or violate the school's code of conduct.
- Not sending spam, chain letters, or other mass unsolicited mailings.
- Use only school approved email accounts at school.

- Not buying, selling, advertising, or otherwise conducting business, unless approved as a school project.
- Not installing applications or change operation settings on FBCS computers.
- Allow Administrator's access to personal computers if being used at school for monitoring while on campus.

Violation of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Bring Your Own Technology (BYOT) (Policy 3260)

The Charter School recognizes the importance and potential educational benefits of technology. The use of portable electronic devices in the classroom can add educational value when such devices deliver content and extend, enhance, or reinforce the student learning process. Classroom teachers shall determine the appropriateness of in-class use of electronic devices, consistent with School instructional objectives, School policies, and with the approval of the building principal.

The School respects each family's right to decide whether or not to provide the student with a device for this program.

Students are permitted to use approved personal electronic devices for educational purposes under the direction of a classroom teacher.

The School is not liable for any device stolen, lost, or damaged on School property or proceeding to or from School property, whether due to the action/inaction of the student or that of any third party. The student and his or her parent/guardian shall be solely responsible for any such loss, theft, or damage.

Rules Regarding Use of BYOT Devices

Personal electronic devices may only be used in a responsible and legal manner, and may not be used in a manner that disrupts the educational process and/or is contrary to any School policy, procedure, or rule. Students using their own devices are subject to School acceptable use guidelines, BYOT guidelines, student conduct and discipline rules, and all other Board policies and procedures and School rules. Failure to adhere to these guidelines may result in the revocation of the privilege of using personal electronic devices in the classroom and in disciplinary action as appropriate.

Students may only use a personally-owned device as part of the BYOT program once the device has been approved by the technology director and building principal.

The following personal electronic devices may be used in BYOT programs:

1. Laptop computers;
2. Tablet PCs;
3. E-readers;
4. Other personal electronic devices approved by the building principal.

To ensure compliance with the Children’s Internet Protection Act, students using their own electronic devices may access only the wireless Internet provided by the School. Internet access from outside sources, such as using a data plan associated with a personally-owned device, is not permitted on School grounds. Students are prohibited from attempting to bypass the School’s Internet gateway, and are directed to report any inappropriate content and conduct to their classroom teacher. If a student accesses the Internet from outside sources, at a minimum, the student will lose the privilege to participate in the BYOT program.

Students may only access files and sites that are relevant to the classroom curriculum and suggested or authorized by a teacher.

BYOT activities are implemented at the discretion of classroom teachers and building administrators. BYOT devices shall be turned off unless students have been directed to use them. Students are to turn off and keep BYOT devices in the sight of the teacher during assessments unless otherwise directed by a teacher. Any teacher’s instruction to shut down BYOT devices or to close the screen is to be followed immediately. All BYOT devices must be kept in silent mode unless otherwise directed by the classroom teacher.

Students shall charge all BYOT devices prior to school every day. Personal devices cannot be left on School grounds before or after school hours.

The School will not service, repair, or maintain any non-School owned technology brought to and used at school by students.

When electronic devices are used to enhance learning in the classroom, students without an approved, charged personal device will be provided access to an appropriate School-owned digital device. Students may not share any BYOT device with another student unless their parent/guardian has approved this in writing and the teacher has directed it.

Violations of any Board policies, regulations, or School rules involving a student’s personal electronic device may result in the loss of use of the device in school and/or disciplinary action. The School reserves the right to inspect a student’s personal electronic device if there is reason to believe that the student has violated Board policies, regulations, School rules or has engaged in other misconduct while using their personal electronic device. Any search will be conducted in compliance with Board policies.

The controls on electronic communication devices contained in this policy do not apply to special education or Section 504 students or students with an Individualized Education Plan when any of these or other such similar plans conflict with uses outlined herein.

Required Online Access Day for Success (ROADS)

Required Online Access Day for Success (ROADS) are utilized so teachers can meet, plan and receive professional development to ensure quality educational experience. ROADS days also allow students to make appointments with teachers in order to have additional tutoring on work.

ROADS are considered school days in which attendance will be taken and assignments given to students via Canvas. ROADS are considered to be “C days. Because of this, students will have assignments given electronically on these days, and students shall expect work assigned will take at least 45 minutes to complete per class. These assignments are generally due on the ROADS day by 3:30 and are an important part of the overall class grade. Students are required to check into all eight of their classes and complete any assignments. Students who do not turn in the expected assignment for the day will be marked absent for the class.

Electronic Access days are every Friday designated a school day for the school year. The school building will be open to students who need access to the internet or extra help. Doors will open and teachers will be available from 12 to 3:00 pm. Teachers can also be reached via email on these dates; students may schedule additional time with specific teachers.

ROADS days may also be designated in the event of an emergency school closure, such as for inclement weather days.

General Information

Academic Advisor

Our Academic Advisor delivers a comprehensive academic advising program encouraging all students’ academic and career development and helping students in maximizing their individual achievement. Services provided by the Academic Advisor and our staff include: preparing four year plans, developing post high school plans, advising students on Advanced Opportunities provided by the State of Idaho, and assisting students to find additional academic help if necessary.

Bell Schedule

Monday – Thursday (Every Friday is a ROADS Day)

Doors open at 7:30

ADVO	7:55 – 8:25
1 ST Period	8:28 – 10:02
2 ND Period	10:05-11:39
Lunch	11:39 – 12:09
3 TH Period	12:13 – 1:47
4 TH Period	1:50 – 2:50

Campus Visitors & Student Sign Out

Families, community members and others are always welcome to visit. Visits to individual classrooms during instructional time are welcome and encouraged providing no interfere will occur with the delivery of instruction or disrupt the normal school environment. In order to visit a classroom during hours, please contact the front office. For your and our student’s safety, visitors must sign in or out at the office and pick up an authorized visitor pass.

We understand that there will be occasions that require students to sign out and leave campus, such as attending college classes, employment obligations, extracurricular activities and doctor's appointments. Legal Guardians must send a note, email or call the high school office before a student will be permitted to sign out and leave campus. Students with a regular sign-out situation, such as weekly appointment, may do so with parent permission allowing this. Students who leave campus without parent permission are considered truant.

Canvas

Canvas is the learning management system of choice for Forrest Bird Charter School. Students are assigned password protected logins to Canvas where course content, academic progress, assignments, homework, and calendaring is accessed. You can access the Canvas site through our website: www.forrestbirdcharterschool.org. It is highly recommended that parents/families create a Parent Canvas account to monitor their students' academic performance.

Cell Phone Procedure

Students may possess personal communication devices, such as cell phones, smart phones, and mP3 players, during the school day, provided that the devices do not disrupt the educational program or school activity. These devices shall be turned off and placed out of sight during the educational periods in order to minimize the disruption to the educational environment. Students, however, may use personal communication devices between instructional periods, before or after school, and during lunch.

Any misuse of personal cell phones, including texting, answering calls and Internet searching without teacher approval, may result in confiscation of the device by school personnel. Personal communication devices may be use for educational purposes during instructional periods at the discretion of a staff member for a period of time. Also, student may listen to music only with the permission of the staff member.

If a phone is confiscated from a student, the following will happen:

- 1) The phone will be given to office personnel for the day. The student may retrieve the phone from the office at the end of the day at 3:10.
- 2) If problem persists and the phone has been confiscated on several occasions, the staff may request a parent to retrieve the phone instead of returning to the student at the end of the day.

Families are asked to refrain from calling or texting their student during class hours unless it is an emergency. This will help maintain a positive learning environment within the school.

Change of Address

When families move during the course of a school year, it is critical that they notify the school office of this change so the school can maintain necessary and appropriate contact with the family. If you move during the course of the year, please submit all pertinent information to the school office prior to the move.

Field Trips

Walking Field Trips

At the beginning of the school year, parents are asked to sign a permission slip which allows teachers to take students on field trips within our community. Students and teachers walk as a group to the designation location and then walk back. Teachers will notify families when these trips occur.

Distance Field Trips

During the school year, teachers may schedule fun, educational or service-based field trips that require transportation. Trips will be announced in writing in advance by the teacher or school office. A permission slip must be signed and returned to the school in order for the student to attend the field trip. The permission form will provide details of the trip (destination, times, transportation, and cost) and a way for the parent to sign up to chaperone.

Prohibited attendance of a field trip

Although field trips are an important aspect of the education, students may be prohibited to attend a field trip. Circumstances for prohibited attendance include a discipline consequence, no parent permission form signed, or lagging behind in other classes, which would be missed for longer field trips. When a student is prohibited to attend a field trip, an alternate assignment will be given to make up the work missed on the field trip.

Immunization Requirements

Idaho School Immunization Law (IDAPA 16, Title 16, Title 02, Chapter 15) requires specific immunizations for students who attend public school. Immunization records or a written Exemption of Immunization form must be provided to the school by the legal guardian before enrollment and must be kept on file in the student's school records. Families are to ensure immunization requirements are met throughout the years of school. If not, the student will not be allowed to attend the school. Immunization requirements may be found at www.cdhd.idaho.gov/pdfs/imm/Idaho%20School%20Immunization%20Law%2001-07.pdf.

Lunch Program

FBCS does not have a lunch program. Students will be asked to bring a lunch. Please send items that do not need refrigeration. FBCS does not have the facilities to accommodate perishable foods. There will be a student store with some food items available if needed. Microwaves are available.

Food deliveries from outside sources, such as pizza, will not be accepted at the school for students. Families may bring food for their students for lunch during the day. The food provided by families shall be left at the office for the student to pick up.

Lost and Found Items

Students are responsible for all personal items brought to school. Forrest M. Bird Charter School does not accept liability for any personal item lost on school property due to theft, fire, water damage or for any other reason. Items that are lost or found can be turned in or looked for at the office. Students are reminded to check the lost and found for any missing

items. Students should report all lost items to the office immediately. Due to the lack of storage, any unclaimed item will be donated to a local thrift store.

Media Release

The school periodically uses images and names of students in various media (printed, photographic, or video) to promote school activities or programs. If you do not wish your student's name or image to appear in any such school produced materials, please notify the school in writing.

Messages

Students can receive **important messages** at school by calling the high school office at 208-265-9737 or the middle school office at 208-255-7771. Use of the office telephone by students is limited to emergency and/or school business calls only. Students requesting to use the office phone during class time must have permission from their classroom instructor and from the front office personnel before using the phone.

Open Campus Lunch

The open campus lunch is available to 9th, 10th, 11th, 12th grade students with parent/legal guardian written permission. Students must make every effort to be back on campus in time for third period. Students can lose the open campus privilege at the discretion of the principal, teachers, or by parent request. Only students with a signed permission form on file may leave campus for lunch.

Publications

All distribution of materials done in the school or on school property must have approval of the building administrator. All student publications and other media productions shall be considered an extension of classroom instruction and shall be supervised by assigned teachers. Administration reserves the right to censor any materials that would be of a nature that would harass, demean or threaten the safety of a student or staff member.

Release of Students during the Day

For your child's safety, parents/legal guardians are required to sign a student out at the office when removing them from school. Students will remain in the classroom until parents arrive to maximize instructional time. When anyone other than a parent/legal guardian is picking up a child, they must have a note from a parent/guardian. A parent may also call the office and authorize the person listed as an emergency contact to pick up their student. Picture ID may be required for anyone picking up a student.

School Business Office Hours

All school business should be conducted during the regular business hours of 7:30am to 3:30pm. School office hours are 7:30am to 3:30pm on Monday through Thursday; 12:00pm to 3:00pm on Fridays.

School Hours

School begins at 7:55 a.m. and dismisses at 3:15 p.m. Doors open at 7:45 a.m. Students are welcome to stay after school for school activities; or if they have made arrangements with a

teacher for tutoring. Students will be asked to leave the school if they are not engaged in one of these activities and should be picked up no later than 3:30 p.m. FBCS employees are not responsible for supervising students who arrive on school grounds more than 30 minutes before school or before a school sponsored activity is scheduled to begin. FBCS employees are not responsible for students remaining on school grounds more than 30 minutes after school or after a school-sponsored activity ends. FBCS is not responsible for supervising students not in attendance at school, or students not authorized to participate in school-sponsored activities. Parents or guardians should not rely on FBCS employees to provide supervision for their student outside of the above time period.

Student Transportation

Bicycles and Other Wheels

Students may ride their bicycles or skateboards to school. Care and cooperation from everyone will ensure the safety of all students and property. Students riding bicycles to school must park them in the bike racks and use lock. The school is not responsible for the bike, skateboard or other wheels that are stolen or damaged. Caution and respect toward other pedestrians and regular bicycle traffic laws are to be observed. Use of personalized wheeled transportation will not be permitted during the school day or school activities. Wheeled transportation is not allowed on school sidewalks or in the school buildings.

Buses

Forrest Bird Charter School provides limited bus service to and from school, subject to rules and regulations established by the Forrest Bird Charter School Board. Actual routes and pickups will be determined by the number/ location of riders; may vary at times.

Bus Conduct

Students are expected to conduct themselves in an orderly manner while waiting for or riding the bus. Appropriate student behavior is essential for a safe and positive environment while transporting students and therefore, it is important not to distract the bus driver. It is the responsibility of every student to know and obey the bus rules. Misbehavior on the bus can deprive a student of the privilege to ride.

Bus Use Rules:

- Orderly behavior is expected on the bus and at the bus stop.
- Be on time at the bus stop (at least five minutes before the scheduled bus arrival time). The bus driver cannot wait for tardy passengers.
- Remain seated, facing forward in your seat. Keep your hands and feet to yourself at all times. Aisles must be kept clear at all times.
- Talk quietly. Silence is required at all railroad crossings. Yelling and loud noise will not be permitted.
- Swearing and use of inappropriate language and/or gestures is prohibited. The driver is to be shown courtesy and cooperation at all times.

- No hitting, ‘horseplay’, or fighting. Students are not allowed to encourage others to fight, or to continue or incite a fight by teasing, threats or harassment.
- Food allowed on buses will be determined by the individual bus driver.

In the event of a violation of bus policy that results in a Driver’s Report, FBCS students will lose their bus riding privilege for 5 days. In the event of a second violation, the student will lose their bus riding privilege for 30 days. A third violation of the bus policy will result in the loss of bus privileges for the remainder of the school year.

Student Driving

All drivers of motorized vehicles are to observe Idaho traffic codes, school regulations and common sense when operating their vehicles on campus. Students who endanger the lives of others on school property by speeding or reckless driving are subject to citation by local police, may be reported to the DMV for possible suspension of student license, and actions may result in additional school consequences. All student vehicles must be parked in the student/visitor lot only.

Delivery and Pick up of Students

Student drop off in the morning and pick up in the afternoon is busy traffic times for the school. In order for the dropping off and picking up of students to run as smoothly and efficiently as possible, it is imperative that every driver follow the guidelines that govern the parking lots. Note there is parking in both the south and north lots as well as a pull out on Madison. Traffic laws/regulations apply when picking up/dropping off your student. Please monitor for pedestrians of yielding traffic.

Study Labs (High School Only)

Each student will be assigned a daily 90-minute 4th period study lab. Study labs allow students to complete assignments and receive additional help on assignment if needed. With effective use of study labs, students will be able to spend more time with families or find a job. 11th grade and 12th grade students may gain parent permission to leave during study labs regularly due to employment opportunities or family obligations; students who leave study labs without parent permission will be considered truant.