



Employee Manual
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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 fulfill 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 weekly to the supervisor. Time sheets are to be turned into the Business Manager by the director assigned.

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 FML. 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.

Military Leave

All Forrest M. Bird Charter School (FBCS) employees, other than those who are employed on a temporary basis who are not qualifying temporary employees, are entitled to military leave of absence when

1. Ordered to active duty for training as members of the Idaho National Guard or any component of the U.S. Armed Forces; or.
2. Ordered by the governor, adjutant general, or other lawful authority to active duty, training, or other duty as members of the National Guard/State-recognized militia of the State of Idaho or any other state.
3. Employees who volunteer, are drafted, or are ordered to extended active duty with any component of the U.S.

Armed Forces shall be entitled to reinstatement to their former positions or comparable positions:

1. They volunteer, are drafted, or are ordered to extended active duty with any component of the U.S. Armed Forces; or

2. They are ordered to National Guard/State-recognized militia service as described above; and if the right is exercised in a timely manner.

To learn more about Military Leave, refer to Policy 5470

Sick Leave Banks (Policy 5410)

The purpose of the sick leave banks shall be to provide qualifying employees with additional sick leave days as needed to recover from personal illness or injury which causes absence from work and loss of all accumulated personal sick leave. The banks shall not be used as a reserve for time lost due to short-term illness that would normally be covered by the employee's accumulated sick leave, nor for time due to illness in the family, bereavement, or for a purpose other than personal illness. Refer to Policy 5410 for a detailed description of Sick Leave Banks.

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 manner determined by the Principal.
- B) Regular communications between teachers and families regarding behaviors also shall be 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 FBCCS 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 personnel 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 FBCCS'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 the 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 at all times 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.

Cell Phones

Staff members are to refrain from personal use of cell phones during the school day or during professional meetings. Personal cell phones may be used to contact administration or other staff members in times of emergency.

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 or 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 \(forrestbirdcharterschool.org\)](https://www.forrestbirdcharterschool.org).

Appendix A: Certified Staff Salary Matrix based upon Idaho Career Ladder

Career Ladder Placement	Salary Apportionment Additional \$6,359 allocation per SB 1205 Section 6
R1	\$47,859
R2	\$48,859
R3	\$49,859
P1	\$50,859
P2	\$52,609
P3	\$54,359
P4	\$56,109
P5	\$57,859
AP1	\$61,359
AP2	\$63,359
AP3	\$65,359
AP4	\$67,359
AP5	\$69,359

Appendix B: Executive Director and Principal Salary Matrix

	Assistant Principal	Principal	Assistant Principal w/MA in Ed Leadership	Principal w/MA in Ed Leadership	Executive Director
1	60,000	65,000	65,000	70,000	77,000
2	61,200	66,300	66,300	71,400	78,540
3	62,424	67,626	67,626	72,828	80,111

4	63,672	68,979	68,979	74,285	81,713
5	64,946	70,358	70,358	75,770	83,347
6	66,245	71,765	71,765	77,286	85,014
7	67,570	73,201	73,201	78,831	86,715
8	68,921	74,665	74,665	80,408	88,449
9	70,300	76,158	76,158	82,016	90,218
10	71,706	77,681	77,681	83,656	92,022

*based on enrollment numbers of 260 or more

*subject to adjustment based on enrollment percentages

Appendix C: Classified Salary Matrix

	Non-Cert Paraprofessional/ Classroom Aide	Custodian	Cert ParaProfessional School Secretary	Tech Support School Office Coord.
1	12.93	13.49	15.50	16.49
2	13.32	13.89	15.97	16.98
3	13.71	14.31	16.44	17.49
4	14.13	14.74	16.94	18.02
5	14.55	15.18	17.45	18.56
6	14.99	15.64	17.97	19.12
7	15.44	16.11	18.51	19.69
8	15.90	16.59	19.06	20.28
9	16.38	17.09	19.63	20.89
10	16.87	17.60	20.22	21.51
11	17.37	18.13	20.83	22.16
12	17.89	18.67	21.46	22.82
13	18.43	19.23	22.10	23.51
14	18.98	19.81	22.76	24.21
15	19.55	20.40	23.45	24.94
16	20.14	21.02	24.15	25.69
17	20.74	21.65	24.87	26.46
18	21.37	22.29	25.62	27.25
19	22.01	22.96	26.39	28.07

20	22.67	23.65	27.18	28.91
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