

Teacher Contracted Hours:

7:45- 3:30 & (7:45- 4:30 on Wednesdays for staff meetings with prior notice)

Classified Staff Hours:

See calendar or check with your supervisor for your specific hours. Effective for the 2021-2022 school year classified calendars, classified staff will have two fifteen minute breaks and a thirty minute unpaid lunch break which staff may choose to take during the day or at the end of the day in their schedule. This decision must be made and approved by your supervisor prior to the start of the Classified employees calendar begin date.

Accidents/Injuries:

Staff: If you have any kind of accident at school, notify Sheree Boothby by calling/texting 208-608-9841 immediately and fill out an accident report within 24 hours. Use common sense and avoid moving/lifting heavy objects/furniture. Use step stools, not chairs or tables, to reach high places. For winter safety, wear appropriate footwear and walk on sanded areas to avoid slipping on ice.

Students: All injuries should be reported to the office and an accident report completed. Someone should always accompany injured students to the office. Possible fractures should be handled with extreme caution. When in doubt, DO NOT MOVE the injured person. All head injuries, no matter how minor they may seem, are to be reported to the secretary who will contact parents and potentially have Amy Siddoway look at the injury.

Administration/ Administrative Support Staff:

Wendy Oldenkamp
Charter Administrator, 6-12th Principal,
K-12 Federal Program Director
6-12 Evaluator
6-12 Discipline
Title IX Coordinator

Heather Burton
K-5th Elementary Principal
K-5th Discipline
K-5th Evaluator
Special Services Director
IEP, 504, RTI

Marcos Sanchez
Athletic/Activities Director
K--12th Vice Principal
K--12th Discipline

Amy Siddoway
Business Manager, Board Clerk
ISEE Coordinator

Sheree Boothby
Human Resources Director, Office Manager, Classified Supervisor
Executive Assistant

Becky Mitchell
Curriculum Director

Jeff Olson
IT Director
Testing Coordinator, Infinite Campus

Angie Nicholes
Mentor/Safe School Assistant
Character Education/SOS
Social Emotional Support Staff

Cheryl Clark
Assistant to the Counselor, Library

Abigail Blair
College and Career Advisor, Registrar, School Marketing

Jenna Parcell-Seraphin
College and Career Advisor
Student Health and Wellness

Mike Hampton
Facility Manager

Crystal Brown
Safe School Officer

Aurelia Warth
Assistant to the Business Manager
Purchase Orders, Reimbursements

Amy Bowers

School Secretary
Attendance/Front Desk

After School Supervision:

Activities supervisors, coaches, tutoring supervisors must maintain a list of participants and applicable phone and email contact information to communicate with students and parents regarding changes to schedules or cancellations.

Announcements: Classroom announcements will be kept to a bare minimum to protect learning time. If you have an announcement, please email it out to the staff. The flag salute will take place daily in the classroom.

TEACHER ARRIVAL/DISSMISSAL: Staff are to arrive **NO LATER than 7:45AM** the first day and be available in their classrooms for students to come in early to their first period/homeroom. Kindergarten through twelfth grade teachers must stay on campus and be available to answer any questions or concerns until 3:30p.m. the first week. The rest of the year teachers may leave after school as long as they don't beat the students out the door. Teachers are to arrive at school by 7:45AM daily. **Staff must open their door to allow students into your room and supervise starting at 7:45AM daily.**

ATTENDANCE: Submit attendance by **8:10AM** daily.

School funding is dependent on accurate attendance counts. Students who arrive late must check in at the office and receive a tardy pass after **8:04 for high school and 8:08 for MS and elementary.**

If the child arrives with a pink tardy slip from the office, the office changed the absent to tardy. If the child arrives without a pink slip, it is the teacher's responsibility to change it from absent to tardy.

****ALL secondary staff must take attendance at the beginning of every period. For all periods, students are tardy if they are not in their seat by the tardy bell.**

Cases of student "disappearance" should be reported to the office immediately!

****BUS PROCEDURES:** ALL k-5th grade teachers are expected to accompany their students to the buses and bus lines every day. One teacher from each grade level should take all students to the bus and one will take the students north along the backside of the school up the sidewalk to the flagpole for parent pickup or walking home.

Care of Room, Building and Grounds: *LEAVE IT CLEANER THAN YOU FOUND IT* is our operating guideline. This is part of citizenship and character education training. Please have students invest in serving the school and developing school pride in the last five minutes of every class.

Checkout Procedure for Bus Line: If a parent wants to take a child out of the bus line or off the bus, the parent must show proper identification to the administrator on duty. This is for student safety so we know who is picking up the children.

Checking Students Out of Class Early: For safety purposes, students may not be released to any person other than the parent/guardian listed on the enrollment form without written authorization from the parent/guardian. Parents will be asked to sign students out at the office and the student will be called to the office. Parents may be asked to provide identification (driver's license).

****CHILD ABUSE/NEGLECT REPORTING:** All school employees are obligated by law to report any disclosure or observation of physical, sexual abuse, neglect, or abandonment within 24 hours. Call Child Protection and say, "I'd like to make a report." Have the students information up on Infinite Campus to answer their questions such as DOB, siblings, parents, address, phone number, etc. If you do not have access to this information, contact an administrator, Mrs. Nicholes, or Jenna Parcell to assist you in the call. For neglect issues, work with the counselor immediately for interventions. Do not EVER share personal information with the child regarding any abuse that has happened to you or a loved one. NEVER investigate the child and "probe" for abuse information. This interferes with the health and welfare or police investigation. Inform your Principal of any report to Health & Welfare. Health and Welfare Reports for the Treasure Valley for suspected Abuse, Neglect, or Abandonment number 208-334-5437.

Children and Grandchildren of Staff Members: Staff kids will be expected to follow the same rules/procedures as all students after supervision begins. Prior to 7:45 a.m., please keep your kids (grandkids) with you in your room. After School, K-5th grade staff children need to be in their parents classroom or in Adventure Club until the parent can monitor the student.

Classroom Speakers/Guests: The use of outside/community speakers is encouraged when it enriches and accelerates the students learning and ties to the content standards and our charter. Teachers must receive prior approval for a guest speaker from the administrator. Send an email to Mrs. O and copy Mrs. Boothby so that everyone is in the loop regarding guests on campus. Please list how the speaker enhances the curriculum as it aligns with the state standards or the charter when requesting permission.

****CLASSROOM SUPPLY BUDGET:** *Anything purchased with classroom funds is considered to be the property of the school and may not be taken with you if you leave Vision Charter for other employment.* Manage your money and carefully account for your funds so that you do not overdraw. The privilege of having classroom funds requires professionalism in not overextending your budgets. Funds must be expended by the end of the year. Funds may not roll over. If you overextend your budget, you will be responsible to pay it back immediately. This is the same for any extra-curricular budgets. Staff members who exhibit a pattern of overextending any school budget will be forced to go to a reimbursement only system.

**** COLLABORATION:** All staff members are expected to treat each other with respect, kindness, and integrity. Negativity about other staff members will not be tolerated and will impact evaluations. Encourage colleagues to keep it positive. **Go straight to the source if you have a concern.** Try to resolve issues at a low-level and move forward with respect. If you are unable to resolve issues at a low-level, you may go to your direct supervisor to seek mediation and assistance for a positive resolution.

****CONFIDENTIALITY:** Student information is CONFIDENTIAL. Use caution in conversations. Do not throw student ID information in the trash but instead, send to the office for shredding. Do not cross confidentiality issues by addressing parents with “private” information you have received from any source. **If something concerns you, turn it over to the appropriate administrator.** For certificated staff, this is the expectation and is included in the professional code of ethics that you adhere to. For classified staff, there will be an additional confidentiality agreement to read and sign.

Do not address another child at Vision Charter School regarding concerns that your child is having with that child or any time you are personally upset with a student for something done to your own child or relative. Have an administrator or another staff member step in and take over the investigation, counseling, consequences, and redirection of either party. If something is happening that appears to be unsafe, stop the interaction and deliver both kids to an administrator or another staff member to investigate.

Copies/Paper/Professionalism: I pride myself on hiring and employing the best and trusting those professionals to do what is best for the students and to use their professional discretion on how to best educate the students within the boundaries of our curriculum. This also means remediation and acceleration and differentiation as appropriate. I trust you to use the copier as one tool to do this. I never want to be in a spot to have to micro-manage the copier. Please help me by not copying busy work or time fillers. Everything our kids do should be moving them to the next level of learning. Make every effort to provide the most engaging lessons that allow kids to interact with the content to discover, create, question, analyze, test, collaborate, communicate, and build models. DO NOT USE SCHOOL COPIES OR SCHOOL SUPPLIES FOR NON-SCHOOL REASONS. THIS IS STEALING FROM THE SCHOOL.

****CUSTODY/MEDICAL ALERT/RED FLAGS/504 ACCOMMODATION PLAN/SPECIAL ED:** You will receive a list of all students in your class who are on 504's and what their accommodation plan includes. You are responsible to follow it. This is a legally binding document. Do not ever state that you are too busy or have too many kids to follow it. Use facts regarding the needs of the student when in a 504 meeting. Medical alert and custody information will be provided to you for students in your care. A

list of IEP students in your classroom and any accommodations or items you are responsible for will be provided to you by Mrs. Reynolds (Elementary), Mrs. Bingham (Secondary), or Mrs. Burton. It is YOUR responsibility that this information is in a sub plan folder for your classes for all subs. Mrs. Reynolds or Mrs. Bingham are the first contact for IEP's. Mrs. Burton is the primary contact for 504's and RTI.

DRESS CODE:

K-12TH GRADE DRESS CODE GUIDELINES: Students will wear attire and treat other students and staff of Vision Charter School with respect and modesty. If one's dress or behavior is offensive, inappropriate, distracting to the learning/school environment, and/or poses a safety hazard as determined by the administrator, it will not be acceptable on campus. -All pants, shorts, skirts, etc. must be worn at the waist to cover one's undergarments -Shorts and skirts must be worn at the waist and reach to at least the mid-thigh. -Jeans may be worn as long as they are worn at the waist and do not display holes that are above the mid-thigh. ****Mid-thigh is the minimum length allowed and is MIDWAY between the hip and the top of the knee.*** - No Brief or Exposing Tops. Garments such as halter tops, tube tops, crop tops, tank tops (worn alone), spaghetti strap tank tops (worn alone), and tops that are see through may not be worn. Midriffs and undergarments must stay hidden. ****Sleeveless shirts will be allowed as long as they have a minimum of four finger width of fabric covering from neck to shoulder.*** -Gauges are to stay under 10mm 1. Students should have a neat, clean and well-groomed appearance. 2. Leggings must be covered to the mid-thigh by a long shirt, shorts, or skirt. 3. Hair should never be a distraction to the learning environment. 4. Jewelry is to be in moderation and not a safety concern or distraction to the learning environment. 5. Clothing must not be overly tight or bagging, or revealing in any way. 6. Underwear or undergarments are not to be visible on either upper or lower parts of the body. 7. No hats, hoods, scarves, or non-religious head covering of any kind are allowed to be worn while inside the classroom. However, hats, visors, or other acceptable head coverings will be allowed outside. 8. No trench coats allowed. 9. Clothing, tattoos, body markings, or any item brought to school, such as outer wear, backpacks, lunch boxes, notebooks, jewelry, and hair pieces, may not have any insignias, patterns, graphics, writing or messages that are obscene or relating to drugs, alcohol, tobacco, any illegal activity, or any sexual innuendos. 10. Gang attire of any kind is strictly prohibited. This includes, but is not limited to, garments that are suggestive or colors, solid color red or blue bandanas, or belts that have gang symbols or innuendos on them. 11. Any attire, grooming practice, makeup, or possession that disrupts the educational atmosphere will not be allowed. 12. Special days that would not adhere to certain portions of this dress code may be allowed with the permission of the school administrator and announced in advance. 13. The school administrator holds the right to determine if any apparel, jewelry, grooming practice, or other item is not appropriate for Vision Charter School based on a distraction to the learning environment or a safety concern. 14. No roller shoes allowed 15. Tennis shoes must be worn to P.E. 16. Non-revealing tank tops, running shorts, leggings, or spandex shorts are allowed during PE, CrossFit, or before/after school sports practices and athletic events and while going to and from changing rooms in all other situations, students must follow

school dress code while on school grounds including when coming to or leaving from school. ****All students will resolve the dress code violation prior to returning to class.** Dress code violations will result in the following: 1st offense: Warning, 2nd offense: Detention/Community Service, 3rd offense: Defiance Referral *See Discipline Policy for continued offenses of defiance.

****Do not deal with dress code policy issues.** We cannot overstate this enough. Staff should never address dress code issues, even if it feels urgent. Send an email or text to Wendy or Sheree for secondary and Heather or Sheree for elementary and one of us will deal with it.

DRESS CODE- STAFF: Each staff member has a professional responsibility to dress in a manner appropriate to his/her job assignment and should present him/herself as a professional role model to the students. If you think it might not be ok, it most likely isn't appropriate. **On school days, do NOT wear pants that have rips or holes.**

****EMERGENCY / CRISIS:** Emergency procedures and exits are located on a clipboard by the door of every classroom. Regular drills will be practiced.

Every staff member **MUST** fill out an Emergency Survey. This information is kept with Human Resources and in the Office Crisis Folder for emergency use only. Notify the Human Resource Manager of any changes.

The Crisis Team in your building is:

Crisis Team Leader: Wendy Oldenkamp/ Heather Burton

Safe School Officer: Officer Crystal Brown

First Aid Team Leader: Amy Siddoway/ Mike Hampton

Communication person: Sheree Boothby/ Aurelia Warth

Mentors: **REVIEW the Emergency Plan and Bag with your mentee prior to school starting.**

ALL STAFF: NOTE THE FIRE DRILL pathways for the classes you will be working in regularly. PRACTICE the fire drill with every class the first week. Remember to use all of your senses and feel the door, listen, look, and then move with intentional alertness to your surroundings.

ALL HERE: Green MISSING: Red

AS A SCHOOL we will review the Lock Down, Hall Check, Evacuation, Reverse Evacuation procedures the second week we are back on campus. Review these terms personally. They are listed on the clipboard by your door.

****FIELD TRIPS:** Field trips will be approved by the Administrator when the trips enhance State Standards and/or VCS curriculum and when there is money available through a donation, grant, or classroom funds. See attached forms with details. No field trips will be funded out of the general fund. **We are no longer allowed to ask students to donate money to attend a field trip.** The state is now reimbursing 75% of buses for a field trip that are tied to the curriculum and during the school day. Make every effort to not take a field trip during a time that disrupts other teachers' teaching time. It is very difficult to have educational assistants attending field trips due to a lack of substitutes. As with everything, we will allow only 10% of the staff at any time to be absent for personal days. Staff requesting to attend a field trip will be considered a personal request and be managed in the same manner as all leave requests on a first come/first serve basis and denied if we have exceeded our 10% personal request forms for the same day.

****FUND RAISERS:** No fundraisers are allowed without express written permission from Mrs. Oldenkamp. Submit all requests in writing to Mrs. Oldenkamp to get on the fundraising calendar.

Grading Policy: Comments must be made on progress reports and report cards for all students receiving a grade of C- or below.

All K-12th grade teachers will use Infinite Campus for their grade book and will be our LMS starting 2021-22 school year. *Update grades every two weeks. Grades should be posted within two weeks of an assignment given. Marking "turned in" inside Infinite Campus allows you to take more time to grade larger projects and allows the parent to support their child if it is not turned in.*

*****K-12th grade teachers are all expected to enter assignments in Infinite Campus at the time the assignment is assigned and list the accurate due date. All assignments from all classes populate the agenda feature that the student and parent can access at any time. Parents will literally have one place to go to find all assignments and due dates.**

Hazing, Harassment, Intimidation, Bullying, Cyber Bullying:

The following definitions and procedures shall be used for reporting, investigating, and resolving complaints of hazing, harassment, intimidation, bullying, and cyber bullying.

Definitions:

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in Charter School business, such as employees of businesses or organizations participating in cooperative work programs with the Charter School and others not directly subject to Charter School control at Charter School athletic competitions or other school events.

"Charter School" includes Charter School facilities, Charter School property, buses, electronic technology or electronic communication equipment on Charter School

computers, networks, or forums and non-school property if the student or employee is at any Charter School-sponsored, Charter School-approved or Charter School-related activity or function, such as field trips or athletic events where students are under the control of the Charter School or where the employee is engaged in Charter School business.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any school-sponsored activity or grade level attainment, such as forced consumption of any drink, alcoholic beverage, drug or controlled substance; forced exposure to the elements; forced prolonged exclusion from social contact; sleep deprivation; or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed or other such activities intended to degrade or humiliate.

“Harassment” includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, electronic, or physical nature on the basis of an actual or perceived characteristic, including but not limited to age, race, religion, color, national origin, disability, marital status, gender, gender identity and expression, sexual orientation, physical characteristic, cultural background, socioeconomic status, geographic location, familial status, or weight.

“Harassment, intimidation or bullying” means any act that substantially interferes with or disrupts the educational environment or impinges on the rights of other students at school, a student’s opportunities, or performance that takes place on or immediately adjacent to school grounds, school property, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:

- A. Harming a student or damaging a student’s property;
- B. Knowingly placing a student in reasonable fear of harm to the student or damage to the student’s property; or
- C. Is sufficiently severe, persistent, or pervasive so that it creates an intimidating, threatening, abusive, or hostile educational environment.

“Cyber bullying” includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs through the Charter School’s computer network and the Internet, whether accessed on campus or off campus, during or after school hours or through any private electronic device done when the student is present at school. In the situation that cyber bullying originated from a non-school computer, but has been brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school or impinge on the rights of other students at school and/or in violation of Charter School policy or state law. In addition, such conduct must also be in violation of

a school policy or state law. Administration shall in their discretion contact local law enforcement.

“Intimidation” includes, but is not limited to, any threat or act intended to tamper, substantially damage, or interfere with another’s property; cause substantial inconvenience; subject another to offensive physical contact; or inflict serious physical injury on the basis of race, color, religion, national origin, or sexual orientation.

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of Board policy independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Confidentiality

It is recognized that harassment, hazing, intimidation, bullying, and cyber bullying is often very distressing for the victim and those who suffer as a result of such actions may be reluctant to make their concerns known. All reasonable steps will be taken to ensure that all inquiries and/or complaints are dealt with allowing for as much confidentiality as can be provided while at the same time allowing for a thorough and appropriate investigation and reporting, where appropriate.

Complaint Procedures

The Principal has the responsibility for investigations concerning hazing, harassment, intimidation, bullying, or cyber-bullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Any student, employee or third party who has knowledge of conduct in violation of this policy or feels he or she has been a victim of hazing, harassment, intimidation, bullying, or cyber-bullying in violation of this policy shall immediately report his or her concerns. All complaints will be promptly investigated in accordance with the following procedures:

Step I: Any hazing, harassment, intimidation, bullying, or cyber-bullying, information (complaints, rumors, etc.) shall be presented to the Principal. Complaints against the Principal shall be filed with the Board of Directors. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step II: The school official receiving the complaint shall promptly investigate or refer the complaint to an appropriate colleague or outside party for investigation. Parents will be notified of the nature of any complaint involving their student. The school official will arrange such meetings as may be necessary with all concerned parties within 10 working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The school official(s) conducting the investigation shall notify the complainant and parents (as appropriate) in writing when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined. Due to the requirements of the Family Educational Rights and Privacy Act, it will often not be possible to provide complainants and parents with detailed information on disciplinary actions taken against another student.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Principal.

Step III: If the complainant is not satisfied with the decision at Step II, he or she may submit a written appeal to the Principal or designee. Such appeal must be filed within 10 working days after receipt of the Step II decision. The Principal or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The principal or designee shall provide a written decision to the complainant's appeal within 10 working days.

Step IV: If the complainant is not satisfied with the decision at Step III, a written appeal may be filed with the Board of Directors. Such appeal must be filed within 10 working days after receipt of the Step III decision. The Board shall, within 10 working days, conduct an informal review at which time the complainant shall be given an opportunity to present the complaint and the Charter School's administration to respond if they so desire. The course and conduct of this proceeding shall be informal and shall be at the sole discretion of the Board. The Board shall provide a written decision to the complainant within 10 working days following completion of the informal review.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation and Reporting

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all hazing, harassment, intimidation, bullying, or cyber-bullying, complaints and documentation will be maintained as a confidential file in the Charter School Office and reported as required by the State Department of Education.

EMPLOYEE RESPONSIBILITIES REGARDING STUDENT HARASSMENT, INTIMIDATION, AND BULLYING

The personal safety and welfare of each child is of paramount concern to the Board of Directors, employees, and patrons of the Charter School. It is of particular importance that employees within the Charter School become knowledgeable and thoroughly educated as to their legal and ethical responsibilities regarding intervention and reporting of student harassment, intimidation, and bullying.

Intervention

Charter School employees are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation, and bullying.

Intervention shall be designed to:

- a. Correct the problem behavior;
- b. Prevent another occurrence of the problem;
- c. Protect and provide support for the victim of the act; and

- d. Take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Professional Development

The Charter School shall provide ongoing professional development to assist school employees in preventing, identifying, intervening, and responding to harassment, intimidation, and bullying.

The content of ongoing professional development for Charter School employees shall include, but is not limited to:

- a. School philosophy regarding school climate and student behavior expectations;
- b. Definitions of harassment, intimidation, and bullying with specific examples;
- c. School prevention strategies or programs including the identification of materials to be distributed annually to students and parents;
- d. Expectations and examples of staff intervention to harassment, intimidation, and bullying; and
- e. School process for responding to harassment, intimidation, and bullying including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services, and parental involvement.

Student Discipline

When disciplinary action is necessary for students engaging in harassment, intimidation and bullying, employees shall follow relevant Charter School policies.

Reporting

Any Charter School employee who has witnessed, or has reliable information, that a student has been subject to harassment, intimidation or bullying, must report the incident to the designated school official in accordance with Charter School policy and procedure [3295 and 3295P]. Knowingly submitting a false report under this policy shall subject the employee to discipline up to and including termination.

The Principal and/or their designee shall be responsible for receiving complaints alleging student harassment, intimidation, and bullying and will ensure that documented complaints will be maintained as a confidential file

in the Charter School office and reported as required by the State Department of Education.

Medication: Do not keep medication of any kind in the classroom without administrator direction and doctor signature/prescription. Students who take medication must have a parent bring it to the office in the original container with a prescription.

Staff Meetings:

All certified staff are expected to attend ALL scheduled staff meetings. Do not schedule other activities or appointments during this time.

Nightly duties: Check to make sure the exterior doors are locked after you walk through it in the evening. Turn off all computers, Elmos, projectors, and Scentsy Pots at the end of the day.

Office: Inform the office and administration of ALL activities/events that are outside your normal classroom routine ESPECIALLY IF YOU WILL HAVE PARENTS OR VISITORS ON CAMPUS.

Parties: Please keep all parties tied to academics. Please work with parents to provide healthy treat options.

****PETS:** Please ensure that no one in your classroom has any pet allergies prior to purchasing a classroom pet. Do not allow students to bring pets for show and tell. The liability would be the schools if the dog or pet injured a student. In the event that a teacher brings their pet to the school to show the students, the teacher will do so knowing that they will be held responsible if the pet injures a student.

****PLAYGROUND RULES:** All K-5th teachers need to show this video prior to lunch recess. This process is called, "Recess Rodeo".

****REASONABLE SUSPICION:** If you have evidence to suspect that a student is involved in illegal activity at school, please contact the administrator immediately and it will be handled by the administrator. (theft, violence, vandalism, weapons and/or drugs, etc.)

****RECESS COMMUNICATIONS:** For safety, staff must have a radio on the playground when at recess or PE. Send two children to the office to get and then return the radio during snack & track time. Please ensure that you are watching the students even if you are visiting with a student or other staff member. Standing rotating your vision frequently and looking beyond the person you are speaking with ensures student safety. Your back should never be to the kids. Supervision and safety is our

number one priority! Educational Assistants (EAs) will have a detailed additional hand-out with more specific information on supervision in hallways, cafeteria, and outside.

Retention of Students: Please notify the administrator when you feel that a child is a possible candidate for retention due to lack of skills mastery. Document concerns noted to parents and suggestions for ways parents could assist the child in showing mastery of the concepts in question. Be honest with the parent when a child is struggling to master content standards and grade level concepts. Formal meetings with the administrator need to be held for all students in danger of retention by the end of February. Student progress towards mastering required skills necessary to be promoted must be visited again at parent teacher conferences with the administrator present. Report cards need to CLEARLY indicate the area the child is struggling. Please inform the parents of the targets to meet mastery and to be promoted and the plan to assist the child. Include the parent's responsibility and have them sign it. After discussing retention with the administrator, notify the parent of the impending retention unless the child shows mastery of grade level content. (See Mastery of Grade Level Policy)

Sexual Harassment Policy:

Vision Charter School does not discriminate on the basis of sex in the educational programs or activities which it operates. VCS is required by title IX not to discriminate in such a manner. VCS prohibits sexual harassment in any form, including but not limited to sexual discrimination. Sexual harassment is also defined as any unwanted or unwelcomed verbal, written, or physical conduct of a sexual nature that interferes with a student's right to learn, study, work, achieve, or participate in a comfortable and supportive atmosphere. VCS provides notification of available remedies in the student and employee handbooks distributed to all families annually. Vision Charter School shall notify all its students and employees of the name, office, address and telephone number of the employee appointed to hold the responsibility of ensuring compliance and remedies of this policy. Vision Charter School shall provide prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this policy. Compliance Officer: Wendy OldenKamp 208-455-9220 ext 301

Sexual Harassment Grievance Policy:

One form of Sexual Harassment is being discriminated against on the basis of one's sex. Sexual harassment is also defined as any unwanted or unwelcomed verbal, written, or physical conduct of a sexual nature that interferes with a student's right to learn, study, work, achieve, or participate in a comfortable and supportive atmosphere. Sexual harassment may include, but is not limited to, the following:

- Leering at someone else's body
- Telling stories, making comments, gestures, or jokes of a sexual nature
- Manipulating clothing in a sexual manner

- Displaying, sharing, or sending sexual pictures or objects
- Spreading sexual rumors or commenting about sexual behavior
- Repeatedly pressuring for dates or unwanted sexual activity
- Touching, grabbing, and /or pinching
- Teasing and/or bullying in sexual terms
- Asking for sexual favors in exchange for grades, promotions, or participation in school activities
- Inflicting physical sexual assault or abuse

Students are legally protected against sexual harassment by Title IX of the Educational Amendments of 1972, a federal law prohibiting discrimination in schools on the basis of sex. (In certain circumstances, sexual harassment and sexual violence ([SHV] may constitute sexual assault or sexual abuse and are covered by other local and state laws and procedures.)

- Vision Charter School will not tolerate any form of SHV by staff or students. We recognize the student's right to participate in school programs and activities in an atmosphere free of any form of sexual harassment.
- Sexual harassment committed by students of either sex against students or staff of the opposite or same sex constitutes inappropriate conduct. All complaints will be investigated by the principal or his/her designee. ***Depending on the nature of the offense, disciplinary action ranging from counseling to suspension or expulsion may be taken.***
- Any student and/or a designated representative has the right to file a complaint regarding an alleged incident of sexual harassment that has occurred in school; on school property; or while participating in a school-sanctioned curricular or extracurricular outing.
- Any student who feels that he/she has been a target of sexual harassment in school; on school property; or while participating in a school sanctioned curricular or extracurricular outings should report the incident promptly, orally, or in writing, to a school staff member, preferably the Administrator.
- Students are encouraged to report harassment that they experience or witness. Any school staff member who receives a sexual harassment complaint should report it immediately, orally, or in writing, to the principal or designated representative. If a staff member is suspected of abuse or sexual harassment, the Administrator will immediately conduct a thorough investigation that may result in remedial or disciplinary action up to and including the termination of employment and revocation of professional certification. The Administrator will immediately inform parents/guardians of the students involved.
- In severe cases involving criminal conduct, such as the infliction of physical sexual assault or abuse, the police and Child Protective Services are to be notified immediately.

- The complainant's rights must not be violated. He/she must be given an opportunity to present the facts as he/she perceives them. Under no circumstances is the complainant to be disciplined by means of an involuntary transfer or suspension. Counseling will be provided to assist the complainant in coping with the alleged harassment.
- All complaints will be handled promptly and in a manner appropriate to significant disciplinary infractions. While an isolated incident may not constitute sexual harassment, VCS is responsible for providing appropriate intervention and/or disciplinary measures to reduce or eliminate sexual harassment and its negative effects on individuals.
- Every reasonable effort will be made to maintain confidentiality during the investigation. Retaliatory action may not be taken against a complainant or any witness who participates in an investigation. Such action will result in severe sanctions against the retaliator.

Sexual Harassment/Sexual Intimidation in the Workplace

According to the Equal Employment Opportunity Commission, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, including unwanted touching, verbal comments, sexual name calling, gestures, jokes, profanity, and spreading of sexual rumors. The District shall do everything in its power to provide employees an employment environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal law. In addition, Principals and Supervisors are expected to take appropriate steps to make all employees aware of the contents of this policy. A copy of this policy will be given to all employees.

District employees shall not make sexual advances or request sexual favors or engage in any conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms "intimidating", "hostile", or "offensive" include, but are not limited to, conduct which has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all of the circumstances.

Aggrieved persons who feel comfortable doing so, should directly inform the person engaging in sexually harassing conduct or communication, that such conduct or communication is offensive and must stop. Employees who believe they may have been sexually harassed or intimidated should contact the Title IX coordinator or an

administrator, who will assist them in filing a complaint. An individual with a complaint alleging a violation of this policy shall follow the Uniform Grievance Procedure.

Investigation. When an allegation of sexual harassment is made of any employee, the designated school officials will take immediate steps to: (1) Protect the grievant from further harassment; (2) Discuss the matter with and obtain a statement from the accused and his representative, if any; (3) Obtain signed statements of witnesses; (4) Prepare a report of the investigation.

Confidentiality Due to the damage that could result to the career and reputation of any person falsely or in bad faith accused of sexual harassment, all investigations and hearings surrounding such matters will be designed to the maximum extent possible to protect the privacy of, and minimize suspicion towards, the accused as well as the complainant. Only those persons responsible for investigating and enforcing this policy will have access to confidential communications. In addition, all persons involved are prohibited from discussing the matter with co-workers and/or other persons not directly involved in resolving the matter.

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, up to and including discharge.

Siblings on Field Trips/Class Parties: Students are not allowed to have visitors or siblings accompany them as visitors for the day or on field trips. You may not take your own other children on a field trip that are not in your class. Your priority must be supervising your students.

****STUDENT HANDBOOK:** Turn in signed forms with a list of students who have returned the form and note who has not returned the form. **No signature from parents means no use of the internet until it is received for students on campus. When they check out a chromebook they have to fill out the form. Turn in your forms to Sheree as soon as you get them. This is a PERFECT thing to be done at Meet the Teacher Night!**

****SUBSTITUTES/CALLING IN SICK:** Text **SHEREE BOOTHBY** at 208-608-9841 by **6:30AM** if you need a substitute or calling in sick. Please text only between 5:45am-6:45am or by 10:00pm the night before if you know you are too sick to come in the next day. IF it is prearranged, fill out a green leave request form found in the staff lounge and turn it into Sheree Boothby. All personal days must be approved in advance. **If you text, please call if you do not get a text back confirming receipt. Educational Assistants will be used as substitutes for teacher absences. If an EA calls in sick, there will be no substitute replacement for them.**

****EMERGENCY SUB FOLDER:** Please prepare a sub folder by September 5th. An emergency substitute folder should include the following:

1. Daily schedule
2. Procedures
3. Seating Chart

4. Work that is productive and not “wasted time”.
5. Student 504, IEP, or Medical information.
6. Safety information

Teacher Messages: If you must take an urgent call, DO NOT DO IT in front of your classroom. You should never be chatting on the phone or cell phone while students are learning. Ask your neighbor to monitor both classes while you step out to deal with an emergency OR ask an administrator to come cover your class.

Teacher Reimbursements: Keep all receipts and turn them in to the office with your name on the receipt. Fill out the reimbursement form. Reimbursements must be approved in advance or paid for out of your classroom money. Reimbursements may take up to 2 weeks to process.

Teachers Off Campus: If you leave during school hours, please tell the teacher next door and the office. ALWAYS make sure you are back in PLENTY of time for class to start.

Technology: Tech support requests must be sent to itsupport@visioncsd.org.
Technology Integration & Instructional Tech Support staff = 6-12th Mr. Casey Boothby / K-5th Ms. LeAnn Donohue

Transportation in Private Vehicles: This is a liability issue. **Do not** transport students in private vehicles. If you MUST, travel with two staff members and notify an administrator ahead of time.

2021-2022 SCHOOL TIMES:

Supervision starts at 7:45AM.

High School bell rings at 8:00AM. Tardy bell is at 8:04AM.

K-5th grade and Middle School first bell is at 8:04AM and the tardy bell rings at 8:08AM.

Students should be in their seats prior to the tardy bell.

Students will be released on a staggered schedule:

Elementary 3:18; Middle School 3:22; High School 3:26; Busses will leave at 3:31.

Supervision will be available until 3:35pm after which all students must be picked up.

****UNATTENDED CLASSROOM:** We are responsible for the supervision of children at ALL times. Do not leave ANY students unattended in your classroom and do not leave them with someone who is not an employee. You are responsible for their safety at all times. You must be able to see and hear them at all times.

Weather: The office will announce when the weather warrants students stay inside. If no announcement is made, teachers may exercise independent judgment. In this case, the teacher is responsible for the supervision of students.

Work Orders: Inform the administrator if you notice an unsafe condition in our school. If repairs need to be made, please email maintenance@visioncsd.org

Videos/Movies

1. **Use of a video in a classroom should always teach or reinforce a concept that is part of the adopted curriculum tied to a state standard.**
2. **Video use should allow for viewer response or some other active participation and direct connection to the lesson.**
3. Video use should be timed appropriately. Clips should be used in short segments in line with the lesson plan. Videos should rarely take more than half of the class period.
4. Videos should never be used as filler prior to holidays or because of lack of teacher preparation.
5. Videos should always be previewed by the teacher and incorporated into the lesson. "PG" means "parental guidance" and so parents need to approve of their child viewing the video/movie.
6. Discretion and good judgment are to be used in the showing of any video.
7. **"PG-13" rated videos are not appropriate for the classroom.** If the classroom teacher considers such a rated video to be important to the lesson, administrator approval must be obtained prior to showing the video. If the administrator approves of a "PG - 13" or "PG" rated video because it does fit into the curriculum and is appropriate, the students must have parental permission to view the video. Students who do not get permission are excused from the classroom while the video is shown and are given an appropriate alternative assignment. The student's grade should not be affected by his/her not being allowed to view the video.
8. "R" or "X" rated videos are never appropriate for the classroom
9. **In courses where videos/movies will be shown during the semester, it is suggested that the teacher send home a list of all videos/movies which will be shown, the rating for each, and a place for parents to check permission for their child to view each video. If the video will be edited for the presentation, the teacher should indicate this with a brief explanation of what editing will be done.**

Field Trip Itinerary Approval Form- Located in the staff Lounge

FIELD TRIP STUDENT PERMISSION FORM

Info about Field Trip:

Please return the permission slip at the bottom of this form by _____
Chaperones will be accepted on a first come/first serve basis, so return the form as soon as possible if you are interested in chaperoning the event. Chaperones must be able and willing to drive themselves to the site behind the school bus and must be at the school by _____. Buses will be loaded _____.

Due to liability reasons, younger or older siblings are not allowed to attend VCS field trips.

In consideration of acceptance of this permission slip, I for myself, child or guardianship, agree to waive any claim against Vision Charter School, its employees, or its agents for injuries that may occur as participation in the field trip. VCS personnel are authorized to secure emergency medical assistance for my child in the event it is needed and I cannot be reached. I hereby attest that I have read, understand, and agree to the above statement.

_____ Date _____ Parent/Guardian Signature

_____ Student Name _____ Grade Level

Classified Leave:

PERSONNEL: Vacations, Holidays, Absences, and Leaves for Classified Employees

Vacations: There are no paid vacations. Vacation time or unpaid personal days may not be taken two weeks prior to the first day of school or within the first two weeks of the first day of school and last weeks of school, immediately preceding or following Christmas break or Spring break. Vacation time is to be taken on consecutive days unless otherwise authorized by the Administrator.

Holidays: There are no paid holidays.

Instructional assistants may be required to attend in-service or workshop sessions, or other duties as assigned by the principal or supervisor. Calendars for most job categories are distributed to the employees and are available upon request from the Administrator.

Sick Leave: All regular classified employees working 20 hours or more per week accrue at the rate of one prorated day for each month of service or major fraction for a total accumulation of ten (10) sick days per year. Staff employed half time or more at Vision Charter School for six (6) or more years will accumulate eleven (11) sick days per year. Unused sick leave may be accumulated up to (ninety (90) days and unlimited

amount of accumulation of days once employed by Vision Charter School. Termination of employment shall terminate sick leave rights except as provided for in Idaho Code 33-1216, 33-1217, 33-1228.

Sick leave is to be used for absences caused by illness or disability of the employee, or illness or disability of immediate family members of the employee including, the employee's spouse, dependent or minor children or parents. Complications of pregnancy or childbirth may result in absences for which sick leave may be taken. It is anticipated that for normal childbirth a period of no more than six (6) calendar weeks of sick leave following the birth of the child will be required. For a C-section, it is anticipated that no more than eight (8) calendar weeks will be required. Additional days of approved sick leave require a doctor's certification and approval by the Administrator. If family illness outside immediate family should arise, sick leave may be used with the approval of the Administrator.

In all cases, if absence from work exceeds a period of nine (9) consecutive working days, the employee must furnish to the Administrator a doctor's certification that medical complications are such that the employee is unable to carry on his/her duties satisfactorily, and said certification shall also set forth the anticipated date the employee can return to work.

Classified Personal Leave: There is no paid personal leave.

CERTIFIED STAFF:

1.2 SUPPLEMENTAL SALARY SCHEDULE

All available supplemental positions will be filled by certificated employees when qualified and available. No individual will be issued more than three (3) supplemental contracts without the yearly approval of the Administrator or designee.

1.3 SALARY SCHEDULE EXPLANATION

The term BA refers to Bachelor's Degree and the term MA refers to Master's Degree. The numbers accompanying the degree designation refer to semester credits.

ARTICLE 2: INSURANCE/BENEFITS AGREEMENT

2.1. Insurance benefits will be pro-rated, starting at one-half time. Half time is defined as 20 hrs/5 days per week or equivalent. Full day contract =100% benefits

ARTICLE 3 : LEAVES

3.1 SICK LEAVE

All regular certified employees working 20 hours or more per week accrue at the rate of one prorated day for each month of service or major fraction for a total accumulation of ten (10) sick days per year. Staff employed half time or more at Vision Charter School for six (6) or more years will accumulate eleven (11) sick days per year. Unused sick leave may be accumulated up to ninety (90) days and unlimited amount of accumulation of days once employed by Vision Charter School. Termination of employment shall terminate sick leave rights except as provided for in Idaho Code 33-1216, 33-1217, 33-1228

Sick leave is to be used for absences caused by illness or disability of the employees or illness or disability of immediate family members of the employee including, the employee's spouse, dependent or minor children or parents. Complications of pregnancy of childbirth may result in absences for which sick leave may be taken. It is

anticipated that for normal childbirth a period of no more than six (6) calendar weeks of sick leave may be used with the approval of the Administrator. In all cases if absences from work exceeds a period of nine (9) consecutive working days, the employee must furnish to the Administrator a doctor's certification that medical complications are such that the employee is unable to carry on his/her duties satisfactorily, and said certification shall also set forth the anticipated date the employee can return to work.

3.2 BEREAVEMENT LEAVE

Full time certificated employees will be granted up to five (5) days of bereavement leave for the death of any member of the immediate family (wife/husband, child, father/father-in-law, mother/mother-in-law, brother, or sister.) Up to three (3) days leave for the death of a grandparent, grandchild, niece or nephew, or spouse of a child, or aunt or uncle of either the certificated employee or the certificated employee's spouse will be granted. When circumstances warrant, an additional allotment may be approved by the Administrator.

3.3 PERSONAL LEAVE

3.3.1: All full time certificated employees will be granted two (2) personal leave days with full pay each year. Staff employed for 4 or more years at Vision Charter School will be granted (3) three personal leave days with full pay each year. Staff employed for 11 or more years at Vision Charter School will be granted (4) four personal leave days with full pay each year.

3.3.2: **Personal leave will be monitored and approved at the building level. If the number of personal leave requests exceeds 10% of the building's certificated staff, the school administration may deny personal leave. Requests will be granted in the order received. Verification of the request will be returned to the certificated employee within three days of receipt of the request.**

3.3.3: **Personal leave may be used at any time during the school year with the following exceptions: The first and last weeks of school, immediately preceding or following Christmas break or Spring break, and during parent-teacher conference days.** These may be granted with the approval of the Administrator.

3.3.4: For unused personal leave each professional staff member will have the option of carrying days over to the next succeeding year. Total number accumulated not to exceed six (6) days. The certified employee may be paid for the unused portion up to three days at the normal cost of providing a substitute teacher. The employee must request reimbursement in writing prior to the last day of school for the unused personal days. The employee must stipulate if they want the reimbursement for unused days in their June paycheck OR if they prefer to have the monetary value added to their class supply fund.

Minor vs. Major Discipline

Minor (addressed in the classroom):

Procedure:

- **Use classroom discipline process to give the student an opportunity to reflect and plan on how they will fix the problem.**

- Use **Detention** form (triplicate) to communicate with parents and administration regarding behavior that has not been curbed using your classroom discipline process.
- Form is completed by teacher (NOT Student), signed, and a consequence needs to be issued by you.
- Form is to be returned signed by parent, you keep a copy and send a copy to the library for documentation purposes
 - If not returned within 2 school days, student will continue serving lunch detention or community service until it is returned.
- Student will be called to the office during their lunch time immediately upon receiving 5th Detention and Administration is involved. Administration will request the copies of prior Detention Forms from Feli Davis that the student has received
 - 5th - Parent Contact, Discipline Referral sent home to be returned signed, 1 week of detention.
 - 6th - Parent Contact, Discipline Referral sent home to be returned signed, 1 day of ISS.
 - 7th - Parent Contact, Discipline Referral sent home to be returned signed, 2 days of ISS.
 - 8th - Parent Contact, Discipline Referral, OSS pending expulsion hearing before the board.

Major (immediate discipline referral to Administration):

Harassment: “Included but not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, electronic. Or physical nature on the basis of an actual or perceived characteristic (ex; age, race, religion, color, national origin, disability, marital status, gender, gender identity, sexual orientation, physical characteristic, cultural background, socioeconomic status, geographic location, familial status or weight)”

Intimidation: “includes, but not limited to, any threat or act intended to tamper, substantially damage, or interfere with another’s property; cause substantial inconvenience; subject another to offensive physical contact; or inflict serious physical injury on the basis of race, color, religion, national origin, or sexual orientation.”

Bullying: “any act that substantially interferes with or disrupts the educational environment or impinges on the rights of other students at school, a student’s opportunities, or performance that takes place on or immediately adjacent to school grounds, school property, at any school-sponsored activity, on school provided transportation or at any official school bus stop and that has the effect of:

1. Harming a student or damaging a student’s property
2. Knowingly placing a student in reasonable fear of harm to the student or damage to the student’s property.
3. Is sufficiently severe, persistent, or pervasive so that it creates an intimidating, threatening, abusive, or hostile educational environment.”

All Sexual Harassment or anything sexual in anyway.

Any injury to other in anger

Overt Defiance including direct and willful disobedience

All weapons, matches, drugs, tobacco, e-cig

Plagiarism

Damage to school or other property

Any POTENTIAL harassment, threats, intimidation, bullying, hazing

NO POKEMON CARDS

School-Related Foreign, Cross Country, or Overnight Travel by Students:

If planning a trip, contact Mrs. OldenKamp to get the full policy to review.

****PROFESSIONAL DAYS:** Certified staff may apply for two professional days. Successful applications for a professional day(s) will be in writing on the appropriate staff development form. Staff development funds do not roll over from year to year. Per Diem, conference costs, and or travel costs will not be paid by the school unless the staff member is asked to attend a specific training. Staff may use classroom funds to attend trainings. Granting professional days is at the sole discretion of administration. Staff do not have a right to any professional days. Applications for these days will be denied if the request is not made at least two weeks in advance. Applications received four weeks in advance will be given preference. Days will be denied in the event that 10% of the staff is out for personal or sick leave.

Vision Charter School Student Responsibility Plan

We believe our students should be challenged to meet their full academic potential in a nurturing, safe, community-based environment. The staff and parents at Vision Charter are dedicated to having a school environment with an absence of threat where students remain excited about learning and independently practice school-wide behavioral expectations. Students should feel comfortable and secure while at Vision. Our responsibility plan is designed to:

- Support students in learning to make responsible choices now and in the future
- Ensure the physical and emotional safety of all children in our care
- Provide rules and consequences that allow the staff to be consistent
- Enhance the development of each child's self-concept while preserving individual dignity

As we work with your child to develop responsibility and self-control, your support is of immeasurable importance. To ensure that we all are working together, we would appreciate you reviewing the following expectations:

School Rules and Behavioral Expectations

Common Area	Be Safe	Be Respectful	Be Responsible
Hallways	<ul style="list-style-type: none"> ● Walk facing forward ● Keep hand, feet, and objects to self ● Get adult help for accidents and spills ● Use all equipment and materials safely 	<ul style="list-style-type: none"> ● Use kind words and actions ● Wait for your turn ● Follow adult directions 	<ul style="list-style-type: none"> ● Follow school rules ● Remind others to follow school rules ● Take proper care of all personal belongings and school equipment ● Be honest
Lunch	<ul style="list-style-type: none"> ● Keep all food to self 	<ul style="list-style-type: none"> ● Listen to the adult speaking ● Stay seated ● Clean up after yourself 	<ul style="list-style-type: none"> ● Use pass for leaving the area

<p>Playground/Recess</p>	<ul style="list-style-type: none"> ● Stay within boundaries ● Be aware of activities, games, and people around you ● No play fighting ● What is on the ground stays on the ground ● If the ball goes over the fence it stays over the fence ● Slide down the slide on your bumpers only ● Sit on your bumpers only on the swing ● Swing forward to back and never side to side 	<ul style="list-style-type: none"> ● Follow game rules ● Include everyone ● Patiently wait for your turn ● Be kind to others ● Give up put downs 	<ul style="list-style-type: none"> ● Use pass for leaving the area ● Put all equipment away at the end of each break
<p>Bathrooms</p>	<ul style="list-style-type: none"> ● Keep feet on the floor ● Keep water in the sink ● Wash hands ● Put towels in garbage can 	<ul style="list-style-type: none"> ● Give people privacy ● Use quiet voices 	<ul style="list-style-type: none"> ● Flush toilet after use ● Return to room promptly
<p>Special Events And Assemblies</p>	<ul style="list-style-type: none"> ● Wait for arrival and dismissal signal 	<ul style="list-style-type: none"> ● Use audience manners ● Sit on bottom 	<ul style="list-style-type: none"> ● (See common areas)

TRAVEL PATTERNS:

9th -12th grade restrooms by the Tech Lab
6th – 8th restrooms across from the Admin Office

K-2nd restroom across from Special Ed room
3rd -5th restroom by the music room

The main entrance doors are the only exit for leaving school during the day and the only place to check in and out. Students will enter the building at lunch through the doors by room 111. K-5th students heading to lunch from their classrooms will move through the hallways with their teachers to get in line for lunch or go into the lunchroom. After school 6th -12th graders may exit the school from any entrance. The exits in front of the library will not be used as an entrance or exit except for the end of the day.

During transitions, students will exit out an exterior door and enter through the closest exterior door to their classroom using the same traffic pattern as utilized during the heart of the pandemic.

PDA:

Front or side hugs are allowed as long as it is not making a problem for others or making others uncomfortable or disrupting learning in any way. Three second rule for length. No kissing, hand holding, and must be able to clearly see that there is space between individuals.

Personal Pictures in your classroom/offices:

Effective this school year, staff are able to have personal pictures on their desk or work space facing them; however, personal pictures are not allowed to be displayed elsewhere in the classroom or office.

WELLNESS POLICY:

<https://visioncsd.files.wordpress.com/2019/06/wellnesspolicyammended2019.pdf>

HOMELESS EDUCATION: Vision Charter School designates NICOLE SMITH as the liaison for homeless children and youth. **HOMELESS LIAISON JOB DESCRIPTION:** The Homeless liaison shall ensure that Homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies; homeless children have equal access to the same public preschool programs, administered by the State agency, as provided to other children in the State; homeless youths and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services; and homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local before- and after-school care programs. Homeless children and youths are not discriminated against during the lottery and have equal opportunity to enroll at VCS, and have a full and equal opportunity to succeed; homeless families, children, and youths receive educational services for which such families, children, and

youths are eligible, including referrals to health care services, dental services, mental health services, and other appropriate services; the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children; public notice of the educational rights of homeless children and youths is disseminated at the school, in the handbook, and on the website. No child is denied enrollment due to being homeless. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin. Coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths. Homeless Definitions: Children and youth who lack “a fixed, regular, and adequate nighttime residence” will be considered homeless. 42 U.S.C. §11434A(2)(A). **HOMELESS LIAISON DESIGNEE is NICOLE SMITH contact her at nicolesmith@visioncsd.org.**

Education of Homeless Children

In accordance with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, no child is denied enrollment at VCS due to being homeless. Homeless children and youths are not discriminated against during the lottery, have equal opportunity to enroll at Vision Charter School, and have a full and equal opportunity to succeed.

Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education, including a public preschool education, as provided to other students; Homelessness does not in any way separate homeless students from the mainstream school environment; and Homeless children and youths have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held. The Board of Directors directs the Charter School to admit children who are homeless regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment in the same manner that is afforded to other eligible students through the lottery process. In the event that enrollment or retention barriers are located, Vision Charter will work to remove such barriers. All employees of the Charter School shall work to ensure that children and youth who are homeless are free from discrimination, segregation, and harassment. The Charter School will also strive to prevent stigma against students who are homeless.

Definitions

For the purposes of this Policy, the following definitions shall apply.

The terms “enroll” and “enrollment” includes attending classes and participating fully in all school activities. The terms “homeless,” “homeless individual,” and “homeless person” include:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer

parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

4. Migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses 1 through 3 above; and

5. An unaccompanied student and homeless families with children and youth are also defined as homeless if they:

A. Have experienced a long term period without living independently in permanent housing;

B. Have experienced persistent instability as measured by frequent moves over such period, and

C. Can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

“Children and youth in transition” is defined as children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence.

“Unaccompanied youth” is defined as a youth not in the physical custody of a parent/guardian who is in transition as defined above.

The term “school of origin” is defined as the school that the student attended when permanently housed, or the school in which the student was last enrolled.

In General

The Charter School shall ensure the following is provided according to the homeless student's best interest: That the homeless student's education continues in the school of origin for the duration of homelessness:

A. In any case in which a family becomes homeless between academic years or during an academic year; and

B. For the remainder of the academic year, if the student becomes permanently housed during an academic year; or

C. Nothing in this policy shall allow a homeless student to supersede the lottery laws for placement in the school and move them ahead of other students on the lottery waitlist.

1. That the homeless student is eligible to enroll in the same schools as non-homeless students who live in the same attendance area where the homeless student is actually living in the same manner afforded to other students through the lottery process.

School Stability

In determining the best interest of the homeless student each school within the Charter School shall: Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or (in the case of an unaccompanied youth) the student; Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent or guardian or (in the case of an unaccompanied youth) the student; If, after conducting the best interest determination based on consideration of the above presumptions, the Principal determines that it is not in student's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied student) the student, provide the student's parent or guardian or the unaccompanied student with a written explanation of the reasons for his or her determination, which will be provided in a manner and form understandable to such parent, guardian, or unaccompanied student, including information regarding the right to appeal under "Disputes", below; and In the case of an unaccompanied student, ensure that the Charter School's liaison designated under "Charter School Liaison," below, assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied student, and provides notice to such student of the right to appeal under "Disputes," below

Immediate Enrollment:

1. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:
 - A. Is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation.
 - B. Has outstanding fees or fines, including fees associated with extracurricular activities.
2. Relevant Academic Records: The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.
3. Relevant Health Records: If the student needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent/guardian of the student, or (in the case of an unaccompanied student) the student, to the Charter School's liaison designated under "Charter School Liaison," below, who shall assist in obtaining all necessary immunizations and/or screenings, or other required health records, in accordance with "Records," below.

Records

Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student shall be maintained: So that the records involved are available, in a timely fashion, when the student enters a new school or school district; and In a manner consistent with FERPA, applicable Idaho law, and Charter School policy.

Disputes

If a dispute arises over eligibility, school selection or enrollment in a particular school, or any other issue addressed in this policy: In the same manner that is afforded to other eligible students through the lottery process the student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.

The parent or guardian of the student or (in the case of an unaccompanied student) the student shall be provided with a written explanation identifying the basis for any decisions related to school selection or enrollment made by the Charter School, or other entity, including the rights of the parent, guardian, or unaccompanied student to appeal such decisions.

The parent, guardian, or unaccompanied student shall be referred to the local educational agency liaison designated under “Charter School Liaison” below, and upon being informed of the dispute, the liaison shall as expeditiously as possible initiate an appeal with the District, and if unsuccessful, to the state coordinator of the dispute regarding the educational placement of the homeless student.

In the case of an unaccompanied student, in the same manner that is afforded to other eligible students through the lottery process the liaison shall ensure that the student is immediately enrolled in the school in which the student seeks enrollment pending resolution of the student’s dispute.

Placement Choice

The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

Privacy

Information about a homeless student’s living situation shall be treated as a student education record, and shall not be deemed to be disclosable “directory information” under the Family Education Records Privacy Act (“FERPA”).

Contact Information

Nothing in this policy shall prohibit the Charter School and/or the enrolling school from requiring the parent or guardian of a homeless student to submit contact information.

Comparable Services

Each homeless student in the Charter School shall be provided services comparable to those services provided to other students in the school attended by the homeless student, including the following: Transportation services; Educational services for which the student meets eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or Charter School sponsored programs, educational programs for children with disabilities, and educational programs for English Learners; Programs in career and technical education; Programs for gifted and talented students; and School nutrition programs. Upon enrollment, the student’s name shall immediately be submitted to the District’s Nutrition Services Department as eligible for free meals, which eligibility commences at the time of enrollment.

Charter School Liaison

For purposes of this policy, the Principal is designated to serve as liaison to serve homeless students in accordance with the following provisions. The liaison for homeless students shall ensure that: All homeless students are identified by school

personnel through outreach and coordination activities with other entities and agencies; The Charter School tracks academic and enrollment data on homeless students; All homeless students are enrolled in, and have a full and equal opportunity to succeed the same as non-homeless students of the Charter School; Homeless families and homeless students have access to and receive educational services for which such families and students are eligible. All homeless families and homeless students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services; The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

All unaccompanied students and youth who receive any credits for classes attended shall be informed by the Liaison of their status as an "independent student" for purposes of the student's Free Application for Federal Student Aid ("FAFSA"). The Liaison shall also provide the required "verification" of the student's status in connection with his or her application for Federal Student Aid. Public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians of such students, and unaccompanied students, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless students, and unaccompanied students;

Enrollment disputes are mediated in accordance with "Dispute," above; The parent or guardian of a homeless student, and any unaccompanied student, is fully informed of all transportation services, including transportation to the student's school of origin, and is assisted in accessing transportation to the student's assigned school; School personnel receive annual professional development and other support; and unaccompanied homeless students:

- A. Are enrolled in school;
- B. Have opportunities to meet the same challenging state academic standards as the State establishes for other students; and
- C. Are informed of their status as independent students under 20 USC § 1087vv(d), and that such students may obtain assistance from the Charter School Liaison to obtain verification of such status for purposes of the Free Application for Federal Student Aid.

Local and State Coordination

The Charter School's liaison(s) for homeless students shall, as a part of their duties, coordinate and collaborate with the Idaho State Office of the Coordinator for Education of Homeless Children and Youths, as well as with community and school personnel who are responsible for the provision of education and related services to homeless students. These shall include public and private agencies, the transportation department, the State Coordinator for the Education of Homeless Children and Youth, and others. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of 42 USC § 11432(f)(1) and (3).

Homeless Status

The Charter School's Liaison who receives training provided by the Idaho State Office of the Coordinator for Education of Homeless Children and Youths may authorize a

homeless student who is eligible for and participating in a program provided by the Charter School, or the immediate family of such student, who otherwise meets the eligibility requirements Federal Housing Assistance (see 42 USC §§ 11360 *et. seq.*), to do so without approval or other agency action by or on behalf of the Department of Housing and Urban Development.

Title 1, Part A- Any student who is homeless and attends the Charter School is eligible for Title 1, Part A services. The Charter School shall set aside funding to provide homeless students who attend schools that do not participate in Title 1, Part A with services comparable to those provided by participating schools.

Title IX Sexual Harassment Discrimination and Retaliation Policy:

<https://visioncharter.net/wp-content/uploads/2020/08/3085-TitleIXSexual-Harassment-Discrimination-and-Retaliation-Policy.pdf>

Title IX Sexual Harassment Grievance Process

<https://visioncharter.net/wp-content/uploads/2020/08/3085P-Title-IX-Sexual-Harassment-Grievance-Process.pdf>

Title IX Coordinator is Wendy Oldenkamp. You may contact her at wendyoldenkamp@visioncsd.org. See the Policy for specific guidance on filing a Title IX Grievance.

Vision Charter School INSTRUCTION Policy 2425

Parental Rights

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State Of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is "... the duty of the Legislature of Idaho to maintain a general, uniform and thorough system of public, free common schools."

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the Charter School has established its practices, policies, and procedures as well as the approved curriculum and assessment program. The failure to follow the Charter School's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to the Charter School's violation of State and/or federal laws, rules, and regulations, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the Charter School's operations and funding in Jeopardy.

Parents/guardians, and students are expected to abide by the Charter School's practices, policies, and procedures governing the operation of the schools which are required by the charter, various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact Charter School staff and resources, including employee working conditions, safety and supervision on school premises for school activities and the efficient allocation of expenditures. The Charter School will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload and the assurance of the safe and efficient operations of the school.

If a parent/guardian has an objection to the Charter School's implementation of various mandates through the Charter School's practices, policies, and procedures, or if a parent/guardian would like to request a reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the Charter School's Administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Directors in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the Charter School's adopted curriculum and/or the Charter School's implementation of practices, and 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. 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 the Charter School. The final decision as to the placement of such alternative educational activity shall be at the discretion of the Charter School, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined below.

Access to Learning Materials

Parents / guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in the classroom of their student. Parents / guardians can request access to learning materials by contacting the school's administration during school hours.

DIGITAL CITIZENSHIP AND SAFETY EDUCATION

Digital Citizenship and Safety Ed will be covered in Technology in 3rd -5th grades, Study Skills in 6th grade, English for 7th, College Prep in 8th, and ELA in HS.

DyKnow refresher and training will be provided by Casey Boothby at caseyboothby@visioncsd.org upon request.

digital citizenship resources are located at CommonSenseMedia.org
<https://www.commonsense.org/education/digital-citizenship>.

EMPLOYEE USE OF SOCIAL MEDIA AND STUDENT COMMUNICATION

Because of the unique nature of social media sites, such as Facebook, Instagram, and Twitter, and because of the Charter School's desire to protect its interest with regard to 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 Vision Charter School, its employees, students, agents, or others. The employee shall adhere to all applicable privacy and confidentiality policies adopted by Vision Charter School or as provided by State or federal law.

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

Employees shall not use Vision 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

Vision Charter School computers and time on the job are reserved for School-related business. Employees shall not use School time or property on personal email or social media sites.

Employees will use email and social media for personal purposes only during non-work times, such as during lunch or before or after school. Any use 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. School equipment shall not be used for personal email or personal social media access.

On Personal Sites

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

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

Keep Personal and Professional Accounts Separate

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

Staff members will not use their Vision 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 Vision Charter School policy that may result in disciplinary action.

Contact with Students

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

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;

Contacting students through electronic means other than Vision Charter School's email and telephone system;

Coaches electronically contacting a team member or members without including all team members or a second adult in the communication;

Giving private cell phone or home phone numbers to students without prior approval of Vision Charter School; and

Inappropriate contact of any kind including via electronic media.

Nothing in this policy prohibits Vision 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, Instagram, 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 Vision 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 Charter Administrator or designee 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 Vision 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 Vision Charter School's Policy 5335 Employee Use of Electronic Communications Devices; and
11. The Charter Administrator reserves the right to shut down or discontinue the group if he or she believes it is in the best overall interest of the students.

INSTRUCTION

2340

Controversial Issues and Academic Freedom

Vision Charter School shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues; to have free access to information; to study under teachers in situations free from prejudice; and to form, hold, and express their own opinions without personal prejudice or discrimination.

The Board recognizes the need for the teacher to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but are not necessarily limited to:

1. Politics;
2. Science;
3. Health and sex education; and
4. Values and Ethics.

Staff shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of good judgement, and the virtue of respect for conflicting opinions.

The Board of Directors encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information.

The Board also believes that academic freedom carries with it a responsibility that is shaped by the basic ideals, goals, and institutions of the local community. These standards are expressed via the goals and objectives of the adopted curriculum, by the adopted textbooks, by Board policy, and by Vision Charter School's mission statement.

In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

1. Relative maturity of students;
2. Charter School philosophy of education;
3. Community standards, morals, and values;
4. The necessity for a balanced presentation, and
5. The necessity to seek prior administrative counsel and guidance in such matters.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the Board expects that:

1. All classroom studies and decorations will be curriculum-related, objective, and impartial;
2. Staff will create and maintain an atmosphere of open-mindedness and tolerance, and that no one idea or viewpoint should necessarily prevail;
3. Staff will not attempt, directly or indirectly, to limit or control students' judgement concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation; and
4. Staff will exercise professional judgement in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students.

To this end:

1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item 4 of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. The school shall provide for parents/guardians to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent/guardian

and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The staff will excuse the student to the office, where the student must explain in writing as to the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and Charter Administrator or designee.

3. The teacher shall notify parents/guardians when especially controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials, etc.

4. The Board directs that a philosophy of abstinence shall be a part of and the underlying principle in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease and therefore the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial viewpoints on both sides of an issue, such as the use of birth control methods.

When speakers are to be used, the Charter Administrator or designee must always give approval in advance.

EMPLOYEE RESPONSIBILITIES REGARDING STUDENT HARASSMENT, INTIMIDATION, AND BULLYING

The personal safety and welfare of each child is of paramount concern to the Board of Directors, employees, and patrons of the Charter School. It is of particular importance that employees within the Charter School become knowledgeable and thoroughly educated as to their legal and ethical responsibilities regarding intervention and reporting of student harassment, intimidation, and bullying.

Intervention

Charter School employees are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation, and bullying.

Intervention shall be designed to:

- a. Correct the problem behavior;
- b. Prevent another occurrence of the problem;
- c. Protect and provide support for the victim of the act; and
- d. Take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Professional Development

The Charter School shall provide ongoing professional development to assist school employees in preventing, identifying, intervening, and responding to harassment, intimidation, and bullying.

The content of ongoing professional development for Charter School employees shall include, but is not limited to:

- a. School philosophy regarding school climate and student behavior expectations;
- b. Definitions of harassment, intimidation, and bullying with specific examples;
- c. School prevention strategies or programs including the identification of materials to be distributed annually to students and parents;
- d. Expectations and examples of staff intervention to harassment, intimidation, and bullying; and
- e. School process for responding to harassment, intimidation, and bullying including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services, and parental involvement.

Student Discipline

When disciplinary action is necessary for students engaging in harassment, intimidation and bullying, employees shall follow relevant Charter School policies.

Reporting

Any Charter School employee who has witnessed, or has reliable information, that a student has been subject to harassment, intimidation or bullying, must report the incident to the designated school official in accordance with Charter School policy and procedure [3295 and 3295P]. Knowingly submitting a false report under this policy shall subject the employee to discipline up to and including termination.

The Principal and/or their designee shall be responsible for receiving complaints alleging student harassment, intimidation, and bullying and will ensure that documented complaints will be maintained as a confidential file in the Charter School office and reported as required by the State Department of Education.

SUICIDE PROCEDURES

Neither a charter school nor its employee has a duty to warn of the suicidal tendencies of a student absent the employee's or charter school's knowledge of direct evidence of such suicidal tendencies. The Board directs the Executive Director or his or her designee to draft and implement procedures relating to:

1. Suicide Prevention
2. Suicide Intervention
3. Suicide Postvention

"Postvention" shall mean counseling or other social care given to students after another student's suicide or attempted suicide.

These procedures may include, but are not limited to, the following measures:

1. Prevention:
 - A. The designation of a school-level **suicide prevention coordinator**(s) by the Executive Director to be responsible for planning and coordinating the implementation of procedures addressing suicide. (Wendy Oldenkamp)
 - B. Education of students on suicide prevention through age-appropriate curriculum. *Integration of student-centered, evidence based or research informed educational content into the all health classes K-12.*
 - C. Support and on-going development and provision of student-led small group suicide prevention programming. Utilizing the resources provided through Idaho Lives Project and Sources of Strength curriculum.
 - D. **Annual Professional Development Training** on risk factors, warning signs, protective factors (emphasis on developing a sense of belongingness and access to trusted adults), response procedures, referrals, postvention, and resources about youth suicide prevention for all staff for whom such training is deemed necessary.
 - E. Encouraging staff to report to the coordinator or **identified staff member** students they believe may be at risk of suicide. (Dr. Dowski, Mrs. Nicholes, Mrs. O)
 - F. Encouraging students to report to a trusted adult or supervising staff member any student (including a self-report) they believe to be at risk of suicide.
 - G. Offering and providing to students, their parent/guardians and staff early identification risk assessment, support and assistance, counseling referral and resources on suicide prevention.
 - H. Offering support and/or counseling by school support personnel for low-risk students. This can include a caring follow-up contact.

2. Intervention:

- A. Assessment and Referral - When a student is identified by a staff person as potentially suicidal, the student will be seen by a school employed mental health professional within the same school day to **assess risk**, and facilitate appropriate referral. If there is no mental health professional available, a school staff member will accompany and observe the student until Dr. Dowski, Mrs. Nicholes, Mrs. Oldencamp or other identified staff members can be brought in or emergency services are engaged.
 - a. Students assessed no/low-risk will be supported and educated in healthy coping skills and strength-based support development. Contact of parent or guardian will be case by case and left to the professional judgment of the responding mental health staff.
 - b. Students assessed moderate/high risk will be closely supervised. A parent, guardian or identified emergency contact will be notified and required to pick up the student from school as soon as possible. Support in referral to outside mental health, physician or psychiatric services will be offered.

- B. In-School Suicide Attempts - In the case of an in-school suicide attempt, the student will be supervised and first aid will be rendered, other students will be moved out of the immediate area. Student's parents or guardians will be notified and VCS staff will assist in the immediate request for a community mental health or physician intervention, thorough assessment and treatment.

- C. Out of School Suicide attempts - If a staff member becomes aware of a suicide attempt by a student that is in progress in an out of school location, the staff member will call 911 and contact the police or emergency medical services. The staff member will inform the school suicide prevention coordinator (Mrs. O) and principal. All actions shall be documented.

- D. Parental Notification and Involvement - A student's parent or guardian will be notified as soon as practical by the VCS suicide coordinator or mental health professional in the event a student is believed to be at moderate/high risk for suicide or has made a suicide attempt. However, if school staff in their professional capacity believe contacting the parent or guardian would endanger the health or well being of the student, Child Protective Services must be contacted and a delay in parental notification may occur. The reasons for contacting CPS and the delay shall be documented.
 - a. In the event a student has exhibited suicidal behavior school staff will discuss with the parent or guardian the ability to limit the student's access to mechanisms of carrying out a suicide attempt. (firearms, medications, etc)

- E. Re-entry Procedure - For students returning to school after a mental health crisis such as suicide attempt or psychiatric hospitalization, VCS mental health professional, suicide prevention coordinator or its designee will meet with the student's parent or guardian. When possible, VCS will also meet with a hospital designee (or appropriate

mental health professional) and the student. All parties will work together to develop a re-entry safety plan that addresses the student's readiness to return to school and outline steps the family, student and school will take to assist and support the student's re-entry to school. Prior to a student's in-person return to the school environment, a re-entry safety plan will be developed and documented.

- F. VCS students that have been assessed 'at risk' in any given school year, will be supported by receiving an in-person 'Caring Follow Up' at the conclusion of each school year in May and again in August.

3. Postvention:

A. Development and Implementation of an Action Plan - Suicide Prevention

Coordinator will develop an action plan to guide the school response following a death by suicide. A crisis team meeting to implement the plan shall take place immediately following word of the suicide death, even if the death has not yet been confirmed to be a suicide. Crisis team shall include Wendy Olderncamp, the Principal of student, an administrative representative, a staff mental health professional and one teacher representative.

Action plan will include:

1. Verify death (coroners' office, local hospital, parent/guardian or police)
School will not share the cause of death.
2. Alert the State Department of Education (208-332-6961) & Idaho Lives Project to report and seek postvention assistance
3. Assess situation - The crisis team will meet to prepare an appropriate PV response.
4. Share situationally appropriate information (with students/staff/parents)
Acknowledge cause unknown or respecting parent/guardian wishes. When possible any sudden death announcements will occur in a staff meeting and resources to help students/staff cope with their grief will be readily available.
5. Avoid suicide contagion - Remind staff of suicide risk warning signs and need to provide services to students identified high risk to prevent another death.
6. Initiate aftercare support services for students and staff & provide mental health services to students/staff likely to be strongly affected by recent death.
7. Exercise extreme caution about development of memorial plans - Avoid on-campus physical memorials (photos, flowers), funeral services, or fly flag at half-mast because it may sensationalize the death and encourage suicide contagion. Avoid canceling school for the funeral. Any school based memorials will include a focus on how to prevent future suicides, prevention resources available and healthy coping mechanisms.

B. External Communication - Suicide Prevention Coordinator (Wendy Oldencamp) will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will encourage all news media to follow safe messaging guidelines.

- a. Vision Charter School personnel shall attend to the rights and reasonable wishes of the student and his or her family.

DRUG- AND ALCOHOL-FREE WORKPLACE

Vision Charter School is committed to a safe working environment, to making adequate provisions for the safety and health of its employees at their place of employment, and to the safety and health of the students we serve as well as the general public.

The use of alcohol and illegal drugs, and the misuse of prescription drugs is unacceptable. All Vision Charter School workplaces are hereby declared to be drug- and alcohol-free workplaces. A copy of this policy will be provided to each employee with materials describing the dangers of drug use in the workplace and information on any drug counseling, rehabilitation, or employee assistance programs available.

All employees are prohibited from:

1. Unlawful manufacturing, dispensing, distributing, possessing, being under the influence of a controlled substance, or using illegal drugs or drug paraphernalia, while on Vision Charter School premises, while performing work for Vision Charter School, or in attendance at Vision Charter School-approved or school-related functions;
2. Distributing, manufacturing, selling, consuming, using, possessing, or being under any degree of intoxication or odor from alcohol while on Vision Charter School premises, while performing work for Vision Charter School, or in attendance at school-approved or school-related functions; and
3. Taking prescription drugs above the level recommended by the prescribing physician and using prescribed drugs for purposes other than those for which they are intended. In addition, employees will not distribute a prescribed drug to another employee or student.

As a condition of employment, each employee shall:

1. Abide by the terms of Vision Charter School policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her Charter Administrator of his or her conviction under any criminal drug statute including but not limited to the use of controlled substances, alcohol, prescription drugs, or over-the-counter drugs.

Definitions as Used in This Policy

"Illegal use of drugs" means the use of drugs, the possession or distribution of which is unlawful. Such term does not include the use of a drug taken under the supervision of a licensed health care professional.

"Drug" or "illegal drug" means a controlled substance as defined in Schedules I through V of Section 202 of the Controlled Substances Act found in Chapter 27, Title 37 Idaho Code.

"Conviction" means a finding of guilt, including a plea of no-contest, withheld judgment or imposition of a sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

"Criminal Drug Law" means a federal or non-federal criminal statute involving the manufacture, distribution, dispensing, possession, or use of any controlled substance.

Controlled Substance" means any drug or substance that is:

1. Not legally obtainable;
2. Being used in a manner different than prescribed;
3. Legally obtainable, but has not been legally obtained; or
4. Referenced in federal or State controlled substance acts.

"Substance Abuse" is the misuse or illicit use of alcohol, drugs, or controlled substances, including but not limited to marijuana, heroin, or cocaine.

Confidentiality

Records that pertain to Vision Charter School's employee required substance screens are recognized to be private and sensitive records. They shall be maintained by Vision Charter Administrator or his or her designee in a secure fashion to ensure confidentiality and privacy and be disclosed only to the extent necessary to address any work-related safety risks occasioned by either the drug or alcohol use. Medical records, and information relating directly thereto, shall be

maintained in accordance with provisions of Idaho law and used with the highest regard for employee privacy consistent with law and the purpose of achieving and maintaining a drug free workplace. All personnel records and information regarding referral, evaluation, substance screen results, and treatment shall be maintained in a confidential manner and no entries concerning such shall be placed in an employee's personnel file.

Physical Examination/Screening Based Upon Reasonable Suspicion

Whenever the Board, through its authorized designee, and/or the Charter Administrator, reasonably suspects that an employee's work performance or on-the-job behavior may have been affected in any way by illegal drugs or alcohol or that an employee has otherwise violated Vision Charter School's Drug-Free Workplace Substance Abuse Policy, the employee may be required to submit a breath, saliva, urine, and/or blood sample for drug and alcohol testing. When a supervisor observes or is notified of behaviors or events that lead the supervisor to believe that the employee is in violation of the Drug-Free Workplace Substance Abuse Policy, the supervisor shall notify the Charter Administrator.

An employee who is required to submit to drug/alcohol testing based upon reasonable suspicion and refuses shall be charged with insubordination, and necessary procedures will be taken to terminate the employee in accordance with Board policy and State law.

An employee who tests positive on a reasonable suspicion test will be in violation of this policy. Violation of this policy shall constitute grounds for termination in accordance with Board policy and State law.

Vision Charter School's authorized designee, or the Charter Administrator are the only individuals in the School authorized to make the determination that reasonable suspicion or cause exists to order a drug screen and are the only individuals who may order an employee to submit to a drug screen.

Two types of cases for which reasonable suspicion procedures may be invoked are:

1. Chronic cases: Deteriorating job performance or changes in personal traits or characteristics where the use of alcohol or drugs may be reasonably suspected as the cause; and
2. Acute case: Appearing to be under the present influence of alcohol and/or drugs or investigation of an accident where the use of alcohol or drugs is reasonably suspected to be a contributing cause in a specific incident or observation.

Circumstances under which substance screening may be considered, in either the chronic or acute cases, include but are not limited to the following:

1. Observed use, possession, or sale of illegal drugs and/or use, possession, sale, or abuse of alcohol, and/or the illegal use or sale of prescription drugs;
2. Apparent physical state of impairment of motor functions;
3. Marked changes in personal behavior not attributable to other factors;
4. Employee involvement in or contribution to an accident where the use of alcohol or drugs is reasonably suspected or employee involvement in a pattern of repetitive accidents, whether or not they involve actual or potential injury; and
5. Violations of criminal drug law statutes involving the use of illegal drugs, alcohol, or prescription drugs and/or violations of drug statutes.

The circumstances under which substance screening may be considered, as outlined above, are strictly limited in time and place to employee conduct on duty or during work hours, or on or in Vision Charter School property, or at School-approved or School-related functions.

Post-Accident Testing

Drivers while on School business or operating a School vehicle involved in a motor vehicle accident which involves either a fatality or the issuance of a citation for a moving violation to the Vision Charter School employee may be required to be tested for alcohol misuse and controlled substance abuse.

The driver will contact Vision Charter School at the time of the accident unless he or she is physically impaired as a result of the accident. The School will contact the testing lab. The testing lab will specify where the alcohol and/or controlled substance testing is to be completed.

If a driver is not able to produce enough breath to test for alcohol using a state approved breath analyzer, a blood test may be done for alcohol.

Law enforcement officials may require a driver involved in an accident to submit to tests administered as part of their jurisdiction. For purposes of this policy, only the test results provided by Vision Charter School testing laboratory will be accepted.

Failure of an employee to submit to testing for either alcohol or a controlled substance will be considered a positive test and will be determined as cause for disciplinary action.

Testing for alcohol must be done within eight hours of the time of the accident. Testing for controlled substances must be done within 32 hours of the time of the accident.

The driver subject to post-accident testing must refrain from consuming alcohol for either eight hours following the accident or until he or she submits to an alcohol test, whichever comes first. Failure to do so will constitute a positive test result and will be determined as cause for disciplinary action.

Opportunity to Contest or Explain Test Results

Employees or job applicants who have a positive confirmed test result may explain or contest the result to the Charter Administrator or his or her designee within five working days after the Charter Administrator or designee contacts the employee or job applicant and shows him or her the positive test result as it was received from the laboratory in writing.

Return to Duty Testing

An employee who has been given the opportunity to undergo rehabilitation for drugs or alcohol shall, as a condition of returning to duty, be required to agree to a reasonable follow-up testing established by the Charter Administrator or his or her designee. The extent and duration of the follow-up testing will depend upon the safety or security nature of the employee's position and the nature and extent of the employee's substance abuse problem. The Charter Administrator or his or her designee is to review the conditions of continued employment with the employee prior to the employee returning to work. Any such condition for continued employment shall be given to the employee in writing. This agreement must be signed by the employee before the employee is allowed to return to the job. Prior to the employee coming back on the job, the employee must complete a drug and/or alcohol test which shows negative results.

The Charter Administrator or his or her designee may consult with the employee's rehabilitation program in determining an appropriate follow-up testing program, including the frequency of any substance screening contained in a follow-up testing program. In no instance shall such screening be ordered by the Charter Administrator or his or her designee more than one time within a 72 hour period. In the event of positive test results, the Charter Administrator or his or her designee will work out disciplinary procedures, if any, in accordance with Board policy and State law.

Any employee subject to return to duty testing that has a confirmed positive drug test shall be in violation of this policy. Violation of this policy shall constitute grounds for immediate termination in accordance with Board policy and State law.

Inspections

Employees may be assigned Charter School-owned offices, vehicles, lockers, desks, cabinets, etc. for the mutual convenience of the School and personnel.

Employees have no expectation of privacy in any of these locations or any personal belongings which they may place in such areas.

Whenever the Board or Charter Administrator or designee reasonably suspects that an employee's work performance or on-the-job behavior may have been affected in any way by alcohol or drugs or that an employee has sold, purchased, used, or possessed alcohol, drugs, or drug paraphernalia on Vision Charter School premises, the Board or Charter Administrator or designee may search the employee and the employee's locker, desk, or other School property under the control of the employee.

Inspections under this policy are limited to investigations into work-related misconduct and offenses. Any searches for law enforcement purposes must comply with all applicable State laws.

Charter School Action Upon Violation of Policy

Employees in violation of the provisions of this policy shall be subject to disciplinary action up to and including termination. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse employee-assistance rehabilitation program. The fact that an employee has been referred for assistance and his or her willingness or ability to rehabilitate are appropriate considerations as to what, if any, disciplinary action may be taken.

Should Vision Charter School employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant of \$5,000 or more, the Charter Administrator or his or her designee shall notify the appropriate State or federal agency from which the School receives contract or grant moneys of the employee's conviction, within ten days after receiving notice of the conviction.

In determining whether and to what extent an employee will be disciplined or discharged in regard to violating this policy, the Board will consider the following factors: the degree to which the nature of the criminal offense reduces Vision Charter School's ability to maintain a safe working environment; the degree to which the nature of the criminal offense unreasonably endangers the safety of other employees and/or students; the degree to which the conviction unreasonably undermines the public confidence in the School's operations; the nature of the criminal offense; the nature of the employee's job with the School; the existence of any explanatory or mitigating facts or circumstances; whether the employee promptly reports the conviction; and any other facts relevant to the employee, including but not limited to years of service and record of performance with the Charter School.

An employee can be discharged for work-related misconduct as provided in I.C. 72-1366, for the following reasons:

1. A confirmed positive drug and/or alcohol test, with a test result of not less than .02 BAC;
2. The employee refusing to provide a sample for testing purposes;
3. The employee altering or attempting to alter a test sample by adding a foreign substance; or
4. The employee submitting a sample that is not his or her own.

Within 30 days after receiving notice of a conviction, Vision Charter School will take appropriate disciplinary action and/or refer the employee to an appropriate substance abuse rehabilitation program.

PERSONAL CONDUCT

Employees are expected to maintain high standards of honesty, integrity, and impartiality in the conduct of Charter School business and required to comply and conform to the Idaho law and the Code of Ethics of the Idaho Teaching Profession.

In addition to the conduct enumerated in Idaho law and the Code of Ethics of the Idaho Teaching Profession, an employee should not dispense or utilize any information gained from employment with the Charter School, accept gifts or benefits, or participate in business enterprises or employment which create a conflict of interest with the faithful and impartial discharge of the employee's Charter School duties. A Charter School employee may, prior to acting in a manner which may impinge on any fiduciary duty, disclose the nature of the private interest which creates a conflict. Care should be taken to avoid using, or avoid the appearance of using, official positions and confidential information for personal advantage or gain.

Further, employees should hold confidential all information deemed to be not for public consumption as determined by law and Board policy. Employees shall also respect the confidentiality of people served in the course of the employee's duties and use information gained *in* a responsible manner. Discretion should be employed even within the Charter School's own network of communication.

Administrators and supervisors may set forth specific rules and regulations governing an employee's conduct on the job.

Insubordinate Conduct

In the educational setting there are high expectations for employee behavior. This is necessary to ensure effective and efficient operation of the Charter School and to model and reinforce appropriate professional interactions for our students. Accordingly, employees shall treat all administrators and colleagues in an appropriate professional manner.

Employees shall comply with all work-related orders, instructions, and directives issued by a proper authority. Insubordination; manifest disrespect; acts or language which hamper(s) the school's ability to control, manage, or function; displays of unacceptable modeling of rules for students or staff; or any other serious breaches involving improper attitudes or improper action toward persons in positions of authority are just cause for and may result in employee discipline, up to and including termination.

Examples of improper conduct include, but are not limited to:

I. Disobeying an appropriate order, instruction or directive of a supervising employee or administrator;

1. Refusing to accept a reasonable and proper work assignment or directive of a supervising employee or administrator;
2. Disputing or ridiculing authority;
3. Exceeding authority; and/or
4. Using vulgar or profane language to a supervising employee or administrator.

Staff Agreement and Acceptance

Initial each item that is true below. Then sign and submit as recognition of your understanding and acceptance of the following guiding documents:

I have read and understand the student handbook. _____

I have read and understand the staff handbook. _____

I have received Professional Development on Homeless Education _____

I have attended the Professional Development on Suicide Prevention _____

I have received Professional Development on Bullying Prevention including the reading the policy on Employee Responsibilities Regarding Student Harassment, Intimidation, and Bullying Located in the staff handbook _____

https://docs.google.com/document/d/151Sym3ACTChp_-9cTY_V6bVp9oUm8U0N6L9ErdqISBQ/edit?ts=5f3d9774

I have read and understand the harassment, bullying, and intimidation policy and sexual harassment policy located in the student handbook. _____

I received a link to and reviewed the Code of Ethics (for Certificated Staff only):

<https://www.sde.idaho.gov/cert-psc/shared/ethics/Code-of-Ethics-for-Professional-Educators.pdf>

I have received and reviewed and understand the Confidentiality Agreement (for Classified Staff only): _____

https://docs.google.com/document/d/1ZCSlুবzyOn5JQBVwJXUc2JsfEy5k_oAv7Uh-PUwRV8/edit?usp=sharing

I have received and reviewed the EA Supervision Guidelines (for Classified Staff only): _____

https://docs.google.com/document/d/1ke2e73F_I1Fqhk5PyLRhpmAfRmmC51sUHPK5tpFRYal/edit?usp=sharing

I have reviewed the applicable evaluation tool/policy. _____

Certified Evaluation:

https://docs.google.com/document/d/1UDdhKHn_IRbeKbrf977oKYpj_zG7SWZhuCq8iQA0sLk/edit

<https://drive.google.com/drive/folders/1S41HdAjBEVv9WzHQWfmBuM0yMHayUkpE>

Classified Evaluation:

<https://docs.google.com/document/d/1w7idEvddhbgmLj7JMfehYELJBdSKJJeh7d4xzw2TGQ/edit>

I have received a link to and reviewed the FMLA guidelines _____

<https://www.dol.gov/whd/regs/compliance/posters/fmlaen.PDF>

Sexual Harassment/Intimidation in the Workplace Policy Acknowledgment

I have read and been informed about the content and expectations of the Sexual Harassment/Intimidation in the Workplace Policy. I have received a copy of the policy and agree to abide by the guidelines as a condition of employment and continuing employment by the Charter School. (policy in staff handbook.) _____

Printed Name:

Signature:

Date: