

Culdesac School District # 342

Staff Handbook

2021-2022

WELCOME TO CULDESAC SCHOOL

Culdesac School is rich in tradition. We are proud of our course offerings and flexibility to meet the needs of our students, activity programs, staff and students. We are proud of the individual attention we give our students, and their academic growth.

The procedures contained in this staff handbook are the result of several years of work by staff and administration of the Culdesac Schools and are intended to create a positive learning environment for students. The staff handbook contains answers to many questions that may arise during the school year. If you have any questions, do not hesitate to contact the office or the administration.

Have a great year!

The Administration:
Alan Felgenhauer
Chase Woodford

Mission Statement

101.1 - Mission Statement

The mission of Culdesac Joint School District is to instill our students with the knowledge and skills to become lifelong learners and contributing members of society.

Reviewed: April, 2019
Reviewed and Adopted: July 9, 2008

Discrimination Statement

The Culdesac Joint School District No. 342, Culdesac, Idaho, does not discriminate on the basis of disability in the admission to, access to, or operations of its programs, services or activities. The district does not discriminate on the basis of a disability in its hiring or employment practices. Individuals who need accessible communications or other accommodations to participate in programs and services of the district are invited to make their needs and preferences known to the Superintendent, at (208) 843-5413, 600 Culdesac Avenue, Culdesac, Idaho 83524.

Culdesac School's

Educational Philosophy Statement

101.2 - Educational Philosophy Statement

Culdesac Joint School District believes each student is endowed with his/her own individual capacities and characteristics, that education of the youth is the general responsibility of all social institutions in the community, and that the schools have major responsibilities to:

- Provide each student with the best learning situations possible, and to provide a strong foundation in basic skills in reading, mathematics, science and language.
- Assist each student to develop intellectually, socially, emotionally, morally, and physically.
- Utilize a variety of teaching methods and materials that most effectively individualize the learning process
- Strive to teach critical thinking and reasoning skills to achieve a higher level of knowledge.
- Focus on career awareness, social skills, good citizenship, and positive attitude by providing exploratory opportunities that expose each student to a variety of vocational and a-vocational endeavors.
- Create an interest in science, social studies, the arts, and recreation with an emphasis on developing receptive and expressive communication.
- Implement and foster activities that focus on character traits of honesty, integrity, accountability, responsibility, self-discipline, work ethic,
- Respect for authority, patriotism and the respect for and value of each other.
- Adapt the educational processes to keep pace with our rapidly changing society.
- Promote the shared responsibility between parent and school to guide, nurture, and to be responsive to the needs of each student.
- Provide opportunities and encourage active participation by all patrons.

Reviewed: April, 2019

Reviewed & Revised: July, 2008

Adopted: April 24, 2000

Culdesac School's

Code of Ethics

507.1 - Personal Conduct

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

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

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

District Employees who are contacted by the media should direct such inquiries to either the individual in question or to the Superintendent or his/her designee.

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

Idaho Code 33-1208

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

Idaho Teachers Code of Ethics: The Ten Principles (Summary)

- **Principle I** - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes.
- **Principle II** - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom.
- **Principle III**- Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.
- **Principle IV** - Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice.
- **Principle V** - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.
- **Principle VI** - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.
- **Principle VII** - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.
- **Principle VIII**- Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.
- **Principle IX** - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code.
- **Principle X** - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles.

Social Media

823.0 Classified Employee use of Social Media Sites, Including Personal Sites

528.0 Certified Employee use of Social Media Sites, Including Personal Sites

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

Protect Confidential and Proprietary Information

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

Do Not Use the District's Name, Logos, or Images

Employees shall not use the District logos, images, iconography, etc. on personal social media sites. Nor shall employees use the District name to promote a product, cause, political party, or political candidate. Nor shall employees use personal images of students, names, or data relating to students, absent written authority of the parent of a minor or authority of an adult or emancipated student.

Respect District Time and Property

No Use of Social Media during Work Hours or on District Equipment
District computers and time on the job are reserved for District-related business. Employees shall not use District time or property on personal e-mail or social media sites.

On Personal Sites

If you identify yourself as a District employee online, it should be clear that the views expressed, posted, or published are personal views, not necessarily those of the District, 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 work with students, and thus undermine effectiveness. In this way, the effect of the expression and publication of such opinions could potentially lead to disciplinary action being

taken against the staff member, up to and including termination or nonrenewal of the contract of employment

Keep Personal and Professional Accounts Separate

Staff members who decide to engage in professional social media activities will maintain separate professional and personal email addresses. Staff members will not use their District email address for personal social media activities. Use of District email for this purpose is prohibited and will be considered a violation of District policy that may result in disciplinary action.

Contact with Students

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

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

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

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

Rules Concerning District-Sponsored Social Media Activity

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

following rules:

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

Legal Reference: Code of Ethics for Idaho Professional Educators

Adopted: June, 2017

Culdesac School’s

Faculty & Staff Dress Code

511.0 TEACHERS AND OTHER EMPLOYEES DRESS AND CONDUCT

The Culdesac School District No. 342 reserves the right to insist that the dress, grooming, and that conduct of teachers is within the limits of generally accepted good taste. All employees shall comply with conservative standards of dress, appearance, and conduct.

Teacher dress, personal appearance, and conduct are to be exemplary in character that does not tend to distract from the educational environment of the school or diminish instructional effectiveness or the disciplinary control of the teacher. A general guide would be to conservatively follow prevailing styles. However, teachers shall refrain from extremes or instances where a teacher may call attention to himself or herself by unusual or extreme dress, grooming, or behavior.

Immoral conduct on the part of any employee shall constitute grounds for immediate suspension. Any employee who commits or attempts to induce students or other to commit an act or acts of immoral conduct that in the immediate supervisor's judgment may be harmful to others or bring discredit to the district, shall be suspended and informed of his hearing rights. If it appears that the law may be violated, the district shall cooperate with law enforcement agencies.

Employees of School District No. 342, while performing a school responsibility, shall not in the presence of students indulge in smoking or the consumption of intoxicating beverages. They shall not be involved in drug abuse or drug trafficking. Violations of this policy by employees shall be grounds for immediate suspension and possible termination of employment. In such cases employees shall be informed of their hearing rights.

Reviewed & Adopted: July 9, 2008
Adopted: August 10, 1987

Culdesac School's

Non-School Employment Policy

507.2- Non-School Employment

Employees shall not engage in any other employment or in a private business during the hours necessary to fulfill those duties assigned by the School District.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

Administrative Policies

Rules and Regulations

All faculty members are expected to be familiar with District Policies, Rules, and Regulations and adhere to policies and procedures as applicable. A copy of the Board Policy manual is available on the staff share server. A copy of the Staff Handbook and Student Handbook should be available in every classroom. If you do not have access to one, they are available in the office.

Working Hours

Working hours for Culdesac teachers will be from 7:45 A.M. until 4:00 P.M. Teachers should be in their classrooms during these hours. Teachers should be punctual in arrival to work and to all classes. *(If teachers are going to be gone during those hours, please notify the office.)* Teachers have lunch from 12:01 P.M. until 12:30 P.M.

Teacher Absence

If you know you will be absent, please fill out the appropriate leave form. There is a form for personal/sick leave and a different form for professional leave. Indicate the reason for the absence, any preference for a substitute (may be considered), and where lesson plans/substitute instructions may be located. Please try to make all doctor/dentist appointments and other appointments on Fridays. Personal leave forms must be submitted a minimum of 5 days before being absent.

If a teacher is ill and cannot report to work, contact the office secretary prior to 6:00 A.M. or the previous evening. (Poppy Filipponi (208) 790-8408) If Poppy is not available then call the principal (Chase Woodford (208) 305-2560). Please make sure that you fill out a leave form as soon as you return to work.

All leave forms/requests are to be submitted to the principal (in-box).

Leaving the Room during Class Periods

It is understood that teachers are not to leave the room when the class is in session unless specifically called to the office, or unless they have notified the office where they are located. This is for the protection of the teacher and the students. This includes times that you have taken your class to the computer labs. The question of liability makes this a sobering thought. If a class is meeting in a location other than the regularly assigned room, PLEASE NOTIFY THE OFFICE AND LEAVE THE INFORMATION as to where the class may be located.

Textbooks

Textbook prices continue to inflate rapidly. The school has a very limited budget for the purchase of new texts or for replacement. It is mandatory that the following steps be taken to safeguard textbooks:

- The student's name and book number must be recorded when the text is issued. A copy of this list is to be kept by the teacher and another copy is to be submitted to the office.
- If a student does not return the textbook, he/she must pay for the book. If a text is lost during the semester, the student must pay for the book before another is issued.
- Extra textbooks should not be left on classroom shelves. Store them in a secure area. Malicious destruction of textbooks will not be tolerated.
- All books purchased by the school must be marked as property of Culdesac Schools before using them or issuing them to students.

Preparation Period

Teachers have been scheduled preparation periods. It is vital that preparation periods be used as such and not merely as a "free" period. Teachers are expected to work during this time in preparing for classes.

Lesson Plans

Lesson plans are a vital part of the instructional process and must be developed by each teacher. In case of teacher absence, it is essential that a lesson plan be available for the substitute to use. All lesson plans must include the Idaho Core Standard that is being taught. Lesson plans are to be submitted weekly to the principal. They are due on Monday morning at 7:45.

Seating Charts

Current seating charts must be maintained in the lesson plan book or grade book for each class. These should be made accessible for substitute teachers.

Staff Meetings

Staff meetings will be scheduled regularly on Fridays, and as needed other days. Attendance is required. As a member of the staff, it is your professional obligation

to attend. Information about staff meetings will be handed out at the beginning of the school year, as well as communicated through emails.

Grading

It is important that your grading system be fair, consistent, and a reflection of the state standards and benchmarks. It should align with the Idaho Core Standards.

Explain your grading system to your students at the beginning of the year and again when necessary. Put your grading system in writing and hand out to students at the beginning of the semester.

Be sure you have evidence for any grade that a student earns in any subject. Do not put a grade on a report card that you cannot justify or support with grades from your grade book or papers collected from each student. Each subject should have a minimum of two (2) grades per week. Powerschool must be used and all grades documented, including final grades. Grade books must be turned in to the office at the end of the year checkout.

Grading Scale

The following scale is used for grade-point average computation:

Grade	Description	Cutoff %	Grade Points
A	Superior	96-100	4.000
A-	Superior	90-95	3.667
B+	Good	87-89	3.333
B	Good	83-86	3.000
B-	Good	80-82	2.667
C+	Average	77-79	2.333
C	Average	73-76	2.000
C-	Average	70-72	1.667
D+	Poor	67-69	1.333
D	Poor	63-67	1.000
D-	Poor	60-62	0.667
F	Failing	0-59	0.000

*Passing (P) receives credit but does not count in computation of grade point averages.

All teachers must post their grades to Powerschool before leaving the building on Fridays (or on Thursdays if Friday is not a teacher contract day).

Scheduling of Events

All events to be placed on the school calendar will be approved by the Administration. No activities are to be scheduled during semester test week or on evenings reserved for regular school board meetings.

Student Assemblies

All assemblies will be approved by the Administration. Faculty members are expected to attend all assemblies and supervise students. Students must either attend assemblies or make arrangements with the Administration ahead of time.

Three bells indicates an assembly. When assemblies are confirmed by the Administration, the selected schedule will be announced or other specific times established.

Daily Bulletin

The daily bulletin will be read over the intercom system during the first three minutes of first period. Any bulletin items must be signed by the advisor and given to the ASB Advisor by 3:45 P.M. the previous day. Please keep all items brief, concise, and accurate. If special announcements are needed, they will be made the last three minutes of seventh period.

Extra Duty Assignments

Every teacher on staff will be assigned extra-duty responsibilities. These include lunch duty, club supervision, after-school events, school services, and other necessary activities. Each teacher must take full responsibility for the success of his/her individual assignment. Competent management in this regard will help ensure the activities are conducted in a productive, beneficial manner.

PERSONNEL503.1

Evaluation of Certificated Personnel

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development, in achieving District goals, and to assist with decisions regarding personnel actions. This policy applies to all certificated personnel, both pupil instructional personnel and non-instructional personnel. Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to extent possible and aligned to the pupil service staffs' applicable national standards.

Each certificated staff member shall receive at least one (1) written evaluation to be completed by no later than June 1st for each annual contract year of employment and shall use multiple measures that are research based and aligned to the Charlotte Danielson Framework for Teaching Second Edition. The evaluation of instructional personnel shall annually include a Focus Walk-through using the form approved by the school district and a documented observation, one of these will be completed prior to January 1st. Additional Focused Walk-throughs and formal observations may be completed by the principal as determined by the principal. In situations where certificated personnel are unavailable for a Focus Walk-through and/or a documented classroom observation, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Objectives

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by letting him or her know that the supervisor is interested in his or her job progress and personal development;
2. Serve as a systematic guide for supervisors in planning each employee's further training;
3. Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placements that will best utilize each employee's capabilities;
6. Provide an opportunity for each employee to discuss job problems and interests with his or her supervisor; and
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The Superintendent, or the Superintendent's designee, shall have the overall responsibility for the administration and monitoring of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper forms in a timely manner;
2. Ensuring completed forms are returned for filing by a specified date;
3. Reviewing forms for completeness;
4. Identifying discrepancies;
5. Ensuring proper safeguards and filing of completed forms;
6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the District's evaluation standards, forms, and process and a plan for collecting and using data gathered from evaluation forms.
7. Creating a plan for ongoing review of the District's Performance Evaluation Program that includes stakeholder input from teachers, Board members, administrators, parents and guardians, and other interested parties;
8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action; and
9. Creating an individualized evaluation rating system plan for how evaluations will be used to identify proficiency and record growth over time with a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; and proficient being equal to a rating of 3. A fourth rating of distinguished being equal to 4 may also be used.

The Immediate Supervisor (Evaluator) is the employee's "evaluator" and is responsible for:

1. Continuously observing and evaluating an employee's job performance including a Focus Walk-through and a documented observation annually for instructional personnel, one (1) of which shall be completed prior to January 1st of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance;
3. Completing Performance Evaluation Forms as required; and
4. Completing training on the District's Performance Evaluation Program.
5. Shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluation.

Written Evaluation

A written evaluation will be completed for each certificated employee. A copy will be given to the employee. The original will be retained by the Immediate Supervisor. The evaluation should be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the evaluator and the employee as to the job description and major performance objectives.

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

Evaluation Measures

Observations: Periodic classroom observations will be included in the evaluation process with a Focus Walk-through and a documented observation annually for certificated personnel, one (1) of which shall be completed prior to January 1st. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Professional Practice: A majority of the evaluation of instructional personnel will be comprised of Professional Practice based on the Charlotte Danielson Framework for Teaching Second Edition. The evaluation will include at least one (1) of the following as a measure to inform the Professional Practice portion: input received from parents or guardians, or input received from students, and/or portfolios. The District has chosen input received from students as its measure to inform the Professional Practice portion. The Board shall determine the manner and weight of parental input, student input, and/or portfolios on the evaluation.

Student Achievement: Instructional staff evaluation ratings must, in part, be based on measurable student achievement as defined in Section 33-1001, Idaho Code, applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or both years of data.

Charlotte Danielson Framework: The evaluation will be aligned with minimum State standards and based upon the Charlotte Danielson Framework for Teaching Second Edition and will include, at a minimum, the following general criteria upon which the Professional Practice portion will be based. Individual domain and component ratings must be determined based on a combination of professional

practice and student achievement as specified above.

1. Planning and Preparation
 - A. Demonstrating Knowledge of Content and Pedagogy;
 - B. Demonstrating Knowledge of Students;
 - C. Setting Instructional Outcomes;
 - D. Demonstrating Knowledge of Resources;
 - E. Designing Coherent Instruction; and
 - F. Designing Student Assessments.
2. Classroom Learning Environment
 - A. Creating an Environment of Respect and Rapport;
 - B. Establishing a Culture for Learning;
 - C. Managing Classroom Procedures;
 - D. Managing Student Behavior; and
 - E. Organizing Physical Space.
3. Instruction and Use of Assessment
 - A. Communicating with Students;
 - B. Using Questioning and Discussion Techniques;
 - C. Engaging Students in Learning;
 - D. Using Assessment in Instruction; and
 - E. Demonstrating Flexibility and Responsiveness.
4. Professional Responsibilities
 - A. Reflecting on Teaching;
 - B. Maintaining Accurate Records;
 - C. Communicating with Families;
 - D. Participating in a Professional Community;
 - E. Growing and Developing Professionally; and
 - F. Showing Professionalism.

Meeting with the Employee

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

supervisor.

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

1. Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.
2. Allow the employee to make any written comments he or she desires. Inform the employee that he or she may turn in a written rebuttal of any portion of the evaluation within seven (7) days and outline the process for rebuttal. Have the employee sign the evaluation form indicating that he or she has been given a copy and initial after supervisor's comments.

No earlier than seven (7) days following the meeting, if the supervisor has not received any written rebuttal, the supervisor will forward the original evaluation form in a sealed envelope, marked Personnel-Evaluation Form to the Superintendent, or the designee, for review. The supervisor will also retain a copy of the completed form.

Rebuttal/Appeal

Within seven (7) days from the date of the evaluation meeting with their supervisor the employee may file a written rebuttal of any portion of the evaluation. The written rebuttal shall state the specific content of the evaluation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

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

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

Action

Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew an individual's contract the District will comply with the requirements and procedures established by State law.

Probation

When a certificated employee's work is found to be basic or unsatisfactory a defined period of probation may be established by the Board. The certificated employee's immediate supervisor will recommend probation to the Board based on the components of the Teacher Evaluation Instrument; the Charlotte Danielson Framework for Teaching, Second Edition and the Student Achievement information provided by the IRI, ISAT and MAP tests.

This period of probation will be preceded by a written notice from the Board of Trustees with reasons for such probationary period and with provisions for adequate supervision and evaluation of the person's performance during the probationary period (Plan of Improvement). A defined period of probation will be established by the Board of Trustees, but in no case shall a probationary period be less than eight weeks. After the probationary period, action will be taken by the Board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status.

Plan of Improvement

The purpose of a Plan of Improvement is to define areas of concern, gaps in a certificated employee's work performance, reiterated Culdesac School District's expectations, and allow the certificated employee the opportunity to demonstrate improvement and commitment. The Plan of Improvement will list the areas of concern and the improvement goals.

The primary contact person for the certificated employee will be his/her assigned immediate supervisor. The certificated employee may request the Board assign a different administrator to be his/her primary contact person for the Plan of Improvement.

While on the Plan of Improvement the primary contact person and the certificated employee may determine a schedule for regular meetings and observations to provide feedback to the certificated employee during the probationary period. The primary contact person and the certificated employee may agree that peer observations, discussions with experienced teachers and other means of improvement for the certificated employee are appropriate.

Records

Permanent records of each certificated personnel's evaluation and any properly submitted rebuttal documentation will be maintained in the employee's personnel file. All evaluation records, including rebuttal documentation, will be kept confidential

within the parameters identified in state and federal law regarding the right to privacy.

Reporting

Any subsequent changes to the District's evaluation plan shall be resubmitted to the State Department of Education for approval. The District shall report the summative rankings, the number of components rated as unsatisfactory, whether a majority of the certificated personnel's students met their measurable student achievement or growth targets or student success indicators as well as what measures were used, and whether an individualized professional learning plan is in place for all certificated personnel evaluations, annually to the State Department of Education.

Legal Reference:

I.C. § 33-514 Issuance of Annual Contracts – Support Programs – Categories of Contracts – Optional Placement – Written Evaluation

I.C. § 33-515 Issuance of Renewable Contracts

I.C. § 33-518 Employee Personnel Files

I.C. § 33-101 Definitions

IDAPA 08.02.02.120 Local District Evaluation Policy

Adopted: July, 2014

Reviewed and Revised: June, 2015

Reviewed and Revised: November, 2017

Reviewed and Revised: December, 2018

Detention

A student earning a detention will be given a copy of the detention on a Behavior Form (found on the staff shared drive). The teacher assigning the detention will keep and input the information into Milepost (www.silverbacklearning.net) and keep a copy. It will be up to the student earning detention to make arrangements to serve their detention. At the time they serve the detention, the observing teacher will sign off and return to the teacher that issued.

Those teachers who assign detention for students are responsible for providing homework for the student to work on during detention. Computer activities are not allowed during detention, even if it is homework.

When assigning detention, teachers are required to call the parent and explain the reason for the detention. Give the student their copy before they leave class, and give a copy to the Administrative Assistant to mail home.

Students in Hallways

Students are not allowed in hallways or in classrooms other than the class they are assigned to during the class period. If a student comes to your room, but is not in that class, send them back to class IMMEDIATELY. If a student needs to speak to you, he/she needs to see you after school. If a student needs to leave class to use the restroom or go to another class, please make sure you give them a hall pass.

If you are sending a student to the Resource Room or to Title 1, and they are not scheduled to be there, call the room first to make sure it is okay to send that student there, and that a staff member will be there.

Hallway Monitoring

Students need to be monitored between classes. All secondary teachers are to step out into the hallway between classes to monitor students. All elementary teachers are to accompany their students when going to lunch, PE, computer lab, etc. Elementary teachers are to escort their class to the classroom after lunch.

Requisitions

Nothing can be purchased without filling out a requisition form. Please explain your need for the purchase and feel free to attach any documentation. All books and supplemental materials MUST be aligned to Idaho Core Standards. Requisition forms are to be submitted to the principal by putting it in his in-box.

Strict business procedures will be followed at all times when purchases are made for activity programs or clubs. If a club wishes to purchase materials it is to use the following procedure.

- The club and the advisor will approve the purchase (minutes of club meeting will be used to verify)
- A requisition will be obtained in the office and signed by the advisor.
- The requisition must be obtained prior to purchases.
- The requisition is presented to the business where the article is to be purchased.
- The bill or statement is directed to the club or office secretary for payment.
- The office secretary writes a check drawn upon the club's account.

All requisitions for purchases for classroom use must be approved by the

administration. Please explain reasons for requesting the items.

Building Keys

Keys for your room and the main door will be available from the Principal. You will be required to sign out keys. If you need access to other areas of the school and require other keys, please submit the request to the principal in writing. Under NO conditions are keys to be duplicated.

Telephone Calls

You must dial "8" to get an outside line. Please limit calls during teaching times. Make your phone calls during your preparation period. If you need to make a long distance call, you will need to do so in the office.

If you call a parent, leave your name! When parents return calls to the school, the Administrative Assistant needs to know which teacher they are calling. Do not be afraid to call a parent's cell phone. Sometimes that is the only way we can reach them.

Mailboxes

Messages and mail are placed in your box in the teacher workroom. Please empty the box daily, and check for messages before leaving the building at night. Please remember that the mailboxes are not storage depositories.

Fire Drills

Rules and regulations require that regular fire drills be held. The Principal is responsible to see that drills are properly conducted. Make certain that your classes know the fire drill route from your room. Fire drill route maps must be posted in your room. Copies are available in the office. Teachers are responsible to carry with them their Emergency Backpacks. Teachers need to make sure that backpacks have an updated roster with parent contact information. Areas of responsibility to check for students to be out of rooms will be assigned.

Printing/Copy Machine

A printer/copier is available in the teacher's workroom for teacher use. There is also a printer with scanner set up in the work room for your use during reparation time and other times outside of classroom time.

Other Emergency Drill or Events

In the case of other emergencies, such as bomb threats, all items in Board Policy must be followed.

Visitors

All visitors and speakers must report to the office, sign the visitor's log, and receive a visitor's pass. *People observed in the building without a visitor's pass should be directed to the office immediately.* Suspicious behavior should be reported to the office immediately.

Student Visitors

No visitors are allowed for students, and no student visitors are allowed to accompany students in classes.

Student Handbook

The students handbook is available on the school webpage under the "Student" tab. Please read it carefully and be familiar with all the policies and procedures.

The principal will schedule class time to cover information in the student handbook, the district student discipline policy, and other factors pertaining to our focus for the year. Students and parents will be asked to sign a letter acknowledging that they have read and understand the information in the handbook. This letter is in the back of the student handbook. This letter will be placed in the student's file in the office. Please return all letters to the office.

In addition to the procedures above, it is essential that the teachers use information in the Student Handbook to explain carefully to all students what is expected of them and what the general pattern of learning activities will be.

Class Parties

Any class parties (birthday or special occasion) should not occur before lunch.

Activities and clubs available to students of Culdesac School include the following (with advisor identified). New clubs may be added throughout the year.

Assignment:	Staff Member:
Athletic Director	Lindsey Felton
Junior High Boys/Girls Basketball	TBD
Honor Society Advisor	Caitlin Cicrich
Junior High Advisor	Anthony Smallen
Freshman Advisor	Jesse Roehl
Sophomore Advisor	Shelly Romine
Junior Advisor	Lindsey Felton
Senior Advisor	Caitlin Cicrich
Trapshooting Club Advisor	Henry Filipponi
FFA	Henry Filipponi / Elexus Moore
BPA	Kala Parker
ASB Advisor	Tammy Dudley
Twirling Advisor	Tammy Dudley
Yearbook Advisor	Kala Parker
Junior High Volleyball	TBD
Elementary Basketball	TBD
Tennis Coach	Caitlin Cicrich
Softball Head Coach	Jesse Roehl
Softball Assistant Coach	Staci Smith
Cross Country	TBD
Junior High Track	Elexus Moore
Newsletter	Shelly Romine

Evening Activities

Assignment:	Staff Member:
ASB Harvest Carnival	Tammy Dudley
Gear-Up Family Night	Lindsey Felton
Title I Math Night	Kelley Hewett
Title I Reading Night	Kelley Hewett
Christmas Concert	Elementary Staff
Night of the Arts/End of Year BBQ/ Athletic Banquet	Caitlin Cicrich / Lindsey Felton
Graduation	Caitlin Cicrich

During School Activities

Assignment:	Staff Member:
Geography Bee	Caitlin Cicrich
Science Fair	Elexus Moore
Student of the Month	Kala Parker
Wolfbucks Store	Tammy Dudley
Silverwood Trip	Tammy Dudley
Field Day	Lindsey Felton
Spelling Bee	Tammy Dudley
Read Across America	Carol Hunt
Red Ribbon Week	Kala Parker
Teacher/Staff Appreciation Week	PTSA
Homecoming	Tammy Dudley

School Events

Events for the school held after school hours are a great way to build school/family and school/community relationships. It is important for staff members to attend and participate in these events. Events include ASB Harvest Carnival and Auction, Gear-Up Family night, Title 1 Math and Reading Nights, Homecoming, Christmas Concert, Night of the Arts, End of the Year BBQ and Sports Awards, and Graduation. It is understood that not every staff member can attend every single event, but it is understood that staff members should attempt to attend as many events as reasonably possible. With this in understanding, the District feels that by attending and participating in these events, a staff member is qualified for leadership money for going "above and beyond their normal contracted duties outside contracted hours." In order to receive a leadership stipend, a staff member will need to attend a minimum of 4 events as assigned. To get credit for attendance, you must help set up and take down after the event. The event leader will document attendance for leadership stipend purposes.

BELL SCHEDULE

Time:	Activity:
7:45 AM - 7:55 AM	Teacher Conference & Prep Time
7:55 AM - 8:00AM	Warning/Tardy Bell
8:00AM -8:58AM	1 st Period
9:01AM - 9:59 AM	2 nd Period
10:02 AM - 11:00 AM	3 rd Period
11:03 AM - 12:01 PM	4 th Period
12:01PM - 12:30 PM	Lunch
12:30 PM - 1:28 PM	5 th Period
1:31PM - 2:29 PM	6 th Period
2:32 PM - 3:30 PM	7 th Period
3:30 PM - 4:00 PM	Teacher Conference & Prep Time

2021-2022

Room(s):	Subject(s):	Teacher:
Gym and Modular	Elementary PE/GEAR UP	Lindsey Felton
Counselor Office	Counseling	Kala Parker
Shop	Agriculture/Shop	Henry Filipponi / Elexus Moore
Room 1:	Teacher's Work Room	
Room 2:	Business	Kala Parker
Room 3:	Special Ed.	Sarah Granlund
Room 4:	Title 1	Kelley Hewett
Room 5:	Science	Elexus Moore
Room 6:	Social Studies	Caitlin Cierich
Room 7:	English	Shelly Romine
Room 8:	Speech	St. Joes
Room 9 and Gym:	Math/PE/Health	Jesse Roehl
Room 10:	Junior High Math/English/IDLA	Anthony Smallen
Room 11:	5 th /6 th Grade	Josh Richardson
Room 12:	1 st /2 nd Grade	Lacey Frei
Room 13:	3 rd /4 th Grade	Scotti Mullen
Room 14:	Kindergarten	Corrine Filon
Office:	IDLA / Dean of Students	Henry Filipponi

	Before School Playground Monitoring 7:45-8:00
Date:	Staff Member
Aug. 23-26	Woodford
Aug. 30 Sep 2	Filon
Sep 7-10	Hewett
Sep 13-16	Hunt
Sep 20-22	Mullen
Sep 27-30	Dudley
Oct. 4-7	Richardson
Oct. 11-14	S. Smith
Oct. 18-21	Moore
Oct. 25-28	Cicrich
Nov. 1-4	Romine
Nov. 8-11	Roehl
Nov. 15-18	Smallen
Nov. 29-Dec. 2	Felton
Dec. 6-9	H. Filipponi
Dec. 13-16	Parker
Jan. 3-6	Woodford
Jan. 10-13	Filon
Jan. 18-21	Hewett
Jan. 24-27	Hunt
Jan. 31-Feb. 3	Mullen
Feb. 7-10	Dudley
Feb. 14-17	Richardson
Feb. 22-25	S. Smith
Feb. 28-Mar 3	Moore
Mar. 7-10	Cicrich
Mar. 14-17	Romine
Mar. 21-24	Roehl
April 4-7	Smallen
April 11-14	Felton
April 18-21	H. Filipponi
April 25-28	Parker
May 2-5	Woodford
May 9-12	Filon
May 16-19	Hewett
May 23-26	Hunt
May 31-June 2	Mullen

Date:	<u>Secondary Lunch Duty</u> Staff Members:
Aug. 23-26	Moore & Roehl
Aug. 30 Sep 2	Romine & Cicrich
Sep 7-10	Smallen & Filipponi
Sep 13-16	Felton & Parker
Sep 20-22	Moore & Roehl
Sep 27-30	Romine & Cicrich
Oct. 4-7	Smallen & Filipponi
Oct. 11-14	Felton & Parker
Oct. 18-21	Moore & Roehl
Oct. 25-28	Romine & Cicrich
Nov. 1-4	Smallen & Filipponi
Nov. 8-11	Felton & Parker
Nov. 15-18	Moore & Roehl
Nov. 29-Dec. 2	Romine & Cicrich
Dec. 6-9	Smallen & Filipponi
Dec. 13-16	Felton & Parker
Jan. 3-6	Moore & Roehl
Jan. 10-13	Romine & Cicrich
Jan. 18-21	Smallen & Filipponi
Jan. 24-27	Felton & Parker
Jan. 31-Feb. 3	Moore & Roehl
Feb. 7-10	Romine & Cicrich
Feb. 14-17	Smallen & Filipponi
Feb. 22-25	Felton & Parker
Feb. 28-Mar 3	Moore & Roehl
Mar. 7-10	Romine & Cicrich
Mar. 14-17	Smallen & Filipponi
Mar. 21-24	Felton & Parker
April 4-7	Moore & Roehl
April 11-14	Romine & Cicrich
April 18-21	Smallen & Filipponi
April 25-28	Felton & Parker
May 2-5	Moore & Roehl
May 9-12	Romine & Cicrich
May 16-19	Smallen & Filipponi
May 23-26	Felton & Parker
May 31-June 2	Moore & Roehl

Homework Regulations

Homework is varied assignments, intended to be carried out during non-teaching hours. Homework is an important part of learning. The ultimate goal of homework is to enhance learning outside the classroom and beyond the school day.

Assigned homework should be directly related to the curriculum, clearly explained, and assessed. Homework should increase as the student progresses through school.

Teachers and parents/guardians share the responsibility for motivating and providing opportunities for homework. The student has the ultimate responsibility for the successful completion of homework.

The ultimate goal of homework is to enhance learning. To accomplish this goal, assignments typically address one or more of these purposes:

Develop regular study habits and teach responsibility.

Foster communication between the school and home.

Provide a different learning environment.

Provide information about lesson effectiveness, student knowledge, and student effort.

Provide independent practice and/or reinforcement skills.

Extend classroom learning.

Improve academic achievement.

Prepare the student for future lessons.

In the event that a parent/guardian is concerned about homework, the concern should be resolved by meeting with the teacher. If the matter is not resolved, the following conference steps should be followed:

Parent-teacher-building principal, and then

Parent-teacher-superintendent.

EXPANDED EDUCATIONAL SERVICES (EES)

STUDENTS WITH DISABILITIES

Under The Individuals with Disabilities Education Act (**IDEA**) and (**Section 504**) of the Rehabilitation Act of 1973, the Culdesac Joint School District is prohibited from discriminating against students on the basis of a disability. Culdesac provides a free and appropriate public education to each student within its jurisdiction regardless of the nature or severity of the disability. The school district ensures that students who need or are believed to need special education or related services will be identified, evaluated, and provided with appropriate educational services.

Section 504 also stipulates that students with disabilities have the right to participate in school sponsored extracurricular programs and activities to the maximum extent appropriate to their needs.

Under Section 504 and IDEA, students with disabilities have the right to be placed in the least restrictive educational environment. To the maximum extent appropriate for the needs of the student, Culdesac will educate students with disabilities within their regular school program.

Students with disabilities and their parents have a number of rights and protections. Questions or requests for assistance or information about services for students with diagnosed or suspected disabilities should be directed to the student's school principal, 843-5413, 600 Culdesac Avenue, Culdesac, ID 83524.

Programs and related services for students with disabilities are available for all eligible students. Compensatory (remedial) services are available in schools designated as target schools under federal guidelines. Teaching for homebound students, psychological testing, counseling, social work, and Indian education services are available.

Consult the school counselor for information about referrals, eligibility and service procedures for any of the above special services.



SCHOOL SONG

(Tune- Notre Dame Fight Song)

Cheer, Cheer for old Culdesac High,
Wake up the spirit, don't let it die,
Send a roaring cheer on high,
Shake down the thunder from the sky,
What though the odds be great or small,
Old Culdesac High will win over all
While her loyal sons are marching
Onward to victory. Rah! Rah! Rah!
(Repeat faster)

TRADITIONS

The Star Spangled Banner is played at the opening of each athletic event.

The flag is saluted before each assembly.

Everyone stands when the school song is played.

The seniors decorate for Graduation.

The juniors will clean up after Graduation.

The Wolf is the symbol and mascot of Culdesac High School.

Green and Gold are the school's colors.

The seniors change the **"YEAR ON THE HILL"** each year.