

American Heritage Charter School 2019-2020 Teacher and Staff Handbook



MISSION STATEMENT

American Heritage Charter School strives to create patriotic and educated leaders.

We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."

AMERICAN HERITAGE CHARTER SCHOOL, INC.

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WELCOME

Thank you for being a part of our American Heritage team! Our mission is to help our students become educated and patriotic leaders. We want them to come to school every day and leave inspired, more confident, and more prepared to succeed in school and life. As a public servant, you've chosen a very high calling in education. We are partners with the parents who have entrusted their children to us, and we have the incredible opportunity to shape and guide the next generation of American leaders. The importance of our mission cannot be understated.

The 2019-2020 academic year marks our seventh as a public charter school. We have built an outstanding public school, spanning grades K through 12, that blends the best of traditional and cutting edge education. Academic rigor and discipline are essential components of our mission, but our values and the principles we strive to instill in our students are what truly set us apart. Parents place their trust in us to help teach, inspire, and shape their children. We take this responsibility to be the highest honor and the greatest importance.

FORWARD

This Handbook provides general information to AHCS faculty, staff, and volunteers regarding basic expectations while working for AHCS. Specific job duties and expectations are outlined in individual job descriptions, in initial and on-going training, on-the-job direction and through written and verbal instruction, as well as in teacher or administrator contracts and employment offer letters for classified employees. This Handbook is intended to provide general guidance and information and minimum standards for employment. All faculty, staff, and volunteers are expected to conform their conduct to these guidelines.

Teachers and Administrators

Certificated teachers and administrators are employed under standard form Contracts approved by the Idaho State Superintendent of Public Instruction. The rights and obligations of certificated teachers and administrators are governed by Idaho law, the terms of the actual standard form contracts signed by each teacher/administrator, and the expectations outlined herein.

Hourly and Classified Employees

PLEASE NOTE: For all hourly and classified employees hired by AHCS, this handbook is not a contract for employment. Hourly and classified employees acknowledge the following:

1. All hourly and classified employees are employed AT-WILL and may be terminated at any time for any or no reason;
2. This handbook is NOT A CONTRACT OF EMPLOYMENT, does not specify the duration of your employment, and does not require just cause or any other reason for the termination of an hourly or classified employee;
3. This handbook does not limit the reasons for which you may be disciplined or discharged.
4. Nothing in this handbook constitutes a contractual term, covenant, or promise, either express or implied, of any kind.
5. Nothing in it creates any enforceable right or privilege on the part of any classified employee.
6. It is subject to modification or revocation, in whole or in part, at any time, at the sole and exclusive discretion of AHCS, without prior notice to or consent of the classified employees.
7. Nothing stated or implied in this handbook changes the employment at-will Status.

1 MISSION, ORGANIZATION & GOVERNANCE

1.1 AHCS Mission Statement

American Heritage Charter School strives to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."

1.2 School Creed

I am an American Heritage Charter School Patriot. I am intelligent and unique. I am respectful, honest, and kind. I have high hopes for my future and great expectations for myself. I promise to be the best I can be using the life principles of our country's great heroes to guide me. I promise to enrich the world by serving others. I am a Patriot—strong, proud, and brave. I am a leader today and tomorrow.

1.3 Board Members

Board Member	Office	Term	Email
Deby Infanger	Chairman	7/18 – 7/21	chairman@ahcpatriots.us
M. Trent VanderSloot	Vice-Chairman	7/18 – 7/21	vandersloott@ahcpatriots.us
Tappia Infanger	Director	7/19 – 7/22	tappiainfanger@gmail.com
Sara Schofield	Director & Secretary	7/18 – 7/21	sbschofield@yahoo.com
Mike Infanger	Director & Asst. Treasurer	7/19 – 7/22	mikeinfanger@gmail.com
Chris Schofield	Director	02/17 - 07/19	cschofield@rbm.us
Kayce Wegener	Director (PFA President)	7/19 – 7/20	ahcspfa@ahcpatriots.us
Other Board Officers			
James R. Dalton	Executive Director & General Counsel	N/A	jim.dalton@ahcpatriots.us

1.4 Founders

AHCS's founders include those who were involved in the initial writing of the petition for the Charter, identifying and researching potential school sites, budget planning, writing policies and procedures, and others who, as determined by the Board, made a significant contribution of time, expertise, money, property, or talents related to the successful development and establishment of AHCS. Founders are given a preference in the Enrollment Lottery, per statute, but otherwise are treated like any other AHCS family. Still, we strive to honor their vision, embodied in their Charter, in everything we do. Some of the Founders continue to play an active role on the Board of Directors. The recognized Founders include: John and Deby Infanger, Frank and Belinda VanderSloot, Gayle DeSmet, Cathy Thompson, James and Julia Dalton, Chris and Sara Schofield, Ray and Tappia Infanger, M. Trent and Charissa VanderSloot, Michael and Ashley Infanger, Tony and Cheri Lima, Jeff and Sadie Sabin, Jessie and Emily Smith, Lisa and Brady Bloxham, Launie Shelman, Aaron Robinson, Lana and Kevin Prier, Paige VanderSloot, and Damond Watkins.

1.5 Faculty and Staff

AHCS boasts a blend of Veteran and emerging teachers, administrators and staff who bring a dynamic range of experience, talents, energy, and enthusiasm for education. Our administrative team brings the knowledge and experience of a collective 70 years' experience in education, with three masters degrees, two Education Specialist degrees, and a juris doctorate. Our business office boasts a highly skilled staff with background in school finance, banking, business operations, service industries, and the law. Many of our faculty and staff have children who attend AHCS, aligning our interests with yours. We are here because we want our children to have a wonderful life and develop the knowledge and skills they'll need to be successful.

Assignment	Name	Email
Head Administrator	Gayle DeSmet	gayle.desmet@gmail.com
Board Executive Director	Jim Dalton	jim.dalton@ahcpatriots.us
Asst. Head Administrator	Tiffnee Hurst	hurstt@ahcpatriots.us
Elementary Principal & Federal Programs Director	Shawn Rose	roses@ahcpatriots.us
Secondary Principal	Jill Dalton	jill@ahcpatriots.us
Advanced Opportunities/Academic Coach	Jennifer Jensen	jensenj@ahcpatriots.us
School Secretary		

School Finance Consultant	Cathy Thompson	thompsonc@nvapatriots.us
Counselor	Rebecca Jensen	jensenr@ahcspatriots.us
On-Site Lunch Director / Office	Charlotte Haderlie	lunch@ahcspatriots.us
On-Site Lunch Asst. Coordinator	Joanna Rogers	joanna219@gmail.com
Special Education Director	Tiffnee Hurst	hurstt@ahcspatriots.us
Special Education Teacher	Camille North	northc@ahcspatriots.us
Title 1 & Special Education Aid	Adeana Stosich	adeana.stosich@ahcspatriots.us
Kindergarten	Angie Croft	crofta@ahcspatriots.us
Kindergarten	Brittney Wright	Brittney.wright@ahcspatriots.us
1st Grade	Leigh DeHart	dehartl@ahcspatriots.us
1st Grade	Tracie Peterson	petersont@ahcspatriots.us
2nd Grade	Aimee Jones	jonesa@ahcspatriots.us
2nd Grade	Tiffany Peterson	Tiff.peterson@ahcspatriots.us
3rd Grade	Tonya Simms	simmst@ahcspatriots.us
3 rd Grade	Jennifer Mooney	Jennifer.mooney@ahcspatriots.us
4th Grade	Shea Gohr	gohrs@ahcspatriots.us
5th Grade	Kristen Wayment	waymentk@ahcspatriots.us
6th Grade	Jolene Harris	harrisj@ahcspatriots.us
History	Ryan Palmer	palmer@ahcspatriots.us
Middle School	Ruth Ann Rose	roses@ahcspatriots.us
Orchestra and Music Teacher	Elizabeth McFadden	Elizabeth.mcfadden@ahcspatriots.us
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Special Education Aid	Rhett Plocher	plocherr@ahcspatriots.us
Secondary Paraprofessional	Breanna Luker	Breanna.luker@ahcspatriots.us
Math Proctor/Aid	Natalie Galbraith	Natalie.galbraith@ahcspatriots.us
Recess Duty / Aid	Missy Hyde	hydem@ahcspatriots.us

1.6 Charter Information

The charter for American Heritage Charter School was written by the Founders with the goal of improving public education by offering parents and students a choice. As our name and mascot—the Patriots—suggests, we are a patriotic school emphasizing American values of individual liberty, democracy, entrepreneurship, service, and hard work. Our culture and academic programs are premised on respect, rigor, and relevance.

1.6.1 Respect

To create an optimal learning environment and positive culture, AHCS teachers and staff must require and exhibit a high level of discipline and respect. Rules and high expectations set a tone for a more respectful atmosphere, creating a culture where everyone feels valued and safe. Teachers and staff must not only enforce the rules, but exemplify professionalism.

Teachers and staff are part of a team and we should demonstrate loyalty and visible approbation for the school,

not only to and in front of students and parents, but to each other. We must strive, in all ways, to transmit the values of AHCS to those around us, and to make each encounter with others (students, parents, and peers) an opportunity to uplift and inspire. When we leave a conversation, those around us should feel inspired.

Respect for American values and our common heritage is critical to creating patriotic and educated leaders. Every morning, we should start off the day reciting the Pledge of Allegiance, singing the National Anthem, and helping our students study and learn historic and inspirational verses and other patriotic music. Take time to not only recite, but discuss the lives of America's founding fathers, mothers, and other American heroes. Find ways to use positive and constructive vocabulary that will enlighten and empower students who come to understand the meaning of inspirational and constructive language.

AHCS curriculum includes character education that strives to build a culture of respect, including Great Expectations, Ron Clark's *The Essential 55*, and *Cowboy Ethics*, by James P. Owen. Read the associated texts and strive to teach and discuss with students the importance of manners, civility, and Owen's Cowboy Ethics:

1. LIVE EACH DAY WITH COURAGE.
2. TAKE PRIDE IN YOUR WORK.
3. ALWAYS FINISH WHAT YOU START.
4. DO WHAT HAS TO BE DONE.
5. BE TOUGH, BUT FAIR.
6. WHEN YOU MAKE A PROMISE, KEEP IT.
7. RIDE FOR THE BRAND.
8. TALK LESS AND SAY MORE.
9. REMEMBER THAT SOME THINGS AREN'T FOR SALE.
10. KNOW WHERE TO DRAW THE LINE.

All staff are responsible for enforcing AHCS dress code, which is a key part of creating a culture of respect, responsibility, and citizenship. The dress code is strict. Students are not permitted to appear in school or at any school activity out of dress code. Teachers are expected to enforce the dress code in their own class(es). Outside of class, the Principal(s), the Academic Coach, and the lunch room aid(s) have primary responsibility for identifying deficiencies and taking corrective action.

1.6.2 Rigor

Our curriculum is rigorous. We strive to educate the whole person by not only teaching to Idaho's content standards for English, social studies, math, and science, but also emphasizing other important topics that many schools have minimized as standardized testing has driven traditional public schools to "teach to the test." While we strive to help our students develop the critical reading, writing, science, and math skills they'll need to succeed, we must also push our students to develop an understanding of social studies, history, civic responsibility, music, art, and physical education.

Our K-5 curriculum is based on the Core Knowledge sequences and curriculum by E.D. Hirsch Jr., which spans all core subjects. We round out language arts with Shurley English and use Singapore Math (Math in Focus) to give students a solid foundation in arithmetic and core mathematic concepts preparatory for more advanced topics in mathematics like Algebra, Geometry, Trigonometry, and Calculus. Study Island and Reflex Math supplement our instruction and practice on core subjects that underlie state testing objectives.

Every fourth grader must participate in our introductory strings orchestra class, learning to play and read music. In fifth and sixth grade, they have continued opportunity to develop musical talents in an intermediate orchestra elective. In class teachers should involve art and art projects at least monthly, which instruction and activity is supplemented by a monthly "Art Masterpiece" presentations.

At the secondary level, character education and patriotic culture should permeate every class. AHCS high school students are required to take 8 credits of mathematics, 8 credits of English, 6 credits of social studies, and 8 credits of science. When students are 16 years old and in grade 10, they should be encouraged to enroll in appropriate post-secondary or dual credit classes to be completed while enrolled at AHCS, through IDLA and cooperative arrangements

with local colleges.

In addition, for grades 6 through 12, AHCS has adopted a model of Mastery learning, working towards a competency-based education. AHCS was selected to be part of a cutting edge consortium of schools implementing Mastery Learning. Mastery Learning is a blend of traditional, teacher led instruction and self-directed and exploratory learning by the student. Every student has access to a computer throughout the day. Instead of a text book, most class materials are available through our computer-based learning management system (Summit Learning). This allows students to access their class materials, homework, and notes anywhere and anytime they have access to a computer with an Internet connection. Students meet with Mentors each week to set goals and develop habits of success. In Project Time, students work with teachers and their peers to learn and develop cognitive skills in project-based classroom settings. In addition to Project Time, students work through substantive content in Focus Areas during Self-Directed Learning Time. Students can work on pace with the teacher, but they aren't simply required to sit through class and do busy work to earn a credit at the end of a semester. Instead, students are challenged to learn at their pace and demonstrate mastery of a subject to earn credit and move on. Why make a motivated student wait? Teachers should design and conduct their courses so that motivated students can get ahead with the goal of graduating early or perhaps earning college credit along the way.

All Secondary teachers are required to use Summit Learning as the primary learning management system. For traditional courses that are not native to Summit Learning and have not yet been converted, teachers should transition lesson plans, materials, and assessments into the platform as you teach. The goal is to build courses that are teacher guided and student led, and which invite exploration and discovery in an individualized learning plan. Teachers lead, but motivated students should be able to work through and complete courses with very little intervention.

1.6.3 Relevance

Teachers and staff should strive to make and keep the curriculum and classroom activities relevant to our Mission, our students' goals, and contemporary issues. Relevance is reinforced in our morning American Heritage routines and the American Heritage Advisory courses, where students discuss topics of historical significance as well as current events. Teachers should strive to help students become "civic minded" and "economically independent." Dave Ramsey's Financial Peace School Curriculum should be rolled into the Advisory course, when not taught as a stand-alone elective. In both elementary and secondary courses, teachers should include lessons about being responsible with money, avoiding debt, and planning for the future. Teachers should also endeavor to help students learn about the importance and sanctity of civic and military service. Honoring and respecting Veterans and members of the Armed Forces should be a natural outcome of our American Heritage experience, and teachers should exude gratitude for the service and sacrifice of Veterans and members of the Armed Forces.

Teachers should help AHCS students find ways to serve their country and community in their own way. Through volunteer and required service opportunities around the school and in the community, teachers should go above and beyond in demonstrating and expecting students to be service-oriented. At the secondary level, teachers should also keep entrepreneurship and free markets at the top of discussion lists. AHCS seeks to give students the basic tools to succeed academically, but also to teach them how to access the American Dream, politically, economically and personally.

The Founders of AHCS believed that a student will get the most out of AHCS if they are start in and complete the American Heritage program. For high school students, the Founders intend that students graduating with an AHCS diploma will have spent all four years as an AHCS Patriot, leaving with a well-rounded education and having demonstrated that they are an "patriotic and educated leader." People have different opinions about the value of Charter Schools at the high school level. All staff and teachers should strive to communicate the strengths of AHCS and be committed to the mission of the school, which is **better** accomplished if students start and finish their primary and secondary education at AHCS.

2 ACADEMICS & STUDENTS

2.1 *Classroom Conduct & General Expectations*

AHCS has high expectations for student behavior. Teachers should reinforce with Students all AHCS and

classroom expectations, including:

- 2.1.1 Treat all peers, faculty, staff, administration and visitors with respect, including but not limited to, no swearing, trash talking, bullying, or insubordination;
- 2.1.2 Come to class on-time, prepared, and with necessary textbooks, pencils, paper, equipment, or homework when the bell rings or class begins;
- 2.1.3 Always have a teacher-signed hall pass, privilege pass, or agenda when out of the classroom;
- 2.1.4 Follow AHCS's computer, network, and Internet usage policies and computer/network etiquette when working on computers or other electronic devices or using school network resources (i.e., AHCS provided internet), *see* Section 5.5 below;
- 2.1.5 Refrain from playing or watching video games, movies, Internet surfing, streaming music, using headphones with or without CD players, unless required as part of course work and approved by the classroom teacher, *see* Section 5.5 below;
- 2.1.6 Refrain from using cell phones, texting, messaging, or other forms of electronic communication during class or when not authorized by the classroom teacher or Principal (see Electronic Device policy in Section 5.5); and
- 2.1.7 Except as provided in Section 5.8 below, refrain from chewing gum and/or eating candy in classrooms. [Sack lunches are the only food/drink allowed on campus].
- 2.1.8 Faculty members are responsible to enforce the above rules in their classrooms. Violation of the above expectations may result in Discipline.

2.2 Morning Meetings

Daily classroom morning meetings in grades K-5 focus on building character. The weekly Rise and Shine Ceremony builds upon the content and knowledge gained during the morning meetings. All K-5 students gather in the cafeteria each Monday morning at 9:45 am, and are led by one classroom teacher assisted by his/her class.

2.2.1 Sample Rise and Shine Ceremony:

- a. Recite the Pledge of Allegiance to U.S. flag and Idaho State flag
- b. Sing the National Anthem
- c. Recite the AHCS Mission Statement
- d. Recite the AHCS School Creed
- e. Recite the Eight Expectations
- f. Recite class creed (only those leading that day)
- g. Lead the teachers in the Teachers' Creed
- h. Recite the Hero of the Month, Word of the Month, Life Principle of the Month, Verse of the Month
- i. Sing the Song of the Month
- j. Review Topic from the Book of Choice (Smart Money Smart Kids, by Dave Ramsey)
- k. Recognize birthdays for the week
- l. Announcements
- m. Dismiss

2.2.2 Sample of Classroom Daily/Weekly Activities:

- a. Say the Pledge to USA and Idaho Flags, school and class creeds, Eight Expectations, and teacher repeats teacher's creed.
- b. Introduce the Hero of the Month and then Practice Daily/Weekly: Song of the Month, Verse of the Month, Life Principle of the Month. Plan for Monthly "Above and Beyond Ceremony" class demonstration.
- c. Do an activity around Essential 55/Great Expectations/Cowboy Ethics. Resources such as one of the following:
 - i. Show an inspirational short video, or clip from a movie and discuss.

- ii. Create personal or group collages based around a theme such as: Pride, Kindness, Excellence, etc. and display them!
- iii. Write “My (Personal) Creed”
- iv. Write Letters/make cards – for veterans or servicemen/women, senior citizens, children at St. Luke’s or Shriner’s, people in disaster zones....
- v. Build “Commendable Actions” charts for each student, and then other students can put stars on a student’s chart when they want to acknowledge a student for representing that action. Actions headings can be decided on by the class –or can be the year’s Life Principles. The charts can be kept in a file for each student to show their parents at parent conferences. You should limit how many stars students can give out each week – one per week is probably sufficient, and they do not have to give someone a star every week. It should really be something someone noticed and you want it to mean something to them....so talk about what our actions say about ourselves!
- vi. Work on a school or community service project – may be ongoing.

2.2.3 Sample of Monthly Activities:

- a. Complete an activity for the Hero of the Month.
- b. Make a poster(s)/Bulletin Board for the Life Principle of the Month
- c. Learn the Song of the Month & the Verse of the Month.

2.3 *American Heritage Instruction and Mentors for Grades 6-12*

2.3.1 All students in grades 6-12 are assigned an Advisory teacher and each student receives a mentor from among the AHCS staff. The Advisory teacher leads students in the signature course at AHCS: American Heritage class, also referred to as Advisory. Sixth Grade students are assigned their regular Sixth Grade teacher for this purpose.

2.3.2 The American Heritage course is required by the Charter and embodies the vision of the Founders and Board to create patriotic and educated leaders. This course is intended to help students better understand and appreciate topics and concepts such as

- 1) the Founding of our country,
- 2) the character and contributions of our Founding Fathers and Mothers and other American Heroes,
- 3) the core principles of liberty and our democratic republic,
- 4) the importance of the Constitution and Bill of Rights and their implications for our lives and society,
- 5) current events in the context of U.S. and world history,
- 6) core aspects of American culture and society, and
- 7) the merits and implications of civic and military service.

2.3.3 Students also study, memorize, and discuss historic, patriotic, and inspirational verses, songs and speeches. They study and discuss principles of leadership and character in the context of *Great Expectations*, *The Essential 55*, and *Cowboy Ethics*. Students also spend time exploring college and career opportunities and learning about sound money management using Dave Ramsey’s Financial Peace University curriculum. Students also revisit and relearn cursive handwriting.

2.3.4 The Advisory class counts as 1 and up to 2 elective credits per year (depending on grade level, duration of the class, and content covered during a particular year). In addition to the substantive content covered in class, Advisory is also designed to provide students with daily time to build relationships with other classmates and their advisory teacher.

2.3.5 Monthly, the Advisory classes participate in an “Above and Beyond” assembly, where students have an opportunity perform the Verse of the Month for their peers and highlight aspects of the course of study for the month.

2.3.6 All students in grades 7-12 are also assigned a mentor from the AHCS staff that will help them stay on track for graduation. Sixth Grade students are mentored by their regular teacher. Students will be required to meet with their mentor on a weekly basis to ensure academic success throughout the school year. Mentors will communicate with parents as needed. **Building a positive relationship with the students is an important aspect of our Mastery Program. If you have any questions regarding the mentor program, please contact Shawn Rose.**

2.3.7 Sample Daily/Weekly Activities:

- 1) Say Pledge of Allegiance to the United States Flag and the Idaho State Flag;
- 2) Repeat school, class, and teacher creeds;
- 3) Check agendas;
- 4) Reminders for events, tests, homework, etc.;
- 5) Hero of the Month, Song of the Month, Verse of the Month, and Life Principle of the Month;
- 6) Plan and practice for monthly Above and Beyond Ceremony;
- 7) Essential 55/Cowboy Ethic/Great Expectations activities – inspiration video clip, theme based collages, write a personal creed, make service cards/letters, make commendable acts chart, school or community service project; and
- 8) Projects – work with elementary students, adopt a classroom, collect supplies for a classroom, collect for the local food bank, collect for Toys for Tots, make a poster to support a school group.

2.3.8 Sample Monthly Activities:

- 1) Complete an activity for the Hero of the Month;
- 2) Make a poster/bulletin board for the Life Principle of the Month;
- 3) Learn the Song of the Month and Verse of the Month;
- 4) Write the Verse of the Month in Cursive handwriting;
- 5) Participate in a service project;
- 6) Watch a relevant movie or documentary on a Founding Father/Mother;
- 7) Review Dave Ramsey’s Financial Peace University curriculum;
- 8) Read and discuss newspaper articles concerning current events;
- 9) Research and Prepare a presentation on a personal “Cowboy Ethic” or other item of American cultural or historical importance; and
- 10) Review/Discuss/Expect at least five of the Essential 55 and one of the Cowboy Ethics.

2.4 General Classroom Expectations for Students:

In addition to other rules and expectations an individual teacher may adopt, the following are the minimum expectations that each class should abide:

- 2.4.1 Come prepared
- 2.4.2 Show respect for people and property
- 2.4.3 Do your best
- 2.4.4 Don’t cheat
- 2.4.5 Applaud success
- 2.4.6 Know and live by the AHCS student creed, the Life Principles and the 8 Expectations as found in the Great Expectations materials, and the 10 Cowboy Ethics

2.5 Class Schedule

Students in grades 7 through 12 have certain required courses, but may also have a variety of elective courses to choose from, including some IDLA and dual credit opportunities in later grades. Secondary students register for fall classes during the Fall registration in August of each year. Course selection for the Spring semester occurs in early January. Requests for a change in schedule must be made with the School Clerk and have the approval of the teachers of classes involved and the administrator. Once the student has received approval from the teachers, the request is submitted to the Principal/Designee for final approval. Class schedules cannot be changed after the first week of each semester, without extraordinary circumstances and only with both the teacher(s), Principal, and parental agreement.

2.6 School and Community Service

- 2.6.1 Classroom Service. Teachers should ensure that all students participate in regular community service projects. First and foremost, with the help and direction of the teacher, students in each class are responsible to keep

their classroom clean and tidy. Students are also expected to pick up after themselves.

2.6.2 Lunchroom and Playground Duty. Teachers should reinforce to students the expectation to pick up after themselves in the lunchroom and at other activities. Each class will be assigned lunchroom and playground duty, on a rotating schedule, to help clean up the lunch room and playground areas after lunch.

2.6.3 School Service. Teachers will oversee students in cleaning and organizing common areas and may be requested to help in other projects that benefit the school, including snow removal. The purpose of school-oriented service is to instill a sense of common ownership and stewardship for school property and activities. Teachers and staff are partners with the students in this endeavor.

2.6.4 Community Service Projects. In addition to school service, teachers may be assigned or asked to help with a variety of community service projects, including:

- 1) Grades K-5: community projects established and supported by class parents
- 2) Grades 6-8: class sponsored community projects
- 3) Grades 9-11: individual/small group community projects

In some instances, service opportunities may fulfill classroom projects or criteria to achieve certain recognitions or awards, including the Leadership Academy (our Honor Society). Teachers should help and encourage students to keep a log of service hours.

2.7 Grading Policy

2.7.1 General Grading. Letter grades will be recorded with the corresponding numeric value when possible. The following scale for letter grades will be used:

90-100	A
80-89	B
70-79	C
60-69	D
59 or below	F

2.7.2 In some courses, the Principal may direct that grading be Pass or Fail. Grades will be a matter of record and teachers must be available to students and parents who have questions about grades or student performance.

2.8 Mastery Grading.

For secondary students enrolled in Mastery-based courses, students must achieve a minimum of 80% in Focus Areas to advance, and they must achieve at least a 70% in each course to earn credit and advance to any course that builds on the concepts taught in a preceding course. The provisions below are aspirational, and are subject to the discretion and modification of the Principal and individual teachers. Content mastery is the subject of Self-Directed learning time, where students study Focus Areas that align with state content standards. Students review playlists to acquire contextual knowledge in each core subject area. When they are ready, they request a content assessment. Once they achieve 80% on a content assessment, they move on. Content mastery constitutes 30% of the total grade. 70% of grades result from an evaluation of cognitive skills demonstrated in projects completed by students during Project Time, according to adopted Summit Learning rubrics.

2.9 Parental Communication

As provided in the Teacher Expectations section, Teachers should communicate regularly with Parents and students regarding student progress. Regular newsletters and bulk emails are a good way to communicate schedules and general classroom information. However, teachers should contact parents by phone, personalized email, or letter for issues involving student behavior, excessive tardies or absences, and poor academic performance, including if a student falls behind pace or is at risk of earning a D or lower in any class or subject. Teachers should strive to communicate success and achievements with parents as well.

2.10 Homework

Teachers should communicate expectations for homework with students and parents. AHCS is intended to be a more

rigorous option for public education. Parents choose to send their children to AHCS and they expect such rigor. Generally, teachers should have at least two assessments (grades) in each subject, each week. Teachers should also require at least one composition each week, founded on the English Language Arts content standards for writing. These compositions may vary in length and complexity. Teachers should expect students to spend from one to two hours on homework each night (approximately 10 minutes per grade level: e.g., a 7th grader should expect 70 minutes per night). At the secondary level, teachers should strive to “flip” their classrooms, when possible, so that students are watching lectures and reviewing course content as homework, and working on course work during school when teachers are available to help and answer questions.

2.11 Grades, Report Cards and Progress Reports

- 2.11.1 Grades must be entered into PowerSchool at least three days before the end of a grading period.
- 2.11.2 Elementary Teachers should promptly and frequently record homework/assessment scores in PowerSchool throughout the year so that parents can have up-to-date and accurate information on their child’s progress.
- 2.11.3 Secondary teachers must promptly and frequently record all homework, assessments, projects, and exams in SUMMIT LEARNING so that parents and students have a “live” view of grades and percentage of courses completed. Term grades must be entered into PowerSchool for report card and transcript purposes, no less than 3 days before the end of a grading period.
- 2.11.4 Report cards will be compiled at the end of each grading period. Report cards will be sent home with students, mailed, or given to parents during conferences. At the end of the year, report cards for K-6th grade will be sent home with the students and report cards for 7th through 12th grade will be mailed home.
- 2.11.5 In grades K-5, progress reports and/or deficiency notices will be given to the students at the midterm point of each quarter.
- 2.11.6 In grades 6-12, a monthly progress report will be sent home. At the secondary level, the Academic Coach will prepare progress reports for each student. Each teacher is required to keep grades current in SUMMIT LEARNING to facilitate this process, and to provide any supplemental information as may be needed by the Academic Coach.
- 2.11.7 The Principal(s) will ensure that parents have access to check their student’s grades by logging into PowerSchool (K-5) or Summit Learning (6-12).
- 2.11.8 As described in sections 4.4 and 4.5, concerning Teacher Expectations, Teachers must contact parents immediately by phone AND by either electronic mail or letter if a student has a D or lower, or if a student falls behind pace and is at risk of earning a D or lower in any class or subject.

2.12 Assessments

- 2.12.1 Accurate assessment of student achievement is essential in ensuring academic growth for all students. American Heritage Charter School utilizes state and school-developed assessment tools to ensure that a full range of assessment data is available for parents and school personnel. This data is used in determining placement, participation in extension and remediation programs, and communication of progress as measured against Idaho Core Standards and AHCS curricula.
- 2.12.2 Teachers are required to assist in delivering and administering all standardized tests, as may be assigned by the AHCS Testing Coordinator (Mrs. Hurst).
- 2.12.3 Teachers should endeavor to use MAP benchmark testing and ISAT Interim Assessments as early and often as possible to provide formative feedback and early instructional intervention.
- 2.12.4 All AHCS Students are required to participate in state and local assessments, subject only to exemptions provided by Idaho law.

2.13 Metrics for Student Achievement and Growth

The following metrics will constitute acceptable evidence of student growth and achievement and may be used to demonstrate evidence of meeting Strategic Plan and other Educational goals and objectives:

- a. IRI scores
- b. ISAT/SBAC scores
- c. Pre and Post Test Scores
- d. Student Portfolios
- e. Heroes Projects
- f. Academic Gain
- g. Academic Fair
- h. Science Fair
- i. Senior Trip
- j. Senior Project
- k. Plus Curriculum
- l. Orchestra Concerts
- m. Graduation rates
- n. Art Project Displays
- o. Keyboarding and Technology Projects
- p. K-12 Project Displays
- q. Benchmark Testing (e.g., MAP Testing).

2.14 Curriculum

Grade level	Board Approved Curriculum and Supplements to be Taught
K-3	Learn to read Shurley English (IRI, and SBAC) Mathematics (Include MTT) (ISAT/SBAC growth) Study Island, Reflex and Think Through Math Science: Needs to be taught weekly Core Knowledge Social Studies (Pearson) Dave Ramsey/Money Management Art Music (in classroom and Rise and Shine) P. E. Computer/Keyboarding Skills American Heritage Curriculum Hero Projects and Portfolio Cowboy Ethics, Great Expectations and Essential 55
4-6	Read to understand content Shurley English (SBAC growth) Mathematics (Include MTT) (ISAT/SBAC growth) Study Island, Reflex and Think Through Math Core Knowledge Social Studies (Pearson) Science: Needs to be taught daily (include FOSS Science curriculum) Money Management/Entrepreneurship Orchestra Art P. E. Computer/Keyboarding Skills American Heritage Curriculum Hero Projects and Portfolio Cowboy Ethics, Great Expectations and Essential 55

<p>7-8</p>	<p>Literature: Realms of Gold and more Shurley English (ISAT/SBAC growth) Mathematics: Pre-Algebra and Algebra for some (SBAC growth) ISAT Interim Assessment/MAP Testing Study Island, Reflex and Think Through Math FOSS Science daily (General and Earth) Core Knowledge Sequence Pearson Social Studies Idaho and U.S. History Computer and Technology use (Keyboarding, formatting, program use) Dave Ramsey/Money Management/Entrepreneurship Orchestra elective Art P. E. or Fitness Electives American Heritage Curriculum Hero Projects and Portfolio Cowboy Ethics, Great Expectations and Essential 55 Blended and Mastery Learning model Summit Learning Use of Online or Digital curriculum as approved by Principal (e.g., IDLA or Summit Learning courses, CK-12, Open Stax, Khan Academy, Study.com, provided materials align with State content standards)</p>
<p>9-10</p>	<p>English: Weekly composition, research project each grade (SBAC) Mathematics: Algebra I, II, Geometry ISAT Interim Assessment/MAP Testing Social Studies: History of Civilization, Other Social Science/History Elective Science: Physical, Biology, Botany (elective) Computer and Technology: Beyond keyboarding and programs Money Management/Entrepreneurship Orchestra elective Art P. E. Speech Spanish American Heritage Curriculum Hero Projects and Portfolio Cowboy Ethics, Great Expectations and Essential 55 Blended and Mastery Learning model Use of Online or Digital curriculum as approved by Principal (e.g., IDLA or Summit Learning courses, CK-12, Open Stax, Khan Academy, Study.com, provided materials align with State content standards) All classes must be delivered using the adopted Learning Management System (Summit Learning) in Blended Learning format Summit Learning Use of Online or Digital curriculum as approved by Principal (e.g., IDLA or Summit Learning courses, CK-12, Open Stax, Khan Academy, Study.com, provided materials align with State content standards)</p>
<p>11-12</p>	<p>English (11, 12, 101, 102): Write daily, complete weekly essay, do yearly research paper with 12th grade paper being Senior Paper Senior Project: Lead by assigned teacher w/other faculty assisting Mathematics (Algebra II, Personal Finance, Calculus, Trigonometry, College Alg.) Science (Environmental Science, Intro to Chemistry, Intro to Physics, Anatomy & Physiology, Zoology) Social Studies (American History, Economics, American History, Governmental) Dave Ramsey's Financial Peace Orchestra</p>

	<p>Art Technology P. E./Fitness Elective Spanish Dual Credit Opportunities American Heritage Curriculum Hero Projects and Portfolio Cowboy Ethics, Great Expectations and Essential 55 Blended and Mastery Learning model Take ACT/SAT All classes must be delivered using the adopted Learning Management System (Summit Learning) in Blended Learning format Summit Learning Use of Online or Digital curriculum as approved by Principal (e.g., IDLA or Summit Learning courses, CK-12, Open Stax, Khan Academy, Study.com, provided materials align with State content standards)</p>
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2.15 Schoolwork Make-Up Policy

2.15.1 Teachers should require Make-up Work for all absences. If a student is absent on the day work is assigned, teachers must give students at least two (2) days to complete the assignment for the first day absent and one (1) day for each additional day absent. Zeroes may be given if the assignment is not completed in this time given, but Teachers may and should exercise reasonable discretion and strive to accommodate where individual circumstances merit. When due dates are announced prior to unexcused absences, Teachers may require all work and tests completed according to the original assigned dates.

2.15.2 Make-up tests should be administered in a timely manner; and arrangements must be made with the teacher upon the student’s return. Tests not taken within (or arrangements made) within five days of the student’s return may be scored as a zero.

2.15.3 Absences due to school activities require planning on the student’s part. Any type of pre-planned absence requires that the student come in prior to the absence to collect any work that will be missed. Assignments are subject to the same due dates as if the student had been in the classroom that day, or are due immediately upon his or her return to class.

2.15.4 Late homework is a different issue from make-up work. Late homework policies will vary and are at the discretion of the classroom teacher, subject to Principal review.

2.16 Mastery Pacing, Late Work, and Redos

2.16.1 For secondary students in Mastery classes, students are expected to keep up with the course minimum pacing guide, although students may generally work ahead, at the teacher’s discretion. After the deadline for coursework or scheduled assessments, teachers will enter zeroes (red) for missing work, and students will have one week to complete the assessment or coursework completed to earn credit. Students who refuse to complete work and make meaningful progress may be subject to discipline, including being placed on Academic Probation, Academic Contracts, suspension, and/or expulsion.

2.16.2 For Mastery classes, students should put in the work to be prepared before attempting to complete summative assignments/assessments (i.e., graded work). To prepare, students should read and study course materials on Summit Learning or assigned texts; watch course-related videos; participate in group discussions, labs and activities; pay attention during lectures; and take and review class notes.

2.16.3 Summative assignments/assessments may generally be redone twice (i.e., you can make 3 total attempts) if the work is below mastery/proficiency levels (determined by the teacher). Teachers may require additional study and demonstration of readiness before allowing allow redos. For most summative work, students will have 5 school days to redo an assignment. No penalty will be assessed for redos within the initial 3 attempts. The redo score will be the accepted score in the grade book.

2.16.4 There are no automatic redos for an End of Course test or assessment, however a teacher may allow a student to demonstrate mastery/proficiency with an alternate assessment, project, or performance task.

2.17 Attendance

AHCS has set a goal to achieve a daily attendance rate of at least 98% every month. Teachers are required to take accurate attendance first thing each morning in PowerSchool. Students are allowed a maximum of nine (9) absences per semester. Beyond nine (9) absences, a student and parents will receive a written notice to appear before the Board for possible discipline, including possible suspension, loss of credit, expulsion or disenrollment. Teachers should communicate with parents of students who are frequently absent or tardy and/or who are approaching nine (9) absences in a semester.

2.17.1 Activity Absences

An activity absence is an absence for school approved programs in which classes will be missed and is considered to be an excused absence. No more than five (5) absences per semester will be allowed unless exceptions are made by the principal or designee. School approved activity absences are not counted toward the maximum of nine (9) absences.

2.17.2 Tardies

Teachers should count a student as tardy if they have not arrived in their classroom by the time the tardy bell rings or by the time for commencement of a class period. Students who are tardy at the beginning of the day are required to check in at the school office to obtain a note for admittance into class. Three tardies count as one absence.

2.17.3 Truancy

If a teacher suspects that a student is truant (i.e., a student is absent from class or classes without previous consent or knowledge of the school and/or parents, or for reasons not acceptable to school officials), the teacher should report the truancy to their building Administrator and the Attendance Secretary. The student handbook outlines the disciplinary process for truancy.

2.17.4 Secondary Attendance for Mastery-Based Courses

2.17.5 At the Principal's discretion, a student in grade 6 through 12 who is unable to attend classes for an extended period due to illness, family emergency, or unavoidable family travel may seek prior approval to virtually attend and participate in coursework, if such courses are available online or through the AHCS learning management system (Summit Learning).

2.17.6 To be eligible, the requesting student must be in good academic standing (passing all courses and current with coursework based on the minimum pacing guide for each class), have no significant disciplinary issues, have access to a computer and Internet connection, and commit to log in to courses remotely.

2.17.7 During each "virtual day," students may be counted present if they log in and demonstrate participation and progress in completion of coursework for each enrolled class.

2.17.8 This policy is subject to AHCS's continued participation in the "Seat Time Waiver" as part of the Idaho Mastery Education Network Grant.

2.18 Discipline Policy

Teachers are primarily responsible for enforcing AHCS rules and classroom expectations. When school begins in the fall of each year, the Principal/Designee will review with staff and students AHCS's expectations of students, including this and the Student handbook. Teachers are expected to have reviewed and understand the handbook and review AHCS's expectations and their own classroom rules with their students.

Unless an Administrator witnesses and assumes primary enforcement responsibility for an infraction, Teachers should handle most minor discipline issues through verbal warnings, written Refocus Forms and Discipline Citations. Discipline that involves potential criminal activity or which could require suspension, expulsion, or a Behavior Contract should be referred to the building Principal or his/her designee. In addition to any paper Refocus Form or Citation issued by a teacher, teachers must also log into PowerSchool all formal and informal disciplinary matters, including incidents involving student misbehavior for which verbal warnings were issued. The Principals are responsible to review all

disciplinary Citations and logs in PowerSchool and append such logs to a student's cumulative file.

2.18.1 **The Refocus form** is to be used for minor rule infractions both inside and outside of the classroom. Any AHCS teacher, administrator, staff member, substitute teacher, or regular volunteer may issue a refocus form. A Refocus form may be given for chewing gum, shirt being untucked, talking, and other minor violations of school rules or classroom expectations, etc.

- a. The form is to be initially filled out and signed by the witnessing staff member or an administrator, and compiled and signed by the violating student. The student should fill out the Refocus Form using complete sentences, and never be allowed to use "I don't know" or "It doesn't" for an answer.
- b. The Refocus form will be sent home for parental acknowledgment and signature.
- c. The student's teacher will report all incidents resulting in a refocus form to their administrator and the teacher will log the discipline into the student information system (PowerSchool).
- d. A copy of the Refocus Form and Power School discipline log will be placed in the student's file.
- e. If a student does not return the Refocus Form (signed by a parent or guardian) to the issuing teacher or administrator within three school days, the Refocus Form will become a Discipline Citation.
- f. After a student receives 3 Refocus Forms from the same staff member, or 3 Refocus Forms by any staff member for the same or similar infraction, the student will be issued a Discipline Citation.
- g. A Refocus Form may be immediately escalated to a Discipline Citation by the Principal if the Principal determines that the offense is something more than a minor violation. For example, the Principal might escalate a Refocus Form if he/she determines that a Refocus Form was issued for conduct that involves violence, threats of violence, bullying, or conduct that could constitute a crime; disrespect to a staff member, substitute teacher, volunteer, or visitor of AHCS; defiance of staff member direction; dishonesty; or other intentional conduct that is offensive, disruptive, or detrimental to the health, safety, or self-esteem of others.

2.18.2 **A Discipline Citation** is issued for more severe, intentional, pre-meditated, or blatant rule violations. For example, as described above, Discipline Citations may be issued for repeated violations of minor rules, intentionally disruptive behavior, defiance of staff member instructions, and other blatant rule violations. Discipline Citations should be issued for conduct that involves violence, threats of violence, bullying, or conduct that could constitute a crime; disrespect to a staff member, substitute teacher, volunteer, or visitor of AHCS; defiance of staff member direction; dishonesty; misuse of computers or network resources; academic dishonesty; or other intentional conduct that is offensive, disruptive, or detrimental to the health, safety, or self-esteem of others.

- a. As stated above, if a student has received 3 Refocus Forms, a Discipline Citation may be given. If a student is disrespectful or defiant while receiving a Refocus Form, a Discipline Citation should be given. If a student fails to return a Refocus Form (signed by a parent or guardian) within three school days, a Discipline Citation should be given.
- b. The form of discipline (Refocus Form vs Discipline Citation) is at the discretion of the teacher or staff member signing the form, but staff should follow the proper procedure.
- c. Discipline Citations will be sent home to be signed by the parents.
- d. A citation may result in referral to school administration for additional discipline, up to and including possible suspension, expulsion, or disenrollment.
- e. A Discipline Citation must be signed by an Administrator before being placed in the student's cumulative or permanent file.
- f. At the Principal's discretion, a student receiving a Discipline Citation may be suspended from school, provided the Principal must comply with both Idaho and Federal law applicable to student suspensions, due process, and Procedural Safeguards applicable to students with disabilities or having an IEP.

2.18.3 The formal Discipline Policy and process is outlined in the Student Handbook, but an excerpt is included below for convenience. The disciplinary process is generally progressive in nature, and under normal circumstances should resemble the following:

- a. Classroom teachers communicate and enforce classroom expectations, give appropriate warnings, and record minor student infractions on a Refocus form. Refocus forms are sent home for parent signatures and Classroom teachers are responsible to log the infraction into Power School. Teachers are responsible to communicate with Parents regarding disciplinary infractions memorialized on a Refocus Form.

- b. When students repeatedly commit minor infractions or when such infractions are ongoing, a Discipline Citation may be issued.
- c. If a student displays defiance, insubordination, or disruptive behavior that is detrimental to the learning environment or health, safety, or self-esteem of others, a Discipline Citation will be issued.
- d. If a student receives three Refocus Forms from a single staff member or three Refocus Forms from any staff members for the same or similar conduct, the three Refocus Forms are equivalent to one Discipline Citation.
- e. An Administrator may escalate any Refocus Form to a Discipline Citation, if the Principal determines that the offense conduct so merits.
- f. Discipline Citations will be issued for major offenses, including but not limited to repeated violations of minor rules; intentionally disruptive behavior; blatant defiance of rules or staff member instructions; inciting others to violate rules or defy staff; conduct that involves violence, threats of violence, bullying, or conduct that could constitute a crime; disrespect to a staff member, substitute teacher, volunteer, or visitor of AHCS; dishonesty (including academic dishonesty); truancy, misuse of computers or network resources; destruction or intentional or reckless damage of school property; or other intentional conduct that is offensive, disruptive, or detrimental to the health, safety, or self-esteem of others.
- g. Discipline Citations are sent home for parent signatures.
- h. A Principal may order community service, restitution, or immediately suspend a student receiving a Discipline Citation, after appropriate notice to the student and student's parent or guardian. If the parent or guardian objects to the Principal's requested community service or restitution, the matter will be referred to the Board for appeal and a *de novo* determination of appropriate discipline.
- i. A Principal may refer a student receiving a single Discipline Citation or failing to complete ordered community service or restitution to the Board for additional discipline, including being placed on a behavior contract, suspension, expulsion, or disenrollment as the Board determines.
- j. After two (2) citations, the principal will meet with the parent(s) and the student may be placed on a behavior contract.
- k. After three (3) Discipline Citations or upon the violation of the terms or conditions of a behavior contract, the Student must be given written notice and is required to appear before the Board for further discipline, including but not limited to community service, restitution, and possible suspension, expulsion, or disenrollment.
- l. After six (6) Discipline Citations or a second or subsequent violation of a behavior contract, the student will be recommended to the Board for expulsion.
- m. A Principal may escalate any offense and make referral to the Board for Board discipline at any time.
- n. A Principal must refer to the Board for further discipline any offense involving violence, threats of violence, bullying, guns or weapons (real or faux), use or abuse of drugs or alcohol, conduct that could constitute a crime; or other intentional or reckless conduct detrimental to the health, safety, or self-esteem of others.

2.18.4 Discipline for Students on Individual Education or Section 504 Plans. Students with disabilities, including those with individualized education plans (IEPs) or 504 plans are expected to meet the same standards and abide by the same rules as any other student. Notwithstanding, state and federal law provide additional rights and procedural safeguards for such students when facing discipline or other changes to their educational placement. **AHCS teachers must comply with the procedural safeguards enumerated in state and federal law and rule when disciplining students with IEPs or 504 plans. If disciplining a child on an IEP or 504 would result in a removal from the classroom, or if remediation for the disciplinary infraction would result in any change in the delivery of instruction, consult with the Special Education Director immediately.**

2.19 Special Education

Teachers are required to review and be familiar with IEPs and 504 Plans involving students in their classes. While students with disabilities, including those with individualized education plans (IEPs) or 504 plans are expected to meet the same standards and abide by the same rules as any other student, teachers must faithfully abide by and implement the terms and provisions of a student's IEP or 504 plan. Questions concerning the requirements of an IEP or 504 Plan should be directed to the Special Education teacher and/or Special Education Director.

2.20 Student Organizations

2.20.1 Student clubs and activities must be approved by the AHCS Board and have at least one (1) faculty or staff advisor, and one (1) parent/volunteer.

2.20.2 Funds raised or collected by any student club must be remitted to the Business Manager on the same day it is collected to be deposited and accounted for in the AHCS student funds account. Expenditures from student funds must comply with the AHCS policies and procedures concerning expending public funds, including requirements for documentation, such as prior authorization, receipts/invoices, and purchase orders.

2.20.3 The following Student clubs and activities were previously approved for the 2019-2020 school year, subject to the appointment of a faculty advisor:

- a. Leadership Academy (Honor Society)
- b. Student Council
- c. Lego Robotics (grades 5-8)
- d. First Tech Challenge (grades 8-12)
- e. Lego Club (grades K-5)
- f. Chess Club
- g. Cross-Country Club
- h. AHCS Yearbook and AHCS Newspaper
- i. DECA

2.20.4 If meetings for clubs are held after school, such meetings must generally be held between 3:30-4:15 p.m. No school transportation is provided to or from club activities. Parents of students participating in clubs must agree to provide any necessary transportation.

2.20.5 Ski Club. **Ski Club is not an approved or recognized AHCS club or activity.** AHCS will make its facilities available to parents who wish to organize their own ski club, but AHCS will not reimburse any cash or expenses associated with Ski Club. Students participating in Ski Club must do so at their own cost, expense, and risk. Students will be marked absent, but will not be considered truant, for absences due to ski club activities, provided parents provide a written note to the Office for such absences.

2.21 General AHCS Events

2.21.1 Library Time is scheduled is generally scheduled once per week, or as directed by the Principal

2.21.2 Rise 'N Shine (K-5) is scheduled every Monday morning, as directed by the Principal

2.21.3 Above and Beyond Ceremonies (grades 6-12) is scheduled the last Friday of each month at 8:45 a.m.

2.21.4 AHCS Board Meetings are the first Thursday of every month at 6:30 p.m., unless otherwise posted.

2.21.5 PFA Meetings are held the second Thursday of every month (odd) at 2 p.m./ (even) at 5:30 p.m.

3 HEALTH AND SAFETY POLICIES & PROCEDURES

3.1 Child Abuse/Neglect Reporting

3.1.1 Idaho Code § 16-1601, et. seq., requires that any person having reason to believe a student has been abused, abandoned, or neglected report the allegations to either the Idaho Department of Health and Welfare or a law enforcement agency. School personnel do not conduct any investigations into said allegations. The legal requirement is limited to reporting only.

3.1.2 If a student is absent from school for multiple days without notification by a parent/guardian or without a documented excuse, the Teacher should speak with the Attendance Secretary and the Secretary should first attempt to contact the parent/guardian to determine the status of the student. If the Secretary is unable to make contact, if the explanation for unexcused absences is unreasonable or inadequate, or if unexcused absences exceed nine (9) in one semester, the Secretary should consult with the Principal and may contact local law enforcement to conduct a welfare check.

3.2 Leaving Campus

- 3.2.1 Students are not generally permitted to leave campus for any reason while school is in session. AHCS has a “closed campus.”
- 3.2.2 Any student who has been in school during any part of the day and who must leave during any part of the school day must get permission from the office and must have a parent or legal guardian sign them out.
- 3.2.3 Upon returning, the parent or guardian must sign-in the student at the office.
- 3.2.4 If a student is leaving campus to participate in an internship opportunity, the student will need to check out at the office. The student will be allowed to leave campus for the internship as long as there is a parent permission slip on file at the office. Upon returning from the internship, the student must sign-in at the office.
- 3.2.5 Students leaving school grounds without permission will be truant.
- 3.2.6 No persons other than parents and parent-authorized individuals may pickup and transport students from the school grounds between the hours of 7:30 a.m. and 4:30 p.m. to ensure the safety of students and staff.
- 3.2.7 A parent may not call or authorize a student to check out and transport or be transported by another student, unless that student is a sibling or family member of the student **and** the parent has filed a written permission slip with the AHCS clerk.
- 3.2.8 A class or group of student may be allowed to leave campus temporarily to walk to adjacent or nearby property for school-related activities (e.g., labs, physical exercise, or nature walks) when (a) accompanied by a faculty or staff member, and (b) with the prior approval of the Principal, and (c) with notice to the Office.
- 3.2.9 A secondary student in grades 7 through 12 may be allowed to leave campus temporarily during the lunch period to walk to adjacent or nearby property (property within 1,000 feet of the school, to attend to family matters, or to pick up or purchase food or snacks, but only if there is a parent permission slip on file at the office. The student must check out and check in at the Office.

3.3 Medications & First Aid

- 3.3.1 Medications.
- Teachers may keep medication needed for their own personal use in their classroom, provided that such medication is not accessible to students.
 - Teachers should not administer any medication to a student or permit a student to self-medicate, unless the Teacher has received prior written notice and authorization (e.g., an emergency inhaler for a student with acute asthma).
 - Generally, if a student needs to take medication during the school day, the teacher must send the student to the office for administration of the medication according to parental/medical instructions on file in the office.
 - The office will not dispense pain relievers or over-the-counter medicines.
 - Ice packs are in the office refrigerator. Only send responsible students (not necessarily the injured) for the ice packs.
- 3.3.2 First Aid
- An Injury Report must be completed for all student injuries that require intervention by the office or 911 responses. Students, who are hurt or ill enough that they can't participate, **should remain in the classroom, if not disruptive to the other students.** The office should notify the parents/guardian of the student's condition and ask if/when the student will be picked up.

3.4 Lunchroom, Playground, and Hallway Procedures

- 3.4.1 Lunchroom Procedures
- Teachers are to escort their students to the cafeteria and wait with them until the line is moving quietly and smoothly. Students must be quiet going downstairs, in the halls, and in line.

- b. All students will enter the cafeteria through the southeast double doors, go right along the west wall through the “lunch line”, then to the “money center”, and then to their seats. Students exiting the lunchroom do so through the cafeteria’s southeast double doors. Students (in grades 5-12) may not enter or exit the cafeteria through the west gym door.
- c. Students will sit at their assigned table for each grade level.
- d. Students will not be allowed to run and play in gym during lunch time.
- e. Students will need to clean up their area before they are excused to go out and play.
- f. Students will need to try and eat for at least 15 min. before they will be excused to go outside.
- g. Teachers will need to walk their students to lunch every day and remain in the lunchroom until their students have gone through the line.
- h. Lunch buckets will be lined up on the south wall. Each class must pick up their bucket after lunch recess is over.
- i. Please be sure that lunches are eaten in the cafeteria. Food eaten throughout the building is messy and becomes a health hazard.
- j. No food will be allowed outside, unless there is a special activity. Students in grades 7-12 may eat in the Liberty Lounge. If weather permits, students in grades 7-12 may eat outside in the grass between the New Sweden and the new White building.
- k. The gym and Liberty Lounge will need to be kept clean and free of unnecessary clutter.
- l. The noise in the lunchroom and Liberty Lounge needs to be kept to a minimum. If music is to be played, the volume needs to be kept to a minimum.
- m. A Secondary teacher will be assigned to lunch duty in the Liberty Lounge and must remain in the lounge until lunch is complete, including overseeing cleanup of Liberty Lounge.

3.4.2 Playground Rules and Procedures

- a. Students will need to stay off any newly planted grass until spring.
- b. Students will not be allowed to come in and out of the building during recess. Students need to use the restroom before going outside. There is no playing or hanging out in the restrooms.
- c. Students will only be allowed to enter the building if they have a hall pass from the outside duty.
- d. Students should not play under the trees during windy conditions.
- e. Students will not be allowed to do banana swings, tackle football, and Red Rover.
- f. Students need to use caution around the swings and not run in front of them. Students also should not jump from the swings when they are high in the air.
- g. Students should not throw the bark onto the equipment, grass, or people.
- h. Students should not throw the balls.
- i. Students will not be allowed to play in or around the ditches.
- j. Students need to respect our neighbors’ property.
- k. Students need to use the equipment for its intended purpose. Students need to go down the slides, and swing from the monkey bars. They should not be climbing and jumping off on top of the equipment.)
- l. Students need to stay on the playground during recess. They should not be in front of the building, behind the trailers, or in the parking lot.
- m. Student should not climb on the trees or the fireplaces.
- n. No snowballs. The snow needs to stay on the ground.
- o. Students in Grades 7-12 may not use playground equipment if there are any students in grades K-5 using the equipment.

3.4.3 Hallway Procedures

- a. Students must walk in the hallways, on stairs and in the common areas.
- b. Teachers must monitor their students by taking them to their designated areas.
- c. Students need to be in a line with their hands and feet to themselves and off the walls.
- d. There will be no talking in the hallways of the New Sweden Building, and talking should be kept hushed and respectful in the new White building.
- e. Students will go up and down the stairs on the right side. (Hint to remember this: Leaders stay to the right)
- f. There will be no jumping down the stairs or sliding on the rails.

- g. There will be no talking when getting computers out of the computer carts.

4 FACULTY AND STAFF

4.1 *AHCS Teacher's Creed*

I am a teacher. I accept the challenge to be sagacious and tenacious in teaching every student—because I believe every student can learn. I accept the responsibility to create a learning environment conducive to optimum achievement academically, socially, and emotionally. I actively pursue excellence for my students and myself. I provide a model of decorum and respect that guides my students as well as honors them. I affirm superlative expectation for my students and myself. I cherish every student. I am a teacher—I change the world one student at a time.

4.2 *Teaching as a Profession*

Teaching is a noble profession. A profession is something more than a job—it is a calling or career for someone that wants to contribute to the improvement of society. A profession requires one to become competent in their chosen sector through training, and then maintains their skills through continuing education or professional development. Unlike a job, a profession requires its constituents to commit to behaving ethically and to protect the interests of the public.

4.3 *Code of Ethics for Idaho Professional Educators*

4.3.1 The Code of Ethics for Idaho Professional Educators is adopted herein by Reference. Below is a high level summary. The full text is available at [HTTP://WWW.SDE.IDAHO.GOV/CERT-PSC/SHARED/ETHICS/CODE-OF-ETHICS-FOR-PROFESSIONAL-EDUCATORS.PDF](http://www.sde.idaho.gov/cert-psc/shared/ethics/code-of-ethics-for-professional-educators.pdf).

4.3.2 Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship, and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles.

- a. PRINCIPLES: A professional educator
 1. Abides by all federal, state and local education laws and statutes;
 2. Maintains a professional relationship with all students both inside and outside the physical and virtual classroom;
 3. Refrains from the abuse of alcohol and drugs;
 4. Exemplifies honesty and integrity;
 5. While entrusted with public funds and property, honors that trust with a high level of honesty, accuracy and responsibility;
 6. Maintains integrity with students, colleagues, parents, patrons or business personnel when accepting gifts, gratuities, favors, and additional compensation;
 7. Complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records;
 8. Fulfills all terms and obligations detailed in their contract;
 9. Reports breaches of the code of ethics; and
 10. Ensures just and equitable treatment for all members of the profession

4.4 *Basic Teacher Expectations:*

4.4.1 Teachers are expected to honor the terms of their contract, uphold the Code of Ethics for Professional Educators, follow any lawful instruction given by a superior, and adhere to all AHCS Policies and the expectations of this Handbook.

4.4.2 Additionally, teachers are generally expected to comply with the following

- a. Arrive by 8:00 am;

- b. Prepare/Plan from 8:00 am to 8:30 am;
- c. Be present and engaged while students are present and until at least 4:00 pm;
- d. Teach the curriculum outlined or provided by the Board for the grade level assigned, to each student;
- e. Plan each course by Year, Semester, Quarter, Week, Day or Plan by Unit and week/day;
- f. Grade or evaluate student work and record and report student progress;
- g. Timely take daily attendance and lunch counts, as required by the Principal;
- h. Keep all grades in PowerSchool or the AHCS adopted Student Information System;
- i. For grades 6 through 12, prepare and post all lessons, assignments, assessments and course materials in the AHCS adopted Learning Management System (Summit Learning);
- j. Create and maintain a clean and inviting classroom and teacher/student environment
- k. Complete extra duties as assigned (e.g., bus/carpool, recess, lunch, clean up, after school activities, faculty meetings);
- l. Monitor students in room, hall, school, and school grounds
- m. Teachers become trainers for teachers
- n. Grades 4-12 expected to use PBL for each “standard” with that documentation kept in binder in principal’s office;
- o. Parent-Teacher Conferences two to four times a year (can be whole school or individual)
- p. Prepare and post/distribute syllabi in grades 7-12 and file syllabi in binder in Principal’s office yearly;
- q. Advisory teachers teach to “Above and Beyond” with Great Expectations, Essentials 55, Portfolios, Cowboy Ethics, Student Led Conferences, Dave Ramsey, and other topics as assigned (American Heritage Curriculum)
- r. Teachers are expected to communicate regularly with parents:
 - i. Teachers should aspire to make at least one parent contact each day.
 - ii. However, all teachers should have a minimum of 4 parent communications each week: 1 bulk (email, newsletter, or Blog) and 3 individual communications (face-to-face, email, phone call);
 - iii. In addition, Teachers must weekly and directly communicate with parents of all students with a D or below (phone call or personalized email) until such students have raised the grade to at least a C;
 - iv. Teachers must keep a parent-communication log that they can link to their Portfolios – log must be accessible by Principals (e.g., shared Google Document);
 - v. Grades K-6 must prepare and send out a weekly classroom newsletters or Blog (which counts as 1 of the required communications);
 - vi. Grade 7-12 must prepare a teacher website or Blog that can be linked on the AHCS website to facilitate parent communication.
 - vii. Grades 9th-12 mentors will need to keep parents updated regarding their students’ performance and behavior. (Positive communication is necessary.)
 - viii. Texting with parents and students is discouraged. Phone calls, emails, and face-to-face meetings are preferred.

4.5 Curricular Expectations for Teachers

4.5.1 Grades K-5

- a. Complete a syllabus for your grade assignment.
- b. Complete a Course Overview for each of your subjects.
- c. Complete a yearlong Curriculum Map for each subject, organized by month.
- d. Keep a binder of subject curriculum maps, unit outlines, project descriptions, student materials, activities, and assessments. Include at least one well-developed, cross-curricular project per semester.
- e. Daily lesson plans may be condensed but should identify key concepts and objectives.
- f. Essential questions should be visible to students.
- g. Syllabi, Overviews and Curriculum Maps should be completed and delivered to students and administration at the beginning of each term

4.5.2 Grades 6-12

- a. Complete a syllabus for each subject.
- b. Complete a Course Overview for each of your subjects by semester
- c. Complete a yearlong Curriculum Map for each subject, organized by month.
- d. Build courses in Summit Learning: include syllabi, course overview, project descriptions, vocabulary list, student resources, lesson and assignment list, and test reviews. Include at least one well-developed, cross-curricular project per semester.
- e. Essential questions should be posted in the classroom.
- f. Syllabi, Overviews and Curriculum Maps should be completed and delivered to students and administration at the beginning of each term.
- g. All courses must be ready for students, to be delivered in a Blended Learning format at the beginning of the school year.

4.5.3 All grades

- a. Require Stand and Deliver in classroom activities.
- b. Use and apply adopted curriculums: Core Knowledge, Shurley English, Math In Focus, Foss Science, Pearson Social Studies, Money Management/Entrepreneurship, etc.
- c. Showcase student work in the Spring Academic Fair.
- d. Develop a project every month around the American Heritage Curriculum/Heroes of the Month.
- e. Practice Verses of the Month, Songs of the Month regularly.
- f. Consistently incorporate the life principles, terminology, language and behaviors of Great Expectations, Ron Clarke's, Essential 55, and Cowboy Ethics.
- g. Strive for cross curricular integration to enhance concept development.
- h. Encourage and support productive and professional collaborative opportunities.
- i. Assess/monitor students regularly and apply data driven curriculum decisions.
- j. Maintain current and accurate student grade reports in Student Management system. (PowerSchool for grades K-5 and SUMMIT LEARNING for grades 6-12, which must be updated at least weekly).

4.6 ***Parents Expectations***

Parents are expected to participate in their children's education, by doing the following:

- a. Signing the Parent-Teacher-Student Contract;
- b. Attending Back to School Night or other Introduction Meeting with teacher in August;
- c. Attending Parent-Teacher Conferences two to four times a year: Instruction to happen at each conference either in person or electronically;
- d. Get involved in the PFA.

4.7 ***Principal or Head Teacher Expectations***

- a. Evaluate the Strategic Plan implementation and hold accountable those responsible for its implementation;
- b. Oversee or implement student discipline, when necessary or appropriate, according to the Charter, Student Handbook, AHCS Policies, and applicable laws;
- c. Implement discipline in a manner that puts children first and promotes equal opportunity to education for all;
- d. Manage ALL instructional staff and employees, and hold them accountable for assignments, with failure, infractions, or insubordination documented, discussed, and included in their evaluations and/or employee files;
- e. Conduct at least 2 informal walk-throughs of curricular and classroom activities each week, providing formative feedback to teachers and staff;
- f. Conduct 2 formal teacher evaluations each year (Fall and Spring) for each teacher, with appropriate pre and post consultations;
- g. Draft, discuss, and implement plans of improvement for any certificated staff needing one by November 1 of each year;
- h. Manage staff with organized meetings with agendas;
- i. Oversee and manage staff collaborations in a collaborative manner;

- j. Prepare the building for school every day from the first to the last day of school;
- k. Secure the building at the end of the day, each day;
- l. Work to insure a safe learning environment for every student and staff member.

4.8 Dress Code for Personnel

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

-Harry Wong

4.8.1 AHCS wants all employees to behave and portray themselves in a professional manner to our constituents and to the public. As mentors and models for children, AHCS has high expectations for its staff, which are outlined below.

4.8.2 This “Teacher” dress code will apply to all teachers, counselors, aides, secretaries, and administrators throughout AHCS. It applies for all of the days when students are present, during parent-teacher conferences, and on professional development days. Failure to abide by the dress code may subject an employee to discipline, up to and including termination.

4.8.3 Professional Attire is Required.

The dress code for AHCS teachers, staff, and regular volunteers is business professional. Personnel must wear conservative clothing, in cut, color and style. Clothing is a reflection of personality and AHCS celebrates creativity and diversity in our personal lives, BUT at school teachers and staff must demonstrate a “Business Professional” and “Patriotic” model for our students. After years of experience and careful consideration, the Founders and Board have developed the following as a guideline to be enforced by the administration:

- a. Teachers and staff are asked to dress in business professional attire.
- b. Principals may permit variation between K-6 and 7-12 teachers, recognizing the hazards of “sticky hugs” and “runny noses” that are inherent in working with young children. The older the students are, the more “dressed up” AHCS expects teachers and staff to be.

4.8.4 Permitted Colors

- a. To set staff apart from students, AHCS was founded with a “Black and White” rule for staff. That is, all teachers and support staff are preferred to wear black and white clothes with red, white or navy blue accents and accessories (e.g., black pants, white shirt, blue tie or black pants, white blouse, red scarf). This standard is now aspirational, and not required.
- b. The Board has modified the staff dress code to permit teachers and staff to wear conservative, business attire in any conservative color, but excluding bright or neon colors or loud or distracting patterns.

4.8.5 Style:

- a. Business suits or Blazers are encouraged for men and women.
- b. Staff members may not wear polo type shirts, except for the PE teacher.
- c. Staff may wear a black polo shirt, if one is provided/endorsed by AHCS, on designated days, when such shirts are branded/embroidered with the AHCS logo.
- d. Dress shirts for men and dressy blouses for women are expected, with no T-shirts allowed.
- e. NO DENIM: denim or denim looking fabric of any color is not permitted.
- f. Dress slacks are appropriate for men and women.
- g. Staff should wear solid color socks in black, red, white, navy blue or neutral colors.

4.8.6 Women:

- a. Black pants are recommended.
- b. May wear red: jackets/blazers, dresses, pantsuits, skirts, dress pants, or shoes.
- c. Dresses and skirts must be knee length or longer.
- d. Dressy, business style slacks in appropriate colors including tan.

- e. No khaki style, chino pants (of any color)
- f. No leggings recommended. If leggings or jeggings are worn, wear a long $\frac{3}{4}$ length tunic or dress no shorter than 3 inches above the knee.
- g. No cleavage.
- h. No flip-flops or athletic shoes.
- i. Sandals are allowed, but they must not look like flip-flops.
- j. No spaghetti straps, but sleeveless tops are allowed for women.
- k. Under clothing must not show.
- l. As all of our young ladies must only have natural hair colors in conservative styles, we appreciate our teachers modeling appropriately conservative hair styles.

4.8.7 Men:

- a. May wear dress slacks, khaki or chino style pants in appropriate business colors (see above)
- b. Must wear dress shirts in approved colors.
- c. Must wear ties (n/a to PE teacher; music teachers may adjust as needed to play instruments).
- d. Must be clean shaven or have facial hair that is trim and neatly conservative.
- e. As all of the young men must have their hair trimmed off the collar, off the eyebrows, and off the ears, we appreciate our teachers modeling this hair style.
- f. Dress shoes or casual dress shoes in neutral colors (no athletic shoes please, except PE teacher)

4.8.8 Inappropriate/Unacceptable Attire:

- a. Backless, see-through, tight fitting, or low-cut blouses/tops/dresses
- b. T-shirts, spandex, midriff tops, tank tops, muscle shirts, polo shirts (except PE teacher)
- c. Denim of any color
- d. Sweat shirt material or nylon athletic type material or fleece
- e. No leggings unless worn with long (below the hip) loose fitting tunic style tops
- f. Shorts
- g. Mini-skirts
- h. Jogging suits
- i. Apparel with offensive logos
- j. No tattoos may show (must be covered by clothing)
- k. No face or body piercings
- l. Flip flops or athletic shoes

4.8.9 Exceptions:

- a. PE/Gym teachers: Gym clothing/shoes appropriate to activity in school approved colors; shorts are restricted to the gym or PE areas. The gym teacher may wear khaki pants.
- b. Field Trips/Field Days: All clothes/shoes should be modest and appropriate to activity.
- c. Special Days as determined by the Principal.
- d. **Any casual dress or accessories not stated above must at all times exceed the standards set for our students.**

4.8.10 Enforcement:

- a. AHCS staff members who do not, in the judgment of the Principal, reasonably conform to this dress code shall receive written notice from the Principal. Repeated violations could result in disciplinary action.
- b. If you have a question about a particular item, bring the item to the Principal for pre-approval.

4.9 *The Work Day*

4.9.1 Certified teaching staff under contract are treated as professionals and are expected to put in the time and effort required to complete assigned tasks, advance the objectives of AHCS, and effectively teach our students. To do this, certified staff are required to be at school by 8:00 a.m. and remain on site and on task until 4:00 pm on any contract day, especially when students are present. AHCS recognizes that teachers will often take work home, completing grading, planning, and other work after school hours or on weekends.

4.9.2 Administrators and business office staff are generally required to be on site from 8:00 a.m. until 5:00 p.m. on contract days, and other business days as may be required for meetings, training, or proper administration of the school. Administrators should endeavor to arrive before and leave after other staff, to plan and prepare, and to open, inspect and secure their building and AHCS property.

4.9.3 Arriving Late. If for any reason you are not able to make it by 8:00 a.m., please contact your supervising Principal and the main office to give them your estimated arrival time. This information is important as there are times when parents or students need to talk to teachers before school. Frequent or repeated tardiness is a basis for employee discipline, up to and including termination.

4.9.4 Leaving Early. If a staff member needs to leave early for personal reasons, teachers must let their supervisor and the front office know ahead of time. Please also realize there will be times you will be required to stay past 4:00 p.m. for school activities, parent-teacher conferences, training, or faculty meetings. Frequent or repeated absenteeism is a basis for employee discipline, up to and including termination.

4.10 Staff Meetings & Schedule

4.10.1 **Collaboration Meeting** is a required meeting held every Monday before school from 8:00 a.m. to 9:00 a.m. (and not later than 9:15 am). The first and third Mondays are generally collaboration meetings for all teachers. The second and fourth Mondays will be department level collaborations (elementary and secondary). All collaboration meetings will follow an agenda, so please e-mail Mrs. Hurst or Mr. Rose with any agenda items by 1:00 p.m. on the previous Friday.

4.10.2 **Faculty Meetings** will be called as needed, and will generally be held after school. Faculty and staff are expected to attend faculty meetings, which may occasionally extend beyond 4:00 pm. Principals should give at least 48 hours' notice of required faculty meetings, except in emergency situations, and strive to conclude faculty meetings by 4:30 pm, if possible. In lieu of meetings, Principals should strive to give out information daily and weekly through email. Teachers should check and respond to emails daily, and at least in the morning before school and in the afternoon. All faculty meetings will follow an agenda, so please e-mail Mrs. Hurst or Mr. Rose with any agenda items by 1:00 p.m. on the day prior to the scheduled meeting.

4.10.3 IEP, 504, and Response to Intervention Meetings are held as needed. Teachers and staff are required to attend and participate in such meetings, as directed by the Principal and/or requested by Special Education teacher.

4.10.4 AHCS Board Meetings are generally held the first Thursday of each month at 6:30 p.m. Principals are required to attend Board meetings. Teachers are required to attend at least one board meeting each school year to address the board and report on their activities.

4.10.5 Parent Faculty Association (PFA) Meetings are generally held the first Thursday of each month at 5:30 p.m., and sometimes earlier in the day to facilitate parent schedules. Principals are expected to attend PFA meetings and Teachers are required to attend at least one PFA meeting each school year.

4.11 Teacher Evaluations

Evaluations will be conducted in accordance with Idaho law and Idaho State Board of Education procedures. When evaluating a teacher, the evaluating administrator will give due consideration class size, ability level of students and any distractions that might affect teaching performance. Formal evaluations of the teacher's activities shall be conducted in an open and transparent manner with the teacher's knowledge.

4.12 Strategic Planning: Measure, Evaluate and Report

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. In order to determine the direction of the organization, it is necessary to understand its current position and the possible avenues through which it can pursue a particular course of action. Generally, strategic planning deals with at least one of three key questions:

- 1 "What do we do?"
- 2 "For whom do we do it?"
- 3 "How do we excel?"

In many organizations, this is viewed as a process for determining where an organization is going over the next year

or—more typically—3 to 5 years (long term), although some extend their vision to 20 years.

The key components of 'strategic planning' include an understanding of the firm's vision, mission, values and strategies.

Mission: outlines what the organization wants to be, or how it wants the world in which it operates to be (an "idealized" view of the world). It is a long-term view and concentrates on the future. It can be emotive and is a source of inspiration.

Our vision is, "American Heritage Charter School strives to create patriotic and educated leaders. We believe in James Madison's statement: —The advancement and diffusion of knowledge is the only guardian of true liberty."

Consider the following, also from the charter:

4.12.1 School goals:

- Provide superb academic education
- Provide a controlled disciplinary environment
- Provide dual credit opportunities
- Provide a jumpstart to college careers
- Provide teacher training to teach the Core Knowledge Curriculum
- Meet the State testing guidelines at the pertinent grade levels
- Meet college entrance testing requirements

4.12.2 Unique qualities:

- Academic focus
- Blended program
- Disciplined environment
- Core Knowledge Curriculum
- Money Management Education K-12
- Partnering with a college for graduates to be able to earn 16 college credits upon high school graduation
- Integration of Professional-Technical education with academic focus, preparing students for post-secondary training, professional technical training, and/or the work force

4.12.3 Methodology

- Employ a top notch administrator focused on —what is best for our students
- Pay the teachers higher than the state of Idaho salary schedule
- Foster a partnering between teachers and classes in grades K-12
- Foster project-based education
- Build a student needs-driven model with teachers taking responsibility for the learning of each of their students K-12
- Utilize all forms of curriculum delivery: classroom, Idaho Digital Learning Academy, College of Southern Idaho online courses, and independent study"

4.13 Staff Assignments

4.13.1 Teachers may be assigned to any responsibility for which they are certificated, depending on AHCS staffing needs. AHCS has several "bubble" classes (a second class in a particular grade level) which will necessitate frequent reassignments, as these second classes in each grade level are promoted and move through AHCS.

4.13.2 Generally, teaching or staff assignments will be made upon hire or by June of each year, for the following school year.

4.13.3 Teachers and staff may be reassigned when, in the judgment of the Head Administrator, Principal, or their designee, the move will result in increased effectiveness in the classroom, to address changes in enrollment, or to meet AHCS staffing or budgetary needs.

4.13.4 Reassignment can be initiated by the Head Administrator, the Principal (or a head teacher/supervisor of the teacher, when one is appointed by the Board).

4.13.5 Staff re-assignment requests made by a teacher or staff member must be approved by the Board, after the Head Administrator or Principal recommends approval of such reassignment.

4.13.6 All staff assignments and requests for re-assignment will be considered in light of what is in the best interest of students and AHCS, but with consideration of individual staff needs and professional interests.

4.13.7 Teachers/staff are responsible to set up their own classroom and classroom materials. AHCS will provide assistance to the teacher/staff member to move classroom materials if a reassignment is initiated by AHCS. If a reassignment is the result of a teacher/staff request, the teacher/staff is responsible to move all classroom materials, and AHCS will provide assistance if resources are available.

4.14 Other Assignments and Extra-Curricular Assignments

4.14.1 AHCS teachers, staff, and administrators are expected to accept certain administrative assignments and share in general operational duties, on a rotating basis, including but not limited to:

- a. Bus duty;
- b. Carpool lane duty;
- c. Lunch room duty;
- d. Recess duty;
- e. Cleaning their own classrooms;
- f. Assisting with occasional school improvement projects; and
- g. Other assignments made by administration or the Board.

4.14.2 AHCS teachers and administrators are expected to undertake or advise at least one (1) co-curricular or extra-curricular activity each semester. Such activities might include but are not limited to:

- a. advising a student club;
- b. coaching a student sports club;
- c. conducting an after-school study hall;
- d. directing a student produced publication;
- e. teaching an evening class to students or parents;
- f. producing/organizing an after school/evening recital, drama production, or musical program; or
- g. another student-oriented activity.

4.14.3 AHCS teachers and administrators may be asked to undertake special administrative assignments and responsibilities, including but not limited to:

- a. Head Teacher;
- b. "Lead Teacher;"
- c. Mentor to another teacher;
- d. Curriculum Development;
- e. Strategic Planning;
- f. Facilities Oversight;
- g. PFA Liaison;
- h. Public Relations activities; or
- i. Attending specific training or professional development of strategic importance.

4.15 Planning Time

4.15.1 AHCS aspires to give Teachers of grades K-6 thirty (30) minutes before and thirty (30) minutes after the instructional day for self-directed planning, at least four (4) times per week. Faculty and staff meetings and other scheduled assignments (e.g., bus/carpool duty), may periodically supplant this time. In addition, AHCS strives to give elementary teachers sixty (60) minutes of non-student time per five-day instructional week, during the instructional day (e.g., during recess, PE, music, or library time). Additional time may be provided as the school schedule allows. In general, some weeks may provide more than sixty (60) minutes and others may provide less. For regular

instructional days (i.e., not late start or early release), AHCS intends that children in grades one (1) through five (5) will have at least one 15-minute recess daily, in addition to a regularly scheduled lunch break.

4.15.2 Secondary Teachers (Grades 7-12) will generally have the equivalent of one (1) class period of self-directed planning time daily, which will typically occur thirty (30) minutes before and thirty (30) minutes after the instructional day. Faculty and staff meetings and other scheduled assignments (e.g., bus/carpool duty), may periodically supplant this time. Additional planning time may be provided as the school schedule allows. AHCS intends that children in grades six (6) through twelve (12) will have a regularly scheduled lunch break.

4.16 Personnel Files

AHCS maintains files for teachers and staff in the main office. Teachers and staff may examine or make copies of the contents of their own file and review them with the Business Manager or an Administrator. Personnel files will be used by AHCS for appropriate and lawful purposes, related directly to employment. Personnel files will be handled in accordance with AHCS Policies and applicable federal and Idaho law.

4.17 Teacher Letters of Intent and Contracts

4.17.1 Letters of Intent.

AHCS will generally issue letters of intent to hire/rehire teachers, administrators, and pupil-services personnel in April or May of each year. Letters of Intent are not binding contracts, but are merely an expression of intent. It is the hope of AHCS that a teacher will only sign a Letter of Intent if they intend to execute a contract, if and when one is offered. Failure to execute a letter of intent by the deadline provided therein will constitute an express repudiation of a teacher or administrator's contract and contractual rights and AHCS will be free to advertise for and hire a replacement for the position.

4.17.2 Contracts.

- a. Only certificated teachers, pupil services personnel, and administrators will be offered contracts.
- b. AHCS contracts for teacher, administrators, and pupil services personnel will utilize state-approved forms.
- c. AHCS Teacher contracts will include 190 contract days, with five (5) paid holidays.
- d. AHCS Administrator Contracts will include at least 210 contract days, with five (5) paid holidays.
- e. AHCS will endeavor to issue individual teacher, pupil services, and administrator contracts prior to the end of the school year, or as soon as is practicable thereafter.
- f. After a teacher or administrator signs a contract, AHCS will grant a release from an individual contract if a request is made prior to July 15. Requests made subsequent to July 15 may be granted by the Board of Trustees.

4.18 Individual Professional Learning Plan

Principals shall ensure that all teachers and pupil services personnel under their supervision have an Individual Professional Learning Plan (IPLP) based on identified strengths and areas for growth and AHCS improvement plans. The IPLP must identify professional learning activities identified to improve teacher practice. Professional activities must meet the requirements set forth by AHCS administrators and be the equivalent of two days or more of professional learning.

4.19 Faculty/Staff Meetings

4.19.1 Weekly Collaboration Meetings. AHCS will generally hold a one-hour collaboration meeting on "Late Start" Mondays, from 8:00 am to 9:00 am. Teachers and other instructional staff are required to attend and participate in such meetings, and failure to do so without prior approval from the Principal may result in employee discipline. Principals will endeavor to keep such meetings to not more than one hour. Teachers will generally have between 9:00 am and 9:30 am for self-directed planning, prior to the start of the instructional day.

4.19.2 Monthly Staff Meetings. AHCS will generally hold one all-staff meeting each month, or more often as needed, for training, collaboration, and to coordinate school-wide activities. These meetings may be held on Monday mornings in lieu of collaboration meetings, on scheduled Teacher Workdays, or at such other times as the administration may determine.

4.19.3 All staff will be notified of previously unscheduled, mandatory staff meetings at least two (2) workdays in advance, except in situations related to health, safety, or other emergencies.

4.20 Teacher Professional Development/Workdays

AHCS will schedule various teacher workdays throughout the academic year. Non-teaching workdays will be scheduled during the 2019-2020 school year as follows:

Aug. 14-15	Registration & Teacher Workdays
Aug. 20-23	Teacher Workdays & PD
Aug. 26-30	Teacher Workdays & PD
Oct. 3-4	Teacher Inservice
Oct. 9	Teacher Workday (10 th Grade PSAT & 6-12 Virtual Day)
Oct. 31	Early Release for P/T Conference
Nov. 1	Teacher Workday and P/T Conferences (6-12 Virtual Day)
Nov. 22	Teacher Workday
Jan. 30	Early Release for P/T Conference
Jan. 31	Teacher Workday and P/T Conferences (6-12 Virtual Day)
Mar. 5	Early Release
Mar. 6	Teacher Workday (6-12 Virtual Day)
Mar. 20	Teacher Workday
Apr. 7	Teacher Workday (11 th Grade SAT & 6-12 Virtual Day)
May 26-29	FLEX Week 6-12 / Teacher Workdays

4.21 Class Size

AHCS class sizes are set by the Charter, with approval of the Idaho State Public Charter School Commission. Class sizes may be modified or reduced by the Board to accommodate enrollment changes, facilities reconfiguration, changes in the law, or to equitably balance caseload within approved grade or program capacities.

4.22 Leadership Premium

4.22.1 Teachers, but not administrators, who provide leadership at AHCS by taking on additional responsibilities for no additional compensation are eligible for consideration for a Leadership Premium bonus. The Leadership Premium is not a stipend and is not subject to contractual negotiation or collective bargaining. See Idaho Code § 33-1004J(2).

4.22.2 When the Idaho Legislature created the Leadership Premium, they provided explained, “Many teachers already provide leadership in their schools by performing services such as mentoring new teachers, providing professional development for their peers, and teaching dual credit courses, for little or no additional compensation. . . . This bill provides schools with the resources to recognize and reward those teachers who take on these additional responsibilities.”

4.22.3 To become eligible to receive a Leadership Premium, a teacher must meet at least one (1) of the following statutory criteria:

- a. Teaching a dual credit course;
- b. Teaching a course to middle school students for which they earn both middle school and high school credit;
- c. Holding and providing service in multiple non-administrative certificate or subject endorsement areas;
- d. Serving or being hired to serve in a hard to fill position;
- e. Serving or being hired to serve in a hard to fill career technical education position;
- f. Providing mentoring, peer assistance or professional development;
- g. Receiving professional development in career and academic counseling and then providing career or academic counseling to students, with such services incorporated within or provided in addition to the teacher’s regular classroom instructional or pupil service duties;

- h. Other leadership duties designated by the board, but excluding duties related to student activities or athletics. Such duties shall require that the employee work additional time.

4.22.4 Leadership Premium Awards may not exceed twenty-five percent (25%) of the state minimum teacher salary, nor be less than nine hundred dollars (\$900) per recipient.

4.22.5 At the end of each year, the Principal(s) will nominate teachers to the Board, or their designee, to make final determinations on the award of Leadership Premiums. The AHCS Board has required that a teacher must have signed a contract and be returning for the subsequent school year to be eligible to receive a Leadership Premium.

4.23 Stipends

4.23.1 Most staff assignments at AHCS do not include any additional stipend, over and above base wages or salary. Any additional stipend must be approved by the Board and memorialized in a Supplemental Contract.

4.23.2 AHCS has currently assigned limited stipends for the following assignments:

- a. Federal Programs Director
- b. Special Education Director
- c. Test Coordinator
- d. Secondary Administrator
- e. Academic Coach
- f. Facilities Maintenance Lead
- g. Secondary Curriculum Development (Mastery Grant) (depending on grant availability)
- h. Secondary Mastery Lead (Mastery Grant) (depending on grant availability)
- i. Certain Academic/Co-Curricular Assignments (Yearbook Advisor, Music Director)
- j. Certain Extra-Curricular Assignments (Lego Robotics, DECA/BPA, Sports Clubs)

4.24 Non-Discrimination and Equal Employment Opportunity

4.24.1 Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.)

4.24.2 It is the policy and procedure of American Heritage Charter School not to discriminate in any educational programs or activities, including enrollment, or in employment practices. AHCS is committed to maintaining a work and learning environment free from discrimination or harassment on the basis of race, color, religion, sex, national origin, age (40 or older), disability or genetic information.

4.24.3 Inquiries regarding compliance with this nondiscriminatory policy may be directed to Tiffnee Hurst at (208) 529-6570.

4.25 Sexual Harassment/Intimidation of Students

4.25.1 Sexual harassment is a form of sex discrimination and is prohibited in AHCS. An employee, Charter School agent, or student engages in sexual harassment whenever he/she makes unwelcome advances, requests sexual favors, or engages in other verbal, non-verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

- a. denies or limits the provision of educational aid, benefits, services, opportunities, or treatment, or that makes such conduct a condition of a student's academic status; or
- b. has the purpose or effect of:
 - i. substantially interfering with the student's educational environment;
 - ii. creating an intimidating, hostile, or offensive educational environment;
 - iii. depriving a student of educational aid, benefits, services, opportunities or treatment; or
 - iv. making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

c. The terms “intimidating”, “hostile” and “offensive” include conduct which has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include, but are not limited to, unwelcome touching, crude jokes or pictures, discussions of sexual experiences, pressure for sexual activity, intimidation by words, actions, insults or name calling, teasing related to sexual characteristics, and spreading rumors related to a person’s alleged sexual activities.

4.25.2 Any student or staff who believe that they may have been sexually harassed or intimidated should contact the Title IX coordinator (Mrs. Hurst), or alternatively the Board Executive Director (Mr. Dalton), who will assist them in the complaint process. Supervisors or teachers who knowingly condone, or fail to report or assist a student to take action to remediate such behavior of sexual harassment or intimidation, may themselves be subject to discipline, up to and including termination.

4.25.3 Any AHCS employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including termination. Any person knowingly making a false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge or termination with regard to employees, or suspension and expulsion with regard to students.

4.25.4 AHCS will make every effort to ensure that employees or students accused of sexual harassment or intimidation are given an appropriate opportunity to defend themselves against such accusations.

4.25.5 To the greatest extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Retaliation against persons who file a complaint is a violation of law prohibiting discrimination, and will lead to disciplinary action against the offender.

4.25.6 Any individual seeking further information should contact the Title IX Coordinator (Mrs. Hurst). An individual with a complaint alleging a violation of this policy will follow the Uniform Grievance Procedure.

4.26 Positive Work Environment, Bullying, & Gossip

4.26.1 All AHCS employees, volunteers, patrons, business partners, and students and their parents are to be treated with dignity and respect.

4.26.2 Positive and Purposeful Atmosphere. AHCS strives to create a positive, purposeful, and constructive environment, both in the classroom and around the workplace. Employees should demonstrate and model professionalism, respect for others, courtesy, kindness and hard work. Remembering the AHCS Mission and focusing on what’s best for our students will help keep workplace disagreements, personality conflicts, and ordinary workplace frustration in context and in check. Please be courteous to co-workers, students, parents, and volunteers. Be respectful of people’s time, and avoid lingering in their workspace to engage in idle chatter.

4.26.3 Bullying. Bullying, abuse of social power, and related behaviors are not tolerated. Employees found in violation of this policy will be disciplined, up to and including termination.

a. AHCS defines bullying as repeated inappropriate behavior, either direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment.

b. Bullying may be intentional or unintentional. However, when an allegation of bullying is made, the intention of the alleged bully is irrelevant, and will not be given consideration when meting out discipline. As in sexual harassment, it is the effect of the behavior on the individual that is important. AHCS considers the following types of behavior examples of bullying:

i. **Verbal bullying:** Slandering, ridiculing or maligning a person or his or her family; persistent name calling that is hurtful, insulting or humiliating; using a person as butt of jokes; abusive and offensive remarks.

ii. **Physical bullying:** Pushing, shoving, kicking, poking, tripping, assault or threat of physical assault, damage to a person’s work area or property

iii. **Gesture bullying:** Nonverbal threatening gestures; glances that can convey threatening messages.

iv. **Exclusion:** Socially or physically excluding or disregarding a person in work-related activities.

c. In addition, the following examples may constitute or contribute to evidence of bullying in the

workplace:

- i. Persistent singling out of one person.
- ii. Shouting or raising voice at an individual in public or in private.
- iii. Using verbal or obscene gestures.
- iv. Not allowing the person to speak or express himself or herself (i.e., ignoring or interrupting).
- v. Personal insults and use of offensive nicknames.
- vi. Public humiliation in any form.
- vii. Constant criticism on matters unrelated or minimally related to the person's job performance or description.
- viii. Ignoring or interrupting an individual at meetings.
- ix. Repeatedly accusing someone of errors that cannot be documented.
- x. Deliberately interfering with mail and other communications.
- xi. Spreading rumors and gossip regarding individuals.
- xii. Encouraging others to disregard a supervisor's instructions.
- xiii. Manipulating the ability of someone to do his or her work (e.g., withholding information or giving deliberately ambiguous or erroneous instructions).
- xiv. Taking credit for another person's ideas.
- xv. Deliberately excluding an individual or isolating him or her from work-related activities, such as meetings.
- xvi. Unwanted physical contact, physical abuse or threats of abuse to an individual or an individual's property (defacing or marking up property).

4.26.4 Gossip.

- a. Employees have the right to engage in "concerted activity," including the right to discuss the terms and conditions of employment (e.g., wages, hours, or workplace conditions) with other employees or on behalf of a group of employees.
- b. Grievances should be filed, reported, and expressed according to the Uniform Grievance Procedure outlined in section 4.27. To preserve the integrity of the grievance hearing or litigation process, discussion of facts or circumstances that are or may become the subject of a grievance hearing, dispute, or litigation, with other employees who are or may become witnesses, is not permitted.
- c. Except as it relates to a "concerted activity", including the right to discuss the terms and conditions of employment (e.g., wages, hours, or workplace conditions), employees wishing to express concerns about a co-worker, parent, or student should only speak to and express such concerns to their immediate supervisor, which is in most cases the building Principal. If the employee's immediate supervisor is interested, biased, or non-responsive, the employee should contact the Board Executive Director and General Counsel. If the concern involves an allegation of discrimination or harassment, the employee may alternatively contact the ACHS Title IX coordinator.
- d. Gossip about non-work-related issues in the workplace or using work computers or e-mail is not permitted and may subject the participating employee(s) to discipline, including up to termination.
 - i. Gossip means "rumor or talk of a personal, sensational, or intimate nature. A person who habitually spreads intimate or private rumors or facts. Trivial, chatty talk or writing.
 - ii. Gossip is an activity that can hurt morale, undermine employee job satisfaction and ultimately negatively affect students.
 - iii. Gossip always involves a person who is not present.
 - iv. Unwelcome and negative gossip involve criticizing another person.
 - v. Gossip often involves conjecture or unconfirmed statements that can injure another person's credibility and reputation.
- e. In order to have a more professional, gossip free workplace, unless it regards a matter of public or work-place concern, AHCS employees are asked to:
 - i. Be professional, polite, courteous, and constructive in every interaction with co-workers, parents, volunteers, and students.

- ii. Mind your own business, do good work, be a professional adult, and expect the same from others.
- iii. Don't speak about or insinuate a co-worker, parent, or student's name when that person is not present;
- iv. Refuse to participate in discussions that put down, denigrate, or portray a co-worker, student, or parent in a negative light, when that person is not present;
- v. Choose not to respond to negative email or use email to pass on private or derogatory information about any employee, parent, or student of AHCS;
- vi. While off the job, speak to another co-worker, parent, or student about people at work in a derogatory light.

4.26.5 **Speak UP not Out.** If an employee observes or learns that another employee, parent, volunteer, or student of AHCS does something unethical, unlawful, against policy, or harmful to AHCS or its students, the employee should use the proper channels to report the information UP the chain of command to their immediate supervisor, to take corrective action. Speaking "out" to co-workers who have no ability to resolve or correct the problem does nothing to solve the problem and may make it worse.

4.27 Uniform Grievance Procedure

4.27.1 All individuals should use this grievance procedure if they believe that the Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy.

- a. AHCS will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably.
- b. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies.
- c. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

4.27.2 Level 1: Informal

- a. An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally.
- b. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

4.27.3 Level 2: Principal

- a. If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant.
- b. The Level 2 written grievance must be filed with the Principal/VP within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.
- c. If the complaint alleges a violation of Board policy or procedure, the Principal/VP will investigate and attempt to resolve the complaint. If either party is not satisfied with the Principal's decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Principal's decision. This request must be submitted to the Board within fifteen (15) days of the Principal's decision.
- d. If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal will turn the complaint over to the Nondiscrimination Coordinator who will investigate the complaint. AHCS will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Board agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Board rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

4.27.4 Level 3: The Board

- a. Upon receipt of a written appeal of the decision of the Principal/VP, and assuming the appeal alleges

a failure to follow Board policy, the matter will be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting.

b. A decision will be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

4.28 Classified Employee Review Period

All classified employees are hired for an initial ninety-day "Review Period." A performance review will be conducted by the immediate supervisor and discussed with the employee at the expiration of the Review Period. It is the employee's responsibility to see that this performance review is conducted. Nothing in the ninety-day review period creates any enforceable right or privilege on the part of any classified employee. Employees may be terminated at any time, for any reason, with or without cause or prior notice. Except for sick leave and death in family, no other leave may be taken during a new employee's Review Period.

4.29 Leave with Pay

AHCS provides all full-time employees with leave time, as provided below.

4.29.1 Personal Leave

a. AHCS teachers and employees working full-time during the school year may take up to three (3) days of personal leave per school year. Personal Leave must be used in quarter-day increments. That is, if a teacher's leaves work at noon during a regular school day for personal leave, that teacher would be required to use one-half day of personal leave.

b. A teacher must use all personal leave during each school year or such leave is forfeited. That is, personal leave does not carry over from year to year.

c. Teachers who have used their available personal leave, may purchase up to two (2) additional personal leave days through a salary reduction of the greater of \$70 per day, or the actual daily cost of a substitute teacher.

4.29.2 Sick Leave

a. At the beginning of each school year, or at the beginning of a teacher's contract period, each full-time employee will be credited nine (9) sick leave days.

b. Full-Time Employees will not have their salaries deducted for use of regular sick leave, regardless of the availability of a substitute. Sick Leave shall be granted if an employee has available, unused sick leave.

c. Unused sick leave shall be allowed to be accumulated from year to year, as provided by law.

d. Sick leave is to be used for absences caused by personal or immediate family illness, accident, injury, preventative treatment, or health assessment.

e. As provided by Idaho law, portions of unused sick leave are available as severance allowance upon retirement for the purchase of health, accident, dental and life insurance. See Idaho Code § 33-1228

4.29.3 Bereavement Leave - Death in the Immediate Family

a. Upon notification to the principal or immediate supervisor, a full-time employee may take up to five (5) days bereavement leave, per occasion, without loss of pay, for death in the immediate family of the employee or their spouse.

b. Immediate family is defined to include a father, mother, husband, wife, children, sister, brother, father-in-law, mother-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, grandparents, and grandchildren.

4.29.4 Professional Leave

Teachers, administrators, and other staff may request Professional Leave when they required or requested to attend professional meetings, workshops, conferences or seminars sponsored by an educational agency or organization, or other appropriate activities approved by the Board. Professional leave may be granted to those teachers who wish to participate in such activities, upon submitting a written request to their building principal at least one week prior to the next Board meeting before the scheduled meeting, outlining the purpose and projected cost of the meeting. If the Board approves, the Teacher or staff member will be compensated for Professional Leave at their regular rate of pay. The Board may approve the leave, with

or without reimbursement for travel, meal, and lodging costs.

4.29.5 Jury Duty

Whenever a teacher or staff member is called for jury duty which necessitates his/her absence from regularly scheduled duties, said employee will lose no salary or benefits.

4.29.6 Leave for Full-Time Classified Employees.

Full-time, classified employees will have one (1) day of sick leave for each month of employment during the fiscal year. And three (3) days of personal leave. Except for sick and bereavement leave, no other leave may be taken during a new classified employee's first ninety-days of employment (the "Review Period"). The Business Manager and Executive Director, who are employed year-round, will accrue one (1) day of sick leave for each month of employment and shall have ten (10) days of personal leave per fiscal year.

4.29.7 Leave for Part-Time Classified Employees.

After ninety days' continuous employment, a classified, part-time or hourly employees working less than 30 hours or more per week is eligible for one (1) day of sick leave for each month of employment, each school year, up to nine (9) per school year. Hourly employees working less than 20 hours per week (on average) are not eligible for paid sick or personal leave.

4.30 Leave Without Pay

4.30.1 An employee may make a written request for leave without pay.

4.30.2 A Principal, the Head Administrator, or the Board Executive Director may approve leave without pay for up to ten (10) days for any hourly employee.

4.30.3 For teachers, pupil services personnel, or administrators under written contract, the Head Administrator or the Board Executive Director may approve up to three (3) days of Leave Without Pay, for good cause.

4.30.4 Any request for leave without pay in excess of the limits provided herein must be approved by the Board.

4.30.5 If an employee takes Leave without pay without prior approval as provided herein, such absence may be considered a breach of contract.

4.30.6 Requests for leave without pay must describe the anticipated date when the teacher or staff member plans on returning to work.

4.31 Overtime and Compensatory Time

4.31.1 Except as provided below, AHCS does not offer compensatory time ("comp time") to any employee.

4.31.2 Teachers and other employees whose primary duty is teaching, tutoring, instructing or lecturing in the activity of imparting knowledge are not eligible for overtime or comp time, because they are exempt from federal and state minimum wage and overtime laws, provided by Section 13(a)(1) of the Fair Labor Standards Act as defined by Regulations, 29 CFR Part 541. (Fact Sheet #17D: Exemption for Professional Employees Under the Fair Labor Standards Act (FLSA), Wage and Hour Division (Revised July 2008), available at https://www.dol.gov/whd/overtime/fs17d_professional.htm).

4.31.3 Non-exempt, classified or hourly employees may not work more than forty (40) hours in one work week, without the prior approval of the building Principal, the Executive Director and Business Manager. A classified or hourly employee working more than forty (40) hours in any work week without authorization, but otherwise entitled to overtime pay under state or federal law, must be paid for hours worked, but may be subject to discipline, up to and including termination.

4.31.4 If the Board, in its sole discretion, determines that paying overtime wages to an hourly or non-exempt classified employee having worked more than forty (40) hours in a work week would constitute a financial burden or hardship to AHCS, the Board may require such employee to take compensatory time in lieu of overtime wages.

4.32 School Safety

For safety reasons, all staff, including building administrators, shall notify office personnel when leaving the building during the instructional day.

4.33 Use of AHCS Facilities

4.33.1 Teachers, Staff, and Board members may use AHCS buildings and classrooms for any school related activities, provided that

- i. the building Administrator or Executive Director has approved in advance,
- ii. the facilities are scheduled through the Business Manager prior to the day of the planned meeting;
- iii. the use does not conflict with any previously reserved event;
- iv. the use may not be regularly recurring without Board authorization; and
- v. the use will not cause AHCS to incur any additional costs or expense that was not previously approved or authorized by the Board.

4.33.2 Teachers, Staff, and Board members may use AHCS buildings and classrooms for professional, community-oriented, and family activities, provided the following conditions are met:

- i. The use must be generally permitted by law, be of the type authorized or anticipated by the Board (as determined by the Executive Director), not undermine the mission or reputation of AHCS, and not violate the terms of the facilities lease or contravene the expectations of the landlord;
- ii. the facilities must be scheduled through the Business Manager prior to the day of the planned meeting;
- iii. The use must have prior, written approval of the Board, the Board Chairperson, or the Executive Director, with any reasonable conditions they might impose;
- iv. The use of facilities must not conflict with any school-sponsored activity or previously scheduled event;
- v. AHCS must incur no cost or expense associated with the meeting or event (and if AHCS incurs any cost or expense without prior Board approval, then the Teacher/staff member shall reimburse AHCS for such costs or expense, which may be achieved through a payroll deduction); and
- vi. The teacher or staff member reserving the facilities must be physically present during the meeting/event and be responsible to ensure that the facilities are restored to normal conditions following such meetings/events and that the building(s) are properly secured after the use ends.
- vii. The Board or the Executive Director may require a teacher, staff, or Board member to pay a reasonable fee or remit a deposit as a condition of use.

4.34 Classroom Treats and Parties

4.34.1 AHCS does not permit teachers or classes to take time out of class for “parties.” We encourage celebrations of the seasons and birthdays with art projects, music, special readings, plays, service projects and other co-curricular activities. Feel free to sing to the child, give them a little token gift (from the teacher), and make a fuss over them so they feel recognized.

4.34.2 AHCS does not allow parents/students to bring in food, party favors and games or to spend classroom time for such “parties.” This particularly becomes an issue when parents send treats for their child’s birthday. If a parent or child brings treats for a party, please be discreet and polite, so as not to offend, and retain the treat and give them out at the end of the day as students depart for home.

4.34.3 The Board and Founders do not want to take away from our academic day to host holiday parties. AHCS also does not have Halloween parties during the school day. We do not allow students to bring in Valentines to share with one another. We also don't allow any gift exchanges at Christmas. Rather, we encourage and appreciate holiday art, music and service during these times, and encourage curricular and service activities to celebrate and recognize the holidays. The following are examples of acceptable celebrations:

- a. Fall leaf raking service project,
- b. A dramatic presentation of the original Thanksgiving "Feast"
- c. Christmas caroling to the nursing home or Senior Center

- d. Valentines thank you cards delivered to local businesses,

We encourage service and good citizenship as great ways to celebrate our traditional holidays.

4.34.4 It has been a great relief to most of our parents that they are not allowed, let alone expected, to send treats, Valentine Cards, gifts etc. (and they don't have to come host/manage the party!). All staff members will be thoroughly taught our expectations by the Administration. Building Admins will cover these school policies and the board expects them to be enforced.

4.34.5 School sponsored celebrations, tied to academic performance or metrics are permissible, with prior approval of the Principal.

4.34.6 In accordance with these expectations, please refrain from having parties and treats with your class. Any incentives/parties (indoor or outdoor) need to be preapproved by the principal. See AHCS Policy 8270 for a list of “Alternatives to Using Food as a Reward.”

4.35 Water Bottles in the Classroom

4.35.1 Per AHCS Policy 8235, “Students shall be allowed to carry water bottles during the school day.”

4.35.2 Consistent with this policy:

- a. Water bottles must be clear and have secure caps.
- b. Students may not share water bottles.
- c. Empty bottles should, on a regular basis, be recycled (if appropriate), discarded, or taken home for sanitized reuse.
- d. Students misusing water bottles will be subject to disciplinary actions.
- e. Teachers have discretion in determining classroom use.
- f. Water bottles may not be used in computer labs, science labs and the library.
- g. Water bottles may not be re-filled during classroom instruction.
- h. Water bottles may not be kept on a student’s desk in any classroom at any time.

4.36 Volunteers

4.36.1 AHCS welcomes and encourages volunteers. Volunteers can enhance the educational experience of students in numerous ways—both at home and at school.

4.36.2 Volunteers are required to register at the school office and receive a Visitor ID badge. This procedure will be followed each time a person volunteers at the school.

4.36.3 Definition of Volunteer

- a. Volunteers are persons who assist in school or school programs. Volunteers are encouraged to use their time and effort to support school and school programs.
- b. A volunteer will be an individual who:
 - i. Has not entered into an express or implied compensation agreement with AHCS;
 - ii. Is excluded from the definition of “employee” under appropriate state and federal statutes;
 - iii. May be paid expenses, reasonable benefits, and/or nominal fees in some situations; and
 - iv. Is not employed by AHCS in the same or similar capacity for which he/she is volunteering.
 - v. Volunteers who are in the building three or more days a week must follow the staff dress code.

4.36.4 Volunteers who have unsupervised access to students are subject to AHCS’s policy and State law mandating background checks.

4.37 Weapons Policy

It is unlawful and against AHCS policy for any person to “possess a firearm or other deadly or dangerous weapon while on the property of a school or in those portions of any building, stadium or other structure on school grounds which, at

the time of the violation, were being used for an activity sponsored by or through a school in this state or while riding school provided transportation.” Idaho Code § 18-3302D. Violation of this provision may result in discipline. Notwithstanding, the ACHS Board may authorize one or more designated employees of the school to carry a firearm in the interest of safety and security. Only employees whom the Board has expressly authorized may carry a firearm on AHCS property or during school-sponsored activities.

4.38 Work Place Injuries

- 4.38.1 Work injuries must be reported immediately to the Business Manager or Board Executive Director on the same day and during the shift of the incident, and an injury report form must be completed.
- 4.38.2 As required by law, AHCS carries workers’ compensation insurance for injuries received by employees during the course of employment, for medical costs and loss of wages.
- 4.38.3 The employer has the right to choose the healthcare providers (i.e., doctors, treatment facilities) for their employees’ workers compensation injuries. All claims must be filed with State Insurance Fund for any work-related injury. These claims cannot be filed with the employee’s own medical insurance carrier (i.e., Blue Cross).
- 4.38.4 AHCS’s chosen providers are Mountain View REDICARE at 2730 Channing Way, or either of the two Idaho Community Care Medical Centers at 2725 Channing Way or 765 S. Utah Ave.
- 4.38.5 Any employee who is unable to work due to a work-related accident will not receive compensation from AHCS for those days the employee is unable to work. However, such compensation may come from State Insurance Fund and will be paid directly to the injured employee after meeting the required waiting period. Where the amount paid is less than what the employee would otherwise have earned, the employee may elect to use accumulated sick leave to compensate for the difference.
- 4.38.6 All amounts paid to employee from State Insurance Fund must be reviewed by the Business Manager prior to approval for the use of sick leave compensation. The combination of amounts paid to an injured employee from both State Insurance Fund and from sick leave accumulations are not, by law, to exceed the amount that would otherwise have been paid to the employee in the absence of injury.
- 4.38.7 As long as an absence from work because of a workers’ compensation incident is less than six calendar weeks from the date of the incident, AHCS will continue to pay its portion of the employee’s insurance benefits. If an employee misses work because of the incident beyond six calendar weeks, the employee must pay for AHCS’s share of his/her insurance premiums according to the number of days missed beyond the six calendar weeks. The number of months of insurance for which the employee must pay is calculated by dividing the number of scheduled days missed (after the six calendar weeks) by the number of days normally scheduled to work per year, multiplying the results by the number of months AHCS normally would pay for its share of insurance (according to scheduled number of days), and rounding it to the nearest month.
- 4.38.8 Employees qualifying for FMLA who are on workers’ compensation will be notified by AHCS that the leave is considered part of their FMLA leave. If an employee elects to allow insurance coverage to lapse during an absence, the employee must re-qualify for insurance according to the individual insurance policy’s requirements upon returning to work.
- 4.38.9 For employees released to work with restrictions, AHCS will make every effort to get the employee back to work in a temporary, light-duty position. Status of each follow-up appointment must be provided to payroll immediately.
- 4.38.10 Workers Compensation Procedures. Follow these steps whenever an injury occurs in the workplace
- a. Immediately report an accident or injury in the workplace, whether medical attention is needed or not, to the Business Manager. The Business Manager and employee will fill out the Accident Report within the same day or shift of the accident.
 - b. If medical attention is required beyond first aid, the employee must go to Mountain View ‘REDICARE’ which is located at 2730 Channing Way, or either of the two Idaho Community Care Medical Centers at 2725 Channing Way or 765 S. Utah Ave. If it is a life threatening injury, the employee should go directly to Eastern Idaho Regional Medical Center’s emergency room for treatment.

- c. If the employee chooses to go to a physician or facility other than the one assigned by AHCS, State Insurance Fund may deny the employee's claim. The employee would then be responsible for those charges. Further medical procedures must be approved by State Insurance Fund before-hand to be considered for payment.
- d. For a time-loss accident, a "Return to Work Authorization" from the physician must be submitted to payroll before an employee returns to work. The supervisor cannot allow the employee to work if a Return to Work Authorization has not been received.
- e. When filling out a timecard for an absence due to a work-related accident, place the abbreviation "WC" in the appropriate box(es). No wages will be paid for those days. For short-term absences that will not be compensated by State Insurance Fund, the employee has the choice of using sick leave. If sick leave is used, a notation should be made at the bottom of the timecard.
- f. If a salaried employee is expected to miss more than two weeks of work, the employee's salary will be suspended as of the date of the incident to ensure that no payments will be made until the employee returns to work. After a specified amount of time, State Insurance Fund may reimburse time-loss. State Insurance Fund also reserves the right to deny the claim and make no payments.
- g. When an employee receives compensation from State Insurance Fund and when said compensation is less than what normally would have been received, the employee may use accumulated sick leave to make up the difference. However, the employee must notify the Business Manager of the desire to use his/her sick leave benefit and must provide evidence of the amount of workers compensation benefits received before the sick leave payment can be made. The sick leave payment will not go beyond the time period covered by the last payment made by State Insurance Fund.
- h. If an employee receives no or insufficient wages from AHCS he/she MUST pay to AHCS the amount normally deducted for the Flexible Reimbursement plan. The insurance premiums for the employee's share of individual and dependent coverage, and AHCS's share of insurance as explained above, must also be received (unless an employee chooses to drop insurance coverages, in which case all persons covered would have to re-qualify according to the individual insurance policy's requirements).

4.39 *Contacts for Additional Information*

4.39.1 Information available from the Business Office

Health/Vision/Dental
Life Insurance
Sick Days
Personal Days
Salary schedule
Contract Information
Staff Records
Student Cumulative Files

4.39.2 Information Available in Policy Manual and Student Handbook

Discipline Policy
Dress Code for Staff and Students
Grading Policy
Homework Policy
Attendance Policy

4.39.3 Information Available from Shawn Rose, High School Principal, Tiffnee Hurst, Elementary Principal/Assistant Head Administrator & Gayle DeSmet, Head Admin.:

Teacher Evaluations
Student Discipline Records

Professional Development
Schedules
Portfolios
Curriculum
Summit Learning
Log-ins
Media/Library Resources
Student Schedules
Computer Services

4.39.4 Information Available from Mrs. Hurst/Special Education Director

Special Education IEPs, 504s etc
ESL/LEP
Title One
Response to Intervention
Referral Process
Student Attendance
Testing Schedules

4.39.5 I/T Information available from Lisa Dalton, I/T Director

Internet/Network Connectivity Issues
Computer Hardware/Software Issues for School-Owned devices
Windows Operating System issues
Microsoft Office Suite troubleshooting
Anti-Virus/Firewall Issues
LAN School
Yearbook
Website or Facebook
Chromebook Issues
Google G Suite Questions

4.39.6 Information Available from PFA Liaison

Parent Volunteers and PFA Projects

5 SCHOOL POLICIES & PROCEDURES

5.1 *Employee Code of Conduct*

5.1.1 All AHCS Employees are expected to conduct themselves responsibly and in accordance with established policies and rules. AHCS intends to take disciplinary action, up to and including termination, against employees who violate any of these rules, depending on the circumstances.

5.1.2 The severity of the discipline generally depends upon the seriousness and frequency of the infraction, the particular circumstances involved, and the previous employment record of the employee; but AHCS has the right in its sole discretion to determine what disciplinary action will be taken regardless of any of those factors. All employees are expected to adhere to the following rules of conduct. Listed below are examples of conduct generally recognized as detrimental to the best interests of AHCS. These examples are set out for purposes of illustration only and this list is not intended to be allinclusive. Examples of conduct for which disciplinary action or termination may be taken are as follows:

- a. Theft of AHCS property, the use of AHCS property for personal purposes or the unauthorized removal of AHCS equipment or property from the workplace.

- b. Violation of the Idaho Ethics in Government Act or similar statutes prohibiting conflicts of interest.
- c. Acceptance of a bribe or gift or using one's public position for personal gain in violation of Chapter 11, Title 18, Idaho Code. 4.
- d. Commission of a misdemeanor while at work or the commission of a felony either on or off duty.
- e. Willful or malicious damage to AHCS property or property under the control or in the custody of AHCS.
- f. Intoxication, possession of, drinking, ingesting or being under the influence of alcoholic beverages or any controlled substance, with the exception of prescribed medication, while at work or on AHCS property.
- g. Horseplay, fighting, intimidation or coercion of other employees.
- h. Willful insubordination including, but not limited to, failure to discontinue job duties or failure to leave the workplace when directed to do so by the employee's supervisor.
- i. Violations of safety regulations and practices including, but not limited to, failing to use safety equipment, willful failure to adhere to safety regulations, failure to report on-the job injuries or accidents or failure to follow instructions regarding medical treatment.
- j. Falsification or unauthorized destruction of public records or reports.
- k. Dereliction of duty or unsatisfactory performance of assigned duties or sleeping while at work.
- l. Reckless or negligent operation of an AHCS vehicle or failure to promptly report vehicle accidents or other violations or regulations incident to the operation of an AHCS vehicles, whether or not the employee was directly involved.
- m. Tardiness or unexcused absence from work. (Absences without prior notification to an employee's Supervisor of an intent to use paid leave benefits hereunder will be considered to be unexcused, absent exigent circumstances.)
- n. Gambling at work.
- o. Engaging in patently offensive or immoral activity while off duty.
- p. Possession of weapons or explosives while at work or on AHCS property without proper authorization.
- q. Failure to cooperate with fellow employees in a manner which impairs performance of job duties.
- r. Abuse of sick leave or other paid leave benefits.
- s. Dishonesty while in the performance of job duties.
- t. Sexual harassment of another employee, or member of the public, or failure to report such conduct by another employee, or failure to follow adopted procedures for the reporting of sexual harassment.
- u. Knowing submission of materially false information in an employment application.
- v. Intentional and unauthorized alteration of AHCS record information or data or making deliberate misrepresentations of fact during the course of duty.
- w. Falsifying or altering a timecard without proper authorization or deliberately misrepresenting time worked for AHCS.
- x. Failure to comply with AHCS drug-free workplace and smoke-free environment policies.
- y. Obtaining outside employment without prior notification and approval, or using AHCS property or resources to engage in outside employment.
- z. Willfully engaging in acts of discrimination based on race, creed, color, religion, gender, age, national origin or disability.
- aa. Willfully engaging in acts of retaliation or harassment against an employee in connection with complaints of discrimination or sexual harassment.
- bb. Disclosure of confidential information to unauthorized persons.
- cc. Deliberate and willful slander of fellow employees, students, patrons or supervisors whether occurring on or off the workplace.
- dd. Leaving the work area or assignment during working hours without prior permission from an immediate supervisor.

AHCS reserves the right to take disciplinary action including verbal warnings, written warnings, suspensions without pay, demotions, loss of benefits, termination, or other disciplinary action deemed appropriate.

5.2 Meetings

All staff meetings and assemblies for students will be opened with a Pledge of Allegiance to the Flag.

5.3 Controversial Issues

Controversial issues may be discussed in the classroom and a student may be excused from all or some of that instruction if his or her beliefs so dictate. The parent may also make that request. The teacher will provide an appropriate and alternative assignment of equal time if the teacher and the Principal/Designee approve the request. The teacher will require written parent permission prior to a topic they feel may be highly controversial.

5.4 Driving

Teachers and staff are expected to obey school rules, laws, and regulations concerning speed limits, safe driving, and parking area rules.

5.5 Internet Use and Safety

5.5.1 Acceptable Use of Electronic Networks

All use of electronic networks and facilities must be consistent with AHCS's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. This section is part of the Code of Conduct and while it provides some examples of required, prohibited and inappropriate conduct, it is not intended to explicitly delineate all required or proscribed behaviors by users. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

5.5.2 Terms and Conditions

- a. USE OF AHCS'S ELECTRONIC DEVICES, NETWORK, OR ELECTRONIC MAIL SYSTEM CONSTITUTES CONSENT TO THE REGULATIONS, TERMS AND CONDITIONS HEREIN.
- b. Educational Purposes Only. All use of AHCS's electronic network must be (a) in support of education and/or research, and in furtherance of AHCS's stated educational goals; or (b) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via AHCS's electronic network or computers. AHCS reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.
- c. Personal Use. Incidental or de minimis personal use of AHCS's electronic network by AHCS teachers and staff is permitted, provided it does not interfere with or disrupt AHCS's use of its electronic facilities for educational purposes.
- d. Privileges. The use of AHCS's electronic networks is a privilege, not a right, and inappropriate use will result in suspension and/or cancellation of those privileges. The system administrator and/or Principal/Designee will make all decisions regarding whether or not a user has violated these procedures, and may deny, revoke, or suspend access at any time. His or her decision is final.
- e. Unacceptable Use. The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:
 - i. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or state law;
 - ii. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
 - iii. Downloading copyrighted material for other than personal use;
 - iv. Using the network or AHCS electronic devices for private financial or commercial gain;
 - v. Wastefully using resources, such as file space or bandwidth;
 - vi. Hacking or gaining unauthorized access to files, resources, or entities;
 - vii. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
 - viii. Using another user's account or password;
 - ix. Posting material authored or created by another, without his/her consent;
 - x. Posting anonymous messages;
 - xi. Using the network for commercial or private advertising;
 - xii. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive,

obscene, profane, sexually oriented, threatening, racially offensive, harassing, vulgar, violent, or illegal material; and

xiii. Using the network while access privileges are suspended or revoked.

f. Network Etiquette. The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

i. Be polite. Do not become abusive in messages to others.

ii. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.

iii. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

iv. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

v. Do not use the network in any way that would disrupt its use by other users.

vi. Consider all communications and information accessible via the network to be private property.

g. No Warranties. AHCS makes no warranties of any kind, whether expressed or implied, for the service it is providing. AHCS will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. AHCS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

h. Indemnification. By using AHCS electronic devices and/or networks, the user expressly agrees to indemnify AHCS for any losses, costs, or damages, including reasonable attorney fees, incurred by AHCS, relating to or arising out of any violation of law or these procedures.

i. Security. Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or Principal/Designee. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

j. Vandalism. Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

k. Telephone Charges. AHCS assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs incurred by a student or user of AHCS electronic resources or networks.

l. Copyright Web Publishing Rules. Copyright law and AHCS policy prohibit the republishing of text or graphics found on the Web or on AHCS Websites or file servers, without explicit written permission.

i. For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.

ii. Students and staff engaged in producing Web pages must provide teachers or AHCS I/T specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.

iii. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.

iv. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

- v. Student work may only be published if there is written permission from both the parent and the student.
- m. Use of Electronic Mail.
 - i. AHCS's electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by AHCS. AHCS may provide e-mail to aid students and staff members in fulfilling their duties and responsibilities and as an education tool.
 - ii. AHCS reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
 - iii. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
 - iv. Electronic messages transmitted via AHCS's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with AHCS. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of AHCS. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
 - v. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited, unless the user is certain of that message's authenticity and the nature of the file so transmitted.

5.5.3 Internet Safety

- a. Internet access is limited to only those "acceptable uses," as detailed in these procedures. Internet safety is almost assured if users will not engage in "unacceptable uses," as detailed in these procedures, and will otherwise follow these procedures.
- b. Staff members will supervise students while students are using AHCS Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.
- c. AHCS has purchased and implemented firewalls and filtering software to block entry to visual depictions that are: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Principal/Designee. AHCS makes no warranty of any kind, but will exercise diligence to comply with the law and operate in the best interest of its students and staff.
- d. Students, staff or visitors desiring to use AHCS computers, electronic devices, and networks must consent, and do implicitly consent to monitoring of their Internet access and will permit the system administrator to install such monitoring software or facilities as may be necessary to comply with this paragraph.
- e. The system administrator and Principal/Designee will monitor student and guest Internet access.

5.6 Use of Electronic Devices and Social Media Sites, Including Personal Sites

5.6.1 Electronic Devices. Teachers and staff should use school-issued electronic devices for work purposes and while on AHCS networks, when possible. Teachers and staff are allowed to use personal electronic devices during work hours, provided they are not interfering with the performance of required job duties, so long as they are not disruptive to surrounding employees or students, and provided that such use does not violate the Internet Use and Safety Policy in section 5.5 above. Cell phones should be silenced or turned off during the day.

5.6.2 Social Media and Personal Sites. Because of the unique nature of social media sites, such as Facebook and Twitter and because of AHCS'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:

- a. **Protect Confidential and Proprietary Information.** Employees shall not post confidential or

proprietary information about AHCS, its employees, students, agents or others. The employee shall adhere to all applicable privacy and confidentiality policies adopted by AHCS or as provided by state or federal law.

b. **Do Not Use Charter School Name, Logos, or Images.** Employees shall not use AHCS logos, images, iconography, etc. on personal social media sites. Nor shall employees use the AHCS name to promote a product, cause or political party or political candidate. Nor shall employees use personal images of students, or names or data relating to students, absent written authority of the parent of a minor or authority of an adult or emancipated student.

c. **Respect Charter School Time and Property: Limited Use of Social Media on Charter School Equipment Permitted.** Employees will use e-mail 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, or otherwise be disruptive to the school environment or its operation.

d. **On Personal Sites.** If you identify yourself as an AHCS employee online, it should be clear that the views expressed, posted or published are not necessarily those of AHCS, 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

e. **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 AHCS email address for personal social media activities. Use of AHCS email for this purpose is prohibited and will be considered a violation of AHCS policy that may result in disciplinary action.

f. **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 and/or social involvement with students is therefore prohibited. This includes:

- i. 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 requiring professional relationships with students both inside and outside the classroom;
- ii. Contacting students through electronic means other than the AHCS email and telephone system;
- iii. Coaches electronically contacting a team member or members without including all team members in the communication;
- iv. Giving private cell phone or home phone numbers to students without prior approval of the Charter School;
- v. Inappropriate contact of any kind including via electronic media.

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

h. 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 AHCS Administration.

5.6.3 Rules Concerning Charter School-Sponsored Social Media Activity

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

- a. The employee must set up the club, etc. as a group list which will be “closed and moderated.”
- b. The employee must set up mechanisms for delivering information to students that are not members of the group via non-electronic means.
- c. Members will not be established as “friends” but as members of the group list.
- d. Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee (e.g. teacher, administrator, or supervisor). Persons desiring to access the page may join only after the employee invites them and allows them to join.
- e. Parents shall be permitted to access any site that their child has been invited to join. Parents will be encouraged to report any communications they believe to be inappropriate by students or school personnel to AHCS Administration.
- f. Access to the site may only be permitted for educational purposes related to the club, activity, organization, or team.
- g. The employee responsible for the site will monitor it regularly.
- h. The employee’s supervisor shall be permitted access to any site established by the employee for a school-related purpose.
- i. Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such AHCS-sponsored social media activity. This includes maintaining a separation between the school activity pages and employees’ personal social media profiles and pages.
- j. Postings made to the site must comply with the AHCS’s Internet Use and Safety Policy.
- k. The Principal reserves the right to shut down or discontinue the group if he/she believes it is in the best overall interest of the students.

5.7 Equal Education, Nondiscrimination and Sex Equity

5.7.1 Equal educational opportunities will be available for all AHCS students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, economic or social conditions, or actual or potential marital or parental status or status as a homeless student. Any student may file a discrimination grievance using the Uniform Grievance Procedure.

5.7.2 No student, will on the basis of sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

5.7.3 Inquiries regarding discrimination or intimidation should be directed to the Principal/Designated Coordinator. An individual with a complaint alleging a violation of this policy will follow the Uniform Grievance Procedure.

5.7.4 In compliance with federal regulations, AHCS will annually notify all students, parents, staff, and community members of this policy and the designated coordinator to receive inquiries.

5.7.5 AHCS will not tolerate hostile or abusive treatment, derogatory remarks, or acts of violence because of disability against students, staff or volunteers with disabilities. AHCS considers this behavior to constitute discrimination on the basis of disability in violation of state and federal law.

5.8 Food and Drinks.

5.8.1 Teachers may keep food, drink, gum, or candy in their classroom, provided it is sealed in a rodent-proof container. Food and drink should not be consumed in classrooms during instructional time.

5.8.2 No food or drink is permitted in the same area as or general vicinity of a school computer or other electronic device.

5.9 Record-Keeping and Confidentiality

5.9.1 All student records will be maintained in a secure location by the School Clerk. (*See also* Family Educational Rights and Privacy Act of 1974)

5.9.2 All staff must maintain confidentiality in all matters pertaining to the school, its employees, and the students.

5.9.3 Disclosure of personal and confidential information about students to others, including other AHCS staff who are not authorized or who have no need to know the information, may be a violation of AHCS policy and state and federal law, and could subject the disclosing employee to discipline, up to and including termination.

5.9.4 Disclosure of personal and confidential information about AHCS employees to others, including other AHCS staff who are not authorized or who have no need to know the information, may also be a violation of AHCS policy and state and federal law, and could subject the disclosing employee to discipline, up to and including termination.

5.9.5 Deliberate and willful slander or actionable defamation of fellow employees, students, patrons or supervisors, whether occurring on or off the workplace is a violation of AHCS policies and AHCS reserves the right to take disciplinary action including verbal warnings, written warnings, suspensions with or without pay, demotions, loss of benefits, transfers to other assignments, termination, or other disciplinary action deemed appropriate.

5.9.6 Non-Directory, student information must not be released to a third parties without written parental consent.

5.10 Information Changes

Any changes in staff address, contact information, etc., should be reported to the Business Manager to ensure accuracy of employee and payroll records.

5.11 Telephones

The school maintains an office business phone so that the school can be contacted for important matters. Students and staff will not be requested to come to the phone during class time. In cases of emergency, the Teacher or staff member will be given a message, as appropriate. Teachers are encouraged to refrain from cell phone use during instructional time and in the presence of students. However, Teachers may use cell phones in school buildings and in the classroom, in a discreet, professional, and non-disruptive manner. Teachers are discouraged from using cell phones or other electronic devices for non-work related purposes during anytime students are present.

ADDENDUM A

GREAT EXPECTATIONS LIFE PRINCIPLES:

- **Responsibility** – making the choice to be reliable and dependable
- **Respect** – feeling honor
- **Self-Discipline** – the ability to choose and control one’s own actions
- **Honesty** – truthfulness
- **Integrity** – acting according to a sense of right and wrong
- **Courage** – strength to act even when afraid or uncertain
- **Compassion** – ability to share another’s feelings or ideas
- **Perseverance** – ability to persist or continue striving to the end
- **Loyalty** – faithfulness to another
- **Effort** – doing one’s best in an endeavor
- **Friendship** – caring for and trusting others
- **Cooperation** – working together
- **Common Sense** – thinking before acting; using good judgment
- **Flexibility** – ability to make adjustments or alter plans
- **Initiative** – taking action; originating new ideas
- **Curiosity** – desire to learn, to explore, to investigate
- **Patience** – ability to wait calmly
- **Problem Solving** – creating solutions; finding answers
- **Justice** – being fair, right, and upholding what is right
- **Commitment** – keeping a promise or a pledge
- **Esprit De Corps** – devotion among members of a group for each other and the group’s purpose
- **Citizenship** – behaving in a responsible manner as a citizen of a community
- **Service** – giving of one’s time and energies to help others
- **Fortitude** – strength of mind that enables a person to encounter danger or bear pain or adversity with courage
- **Optimism** – an inclination to put the most favorable construction upon actions and happenings or to anticipate the best possible outcome
- **Humanitarianism** – promotion of human welfare and social reform
- **Propriety** – standard of what is socially acceptable in conduct or speech
- **Courtesy** – consideration, cooperation, and generosity
- **Temperance** – moderation in action, thought, or feeling
- **Dedication** – setting aside for a particular purpose
- **Humility** – being humble, not proud or haughty, not arrogant or assertive
- **Empathy** – capacity for participating in another’s feelings or ideas
- **Forgiveness** – act of forgiving for an offence; pardoning
- **Sincerity** – honesty of mind; freedom from hypocrisy
- **Patriotism** – love for or devotion to one’s country
- **Resiliency** – recovering from or adjusting easily to misfortune or change

The **Great Expectations classroom practices** are as follows:

1. The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Students and teachers speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.
4. Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.
8. Enriched vocabulary is evident and is drawn directly from challenging writings and/or wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.
9. The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.
10. Every student's work is displayed in some form. Teachers provide positive commentary through oral and/or written feedback.
11. Word identification skills are used as a foundation for expanding the use of the English language.
12. Students assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.
14. All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.
15. The teacher teaches on his/her feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.
16. Each classroom has a student who greets visitors and makes them feel welcome and comfortable.
17. Teachers and students celebrate the successes of others.

ADDENDUM B

Mission of the AHCS/NVA Mentor Program

We have many staff members with experience. Seek out a fellow AHCS teacher first if you have questions regarding our curriculum and the school culture we are trying to establish at AHCS. Mr. Rose and Mrs. Hurst will be the first person all new teachers should look to for guidance.

The reality of work in a public school classroom - applying theoretical knowledge, developing effective instructional strategies, meeting individual student's needs, incorporating changing curriculum frameworks, developing high stakes assessment, integrating emerging technology, and remaining sensitive to societal issues - may be one of the most challenging transitions faced by teachers in their entire professional careers. When you add to that the added learning curve when trying to follow a specific charter document, the mentoring program will be critical.

Mentor programs help beginning teachers make a successful transition into teaching by relying on the expertise of veterans to provide a clinical, real-world training process. Districts that provide effective support attract the most capable candidates, who remain on the job and improve student performance. The cooperation between two districts brings to life the well-known fact that "two heads are better than one". The expectation is that both districts will grow and improve through the relationship.

New teachers who are mentored receive higher ratings from their principals, develop better planning skills, handle discipline problems more effectively, conduct more productive classroom discussion, and remain in classrooms longer than teachers who are simply left to "sink or swim." Veteran teachers who serve as mentors report increased professional revitalization, less isolation, greater recognition, and a belief that they impact the profession more than teachers who are not involved in mentoring new professionals.

As professionals, the mentors are free to make a plan of their own in conjunction with the "mentees". Here is an example of a plan for mentoring a new teacher. Please use it as applicable.

Strategies for Mentoring

- Provide regular oral and written evaluation of teaching performance.
- Present demonstration lessons using varied teaching strategies, and discuss them with the new teacher.
- Review lesson plans and provide appropriate feedback.
- Provide the new teacher with some of your original teaching plans, using a variety of strategies and materials.
- Plan with the new teacher for effective assessment of learning.
- Guide the new teacher in planning assignments and homework that provide appropriate challenges for students in the class and that fit the model and mission of the charter.
- Assist the new teacher in accommodating students with special needs.
- Guide the new teacher in using and caring for school equipment and materials, especially in the use of technology.
- Provide feedback on the new teacher's classroom presence: e.g., movement throughout the classroom, effective voice and expression, appropriate professional appearance, etc.

Discussion of Human Relationships and Professionalism

- Discuss with the new teacher the roles and professionalism expected of a teacher, which includes discussing students and colleagues outside the classroom. Be familiar with George Washington's Rules of Civility...
- Stress the importance of being a role model in the classroom, including respect for others, respect for diversity, and appropriate language and dress.
- Talk to the new teacher about student lead parent conferences, collaboration, and other professional meetings.
- Discuss how to help an entire new school become a cohesive team through Great Expectations, Essential 55, and Cowboy Ethics.

Suggestions for Collaborative Teaching

- Team plan a unit or mini-unit, team teaching or alternating instructors.
- Have the new teacher provide the main instruction, with the cooperating teacher reviewing difficult concepts or conducting tutorial sessions with individuals or small groups.
- Have each teacher present a mini-unit to a small group on a 3rd Monday, and then reverse groupings.

Concerns to Address

- If the new teacher's progress is not satisfactory, or the new teacher feels discouraged, discuss the specifics of the concern with him or her as soon as the situation becomes apparent.
- Work together to develop strategies to overcome the problem.
- Notify the NVA Team for a three-way phone conference to discuss ideas.

Who to Call With Specific Concerns with AHCS curriculum

- Core Knowledge (Ms. Gohr)
- Shurley English (Mrs. Hurst)
- Great Expectations (Mrs. DeHart/Mr. Palmer)
- Morning Meetings, Rise and Shine Weekly Meeting (Mrs. Hurst)
- Advisory class, Above and Beyond Ceremony (Mr. Rose)
- Math Curriculum (Mr. Rose/Mrs. Harris)
- Science/Foss Science CK Science (Mrs. Harris/Mr. Peterson)

ADDENDUM C

The Rules of Civility and Decent Behavior in Company and Conversation” by George Washington

- 1 Every action done in company ought to be with some sign of respect to those that are present.
- 2 When in company, put not your hands to any part of the body not usually discovered.
- 3 Show nothing to your friend that may affright him.
- 4 In the presence of others, sing not to yourself with a humming voice, or drum with your fingers or feet.
- 5 If you cough, sneeze, sigh, or yawn, do it not loud but privately, and speak not in your yawning, but put your handkerchief or hand before your face and turn aside.
- 6 Sleep not when others speak; sit not when others stand; speak not when you should hold your peace; walk not on when others stop.
- 7 Put not off your clothes in the presence of others, nor go out your chamber half dressed.
- 8 At play and attire, it's good manners to give place to the last comer, and affect not to speak louder than ordinary.
- 9 Spit not into the fire, nor stoop low before it; neither put your hands into the flames to warm them, nor set your feet upon the fire, especially if there be meat before it.
- 10 When you sit down, keep your feet firm and even; without putting one on the other or crossing them.
- 11 Shift not yourself in the sight of others, nor gnaw your nails.
- 12 Shake not the head, feet, or legs; roll not the eyes; lift not one eyebrow higher than the other, wry not the mouth, and bedew no man's face with your spittle by [approaching too near] him [when] you speak.
- 13 Kill no vermin, or fleas, lice, ticks, etc. in the sight of others; if you see any filth or thick spittle put your foot dexterously upon it; if it be upon the clothes of your companions, put it off privately, and if it be upon your own clothes, return thanks to him who puts it off behavior or saluting, ought also to be observed in taking of place and sitting down for ceremonies without bounds are troublesome.
- 14 Turn not your back to others, especially in speaking; jog not the table or desk on which another reads or writes; lean not upon anyone.
- 15 Keep your nails clean and short, also your hands and teeth clean, yet without showing any great concern for them.
- 16 Do not puff up the cheeks, loll not out the tongue with the hands, or beard, thrust out the lips, or bite them, or keep the lips too open or too close.
- 17 Be no flatterer, neither play with any that delight not to be played withal.
- 18 Read no letter, books, or papers in company, but when there is a necessity for the doing of it, you must ask leave; come not near the books or writtings of another so as to read them unless desired, or give your opinion of them unasked,- also look not nigh when another is writing a letter.
- 19 Let your countenance be pleasant but in serious matters somewhat grave.
- 20 The gestures of the body must be suited to the discourse you are upon.
- 21 Reproach none for the infirmities of nature, nor delight to put them that have in mind of thereof.
- 22 Show not yourself glad at the misfortune of another though he were your enemy.
- 23 When you see a crime punished, you may be inwardly pleased; but [damaged manuscript] show pity to the suffering offender.
- 24 [damaged manuscript]
- 25 Superfluous compliments and all affectation of ceremonies are to be avoided, yet where due they are not to be neglected.
- 26 In putting off your hat to persons of distinction, as noblemen, justices, churchmen, etc., make a reverence, bowing more or less according to the custom of the better bred, and quality of the persons; among your equals expect not always that they should begin with you first; but to pull off the hat when there is no need is affectation, in the manner of saluting and resaluting in word keep to the most usual custom.
- 27 'Tis ill manners to bid one more eminent than yourself be covered, as well as not to do it to whom it is due. Likewise he that makes too much haste to put on his hat does not well, yet he ought to put it on at the first, or at most the second time of being asked; now what is herein spoken, of qualification in behavior or saluting ought to be taking place and sitting down for ceremonies without bounds are troublesome.
- 28 If any one come to speak to you while you are [are] sitting, stand up, though he be your inferior, and when you present seats, let it be to everyone according to his degree.
- 29 When you meet with one of greater quality than yourself, stop, and retire, especially if it be at a door or any straight place, to

give way for him to pass.

30 In walking the highest place in most countries hand; therefore place yourself on the left of him whom you desire to honor: but if three walk together the middle place is the most honorable; the wall is usually given to the most worthy if two walk together.

31 If anyone far surpasses others, either in age, estate, or merits [and] would give place to a meaner than himself, the same ought not to accept it, s[ave he offer] it above once or twice.

32 To one that is your equal, or not much inferior, you are to give the chief place in your lodging, and he to whom it is offered ought at the first to refuse it, but at the second to accept though not without acknowledging his own unworthiness.

33 They that are in dignity or in office have in all places precedency, but whilst they are young, they ought to respect those that are their equals in birth or other qualities, though they have no public charge.

34 It is good manners to prefer them to whom we speak before ourselves, especially if they be above us, with whom in no sort we ought to begin.

35 Let your discours with men of business be short and comprehensive.

36 Artificers and persons of low degree ought not to use many ceremonies to lords or others of high degree, but respect and highly honor them, and those of high degree ought to treat them with affability and courtesy, without arrogance.

37 In speaking to men of quality do not lean nor look them full in the face, nor approach too near them at left. Keep a full pace from them.

38 In visiting the sick, do not presently play the physician if you be not knowing therein.

39 In writing or speaking, give to every person his due title according to his degree and the custom of the place.

40 Strive not with your superior in argument, but always submit your argument to others with modesty.

41 Undertake not to teach your equal in the art himself professes; it (manuscript damaged) of arrogance.

42 [damaged manuscript]; and same with a clown and a prince,

43 Do not express joy before one sick in pain, for that contrary passion will aggravate his misery.

44 When a man does all he can, though it succeed not well, blame not him that did it.

45 Being to advise or reprehend any one, consider whether it ought to be in public or in private, and presently or at some other time; in what terms to do it; and in reproving show no signs of cholor but do it with all sweetness and mildness.

46 Take all admonitions thankfully in what time or place soever given, but afterwards not being culpable take a time and place convenient to let him know it that gave them.

47 Mock not nor jest at any thing of importance. Break no jests that are sharp, biting,- and if you deliver any thing witty and pleasant, abstain from laughing thereat yourself.

48 Where in [wherein] you reprove another be unblameable yourself, -for example is more prevalent than precepts,

49 Use no reproachful language against any one; neither curse nor revile.

50 Be not hasty to believe flying reports to the disparagement of any.

51 Wear not your clothes foul, or ripped, or dusty, but see they be brushed once every day at least and take heed that you approach not to any uncleanness.

52 In your apparel be modest and endeavor to accommodate nature, rather than to procure admiration; keep to the fashion of your equals, such as are civil and orderly with respect to time and places.

53 Run not in the streets, neither go too slowly, nor with mouth open; go not shaking of arms, nor upon the toes, nor in a dancing [damaged manuscript].

54 Play not the peacock, looking every where about you, to see if you be well decked, if your shoes fit well, if your stockings sit neatly and clothes handsomely.

55 Eat not in the streets, nor in your house, out of season.

56 Associate yourself with men of good quality if you esteem your own reputation; for 'tis better to be alone than in bad company.

57 In walking up and down in a house, only with one in company if he be greater than yourself, at the first give him the right hand and stop not till he does and be not the first that turns, and when you do turn let it be with your face towards him; if he be a man of great quality walk not with him cheek by jowl but somewhat behind him but yet in such a manner that he may easily speak to you.

58 Let your conversation be without malice or envy, for 'tis a sign of a tractable and commendable nature, and in all causes of passion permit reason to govern.

59 Never express anything unbecoming, nor act against the rules before your inferiors.

60 Be not immodest in urging your friends to discover a secret.

61 Utter not base and frivolous things among grave and learned men, nor very difficult questions or subjects among the ignorant, or things hard to be believed; stuff not your discourse with sentences among your betters nor equals.

- 62 Speak not of doleful things in a time of mirth or at the table; speak not of melancholy things or death and wounds, and if others mention them, change if you can the discourse; tell not your dream, but to your intimate.
- 63 A man ought not to value himself of his achievements or rare qualities [damaged manuscript] virtue or kindred.
- 64 Break not a jest where none take pleasure in mirth; laugh not alone, nor at all without occasion; deride no man's misfortune though there seem to be some cause.
- 65 Speak not injurious words neither in jest nor earnest; scoff at none although they give occasion.
- 66 Be not froward but friendly and courteous, the first to salute, hear, and answer; and be not pensive when it's a time to converse.
- 67 Detract not from others, neither be excessive in commanding.
- 68 Go not thither, where you know not whether you shall be welcome or not; give not advice [without] being asked, and when desired do it briefly.
- 69 If two contend together take not the part of either unconstrained, and be not obstinate in your own opinion; in things indifferent be of the major side.
- 70 Reprehend not the imperfections of others, for that belongs to parents, masters, and superiors.
- 71 Gaze not on the marks or blemishes of others and ask not how they came. What you may speak in secret to your friend, deliver not before others.
- 72 Speak not in an unknown tongue in company but in your own language and that as those of quality do and not as the vulgar; sublime matters treat seriously-
- 73 Think before you speak; pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly.
- 74 When another speaks, be attentive yourself; and disturb not the audience. If any hesitate in his words, help him not nor prompt him without desired; interrupt him not, nor answer him till his speech has ended.
- 75 In the midst of discourse [damaged manuscript] but if you perceive any stop because of [damaged manuscript]; to proceed: If a person of quality comes in while you're conversing, it's handsome to repeat what was said before.
- 76 While you are talking, point not with your finger at him of whom you discourse, nor approach too near him to whom you talk especially to his face.
- 77 Treat with men at fit times about business and whisper not in the company of others.
- 78 Make no comparisons and if any of the company be commended for any brave act of virtue, commend not another for the same.
- 79 Be not apt to relate news if you know not the truth thereof. In discoursing of things you have heard, name not your author always; a secret discover not. I
- 80 Be not tedious in discourse or in reading unless you find the company pleased therewith.
- 81 Be not curious to know the affairs of others, neither approach those that speak in private.
- 82 Undertake not what you cannot perform but be careful to keep your promise.
- 83 When you deliver a matter do it without passion and with discretion, however mean the person be you do it to.
- 84 When your superiors talk to anybody neither speak nor laugh.
- 85 In company of those of higher quality than yourself, speak not 'til you are asked a question, then stand upright, put off your hat and answer in few words.
- 86 In disputes, be not so desirous to overcome as not to give liberty to one to deliver his opinion and submit to the judgment of the major part, specially if they are judges of the dispute.
- 87 [damaged manuscript] as becomes a man grave, settled, and attentive [damaged manuscript] [predict not at every turn what others say.
- 88 Be not diverse in discourse; make not many digressions; nor repeat often the same manner of discourse.
- 89 Speak not evil of the absent, for it is unjust.
- 90 Being set at meat scratch not, neither spit, cough, or blow your nose except there's a necessity for it.
- 91 Make no show of taking great delight in your the table; neither find great delight in your victuals; feed not with greediness; eat your bread with a knife; lean not on the table; neither find fault with what you eat.
- 92 Take no salt or cut bread with your knife greasy.
- 93 Entertaining anyone at table it is decent to present him with meat; undertake not to help others desired by the master.
- 94 If you soak bread in the sauce, let it be no more than what you put in your mouth at a time and blow not your broth at table; let it stay till it cools of itself.
- 95 Put not your meat to your mouth with your knife in your hand; neither spit forth the stones of any fruit pie upon a dish nor cast anything under the table.
- 96 It's unbecoming to heap much to one's meat keep your fingers clean; when foul wipe them on a corner of your table napkin.

- 97 Put not another bite into your mouth till the former be swallow; let not your morsels be too big.
- 98 Drink not nor talk with your mouth full; neither gaze about you while you are a drinking.
- 99 Drink not too leisurely nor yet too hastily. Before and after drinking wipe your lips; breathe not then or ever with too great a noise, for it is an evil.
- 100 Cleanse not your teeth with the tablecloth, napkin, fork, or knife; but if others do it, let it be done without a peep to them.
- 101 Rinse not your mouth in the presence of others.
- 102 It is out of use to call upon the company often to eat; nor need you drink to others every time you drink.
- 103 In company of your betters be not [damaged manuscript] than they are; lay not your arm but [damaged manuscript].
- 104 It belongs to the chiefest in company to unfold his napkin and fall to meat first; but he ought then to begin in time and to dispatch with dexterity that the slowest may have time allowed him.
- 105 Be not angry at table whatever happens and if you have reason to be so, show it not but on a cheerful countenance especially if there be strangers, for good humor makes one dish of meat and whey.
- 106 Set not yourself at the upper of the table but if it be your due, or that the master of the house will have it so, contend not, lest you should trouble the company.
- 107 If others talk at table be attentive but talk not with meat in your mouth.
- 108 When you speak of God or his Attributes, let it be seriously; reverence, honor and obey your natural parents although they be poor.
- 109 Let your recreations be manful not sinful.
- 110 Labor to keep alive in your breast that little spark of celestial fire called conscience.

ADDENDUM D

Cowboy Ethics

By James P. Owen

1. LIVE EACH DAY WITH COURAGE.
2. TAKE PRIDE IN YOUR WORK.
3. ALWAYS FINISH WHAT YOU START.
4. DO WHAT HAS TO BE DONE.
5. BE TOUGH, BUT FAIR.
6. WHEN YOU MAKE A PROMISE, KEEP IT.
7. RIDE FOR THE BRAND.
8. TALK LESS AND SAY MORE.
9. REMEMBER THAT SOME THINGS AREN'T FOR SALE.
10. KNOW WHERE TO DRAW THE LINE.

ADDENDUM E
American Heritage Outline

Month	Primary Hero	Quote of the Month	Life Principles by Great Expectations	Supplemental Hero	Song	Verse	Words	Essential 55 by Ron Clark	Cowboy Ethics by James P. Owen	Bill of Rights	Washington's Rules of Civility
September	John Hancock	"The greatest ability in business is to get along with others and influence their actions." -John Hancock	Cooperation	Emily Dickinson	U.S. Marine Corps Hymn	To be or not to be...by William Shakespeare	Literate, Collaboration, Reciprocity, Partnership	#1-6	1. Live each day with courage	#1	#55-57
October	James Monroe	"Our country may be likened to a new house. We lack many things, but we possess the most precious of all--liberty." - James Monroe	Citizenship	James Wilson	When Johnny Comes Marching Home	I Hear America Singing by Walt Whitman	Allies, Democratic, Sharing, Conduct	#7-12	2. Take pride in your work	#2	#58-60
November	Ethan Allen	"Those who invalidate reason ought seriously to consider whether they argue against reason with or without reason." - Ethan Allen	Patience	The Wright Brothers	Oh Columbia, Gem of the Ocean	The Road Not Taken by Robert Frost	Composure, Persistent, Poise, Serenity	#13-18	3. Always finish what you start 4. Do what has to be done	#3	#61-63
December	Benjamin Rush	"Liberty without virtue would be no blessing to us." -Benjamin Rush	Perseverance	Frederick Douglass	Over There/Christmas Carols	Be Strong by Maltbie Davenport Babcock	Endurance, Purpose, Stamina, Attention	#19-24	5. Be tough, but fair	#4	#64-66
January	Joseph Warren	"May we ever be a people favored of God. May our land be a land of liberty, the seat of virtue, the assylum of the oppressed, a name and a praise in the whole Earth." -Joseph Warren	Integrity	Martin Luther King Jr.	God Bless the U.S.A	I Have a Dream by Martin Luther King Jr.	Peace, Incorruptible, Rectitude, Virtue	#25-30	6. If you make a promise, keep it	#5	#67-69

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February	George Washington	"All I am I owe to my mother. I attribute all my success in life to the moral, intellectual, and physical education I received from her." -George Washington	Honesty	Abraham Lincoln	God Bless America	Preamble to the Constitution/Gettysburg Address	Champion, Brotherhood, Labor, Solitude	#31-36	7. Ride for the brand	#6, #7	#70-72
March	John Quincy Adams	"Courage is fear holding on a minute longer." - George S. Patton	Justice	George S. Patton	America, I Love You	The Flag Goes By by H.H. Bennett	Attitude, Wisdom, Character, Well Read	#37-42	8. Talk less, say more	#8	#73-75
April	Nathanael Greene	"We fight, get beat, rise, and fight again." - Nathanael Greene	Excellence	Thomas Edison	Battle of New Orleans	Lesson by Grace E. Easley	Diligent, Motivated, Respect, Victory	#43-48	9. Some things aren't for sale	#9	#76-78
May	Dolley Madison	"It is one of my sources of happiness never to desire a knowledge of other people's business." -Dolley Madison	Responsibility	Davey Crockett	There's a Star Spangled Banner Waving	I Didn't Speak by Martin Niemoeller	Ownership, Support, Proactive, Accountable	#49-55	10. Know when to draw the line	#10	#79-81

ADDENDUM F

Morning and Afternoon Duty Schedule

When it is your turn for duty, you will do both morning and afternoon duty. Please remember that you are responsible for the students on the days you are assigned. If you cannot be outside during one of your days, please find someone who would be willing to trade with you. Please remember if something happens and you are not out there, you could be held responsible. Morning duty will start 15 minutes before the first bell in the morning. Afternoon duty will start once school is released and will last until the students have left the school site.

Week	Start	End	After Hours Contact	Rise and Shine	BUS/LANE DUTY		Liberty Lounge Duty	Lunch Clean Up	Recess	AM/PM Bus Duty
Week 1	Monday, September 2, 2019	Sunday, September 8, 2019	Jim Dalton, 208-970-1523	All Staff	All Staff	All Staff	Secondary Staff	6th Grade	Hyde	Danae Smith
Week 2	Monday, September 9, 2019	Sunday, September 15, 2019	Shawn Rose, 208-243-1090	Gohr	Croft, Simms, Wayment, North	Aycock, Peterson, Harris	R. Rose	7th Grade	Hyde	Danae Smith
Week 3	Monday, September 16, 2019	Sunday, September 22, 2019	Tiffnee Hurst, 208-881-1410	Wayment	DeHart, Mooney, Gohr, Tiffany Peterson	Palmer, Durfee, Luker	Luker	8th Grade	Hyde	Danae Smith
Week 4	Monday, September 23, 2019	Sunday, September 29, 2019	Jim Dalton, 208-970-1523	Croft	Jones, Wright, McFadden, Tracie Peterson	Simms, L. Dalton, S. Rose	Aycock	9th Grade	Hyde	Danae Smith
Week 5	Monday, September 30, 2019	Sunday, October 6, 2019	Shawn Rose, 208-243-1090	Wright	Croft, Simms, Wayment, North	Aycock, Peterson, Harris	Palmer	10th Grade	Hyde	Danae Smith
Week 6	Monday, October 7, 2019	Sunday, October 13, 2019	Tiffnee Hurst, 208-881-1410	DeHart	DeHart, Mooney, Gohr, Tiffany Peterson	Palmer, Durfee, Luker	Peterson	11th Grade	Hyde	Danae Smith
Week 7	Monday, October 14, 2019	Sunday, October 20, 2019	Jim Dalton, 208-970-1523	Tracie Peterson	Jones, Wright, McFadden, Tracie Peterson	Simms, L. Dalton, S. Rose	Simms	12th Grade	Hyde	Danae Smith
Week 8	Monday, October 21, 2019	Sunday, October 27, 2019	Shawn Rose, 208-243-1090	Tiffany Peterson	Croft, Simms, Wayment, North	Aycock, Peterson, Harris	Harris	6th Grade	Hyde	Danae Smith
Week 9	Monday, October 28, 2019	Sunday, November 3, 2019	Tiffnee Hurst, 208-881-1410	Jones	DeHart, Mooney, Gohr, Tiffany Peterson	Palmer, Durfee, Luker	L. Dalton	7th Grade	Hyde	Danae Smith

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Week 10	Monday, November 4, 2019	Sunday, November 10, 2019	Jim Dalton, 208-970-1523	Mooney	Jones, Wright, McFadden, Tracie Peterson	Simms, L. Dalton, S. Rose	Luker	8th Grade	Hyde	Danae Smith
Week 11	Monday, November 11, 2019	Sunday, November 17, 2019	Shawn Rose, 208-243-1090	Simms	Croft, Simms, Wayment, North	Aycock, Peterson, Harris	Durfee	9th Grade	Hyde	Danae Smith
Week 12	Monday, November 18, 2019	Sunday, November 24, 2019	Tiffnee Hurst, 208-881-1410	Gohr	DeHart, Mooney, Gohr, Tiffany Peterson	Palmer, Durfee, Luker	Palmer	10th Grade	Hyde	Danae Smith
Week 13	Monday, November 25, 2019	Sunday, December 1, 2019	Jim Dalton, 208-970-1523							
Week 14	Monday, December 2, 2019	Sunday, December 8, 2019	Shawn Rose, 208-243-1090	Wayment	Jones, Wright, McFadden, Tracie Peterson	Simms, L. Dalton, S. Rose	Peterson	11th Grade	Hyde	Danae Smith
Week 15	Monday, December 9, 2019	Sunday, December 15, 2019	Tiffnee Hurst, 208-881-1410	Croft	Croft, Simms, Wayment, North	Aycock, Peterson, Harris	Simms	12th Grade	Hyde	Danae Smith
Week 16	Monday, December 16, 2019	Sunday, December 22, 2019	Jim Dalton, 208-970-1523	Wright	DeHart, Mooney, Gohr, Tiffany Peterson	Palmer, Durfee, Luker	L. Dalton	6th Grade	Hyde	Danae Smith
Week 17	Monday, December 23, 2019	Sunday, December 29, 2019	Shawn Rose, 208-243-1090							
Week 18	Monday, December 30, 2019	Sunday, January 5, 2020	Tiffnee Hurst, 208-881-1410							
Week 19	Monday, January 6, 2020	Sunday, January 12, 2020	Jim Dalton, 208-970-1523	DeHart	Jones, Wright, McFadden, Tracie Peterson	Simms, L. Dalton, S. Rose	R. Rose	7th Grade	Hyde	Danae Smith
Week 20	Monday, January 13, 2020	Sunday, January 19, 2020	Shawn Rose, 208-243-1090	Tracie Peterson	Croft, Simms, Wayment, North	Aycock, Peterson, Harris	Luker	8th Grade	Hyde	Danae Smith
Week 21	Monday, January 20, 2020	Sunday, January 26, 2020	Tiffnee Hurst, 208-881-1410	Tiffany Peterson	DeHart, Mooney, Gohr, Tiffany Peterson	Palmer, Durfee, Luker	Aycock	9th Grade	Hyde	Danae Smith
Week 22	Monday, January 27, 2020	Sunday, February 2, 2020	Jim Dalton, 208-970-1523	Jones	Jones, Wright, McFadden, Tracie Peterson	Simms, L. Dalton, S. Rose	Durfee	10th Grade	Hyde	Danae Smith

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Week 23	Monday, February 3, 2020	Sunday, February 9, 2020	Shawn Rose, 208-243-1090	Mooney	Croft, Simms, Wayment, North	Aycock, Peterson, Harris	Peterson	11th Grade	Hyde	Danae Smith
Week 24	Monday, February 10, 2020	Sunday, February 16, 2020	Tiffnee Hurst, 208-881-1410	Simms	DeHart, Mooney, Gohr, Tiffany Peterson	Palmer, Durfee, Luker	L. Dalton	12th Grade	Hyde	Danae Smith
Week 25	Monday, February 17, 2020	Sunday, February 23, 2020	Jim Dalton, 208-970-1523	Gohr	Jones, Wright, McFadden, Tracie Peterson	Simms, L. Dalton, S. Rose	Harris	6th Grade	Hyde	Danae Smith
Week 26	Monday, February 24, 2020	Sunday, March 1, 2020	Shawn Rose, 208-243-1090	Wayment	Croft, Simms, Wayment, North	Aycock, Peterson, Harris	R. Rose	7th Grade	Hyde	Danae Smith
Week 27	Monday, March 2, 2020	Sunday, March 8, 2020	Tiffnee Hurst, 208-881-1410	Croft	DeHart, Mooney, Gohr, Tiffany Peterson	Palmer, Durfee, Luker	Luker	8th Grade	Hyde	Danae Smith
Week 28	Monday, March 9, 2020	Sunday, March 15, 2020	Jim Dalton, 208-970-1523	Wright	Jones, Wright, McFadden, Tracie Peterson	Simms, L. Dalton, S. Rose	Aycock	9th Grade	Hyde	Danae Smith
Week 29	Monday, March 16, 2020	Sunday, March 22, 2020	Shawn Rose, 208-243-1090	DeHart	Croft, Simms, Wayment, North	Aycock, Peterson, Harris	Palmer	10th Grade	Hyde	Danae Smith
Week 30	Monday, March 23, 2020	Sunday, March 29, 2020	Tiffnee Hurst, 208-881-1410							
Week 31	Monday, March 30, 2020	Sunday, April 5, 2020	Jim Dalton, 208-970-1523	Tracie Peterson	DeHart, Mooney, Gohr, Tiffany Peterson	Palmer, Durfee, Luker	L. Dalton	11th Grade	Hyde	Danae Smith
Week 32	Monday, April 6, 2020	Sunday, April 12, 2020	Shawn Rose, 208-243-1090	Tiffany Peterson	Jones, Wright, McFadden, Tracie Peterson	Simms, L. Dalton, S. Rose	Simms	12th Grade	Hyde	Danae Smith
Week 33	Monday, April 13, 2020	Sunday, April 19, 2020	Tiffnee Hurst, 208-881-1410	Jones	Croft, Simms, Wayment, North	Aycock, Peterson, Harris	Harris	6th Grade	Hyde	Danae Smith
Week 34	Monday, April 20, 2020	Sunday, April 26, 2020	Jim Dalton, 208-970-1523	Mooney	DeHart, Mooney, Gohr, Tiffany Peterson	Palmer, Durfee, Luker	R. Rose	7th Grade	Hyde	Danae Smith
Week 35	Monday, April 27, 2020	Sunday, May 3, 2020	Shawn Rose, 208-243-1090	Simms	Jones, Wright, McFadden, Tracie Peterson	Simms, L. Dalton, S. Rose	Luker	8th Grade	Hyde	Danae Smith

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Week 36	Monday, May 4, 2020	Sunday, May 10, 2020	Tiffnee Hurst, 208-881-1410	Gohr	Croft, Simms, Wayment, North	Aycock, Peterson, Harris	Aycock	9th Grade	Hyde	Danae Smith
Week 37	Monday, May 11, 2020	Sunday, May 17, 2020	Jim Dalton, 208-970-1523	Wayment	DeHart, Mooney, Gohr, Tiffany Peterson	Palmer, Durfee, Luker	L. Dalton	10th Grade	Hyde	Danae Smith
Week 38	Monday, May 18, 2020	Sunday, May 24, 2020	Shawn Rose, 208-243-1090	Croft	Jones, Wright, McFadden, Tracie Peterson	Simms, L. Dalton, S. Rose	Peterson	11th Grade	Hyde	Danae Smith
Week 39	Monday, May 25, 2020	Sunday, May 31, 2020	Tiffnee Hurst, 208-881-1410			Aycock, Peterson, Harris	Durfee	10th Grade		Danae Smith
	Monday, June 1, 2020	Sunday, June 7, 2020	Jim Dalton, 208-970-1523							
	Monday, June 8, 2020	Sunday, June 14, 2020	Shawn Rose, 208-243-1090							
	Monday, June 15, 2020	Sunday, June 21, 2020	Tiffnee Hurst, 208-881-1410							
	Monday, June 22, 2020	Sunday, June 28, 2020	Jim Dalton, 208-970-1523							
	Monday, June 29, 2020	Sunday, July 5, 2020	Shawn Rose, 208-243-1090							
	Monday, July 6, 2020	Sunday, July 12, 2020	Tiffnee Hurst, 208-881-1410							
	Monday, July 13, 2020	Sunday, July 19, 2020	Jim Dalton, 208-970-1523							
	Monday, July 20, 2020	Sunday, July 26, 2020	Shawn Rose, 208-243-1090							
	Monday, July 27, 2020	Sunday, August 2, 2020	Tiffnee Hurst, 208-881-1410							
	Monday, August 3, 2020	Sunday, August 9, 2020	Jim Dalton, 208-970-1523							
	Monday, August 10, 2020	Sunday, August 16, 2020	Shawn Rose, 208-243-1090							
	Monday, August 17, 2020	Sunday, August 23, 2020	Tiffnee Hurst, 208-881-1410							