

DEFINITION OF TEACHER

The term “teacher” shall include any person regularly employed to instruct children, or to superintend or supervise such instruction or to serve as project director, resource specialist, curriculum specialist, census and attendance supervisor, provided such person shall have been properly certified as provided by law and school policy.

Assignment

Teachers shall be assigned by FSILC’s executive director within the scope of their certification , rules of FSILC and regulations of the State Department of Education. Teachers shall be assigned to a FSILC classroom housed at a member school district. FSILC teacher will follow the employment policies and practices of the schools to which they are assigned as well as FSILC policies and practices.

Certificates

Teacher’s certificates, or a statement certifying eligibility for a certificate from the State Department of Education, must be filed in the FSILC office before employment and not later than the beginning of in-service week. Accompanying the certificate shall be an official up-to-date transcript.

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS

Teachers are charged with the education of the youth of this state. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire for the respect and confidence of their colleagues, students, parents and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

PRINCIPLE I

Commitment to the Students

Oklahoma Administrative Code (OAC) 210:20-29-3 – Effective June 25, 1993

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning;
2. Shall not unreasonably deny the student access to varying points of view;
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress;
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety;
5. Shall not intentionally expose the student to embarrassment or disparagement;
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
 - A. Exclude any student from participation in any program;
 - B. Deny benefits to any students;

- C. Grant any advantage to any student.
- 7. Shall not use professional relationships with students for private advantage; and
- 8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

PRINCIPLE II

Commitment to the Profession

Oklahoma Administrative Code (OAC) 210:20-29-4 – Effective June 25, 1993

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the state and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages and exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

- 1. Shall not in an application for a professional position deliberately make a false statement, or fail to disclose a material fact related to competency and qualifications.
- 2. Shall not misrepresent his/her professional qualifications.
- 3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education or other relevant attribute.
- 4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- 5. Shall not assist an unqualified person in the unauthorized practice of the profession.
- 6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- 7. Shall not knowingly make false or malicious statements about a colleague.
- 8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

PRINCIPLE III

1. Subject to the provisions of the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:
 - A. Willful neglect of duty.
 - B. Repeated negligence in performance of duty.
 - C. Mental or physical abuse to a child.
 - D. Incompetency.
 - E. Instructional ineffectiveness.
 - F. Unsatisfactory teaching performance.
 - G. Commission of an act of moral turpitude.
 - H. Abandonment of contract.
2. Subject to the provisions of the Teacher Due Process Act, a probationary teacher may be dismissed or not reemployed for cause.
3. A teacher shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued, if during the term of employment the teacher is convicted in this state, the United States, or another state of:
 - A. Any sex offense subject to the Sex Offender Registration Act in this state or subject to another state's or the federal sex offender registration provisions; or
 - B. Any felony offense.
4. A teacher may be dismissed, refused employment, or not reemployed after a finding that such person engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties. As used in this subsection:
 - A. "Criminal sexual activity" means the commission of an act defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and
 - B. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity

As used in this section, "abandonment of contract" means the failure of a teacher to report at the beginning of the contract term or otherwise perform the duties of a contract of employment when the teacher has accepted other employment or is

performing work for another employer that prevents the teacher from fulfilling the obligations of the contract of employment.

CONTRACTS

All certified personnel are required to have an Oklahoma certificate or license valid for the school year and for the area in which they are assigned to teach on file in the business office of FSILC. Complete and up-to-date official transcripts and signed loyalty oaths are to be included in the file. In addition, all certified personnel shall comply with the rules and regulations of the United States Immigration Service by signing and filing in the business office of FSILC, those forms necessary to guarantee United States Citizenship. This is the responsibility of the teacher.

The State Board of Education shall accept teaching experience from out-of-state school districts that are accredited by the State Board of Education or appropriate state accrediting agency for FSILC. For the purpose of state salary increments and retirement, no teacher shall be granted credit for more than five (5) years active duty in the military service, or out-of-state teaching experience as a certified teacher or its equivalent. Nothing in this section shall prohibit board of education from crediting more years of experience on local salary schedules than those allowed for state purposes. The provisions of the above salary schedule shall not apply to teachers who have entered into postretirement employment with a public school in Oklahoma and are still receiving a monthly retirement benefit.

FSILC accepts five (5) years out-of-state experience as verified by the State Department of Education. Any out-of-state years of experience over five (5) years may, or may not, be accepted after negotiations with FSILC.

Whenever any person shall enter into a contract to teach in a FSILC member school district the contract shall be binding on the teacher and on the board until the teacher legally has been discharged from his/her teaching position or released by the board from his/her contract. Until such teacher has been thus discharged or released, he/she shall not have authority to enter into a contract with any other board or board in Oklahoma for the same period of time covered by his/her original contract.

If, prior to the first Monday in June, the board has not entered into a written contract with a regularly employed teacher or notified him/her in writing by registered or certified mail that a recommendation has been made not to re-employ the teacher for the ensuing fiscal year, and if, by fifteen days after the first Monday in June, such teacher has not notified the board in writing by registered or certified mail that he/she does not desire to be re-employed by FSILC for the ensuing year, such teacher shall be considered as employed on a continuing contract basis and on the same salary schedule used for other teachers in FSILC for the ensuing fiscal year, and such employment and continuing contract shall be binding on the teacher and on FSILC. Provided that FSILC or member school district or any member of the board of FSILC shall not be liable for the payment of compensation to a teacher under the provisions of the teacher's contract for the ensuing year if it becomes necessary to close

FSILC because of insufficient membership or by dispensing with FSILC according to law, provided such cause is known or action is taken prior to July 1 of the ensuing year.

Legal reference: OKLA. STAT. tit. 70, § 6-101

RESIGNATION OF CERTIFIED PERSONNEL

Resignations must be dated and submitted in writing to the executive director stating the effective date of resignation. Equivocal resignations will not be accepted. A resignation to be effective at the conclusion of a school year must be received prior to fifteen (15) days after the first Monday in June. A resignation to be effective at any other time or to be effective at the conclusion of the school year but received after that date does not sever the employment relationship for the subsequent school year unless and until approved by the board.

Resignations offered during the course of the school year will not be accepted unless the executive director determines that arrangements can be made to avoid a detrimental impact on efficient operation of the FSLIC and the board concurs.

A resignation may not be withdrawn after it has been accepted by the executive director and will be considered irrevocable from that date.

Upon receipt of a written resignation from a certified employee the executive director shall:

1. Make a record of the date upon which the written resignation was submitted either by reference to a certified mail receipt or by writing on the face of the resignation the date of receipt and his/her initials.
2. If the written resignation is to be effective at the conclusion of the current school year and it is received prior to fifteen (15) days after the first Monday in June, notify the employee resignation will be accepted.
3. If the written resignation is to be effective at any time other than the conclusion of the current school year or to be effective at the end of the school year but is not received until after fifteen (15) days in June, notify the employee that his/her resignation will be considered by the board.
4. Place upon the agenda of the next board meeting an agenda item for consideration and action on the resignation received.

The board may accept or decline to accept the resignation of a certified employee. The board authorizes the executive director to accept any resignation of those employees submitting resignations prior to fifteen (15) days after the first Monday in June to be effective at the conclusion of the then current school year.

Payment of final compensation shall be processed and disbursed at the scheduled times.

**FIVE STAR INTERLOCAL COOPERATIVE
BOARD OF DIRECTORS POLICY**

Section V – Personnel (Certified)

Adopted: September 9, 2003

Revised: March 7, 2012

Revised: February 6, 2013

REDUCTION IN FORCE

1. General Matters

- A. Reasons for a Reduction in Force. A teacher may be dismissed or nonreemployed when the board decides that due to (i) a financial exigency or (ii) a program change for institutional reasons or (iii) a decline in enrollment or (iv) other business necessity as determined by the board, a reduction in teaching staff is necessary.
- B. Definitions. For the purpose of this policy, the following terms have the stated meanings:
1. "Financial exigency" means a reduction in FSILC's financial resources resulting from declining enrollment or any other action or event that in the sole judgment of the board will result in a reduction in FSILC's current or future operating budget.
 2. "Program change" means any elimination, curtailment or reorganization of a curriculum offering, program or school operation or a reorganization or closing of a school or consolidation of two or more individual schools or districts that is unrelated to financial exigency.
 3. "Declining enrollment" means a decrease in FSILC's total enrollment or enrollment in a particular program or curriculum offering which in the sole judgment of the board may adversely affect FSILC's current or future allocation of funds and/or the necessity of maintaining certain current or future class sections or curriculum offerings.
- C. Criteria for Eliminating Positions. The primary criterion in effectuating any reduction in force shall be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of FSILC. In evaluating its program, the director and the board will consider the elimination of teaching positions, not the teachers occupying those positions. In deciding which positions to eliminate, the director and the board will consider the curriculum, the needs of students and those extra duty assignments that require special skill or expertise.

- D. Priority. In determining which teacher(s) will be dismissed or nonreemployed when one or more of a number of identical positions is eliminated, the following criteria, **in this order**, shall govern:
1. FSILC will dismiss or nonreemploy the teacher(s) who has the lowest composite rating under FSILC's Teacher and Leader Effectiveness Evaluation System (TLE) in the position being eliminated. Ratings will be calculated by averaging the past three (3) years' ratings (or fewer if 3 years are not available) and will be measured to the nearest hundredth of a decimal point.
 2. If the teachers are equal under the above criteria, then the teacher(s) who has the most seniority in FSILC will be retained.
 3. If the teachers are equal under the above criteria, then FSILC will retain the teacher(s) who currently holds a contracted extra duty assignment, IF, after the reduction in force, that teacher will continue to be assigned such extra duty assignment.
 4. If no contracted extra duty assignment exists, FSILC will retain the teacher who meets any federal requirements, such as "highly qualified" under No Child Left Behind, for the courses assigned to that teacher.
 5. If the teachers are equal under the above criteria, FSILC will retain the teacher with the most advanced academic degree status.
 6. If degree status is equal, FSILC will retain the teacher having the most versatile certificate in order to enable FSILC to have flexibility in planning future curriculum.
 7. If versatility of certificates is equal, FSILC will retain the teacher chosen by lot through a process determined by the Director or the Director's designee.
- E. Bumping. If a teacher's position is eliminated and the teacher scheduled to be dismissed or nonreemployed (after going through the criteria in section "D" above) has a composite TLE score of effective, as defined by the district's TLE model, then in the administration's sole discretion, that teacher may be placed in another position for which the teacher is certified to teach, if the other position is currently held by a teacher who has a composite TLE score that is below effective. Under those circumstances, the teacher with the TLE composite below effective will be dismissed or nonreemployed. If two (2) or more teachers in a specific position have the same composite scores, then the process of section (D) will be used to determine who is dismissed or nonreemployed.
- F. Adult Education Teachers. The dismissal and nonreemployment provisions of the Teacher Due Process Act of 1990 do not apply to adult education teachers. Accordingly, adult education teachers are not covered by the protections of

this policy and, unless otherwise required by law, are subject to a reduction in force without notice and without compliance with this policy.

2. Procedures

- A. Action by Director. The director, upon receipt of the board's preliminary determination of the necessity for a reduction in force, or upon the director's own volition, shall submit to the board the director's written recommendations for terminating particular teaching positions. In making recommendations, the director (i) shall not be limited to considering only positions in the areas or programs designated by the board and (ii) shall consult with each principal or other administrator in whose school or unit a position elimination/termination is proposed and (iii) shall take into consideration the criteria set out herein.
- B. Action by Board. In the absence of a recommendation from the director pursuant to this section, or when the board chooses not to accept the director's recommendation, the board may initiate action without such recommendation provided that it adheres to the other provisions of this policy.
- C. Notice and Hearing Procedures. Prior to taking any action to nonreemploy or dismiss a teacher due to a reduction in force, whether acting on a recommendation of the director or on its own volition, the board shall provide notice and an opportunity for hearing to the affected teacher; provided, however, because the law does not provide nonrenewal hearings for teachers on temporary contracts, no hearing opportunity shall be afforded any teacher on a temporary contract with notice of the expiration of the temporary teacher's contract at the end of the school year being provided to the temporary teacher. The notice and board hearing procedures shall be the same as those provided by Oklahoma law and board policy regarding dismissal and nonreemployment of teachers for cause. Notice of a recommendation of nonreemployment shall be given to the teacher prior to the 1st Monday in June.
- D. Hearing. At the hearing, evidence may be presented by the administration and the teacher, as to (i) whether a reduction in force is reasonably necessary and is being made in good faith and for the best interests of FSILC and (ii) whether the recommendation to not renew or dismiss the specific teacher is being made in good faith and pursuant to the process set out herein.
- E. Effect of Board Decision. The decision of the board based on the evidence presented at the hearing shall be final and unappealable.

3. Reemployment or Other Employment After Reduction in Force

- A. Recall. The recall provisions in this process will only apply and be available to a teacher who had a composite TLE score of at least effective at the time of his/her nonreemployment or dismissal. For one school year after the effective date of nonreemployment or dismissal due to a reduction in force,

the board shall not fill the specific position previously held by a teacher who was nonreemployed or dismissed due to a reduction in force without first offering such position to the nonreemployed or dismissed teacher. If more than one nonreemployed or dismissed teacher is both certified and qualified for a position which the teachers previously held with FSILC and which becomes available, the board, after receiving the director's advice, shall select the teacher it believes will best fill the position. Nothing in this policy shall give to any nonreemployed or dismissed teacher priority rights to fill a vacancy which becomes available and for which they are certified and qualified unless such position is identical to the position which they previously held with FSILC.

- B. Recall Procedures. The offer of reemployment shall be made personally or by certified mail, return receipt requested, and the teacher shall be notified that if he/she wishes to accept, he/she must do so in writing within five (5) calendar days of receipt of notice or within ten (10) calendar days of the postmark on the envelope in which the offer is mailed, whichever is shorter. Failure to receive timely acceptance of the offer of reemployment eliminates all reemployment rights of the teacher.
- C. Status After Recall. A career teacher who has been nonreemployed or dismissed and who is then reemployed within one school year shall be reinstated as a career teacher. A probationary teacher who is non-reemployed or dismissed but is then reemployed within one school year shall be given credit for the time already served as a probationary teacher for the purpose of determining eligibility for career teacher status.

4. Interpretation and Application

The interpretation and application of any provision of this policy shall be the exclusive province of the board.

**FIVE STAR INTERLOCAL COOPERATIVE
BOARD OF DIRECTORS POLICY**

Section V – Personnel (Certified)

Adopted: September 9, 2003

Revised: March 7, 2012

**SUSPENSION, DISMISSAL AND NON-REEMPLOYMENT
CERTIFIED STAFF**

Suspension, dismissal, and nonrenewal of teachers shall be as provided by law and in accordance with applicable regulations of the OSDE.

**FIVE STAR INTERLOCAL COOPERATIVE
BOARD OF DIRECTORS POLICY**

Section V – Personnel (Certified)

Adopted: September 9, 2003

Revised: February 6, 2013

Revised: November 6, 2013

EVALUATION OF PROFESSIONAL STAFF

Evaluation of professional staff is a continuous process; however, formal evaluation will be administered according to the following schedule:

- Teachers who have been rated “superior” or “highly effective” under their assigned school site’s TLE system and who have completed a minimum of three (3) consecutive school years with FSILC may be evaluated every other school year, at the discretion of the director and assigned principal, if such practice is permitted by the assigned school sites TLE model. For any school year in which a teacher evaluation will not be conducted, the director will notify any affected teacher, in writing, that no annual evaluation will be conducted for the teacher that year. A copy of the notice will be included in the employee’s personnel file.
- Teachers with three (3) or more consecutive complete school years of service with FSILC and who have not been rated “superior” or “highly effective” under their assigned school site’s TLE system shall be evaluated at least once each school year.
- Teachers with less than three (3) consecutive complete school years of service with FSILC will be evaluated at least once per school year and in accordance with their assigned school sites TLE model. At a minimum, these teachers will receive formative feedback at least twice per school year, once during the fall semester and once during the spring semester of each school year.

The director shall be evaluated by the board of education annually pursuant to FSILC’s policy governing the evaluation of the director.

Nothing in this policy shall prevent a formal written evaluation of any professional employee on occasions more often than set forth herein.

All evaluations shall be in writing and the evaluation documents and responses thereto will be maintained in the employee’s personnel file.

This policy and the evaluation form utilized to effectuate this policy shall promptly be made available to all persons subject to this policy.

EVALUATION AND OTHER ACADEMIC MEASURES

All FSILC teachers will be evaluated in accordance with the TLE system in place at the employee's assigned school site. For the Other Academic Measures portion of the employee's evaluation, FSILC employees will follow all provisions as established by the assigned school site.

RESIDENT TEACHERS AND RESIDENT COMMITTEES

The Oklahoma Teacher Preparation Act provides for the certification of teachers by the State Board of Education. Pursuant to the Oklahoma Teacher Preparation Act, FSILC shall work with the school district to ensure appointment of a residency committee for each resident teacher.

A resident teacher is a licensed teacher who is employed by FSILC to serve as a teacher under the guidance and assistance of a mentor teacher and residency committee. A resident teacher must have a degree in education from an accredited institution of higher education and must have successfully completed the competency examinations in the areas in which he or she seeks certification.

The residency committee shall consist of a mentor teacher, the principal or assistant principal or an administrator designated by the board, and a teacher educator from an institute of higher education. One or both of the mentor teacher and teacher educator must have expertise and experience in the teaching field of the resident teacher.

Mentor Teacher Qualifications and Selection

1. A mentor teacher is a teacher holding a standard certificate who is employed by FSILC to serve as a teacher and who has been appointed to provide guidance and assistance to a resident teacher.
2. A mentor teacher must have a minimum of two years classroom experience as a certified teacher.
3. A mentor teacher is selected by the building principal from a list of qualified teacher volunteers. The principal shall, after compiling the list, provide an opportunity for input from the bargaining unit (where one exists in accordance with the School Employees Negotiations Act). Membership in a professional teacher organization shall not be considered as a factor in selecting a mentor teacher.
4. No teacher may serve as a mentor teacher for more than one resident teacher at a time.
5. When possible, a mentor teacher shall have successfully completed a mentor teacher professional development institute and be assigned to the same school site and have similar certification as the resident teacher.

FSILC shall work cooperatively with member schools and affected school sites to assure a full and responsive mentor process.

Residency Committee Duties

1. The residency committee shall meet with the resident teacher, work with the resident teacher to assist in classroom management and professional development, provide for parental input as a criteria for evaluating the resident teacher, and make a recommendation to the State Board of Education. The recommendation, after one year, shall be that the resident teacher either be certified or complete another year as a resident teacher, and (after two years) that the resident teacher either be certified or not.
2. If the residency committee recommends a second year in the residency program, the committee shall, at the resident teacher's request, provide the resident teacher with a list of reasons for the recommendation. The resident teacher is not required to be under the supervision of the same residency committee during the second year in the residency program.
3. If the residency committee recommends certification, the committee shall also recommend a professional development program for the resident teacher. The program shall be designed to strengthen the resident teacher's teaching skills in any area identified by the committee.

All resident years shall count toward salary, fringe benefit adjustments, career status, and retirement.

Reference: 70 O.S. §§ 6-182, 6-195.

STAFF DEVELOPMENT

At the beginning of the contract year, each teacher will be advised of the Staff Development Plan for FSILC. During in-service, a member of the staff will discuss information from the plan relevant to the current year.

According to Oklahoma Teacher Certification Standards, teachers who have fewer than three (3) years of school experience may substitute college coursework and/or professional development points (one college hour is equivalent to 15 pts.). Failure to meet staff development requirements may result in the dismissal or non-renewal of the teacher.

All certified personnel employed by FSILC will be required to attend certain training sessions or other activities at least fifteen (15) hours per year deemed appropriate by FSILC administration, board or the law. These may include bus driver training, hazardous chemicals, safety, or instructional related topics. It is the responsibility of FSILC personnel to turn in professional development points to the FSILC business office at the completion of each training/workshop.

Certified personnel assigned to member schools are responsible for timely notifying building principals or their designees of staff development scheduled or required by FSILC. Any conflict related to staff development should be promptly reported to the executive director.

SUBSTITUTE TEACHERS

When a teacher is absent from his/her assigned duties, a qualified substitute shall be placed in the classroom, if necessary.

Both non-certified and certified substitutes shall receive a salary based upon the substitute salary approved by the local board at the respective FSILC's site. FSILC will pay the substitute directly.

Non-certified substitute teachers shall not be employed in excess of seventy (70) school days during a school year; or one hundred (100) school days during the school year if the substitute teacher holds a lapsed or expired certificate or has a bachelors level college degree; or no limit of school days during the school year if the substitute teacher holds a valid certificate. Except as provided in this section, a substitute teacher may not be employed for the same assignment for more than twenty (20) school days during a school year unless the substitute teacher holds a valid certificate. Substitute teachers who do not hold a valid certificate and who are employed to teach special education for students with physical disabilities or students with mental retardation shall not be subject to the restrictions on total time a substitute teacher may be employed or the restrictions on time in the same assignment if no certified teachers are available to teach such students and the students would be denied instruction in special education if the substitute teacher were not employed. Availability of certified teachers shall be determined after the school has consulted the State Board of Education and any other resources for filling the vacant position with a certified teacher. Payments of salary to a substitute shall have no effect on the amount of salary to which the absent regular teacher is entitled under the applicable leave plan.

Legal reference: OKLA. STAT. tit. 70, § 6-105

EMPLOYMENT OF THE COORDINATOR/CONSULTANT

The coordinator/consultant shall be a certified teacher employed to serve as an itinerant or consultant teacher to member FSILCs and their students.

Assignment

Coordinators shall be assigned by the executive director within the scope of their certification and the rules and FSILC regulations of the State Department of Education.

Certificates

Teacher's certificates, or a statement certifying eligibility for a certificate from the State Department of Education, must be filed in the FSILC office before employment and not later than the beginning of in-service week. Accompanying the certificate shall be an official up-to-date transcript.

**COORDINATOR/CONSULTANT
DUE PROCESS**

Whenever the board of directors shall determine that the dismissal or non-reemployment of a full time certified coordinator/consultant from his/her administrative position within FSILC should be effected, the coordinator/consultant shall be entitled to the following due process procedures:

1. A statement shall be submitted to the coordinator/consultant in writing prior to the dismissal or (non-reemployment) which states the proposed action, lists the reasons for effecting the action, and notifies the coordinator/consultant of his/her right to a hearing before the board prior to the action; and
2. A hearing before the board will be granted upon the request of such coordinator/consultant prior to the dismissal or (non-reemployment). A request for a hearing shall be submitted to the board not later than ten (10) days after the coordinator/consultant has been notified of the proposed action.

Failure of the coordinator/consultant to request a hearing before the board within ten (10) days after receiving the written statement shall constitute a waiver of the right to a hearing. No decision of the board concerning the dismissal or non-reemployment of a full-time certified coordinator/consultant shall be effective until the coordinator/consultant has been afforded due process as specified in this policy. The decision of the board concerning the dismissal or non-reemployment, following the hearing, shall be final.

REPORTING STUDENT SUBSTANCE ABUSE

The board recognizes the complexity of problems which may be associated with student substance abuse. The concern is for the well-being and best interests of students at all times. Therefore, the following procedure will be utilized by teachers in reporting students who appear to be under the influence, as defined by law, of: low-point beer, alcoholic beverages, or controlled dangerous substances.

When it appears to a teacher that a student may be under the influence of low-point beer, alcoholic beverages, or controlled dangerous substances (drugs), the teacher will report the matter in writing to the principal of the individual site and the executive director. Whenever possible, the teacher should attempt to obtain a corroborative observation from another teacher or administrator.

The report of the teacher will state the date, time, and place of the incident. It will also describe the actions of the student or other circumstances from which the teacher concluded that the student appeared to be under the influence of low-point beer, alcoholic beverages, or controlled dangerous substances.

The site administrator or his/her designee will also immediately notify the student's parent or legal guardian of the report. The notification to the student's parent or legal guardian may be verbal, but will be promptly confirmed in writing.

A copy of this policy will be delivered to each teacher and filed with the State Superintendent of Public Instruction within ninety (90) days of its adoption by the board.

CLASSROOM EXPECTATIONS—MANAGEMENT

Curriculum Requirements

All FSILC must develop a high quality, educationally sound curriculum that concentrates on the basic fundamentals of learning. These fundamentals should include high expectations of learners to do all of the work assigned, using correct, standard English and both oral and written expression of creative thought.

Vocabulary studies, book reports, research skills, themes, and lab studies are expected of all students. The library should be an integral part of the process offering opportunities to study and research topics relative to study.

Teachers should develop sound evaluation techniques to insure mastery of skills and steady student progress.

Create Excitement

If the instructor is excited about his/her task, there is a better chance the student will be motivated. Use imagination in the presentation of lessons.

Criticism

Guard remarks of students and fellow workers. Criticism of one another is demoralizing whether an adult or a child.

Sarcasm/Ridicule

Certain forms of teasing may be healthy in student/teacher relationship. Most are not. Avoid sarcastic, dehumanizing remarks. Treat students as you would want to be treated.

Discipline

Teachers are expected to conduct their classes in a highly professional, disciplined atmosphere that is conducive to learning. Teachers should develop discipline strategies consistent with their teaching styles, and outlined by their school site's policy.

Student Records

Student records shall be maintained and presented to the Project Director at the close of the school year.

Parent/Teacher Relations

The board strongly urges teachers to communicate regularly with parents about the progress of their children. All FSILC teachers are expected to follow member FSILC's policy concerning parent contracts and conferences, and are to participate in formal conferences scheduled each school year.

JOB DESCRIPTIONS: TEACHER

- Qualifications: Appropriate certification/degree for grade or subject assignment.
- Reports to: FSILC executive director and assigned school principal.
- Goal: To lead students to fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.
- Employment: 10 months. Salary and work year according to assigned school's current schedule.
- Evaluation: Annually in accordance with evaluation policy.
- Policies: Follows all FSILC policies and assigned school site policies.

Performance Responsibilities:

1. Meets and instructs assigned classes as designated.
2. Develops and maintains classroom environment conducive to learning.
3. Prepares for classes and provides written evidence of preparation.
4. Encourages students to maintain acceptable standards of behavior.
5. Employs a variety of instructional techniques, instructional media, and creative exercises to meet needs and interests of individuals and groups involved.
6. Implements through instruction the philosophy, goals, and objectives of FSILC and the grant guidelines, if applicable.
7. Takes care of students, materials, equipment, and facilities.
8. Regularly evaluates student progress.
9. Maintains accurate, complete records.
10. Assists in enforcement of rules and policy.

11. Makes provisions to be available to students and parents outside the school day when required or requested to do so on reasonable terms.
12. Attends faculty meetings.
13. Assists other staff in planning educational goals.
14. Assists in selection of books and materials.
15. Accepts responsibility for activity supervision.
16. Maintains open communication with parents and teachers.
17. Maintains cooperative relations with others.
18. Accepts responsibility for professional growth and staying current in trends in the discipline.
19. Collect and maintain evaluation data.
20. Perform other duties as assigned by the site principal/project director/FSILC executive director.

JOB DESCRIPTIONS: COUNSELOR

- Qualifications: Appropriate certification/degree for assignment.
- Reports to: FSILC executive director and assigned school principal.
- Goal: To lead students to fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.
- Employment: 10 months. Salary and work year according to assigned school's current schedule.
- Evaluation: Annually in accordance with evaluation policy.
- Policies: Follows all FSILC policies and assigned school site policies.

Performance Responsibilities:

1. Provide psychotherapeutic counseling to students in all FSILC emotionally disturbed classrooms.
2. Provide psychotherapeutic counseling to any student in crisis.
3. Assist coordinators in implementing behavior interventions using a variety of programs.
4. Develop behavior contracts between schools and students with emotional/behavioral disturbances.
5. Maintain appropriate records and documentation for Medicaid billing purposes.
6. Coordinate all CPR classes offered by FSILC.
7. Assists executive director and coordinators in disseminating information through workshops and in-services.
8. Attends IEP meetings for students with emotional/behavioral concerns.
9. Coordinates CAPE (Creating a Positive Environment) classes offered by FSILC.

**JOB DESCRIPTION
COORDINATOR/CONSULTANT**

- Qualifications:** Appropriate certification/degree for grade or subject assignment
Three years experience as a successful classroom teacher
Two years experience in public school supervision
- Reports to:** FSILC executive director and assigned school principal.
- Goal:** To lead students to fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.
- Employment:** 10 months. Salary and work year according to assigned school's current schedule.
- Evaluation:** Annually in accordance with evaluation policy.
- Policies:** Follows all FSILC policies and assigned school site policies.

Performance Responsibilities:

1. Supervising teacher for Co-op classrooms, including implementing new programs or teaching techniques, assessing the program for improvements, provide resource materials and ideas as needed, help in assuring confidential files are up-to-date and in order.
2. Follow referral progression, including home visits, testing, referral to other agencies, and following due process procedures for IEP's. Status of cases will be reported to the Director.
3. Serve as certified teacher for home based or mainstreamed IEP's, with a total maximum caseload of 40.
4. Serves as liaison for all ED referrals for psychological evaluations.
5. Assists schools in writing Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs)
6. Assists schools in implementing behavior plans
7. Serves as Co-op contact person for member school districts.