



Employee Handbook

2025-2026

Last updated on September 16, 2025

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PUBLIC CHARTER SCHOOLS

WHAT ARE PUBLIC CHARTER SCHOOLS?

Charter schools are unique public schools that are allowed the freedom to be more innovative while being held accountable for advancing student achievement. Because they are public schools, they:

- Are open to all children;
- Do not charge tuition; and
- Do not have special entrance requirements.

Charter schools were created to help improve our nation’s public school system and offer parents another public-school option to better meet their child’s specific needs. The core of the charter school model is the belief that public schools should be held accountable for student learning. In exchange for this accountability, school leaders should be given autonomy to do whatever it takes to help students achieve and should share what works with the broader public school system so that all students benefit.

In the early 1990s, a small group of educators and policymakers came together to develop the charter school model. Minnesota’s legislature passed the first charter law in 1991, and the first charter school opened in 1992. The first charter school passed in Georgia in 1998, and the first start-up charter school opened in 2001 in Savannah.

WHY CHARTER SCHOOLS?

Every child deserves a chance to succeed in college, careers, and life; this starts with a great education. All children should have the opportunity to achieve at a high level, and public charter schools are meeting that need:

- Charter schools are some of the top-performing schools in the country.
- Charter schools are closing the achievement gap. They are raising the bar of what’s possible—and what should be expected—in public education.
- A higher percentage of charter students are accepted into a college or university.

HOW DO CHARTER SCHOOLS WORK?

Charter schools foster a partnership between parents, advisors, and students. They create an environment in which parents can be more involved, advisors are allowed to innovate, and students are provided with the structure they need to learn. Some specific examples of how charter schools are working to improve student achievement include:

- **Adjusting curriculum to meet student needs.** A charter school can break up the day to provide students with more time on the core subjects they need most. Charter school advisors have a say in the curriculum they teach and can change materials to meet students' needs.
- **Creating a unique school culture.** Charter schools build upon the core academic subjects by creating a school culture or adopting a theme. For example, charter schools may focus on Science Technology Engineering or Math (STEM) education, performing arts, project-based learning, college preparation, career readiness, language immersion, civic engagement, classical education, global awareness, or meeting the needs of autistic students — just to name a few.
- **Developing next generation learning models.** Charter schools are rethinking the meaning of the word "classroom." In Hawaii, students learn biology with the sky as their ceiling and the ocean as the classroom. Online schools, which don't have a physical building, use technology to change the dynamics of the classroom. Other schools combine online classroom time with classroom time in a physical school building. In either case, students can learn from experts located anywhere in the world. Excellent charter school networks like KIPP and Uncommon Schools are codifying how to create an excellent advisor.

WHAT MAKES FURLOW CHARTER SCHOOL DIFFERENT?

Furlow is authorized by Georgia's State Charter Schools Commission (SCSC), though we have our own Governing Board. In exchange for a broad flexibility waiver, the school promises to close the achievement gap for our students and is obligated to make efforts to exceed other comparable public schools.

The contract between the State Charter Schools Commission and Furlow Charter School outlines the following goals/expectations:

- In each year of the five-year charter, FCS shall meet the standards of the SCSC's performance framework, which includes the areas of academics, finances, and operations.
- FCS will seek grades 8-12 accreditation within the first 3 years of the SCSC charter and retain accreditation thereafter.
- FCS will increase access to educationally disadvantaged students, facilitated in part by the implementation of a weighted lottery.
- The Charter School shall promote a positive school experience that engages students, parents and advisors.

Furlow has committed to the following innovations:

- Project-based learning
- Looping
- Service Learning
- Small School Size

GENERAL INFORMATION

MISSION STATEMENT

The mission of Furlow Charter School is to offer a different approach to public education by encouraging critical thinking and multi-disciplinary learning through an active and engaging education. Furlow Charter School is committed to fostering cultural awareness, social responsibility, and academic excellence through family and community involvement in the development of life-long learners.

GOVERNING BOARD MEETINGS

The Board of Furlow Charter School holds its regular monthly meetings at 6:00 p.m. on the third Tuesday of each

month, unless otherwise noted. Board meetings are open to employees and the public. Agendas will be posted in the foyer on the bulletin board for Governing Board business, as well as on the school's website. Contact information for the Governing Board may be found on the website: www.furlowcharter.org.

NON-DISCRIMINATION POLICY

Furlow Charter School does not discriminate in any educational, employment or other activity under its jurisdiction on the basis of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age (40 and older), disability and genetic information (including family medical history), or any other characteristic protected under applicable federal, state, or local law, and will honor all appropriate laws and regulations relating to discrimination. Harassment or discrimination on any grounds will not be tolerated at Furlow. (<https://www.eeoc.gov/employers/smallbusiness/3-who-protected-employment-discrimination>)

TITLE IX SEXUAL HARASSMENT POLICY

PURPOSE

Title IX of the Education Amendments of 1972 ("Title IX") prohibits sex discrimination in educational programs or activities receiving Federal financial assistance. This policy and the administrative procedures that implement it have been adopted in accordance with the new federal Title IX regulations, which are currently in effect as of August 14, 2020.¹

Furlow Charter School ("School") does not discriminate and does not permit the discrimination on the basis of sex in its educational programs or activities that it operates.

The purpose of this policy and the administrative procedures that implement it is to secure prompt and equitable resolutions of complaints based on sex discrimination, including complaints of sexual harassment, in violation of Title IX of the Education Amendments of 1972, and violation of School policies that prohibit this type of discrimination. This policy and administrative procedures only apply to complaints alleging discrimination on the basis of sex as prohibited by Title IX as defined herein. This policy and the administrative procedures shall be available in the School administrative office, posted on the School website, and included in student and employee handbooks. Annually, the School will provide notice of its grievance procedures and grievance process, to applicants for admission and employment; students; parents or legal guardians of students; employees, and all unions or professional organizations with whom it holds collective bargaining or professional agreements. This notice shall include, at a minimum, the name and contact information for the School's Title IX Coordinator, and information on how to report or file a complaint of sexual discrimination or sexual harassment, how to report or file a formal complaint of sexual harassment, and how the School will respond. 1 34 CFR §106.1 et al.

The School has appointed the following individual as its TITLE IX COORDINATOR, who shall be responsible for coordinating the School's response to all allegations involving possible sexual harassment. The Title IX Coordinator can be reached at:

Nichole Walker
63 Valley Drive
Americus, GA 31709
229-931-8667, ext.8670
nwalker@furlowcharter.org

Sexual Harassment is defined as conduct on the basis of sex that satisfies one or more of the following:

- 1) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct (quid-pro-quo); or
- 2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity; or
- 3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34

REPORTING

Any School employee with actual knowledge of sex discrimination, including sexual harassment in an education program or activity as defined in the Policy, must report the sex discrimination to the Title IX Coordinator. Failure to report may result in disciplinary action against the employee, up to and including termination.

Any person may report sex discrimination, including sexual harassment as defined by this Policy, (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), to the Title IX Coordinator in person, by mail, by telephone, by electronic mail, or through other means specified by the School. Reports may be made at any time, including during non-business hours.

The School shall not require waiver of the right to an investigation and adjudication of formal complaints of sexual harassment as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right.

DEFINITIONS

Actual Notice means notice of sexual harassment or allegations of sexual harassment to a School's Title IX Coordinator or any official of the School who has authority to institute corrective measures on behalf of the School, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the School with actual knowledge is the Respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the School. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

Appeal Officer means a trained individual appointed by the School who will review and make a decision on a properly filed appeal. The Appeal Officer must be free from bias or conflict of interest and must not be the Title IX Coordinator, the Investigator, or the Decision Maker(s).

Complainant is an individual, a student or employee, who is alleged to be the victim of conduct that could constitute sexual harassment. The Complainant must be participating in or attempting to participate in an education program of the School. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a Complainant or otherwise a party under this Policy, unless the Title IX Coordinator is alleged to be the victim of conduct that could constitute sexual harassment.

Decision Maker means the trained person(s) responsible for making a determination regarding responsibility. The Decision Maker cannot be the same person(s) as the Title IX Coordinator, the Investigator, or the Appeal Officer.

Education Program or Activity means locations, events, or circumstances over which the School exercised substantial control over both the Respondent and the context in which the sexual harassment occurs.

Formal complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator, or by any other method specified by the School. As used in this paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the School) that contains the Complainant's physical or digital signature or otherwise indicates that the Complainant is the person filing the formal complaint.

Grievance Process means the provisions, rules, or practices included within this Policy and the administrative procedures for processing formal complaints of sexual harassment. The Grievance Process shall be applied equally to both the Complainant and the Respondent.

Investigator means a trained person(s) appointed by the School who is tasked with conducting the investigation into allegations of sexual harassment addressed in a formal complaint. The Investigator does not need to be an employee of the School and may be outside counsel, or any other person designated by the School. The Investigator

shall not be the Title IX Coordinator, the Decision Maker, or the Appeal Officer.

Remedial Actions or Remedial Remedies means those actions intended to restore or preserve a Complainant's equal access to the educational programs and activities of the School.

Respondent is any individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Standard of Evidence means the *preponderance of evidence* standard that is to be used during the investigation and final determination of a formal complaint. Preponderance of evidence means that the evidence shows that the action alleged is more likely to have occurred than not to have occurred. This standard shall be applied for all formal complaints of sexual harassment against students and employees.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School must maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

RESPONSE

Upon receipt obtaining actual knowledge of sexual harassment in an education program or activity of the School against a person in the United States, the School must respond promptly in a manner that is not deliberately indifferent. A School is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

Upon receipt of a report of alleged sexual harassment, the Title IX Coordinator will promptly contact the Complainant and discuss the following:

- a) The availability of supportive measures that are available to the Complainant to immediately restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party.
- b) The availability of supportive measures with or without the filing of a formal complaint; and
- c) The process for filing the formal complaint.

In each instance, the School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to its education program or activity. If the School does not provide a Complainant with supportive measures, then the reasons why such a response was not clearly unreasonable in light of the known circumstances must be documented. The documentation of certain bases or measures does not limit the School in the future from providing additional explanations or detailing additional measures taken.

The filing of a formal complaint does not preclude the School from responding to the complaint by also applying other School policy violations, including but not limited to, Code of Conduct violations, violations of the Student or Employee Handbook, or allegations that are not related to sexual harassment. Non-sexual harassment allegations and/or findings shall be promptly reported to the Principal/Superintendent/Director or the supervisor of the Respondent to process pursuant to the School's applicable policies, including its disciplinary policies.

If the Complainant refuses to initiate a formal complaint, the Title IX Coordinator may submit a signed, written formal complaint to initiate a formal investigation and complaint process, regardless of the Complainant/Complainant's parent's or guardian's consent, if based upon the allegations and information received there is the possible likelihood of sexual harassment. The Title IX Coordinator shall submit a signed, written formal complaint to initiate a formal investigation and complaint process, regardless of the Complainant/Complainant's parent's or guardian's consent, if

the allegations and information received involve sexual harassment of a student by an employee.

Throughout the course of the investigation of the formal complaint and throughout the grievance process (collectively, "Formal Complaint Process"), the burden of proof and burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School and not on the parties.

Any individual designated by the School as a Title IX Coordinator, Investigator, Decision- Maker, or any person designated by the School to facilitate an informal resolution process, must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. If any party alleges a conflict of interest or bias, the Principal/Superintendent/Director shall appoint another person to fulfill the role of the person alleged to have a conflict of interest.

The School will endeavor to complete investigations within sixty (60) days of the date on which the formal complaint was received; however, the School's primary objective is a thorough and equitable investigation and grievance process.

The School shall coordinate its investigation and grievance process with any other ongoing criminal investigation of the incident, if any. The School may determine whether to delay its investigation pending the conclusion of a criminal investigation or for criminal proceedings to begin. If the fact-finding portion of the investigation is suspended due to the existence of a criminal investigation, the School's investigation shall resume promptly once law enforcement officials have completed their evidence gathering state of the criminal investigation.

School employees and students are required to participate fully in an investigation, but in no event will a Complainant be subjected to any disciplinary sanctions or consequences for refusing or failing to participate.

An informal resolution process may be facilitated at any time after the Formal Complaint is filed and prior to the determination regarding responsibility, with the exception that an informal resolution is not permitted to resolve allegations than an employee of the School sexually harassed a student.

Upon a finding of responsibility, disciplinary sanctions against an employee may include any available sanction available for the discipline of employees, up to and including termination. Disciplinary sanctions against a student may include any available discipline or sanction, up to and including expulsion, under the policies, rules and procedures established by the School.

If an employee subject to possible discipline for violations of this Policy retires or resigns prior to the completion of the investigation, or before a final disposition is made, or during the course of a disciplinary hearing, the Superintendent shall report the allegations to the Georgia Professional Standards Commission.

No person shall, for the purpose of interfering with any right or privilege secured by Title IX or this Policy, intimidate, threaten, coerce, or discriminate against any individual who is the victim of or who reports alleged sexual harassment or testifies, assists, or participates in an investigation, final determination of any proceeding or hearing related to a sexual harassment complaint. Should retaliation occur, the victim shall promptly report the actions to the Principal/Superintendent/Director or the Title IX Coordinator. Persons found guilty of retaliation shall be subject to discipline.

TRAINING

Title IX Coordinators, Investigators, Decision Makers, and any person who facilitates an informal resolution process must receive training in the following:

- definition of sexual harassment;
- the scope of the School's education program or activity;
- how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and
- how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Decision Makers must also receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or

prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to creating an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, Investigators, Decision Makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

All training materials must be made publicly available on the School's website.

RECORD-KEEPING

The School must maintain records for a period of seven years, including:

1. Each sexual harassment investigation including any determination regarding responsibility and any required audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the School's education program or activity;
2. Any appeal and result;
3. Any information resolution and result;
4. Records of the School's response upon obtaining actual knowledge of sexual harassment in an education program or activity under its control, including records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity. If a School does not provide a Complainant with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the School in the future from providing additional explanations or detailing additional measures taken.
5. All materials used to train Title IX Coordinators, Investigators, Decision Makers, and any person who facilitates an informal resolution process. A School must make these training materials publicly available on its website, or if the School does not maintain a website, the School must make these materials available upon request for inspection by members of the public.

TITLE IX FORMAL GRIEVANCE PROCESS

The purpose of this grievance process is to address formal complaints of sexual harassment. The process shall be triggered upon receipt of a formal complaint by the Title IX Coordinator.

Any School employee with actual knowledge of sex discrimination, including sexual harassment in an education program or activity as defined in the Policy, must report the sex discrimination to the Title IX Coordinator. Failure to report may result in disciplinary action against the employee, up to and including termination.

Any person may report sex discrimination, including sexual harassment as defined by this Policy, (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), to the Title IX Coordinator in person, by mail, by telephone, by electronic mail, or through other means specified by the School. Reports may be made at any time, including during non-business hours.

Complainants and Respondents shall be treated equitably throughout the process. All evidence, both inculpatory and exculpatory, shall be evaluated objectively. An individual's status as a Respondent will not be considered a negative factor during consideration of the grievance. Respondents are entitled to, and will receive the benefit of, a presumption that they are not responsible for the alleged conduct until the grievance process concludes and a determination regarding responsibility is issued. Similarly, credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

The presumption shall be that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. No disciplinary sanctions or other actions that are not supportive measures shall be imposed against a Respondent prior to the completion of the grievance

process. Upon determination of responsibility for sexual harassment by a Respondent, the Complainant shall be provided remedies designed to restore or preserve equal access to the School's education program or activity. Such remedies may include the same individualized services as "supportive measures;" however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

Retaliation against anyone for participation in this process is strictly prohibited.

DEFINITIONS

Actual Notice means notice of sexual harassment or allegations of sexual harassment to a School's Title IX Coordinator or any official of the School who has authority to institute corrective measures on behalf of the School, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the School with actual knowledge is the Respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the School. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

Appeal Officer means a trained individual appointed by the School who will review and make a decision on a properly filed appeal. The Appeal Officer must be free from bias or conflict of interest and must not be the Title IX Coordinator, the Investigator, or the Decision Maker(s).

Complainant is an individual, a student or employee, who is alleged to be the victim of conduct that could constitute sexual harassment. The Complainant must be participating in or attempting to participate in an education program of the School. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a Complainant or otherwise a party under this Policy, unless the Title IX Coordinator is alleged to be the victim of conduct that could constitute sexual harassment.

Decision Maker means the trained person(s) responsible for making a determination regarding responsibility. The Decision Maker cannot be the same person(s) as the Title IX Coordinator, the Investigator, or the Appeal Officer.

Education Program or Activity means locations, events, or circumstances over which the School exercised substantial control over both the Respondent and the context in which the sexual harassment occurs.

Formal complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator, or by any other method specified by the School. As used in this paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the School) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the formal complaint.

Grievance Process means the provisions, rules, or practices included within this Policy and the administrative procedures for processing formal complaints of sexual harassment. The Grievance Process shall be applied equally to both the Complainant and the Respondent.

Investigator means a trained person(s) appointed by the School who is tasked with conducting the investigation into allegations of sexual harassment addressed in a formal complaint. The Investigator does not need to be an employee of the School and may be outside counsel or any other person designated by the School. The Investigator shall not be the Title IX Coordinator, the Decision Maker, or the Appeal Officer.

Remedial Actions or Remedial Remedies means those actions intended to restore or preserve a Complainant's equal access to the educational programs and activities of the School.

Respondent is any individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Standard of Evidence means the *preponderance of evidence* standard that is to be used during the investigation

and final determination of a formal complaint. Preponderance of evidence means that the evidence shows that the action alleged is more likely to have occurred than not to have occurred. This standard shall be applied for all formal complaints of sexual harassment against students and employees.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School must maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

NOTICE TO PARTIES

Upon receipt of a formal complaint, the Title IX Coordinator must provide written notice to all known parties that includes the following:

- 1) Notice of the School's grievance process, including the informal resolution process.
- 2) Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview.
 - a. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.
- 3) A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- 4) Notice that the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.
- 5) A statement that knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and a violation of the School's code of conduct and may be subject to disciplinary action.

Written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings must be provided to a party whose participation is invited or expected, with sufficient time for the party to prepare to participate.

If, in the course of an investigation, the School decides to investigate allegations about the Complainant or Respondent that are not included in the initial notice, then the School must provide subsequent notice of the additional allegations to the parties whose identities are known.

CONSOLIDATION OF COMPLAINTS

The School may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one Complainant or more than one Respondent, references in this section to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

DISMISSAL OF A FORMAL COMPLAINT

The School must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not preclude action under another

provision of the School's code of conduct.

A formal complaint or any allegations therein may be dismissed, if at any time during the investigation or hearing: (1) A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein; (2) the Respondent is no longer enrolled or employed by the School; or (3) specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal required or permitted by this policy section, the Title IX Coordinator must promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties.

INVESTIGATION

Investigator

The Title IX Coordinator will designate one or more trained individuals to investigate the formal complaint (i.e., the Investigator). The Investigator will begin an investigation as soon as practicable and generally not later than 10 business days after the written notice of the formal complaint was delivered to all parties. The Investigator, however, will ensure that the Respondent receives sufficient time to prepare prior to any initial interview.

Burden of Proof

The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School and not on the parties, provided that the School cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the School obtains that party's voluntary, written consent to do so for a grievance process under this policy (if a party is a student under the age of 18 then the School must obtain the voluntary, written consent of **their** parent or legal guardian).

Timeline

The School will endeavor to complete investigations within sixty (60) days of the date on which the normal complaint was received; however, the School's primary objective is a thorough and equitable investigation and grievance process.

The School shall coordinate its investigation and grievance process with any other ongoing criminal investigation of the incident, if any. The School may determine whether to delay its investigation pending the conclusion of a criminal investigation or for criminal proceedings to begin. If the fact-finding portion of the investigation is suspended due to the existence of a criminal investigation, the School's investigation shall resume promptly once law enforcement officials have completed their evidence gathering state of the criminal investigation.

In the event of a temporary delay of the process or the limited extension of time frames for good cause, the Title IX Coordinator shall provide written notice to both the Complainant and the Respondent notifying them of the delay or extension and providing the reason for the action.

Good cause for a delay of the process or extension of the time frames may include, but is not limited to, considerations such as: (a) The absence of a party; a party's advisor, or a witness; (b) Concurrent law enforcement activity; or (c) The need for language assistance or accommodation of disabilities.

Investigation Process

An investigation must include interviews with the Complainant, Respondent, and any witnesses. An investigation may include, but is not limited to, the following:

- review of any documentary or electronic evidence;
- a review of medical evidence if a waiver has been obtained by the party to which the medical records belong; a review of security data; and

- a review of any other material which the Investigator deems relevant to an assessment of the facts surrounding the formal complaint.

Neither party shall be restricted from discussing the allegations under investigation, nor shall they be restricted from gathering and presenting relevant evidence.

Advisors

Both parties shall have the same opportunity to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. An advisor may be, but is not required to be, an attorney. The School may not limit the choice or presence of advisor for either the Complainant or Respondent in any meeting or grievance proceeding; however, the School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

Evidence

All parties shall have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

Prior to completion of the investigative report, the School must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the Investigator will consider prior to completion of the investigative report. If there will be a hearing, the School must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

Investigative Report

Upon receipt of each party's review of the evidence or after 10 days, whichever occurs first, the Investigator must create an investigative report that fairly summarizes relevant evidence.

At least ten (10) days prior to submitting the investigative report to the Decision Maker, or prior to a hearing if one will be held, the preliminary report must be sent to each party and their advisor, if any, in an electronic format or a hard copy, for their review and written response. The Investigator shall consider the written responses prior to completion of the report and include the written responses as an exhibit to the report.

Cross-Examination

After sending the completed investigative report to both parties, elementary and secondary schools are not required to hold an in-person hearing prior to making a determination regarding responsibility. In the absence of a hearing, and prior to making a responsibility determination, the Decision Maker(s) will give each party an opportunity to submit written, relevant questions that a party wants asked of any party or witness; will provide each party with the answers; and will allow for additional, limited follow-up questions from each party. If the Decision Maker(s) determines that a proposed question is not relevant it will be excluded, and an explanation must be provided to the proposing party regarding the relevance determination. With or without a hearing, questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Determination of Responsibility

After all questions and answers have been received, the Decision Maker must issue a written determination of responsibility regarding the allegations based on a preponderance of evidence. The written determination must be provided to the parties simultaneously. The Decision Maker will strive to issue the written determination regarding responsibility within 14 days after the hearing. The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. The written determination must include the following:

- a. Identification of the allegations potentially constituting sexual harassment as defined in §106.30; b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- b. Findings of fact supporting the determination;
- c. Conclusions regarding the application of the School's code of conduct to the facts;
- d. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the Complainant; and f. The School's procedures and permissible basis for the Complainant and Respondent to appeal.

Sanctions and Remedies

The Title IX Coordinator will be responsible for the effective implementation of any resulting sanctions or remedies. The list of potential sanctions or remedies includes one or more of the following:

For Students:

- Written warning;
- Suspension;
- Expulsion;
- No-contact orders;
- Disciplinary probation;
- Removal from specific courses or activities;
- Transcript notation; or
- Other sanctions as appropriate.

For Employees:

- Written warning;
- Performance improvement plan;
- Required training or education;
- Loss of pay increase;
- Suspension with or without pay;
- Termination; or
- Other sanctions as appropriate

APPEAL

Either party may appeal a determination regarding responsibility or the dismissal of a formal complaint or any allegations on the following basis:

- a) Procedural irregularity that affected the outcome of the matter;
- b) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter;
- c) The Title IX Coordinator, Investigator(s), or Decision Maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter; or
- d) Any additional bases offered by the School.

The appeal must be submitted in writing to the Principal/Superintendent/Director within ten (10) calendar days from receipt of the Decision Maker's final written determination. The notice of appeal must include the name of the Complainant, name of the Respondent, the decision or action being appealed, and an explanation of the grounds for appeal.

Upon receipt of an appeal, the School will provide written notice of the appeal to both parties and begin to implement appeal procedures equally for both parties. Each party will be given ten (10) business days to provide a written statement supporting or challenging the appealed action

The Title IX Coordinator shall appoint an Appeal Officer who will review and make a decision on the appeal. The Appeal Officer must be free from bias or conflict of interest and must not be the Title IX Coordinator, the Investigator, or the Decision Maker(s).

As soon as is reasonably practicable, and generally within fourteen (14) business days after receipt of the parties' written statements, the Appeal Officer will issue a written decision regarding the appeal simultaneously to both parties. The decision will describe the result of the appeal and the rationale for the decision. The decision of the Appeal Officer is final.

INFORMAL RESOLUTION

At any time after a formal complaint is filed and before a determination regarding responsibility is made, the School may facilitate an informal resolution process, such as mediation, which does not involve a full investigation and adjudication.

Informal resolution may not be required as a condition of enrollment or employment or continued enrollment or employment, or enjoyment of any other right. Additionally, informal resolution may not be used to resolve allegations that an employee sexually harassed a student.

All parties must provide voluntary, written consent to move forward with the informal resolution process. However, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

Prior to beginning informal resolution, parties must be notified in writing of (1) the allegations; (2) the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; and (3) any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

RACIAL HARASSMENT

It is the policy of Furlow Charter School to maintain a learning environment and a work environment that is free from racial harassment. Therefore, it shall be a violation of the Furlow Charter School Policy for any school employee to harass a student or other employee through racially disparaging conduct or communications. It shall also be a violation of this policy for any student to harass other students or any employee through racially disparaging conduct or communication.

Racial harassment may include:

- Oral or written statements having racially demeaning implications made or sent to an individual;
- Gestures or conduct rooted in racial prejudice or racial factors or considerations that signal contempt towards others of any race;
- Any evidence, suggestion, or implication that racial factors may be considered for academic or personnel decisions affecting an individual.

Any person who experiences racial harassment by a staff member or student in this school may report an issue directly to the Principal, assistant principal, guidance counselor, immediate work supervisor, or other designated individual.

Allegations of racial harassment shall be fully investigated; and if substantiated, the employee will be subject to immediate and appropriate corrective action, or disciplinary action, which may include discharge. The Board of Furlow Charter School considers racial harassment to be a major offense that can result in suspension without pay or the discharge of the offender.

A substantiated charge against a student shall subject that student to appropriate disciplinary action, which may include suspension from school.

The right to confidentiality, both of the reporting party and the accused, will be respected consistently with the Board's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action if occurrence of this conduct is substantiated.

REPORTING CHILD ABUSE AND NEGLECT

In accordance with OCGA §19-7-5, School employees and volunteers are deemed to be mandated reporters. If you reasonably believe that a child has suffered: (1) physical, non-accidental injury or injuries by a parent or caretaker, (2) neglect or exploitation by a parent or caretaker, (3) sexual abuse, or (4) sexual exploitation, please follow the protocol below to ensure that the appropriate authorities are notified. It has been developed to guide those persons who have been deemed mandated reporters in exercising this duty within the School structure. Mandatory reporters are required to report child abuse immediately, but no later than 24 hours, to the person in charge of the school or designated delegate. Mandatory reporters are required to report regardless of whether it is based on privileged/confidential communication. Child abuse is a broad term that includes, but is not limited to physical injury or death inflicted upon a child by a parent, guardian, legal custodian, or other person responsible for the care of such child by other than accidental means; provided, however, that physical forms of discipline may be used as long as there is no physical injury to the child; neglect of a child by a parent, guardian, legal custodian, or other person responsible for the care of such child; emotional abuse of a child; sexual abuse or sexual exploitation of a child; an act or failure to act that presents an imminent risk of serious harm to the child's physical, mental, or emotional health; or trafficking a child for labor servitude.

Reporting Protocol

- 1) If a child or other individual tells you about a situation that seems like it might require reporting, please take the following steps:
 - j) 1) Immediately find the School Counselor or, if not available, the Principal or Assistant Principal (collectively referred to as "Responsible Administrator"), and make a verbal report of the alleged incident of abuse/neglect in person (no written notes, e-mail, or text messages). Unless requested by the Responsible Administrator, do not provide written documentation to other personnel, even the child's classroom teacher.
 - k) 2) If a Responsible Administrator is unavailable, call one of them on the phone (but do not text message information to them). If the student is with you, please have them sit in the Front Office with the receptionist so they are **supervised, and so that you have privacy to make your call.**
 - l) 3) If you choose, you may make a note in your personal record of the date, time, and brief nature of the alleged incident of abuse/neglect reported to the Responsible Administrator. Your personal

record does not include school records. This is solely for your benefit, to keep track of when the alleged incident of abuse/neglect was reported and to whom it was reported. This information is not to be shared.

- m) 4) A staff member or volunteer who makes a report to the Responsible Administrator is deemed to have fully complied with the law.
- 6) The responsibility for following up with the student, other staff members, family members, etc., DOES NOT lie with you. **Please DO NOT conduct your own investigation.**
- 7) If asked about the situation later, the Responsible Administrator will provide no details regarding the incident other than to confirm that they are aware of the situation. There are matters of confidentiality and privacy in any alleged incident of abuse/neglect. This is for the protection of everyone involved, including the person who initially reported the incident.
- 8) Please be aware that there is likely pertinent information to which you are not privy regarding the situation. Please DO NOT make assumptions nor offer scenarios.
- 9) Making a verbal report of alleged abuse/neglect to the Responsible Administrator as outlined above is a CONFIDENTIAL matter and should be treated as such. If other personnel need to be informed regarding the situation or follow-up needs to be made with other staff members, the Responsible Administrator will do so.
- 10) It is important that all mandated reporters involved in providing services to children who are alleged to be abused/neglected follow this protocol. This protocol has been established so that appropriate, sensitive, and necessary services are provided in the best way possible.
- 11) Failure to comply with this protocol is actionable and penalties may range from a verbal warning to a written warning to a non-renewal of contract or even termination.

Responsibility of School Administrator or Counselor:

A Responsible Administrator who has reasonable cause to believe a student has been abused or neglected, or has received an oral report based on reasonable cause of the same, shall immediately, but in no case later than 24 hours, report by telephone, or otherwise, and followed by a report in writing (if possible) to a child welfare agency providing protective services or, in the absence of such agency, to an appropriate police authority. In the event that a Responsible Administrator receives an oral report based on reasonable cause, he or she may consult with the reporting staff member to obtain additional, relevant, and necessary information prior to making a report to the appropriate welfare agency or police authority. Under no circumstances may the Responsible Administrator exercise any control, restraint, or modification or make any other change to the information provided by the staff member when making a report in accordance with O.C.G.A. §19-7-5.

STATE-MANDATED PROCESS FOR SCHOLAR REPORTING OF SEXUAL ABUSE OR SEXUAL MISCONDUCT:

- j) Any scholar who has been the victim of an act of sexual abuse or sexual misconduct by a Furlow scholar, advisor, administrator, or other school system employee or Furlow scholar is urged to make an oral report of the act to the counselor or administrator at their school. Parents or friends of victimized scholars who have knowledge of sexual abuse or sexual misconduct by a Furlow scholar, advisor, administrator or other school system employee are also urged to make an oral report of the act to the counselor or administrator of their school. The person taking the report must have the contact information of the person making the report.
- k) Any advisor, counselor, or administrator receiving a report of sexual abuse or sexual misconduct of a scholar by an advisor, administrator, or other school employee shall make an oral report of the incident by telephone or otherwise to the school Principal or Principal's designee within 24 hours. If the Principal is the person accused of the sexual abuse or sexual misconduct, the oral and written report should be made to the chair of the Governing Board or the Chairman's designee.

- l) Any school Principal or Principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is a reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report, if requested, to a child welfare agency providing protective services as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority.
- m) Pursuant to Furlow procedures, upon receipt of a report under this policy, the Principal shall immediately contact the Chairman of the Governing Board who will initiate an investigation into the allegations.
- n) Reports of acts of sexual misconduct against a scholar by an advisor, administrator, or other employee not covered by O.C.G.A 19-7-5 or 20-2-1184 shall be investigated immediately by school personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school Principal or Principal's designee shall make an immediate written report to the Professional Standards Commission Ethics Division.
- o) When it is determined that reports should be made to various outside agencies, the Principal will notify the Chairman of the Governing Board and the Principal will contact appropriate police authorities, and will coordinate with the appropriate authorities to make a report to the appropriate child welfare agencies, and will coordinate with the Chairman of the Governing Board to make a report to the Professional Standards Commission.

EMERGENCY CLOSING OF SCHOOL

Under emergency situations created by extreme weather or other conditions, it may become necessary to close school. The Principal or designated representative will make the decision to close schools or to adjust schedules. The decision will be made as early as possible and will be announced via Parent Square and on the FCS website. . Sometimes it may be feasible to begin school one or two hours late. In this event the same amount of time may have to be added to the end of the school day in order to comply with state law. Furlow Charter School may choose to make up any missed days. All closure decisions are made in collaboration with the administrative team and the governing board.

FUNDRAISING WELLNESS POLICY

Comprehensive student wellness is a core value of Furlow Charter School. The school recognizes that social, emotional, and physical health are fundamental for each student to achieve their maximum potential. The school has a commitment to creating school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical fitness.

SCHOOL FUNDRAISERS

Advisors must get approval from administration to implement fundraisers. Fundraisers may be denied based on overlap with previously approved events or total number of running fundraisers. Questions should be directed to administration regarding such limitations.

FCS will make available to parents and teachers a list of healthy fundraising ideas to meet or exceed the USDA Smart Snacks in Schools nutrition standards for foods and beverages that may be sold through fundraisers on the school campus during the school day.

Any food being used in fundraising that does not meet these USDA guidelines should have a learning component added to teach scholars about making healthy food choices. This includes marketing of off-campus events at a restaurant or other eating establishment. The school Principal or their designee will make all advisors, club leaders, PTO, and after-school program sponsors aware of this fundraising policy and monitor to be sure that the policy is followed accordingly. Exceptions to this policy can be made by permission of the Principal or their designee.

Please see the Wellness Policy in the Health Services Handbook for more information on related policies.

EMPLOYEE EXPECTATIONS

PROFESSIONAL STANDARDS COMMISSION CODE OF ETHICS FOR EDUCATORS/EMPLOYEES

The Georgia Professional Standards Commission (GaPSC) defines and enforces a code of ethics for all educators who hold any type of certificate, including the paraprofessional and support personnel license. A violation of the Code of Ethics will be referred to the GaPSC Ethics Division for investigation and possible sanctions. See www.gapsc.com for the Code of Ethics. Furlow Charter School requires all certified employees of the school to follow the ethical behavior set forth in the Code of Ethics for Educators. Failure to abide by this code may result in a loss of certification for certified staff, including paraprofessionals. Ignorance is no defense at the Professional Standards Commission.

PUBLIC RELATIONS

Establishing and maintaining goodwill towards the school requires a concerted effort by the entire staff. **Always engage others—advisers, administrators, parents, and scholars—in a calm and professional manner.** The terms ‘calm’ and ‘professional’ do not preclude expressions of frustration, dissatisfaction, or disagreement. It simply means to use civil language at a respectful volume, unless (as for example, in noisy areas or a moment of genuine emergency) a louder or more forceful tone is reasonably required.

All personnel share the responsibility of keeping the community informed, involved, and interested in the activities of the school. A public that is aware of its role in the educational process will be a more supportive public. In our efforts to generate favorable public opinion, our most important ambassadors are advisors and other school employees who work with our children each day. All employees are encouraged to participate in the community and to demonstrate by their words, actions and attitudes the ideals proclaimed and promoted by Furlow Charter School.

STAFF GRIEVANCE POLICY

The purpose of this policy is to provide guidelines to school staff for filing complaints against the school or another employee of the school on any and all matters, including complaints concerning Federal Programs: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title VI, Part B; the McKinney-Vento Act; School Improvement 1003(a) and 1003(g) (SIG).

Dispute Resolution:

- 1) The complaints process should be initiated with the direct supervisor.
- 2) Staff members who initiate a complaint must do so in writing. Any complaint or grievance should be reported immediately after the event of concern. Investigations into alleged wrongdoing need to be completed as soon as possible. Investigations completed after an extended period of time are more difficult and may lose validity. Therefore, the Principal and/or governing board reserve the right to refuse to respond to any grievances submitted more than thirty (30) days after the incident occurred.
- 3) Written notice should be complete, as brief as possible, and simply stated, including:
 - a) Summary of Facts
 - b) Identification of parties and witnesses
 - c) Specific identification of the policy, practice, or statute violated.
 - d) Statement of requested relief
- 4) The direct supervisor will provide a written response to the dispute within 10-15 school days.
 - a) The response will include a notice of the right to appeal the decision of the direct supervisor to the Principal or CFO (depending on who oversees the direct supervisor that made the decision), as set out in step five.
- 5) If the staff member does not agree with the decision of the direct supervisor, a written appeal may be filed with the Principal or CFO (depending on who oversees the direct supervisor that made the decision), within five calendar days of receiving the decision of the direct supervisor. The written appeal must state why the complainant disagrees with the initial decision. In matters where the direct supervisor is already the Principal or CFO, such as discipline, the decision must still be appealed in writing to the Principal or CFO first before proceeding to step 7.

- 6) The Principal or CFO will provide a written response to the appeal within 10-15 school days.
 - a) The response will include a notice of the right to appeal their decision to the governing board.
- 7) If the Staff Member does not agree with the decision of the Principal or CFO, a written appeal may be filed with the Governing Board within five calendar days of receipt of the decision. The written appeal must state why the complainant disagrees with the preceding decision. Appeals to the governing board will be held publicly.
- 8) Within thirty working days of receipt of the appeal of the Principal or CFO's decision, the Principal or CFO will present the matter to the governing board at its regular meeting or at a special meeting called for that purpose. The board will review the original complaint, the response of the direct supervisor, the response of the Principal or CFO, and the response of the complainant. In addition, the board may, but is not required to, hear directly from any individuals with knowledge of any relevant facts relating to the complaint.
- 9) The governing board will review the complaint, applying the clear/convincing evidence standard and either uphold the recommendation of the Principal or CFO or require the school to take some other action in response to the complaint.
 - a. A copy of the action of the board will be furnished to the complainant within five business days after the Board has adopted a decision.

The board will be the final reviewing authority.

Appeal of Termination or Disciplinary Action

Unless provided otherwise, an employee may only appeal termination or disciplinary action that results in the loss of wages. Appeals to the governing board will be held publicly.

EMPLOYEE DISCIPLINE

Furlow has adopted the FRISK™ Documentation Model as a framework for addressing employee performance and misconduct. It uses the primary elements of just cause to form the basis of the FRISK™ components. The Model reviews each of these components and their specific application as part of an assertive communication skills strategy to promote change and develop a clear understanding of expectations. Emphasis is placed on open, honest, and precise information-sharing to avoid misinterpretation and provide employees with clear direction for change within an accountable and considerate working relationship.

FRISK™ is an acronym representing the universal components which should be included in any communication with employees involving performance problems or misconduct. These communication components represent the “FRISK™ Language.” Each of these components has a specific purpose:

<p>F - Facts:</p> <p>What did the employee do?</p>	<p>Pinpoint the specific conduct and describe the conduct in complete and explicit terms. If necessary, supplement general statements with specific examples to provide a proper factual foundation.</p>
<p>R - Rule:</p> <p>What should the employee have done?</p>	<p>Include the rule, policy, authority or expectation relating to the deficient performance or misconduct, such as state and federal law, board policies or administrative regulations, collective bargaining agreement provisions, administrative directives, recognized professional standards, AND include prior same rule violations.</p>
<p>I - Impact:</p> <p>What was the impact of the employee's conduct on the school, its employees, and/or its students?</p>	<p>Include facts which describe the negative or adverse effect of the employee's conduct on the school, most notably on other employees and students.</p>

<p>S - Suggestions:</p> <p>When and what do you want the employee to do? What will happen if there is no improvement? How can you help the employee to improve?</p>	<p>Include clear and unequivocal directions on the proper conduct you expect the employee to follow, the effective timelines and the consequences if the employee fails to comply (these are also referred to as "directives"), AND include suggestions for improvement as well as notifying the employee of resources available or that could be made available to support them in complying with the directives.</p>
<p>K - Knowledge:</p> <p>Does the employee have knowledge of the disciplinary document?</p>	<p>Include language notifying the employee of the right to file a response to a derogatory document prior to the document's placement in the personnel file.</p>

CERTIFICATION

All employees are expected to maintain any valid and current certification necessary for their position at the School. Up-to-date information regarding certification rules and requirements can be obtained on the Georgia Professional Standards Commission (GaPSC) website at www.gapsc.com.

To properly manage certification, each educator must establish a "MyPSC" account with the Georgia Professional Standards Commission (GaPSC) on the www.gapsc.com website. All correspondence to educators from the GaPSC is handled electronically.

Information regarding certificate renewals will be available during the spring of each year.

CONTRACTED EMPLOYEE EVALUATIONS

A Contracted Employee refers to any educator certified by the Georgia Professional Standards Commission working under contract for Furlow Charter School. This includes classroom advisors, administrators, and media specialists. All contracted employees must be evaluated annually by their immediate supervisor(s). Classroom advisors are evaluated by the Teacher Keys Effectiveness System and school administrators are evaluated by the Leader Keys Effectiveness System. All evaluators using these systems must be credentialed by the Georgia Department of Education. To qualify for advancement on the local salary schedule, an employee must have a satisfactory annual evaluation from the previous year.

The Professional Standards Commission must be notified of an educator's unsatisfactory annual evaluation. If two (2) unsatisfactory evaluations are issued within a five-year certification period, the Commission will deny renewal of an educator's certificate until appropriate remediation is completed. The educator will not be eligible for a renewable certificate in any field.

EVALUATIONS FOR NON-CONTRACT EMPLOYEES

Non-contract employees will be evaluated periodically by their immediate supervisor. These evaluations will happen annually at a minimum.

EMPLOYMENT AT-WILL

Under current Georgia law, an employee handbook will generally not affect an employee's "employment at will" status. No provisions of this handbook should be interpreted to guarantee employment for any particular length of time, prohibit discharging or disciplining on an "at-will" basis, or support wrongful discharge claims. The at-will relationship is not affected by this handbook and the policies set forth herein are subject to change at any time. Any Employee who resigns or is terminated will be responsible for returning all School property. Failure to do so will result in the cost of these items being deducted from the employee's final paycheck.

EMPLOYEE CONTRACTS

- a) All certified employees will be required to sign a contract for employment with Furlow Charter School

- on an annual basis. This contract is a legally binding agreement ensuring both parties' protection. No provision in this handbook should be interpreted to otherwise serve as an employment contract.
- b) Absent extenuating circumstances, contracts will be tendered by May 15th and must be returned within 10 business days of receipt.
 - c) Furlow Charter School reserves the right to terminate an employment contract early if job duties are not being met, or for any other reason identified in the employment contract.
 - d) Notification that the school does not plan to offer a new contract for the subsequent school year will be in writing.

Appeal of Employment Decisions:

In accordance with the terms of our charter, Furlow is not subject to the Fair Dismissal Act, OCGA §20-2-940 et seq. As a result, FCS employees do not have tenure. Continued employment at FCS is dependent upon an employee's job performance, fulfillment of contract requirements, and compliance with all rules and policies applicable to employees of FCS.

Annually, the Principal will make recommendations to the Board on whether an employee's contract will be renewed for the subsequent school year. If the Principal intends to recommend that an employee's contract not be renewed, they must inform the employee prior to submitting the recommendation to the Board. An advisor who has been employed by Furlow for at least two consecutive years and has been notified by the Principal of a non-renewal recommendation may file a dispute with the Governing Board of this recommendation. The dispute must be filed, in writing, with the Board within 2 business days of receiving notice from the Principal. Upon receipt of a properly filed dispute, the Board shall provide each party an opportunity to present their reasons for or against the recommendation. The Board will render a decision on the dispute within five business days of receipt of the employee's dispute or presentation by both parties. The decision of the Board shall be final.

A dispute may only be filed by the eligible employee being recommended for non-renewal. The parties may not call witnesses when presenting their dispute to the Board.

This policy only applies to advisors who have been employed by FCS for not less than two consecutive years. Non-renewal recommendations for all other employees may not be appealed to the Board. This policy shall only apply to decisions regarding whether an eligible employee's contract will be renewed by FCS for a subsequent school year. Employees may not appeal after the Board has accepted a non-renewal recommendation by the Principal nor decisions regarding termination under the terms of an active contract.

EMPLOYEE REHIRE POLICY

Policy Brief & Purpose

Our **employee rehire policy** defines rules for rehiring former employees. This policy will outline circumstances under which former employees might be rehired and any relevant guidelines.

Scope

This policy applies to former employees who left Furlow Charter School on a permanent basis. This policy doesn't refer to any employee who is on medical, parental or other type of long-term leave.

Policy elements

This policy will not prohibit any former employee from applying to a position. It outlines in which cases Furlow Charter School will consider this employee for rehire.

To be considered for rehire by Furlow Charter School, former employees must have left the school for only one of the following reasons:

- Voluntary resignation
- Company Lay-offs

- Expired contract

These employees can apply for a position with Furlow Charter School after a minimum period of [4] months. This 4-month period does not apply to employees whose contracts expired. They can ask for a contract renewal immediately and we may consider them.

There are two extra eligibility criteria for rehire. Former employees should have:

- Completed their probationary period when hired.
- Performed adequately while employed by Furlow Charter School.

What employees are ineligible for rehire?

Employees who were terminated for cause or abandoned their job aren't eligible to be considered for rehiring by Furlow Charter School.

Employees who accepted a job offer but didn't show up on their first day won't be considered for rehire for a period of [6] months. This doesn't apply if they have serious reasons for not showing up (e.g. medical emergencies).

If Furlow Charter School decides to consider retired employees for rehire, we will check and comply with relevant legal regulations.

Fair decisions

Furlow Charter School is committed to equal opportunity practices. When hiring, we won't discriminate according to any protected characteristics.

However, we may give precedence to former employees who apply for positions compared with other candidates. This precedence is reasonable, because former employees know Furlow Charter School better than new external candidates. Among former employees who are considered for rehire, there will not be discrimination or unfair disqualification.

Procedure

When an employee applies for a position or contacts Furlow Charter School about rehiring, the following procedure should be followed:

- (1) The HR department reviews personnel records to decide whether the employee is eligible for rehire.
- (2) If they are eligible, hiring managers decide whether the employee is qualified for a particular position. If they aren't eligible, the HR department should inform them.
- (3) If they're qualified, hiring managers contact the former employee and make necessary arrangements. These arrangements include (but are not limited to) an interview, a pre-screening test or a direct job offer. If they aren't qualified, hiring managers should inform them. Eligible former employees may still apply for a different position.

At any moment, Furlow Charter School may choose to contact former employees proactively. Their eligibility should be established beforehand.

PROBATIONARY EMPLOYMENT

Non-contracted employees are initially hired on a 90-day probationary period. At any time up until the end of this period, the employee's superior—either the Principal or CFO—may recommend to the board that the probationary period be ended, and that the probationer become a regular employee. Whereas the probationary employee is subject to direct dismissal by the Principal or CFO during probation, once probation is ended the employee is subject to dismissal only with approval of the governing board.

If the Principal or CFO is not prepared to recommend regular employment by the end of the 90-day probationary

period, the Principal or CFO must inform the board and the employee of their intent to extend the probationary period an additional 90 or fewer days. Barring any vote to terminate the employee or to decline the probationary period extension, the probationary extension will be considered granted.

Only one 90- or fewer-day probation extension (180 total days maximum on probation) may be granted. Transfers of position during the probationary period do not increase the maximum probationary period. No more than three extended-probation employees are permitted at any given time.

Successful completion of the probationary period does not alter the at-will terms of employment.

ANTI-NEPOTISM POLICY

I. Purpose

To establish consistent employment guidelines and to prevent situations where an individual may have or be perceived to have unfair influence over the career development, work assignments, work direction, performance reviews, or compensation of a family member who is also employed by Furlow Charter School (Furlow).

II. General Statement of Policy

Furlow may employ family members of current staff. However, to be hired, transferred, or promoted, close family members may **not** be assigned to the following:

- A. Positions where one can influence the employment conditions or career of the other. This includes decisions involving hiring, termination, non-renewal, compensation, performance evaluations, discipline, promotional opportunities, and work assignments; or,
- B. Positions where one reports to or directs the work of, or otherwise, has direct or indirect supervision of another close family member.

III. Definitions

A. Close Family Member

A close family member means the employee's parent, spouse, child (including adopted or foster child), sibling, grandmother, grandfather, grandchildren, niece, nephew, aunt, uncle, first cousin, all step relatives including stepchild, stepmother, stepfather, stepsister, stepbrother, in-law relationships including father- and mother-in-law, daughter- and son-in-law, brother- and sister-in-law, ward of the employee or employee's spouse, domestic partner, or person cohabitating in the employee's household regardless of the degree of the relationship.

B. Direct or indirect Supervision

Direct or indirect supervision means the authority to make, participate in, or recommend employment- and/or compensation-related decisions involving a close family member, including, but not limited to, decisions concerning hiring promotion, transfer, discipline, termination, non-renewal, salary, evaluation, grievance resolution, or other similar personnel actions.

IV. Application to Governing Board Members

Governing board members are not considered to have direct or indirect supervision, except as it relates to direct reports of the governing board. Additionally, in the event a governing board member is a close family member (per above definition) to an employee, and they are called upon to take personnel actions on matters of employment status or compensation for an applicant or staff, said governing board member shall go on record abstaining from the action when a close family member is involved.

V. Exceptions and Special Circumstances

In exceptional circumstances, a direct or indirect supervision relationship may exist between staff who are close family members. Such circumstances may be necessitated by factors such as the unique qualifications or responsibilities of the individuals involved, the lack of other available appropriate supervisory personnel, or whether the position for which the close family member is being considered temporary in nature. Any exception must be reviewed and approved by the CFO, principal and board leadership. Any direct and indirect supervision relationship approved by the CFO, principal and board leadership, shall be reported to the full governing board. All employment decisions affecting the subordinate staff, including, but not limited to, selection, hiring, discipline, performance review, compensation, or leave, must be assigned to other supervisory personnel or, if no other supervisory personnel exist, to Furlow's governing board. The governing board shall approve all personnel actions.

VI. Addressing Existing Conflicts and Changes in Relationship Between Staff

Furlow school staff involved in a direct or indirect supervision relationship with a close family member that existed prior to the original approval date of this policy or that arises after the adoption of this policy shall notify the CFO and principal of such relationship. The CFO and principal shall make suitable arrangements for the transfer (if possible) of one of the employees, assignment of a different supervisor, or a determination that an exception is necessary under the "exceptions" section of this policy.

VII. Compliance with Equal Opportunity and Discrimination Laws

Nothing in this policy shall be construed as discouraging the employment of a close family member for positions that do not involve direct or indirect supervision. Nothing in this policy shall be construed to otherwise limit the employment opportunities of any person employed by Furlow.

VIII. Compliance with SCSC Regulations

Furlow will comply with all applicable employment rules and regulations of the SCSC.

Policy approved on July 16, 2024.

EMPLOYEE ORIENTATIONS

It is the responsibility of Furlow administration to ensure that new employees receive an orientation before starting their work at Furlow. For employees starting employment in alignment with the regular school year, this orientation should occur before the start of instruction, led by the Principal or Assistant Principal and delegated as appropriate. All new employees are expected to attend orientations unless otherwise excused by the Principal due to extenuating circumstances. At minimum, this orientation should include:

- Furlow's Charter and the responsibilities therein
- Assignment of a faculty mentor
- Project-Based Learning
- Payroll/benefits
- Leave/sick day/absence procedures
- Accident/injury at work procedures
- Emergency procedures
- Drop-off/pick-up and Lunch duty procedures
- Distribution of the Employee Handbook

STAFF ARRIVAL & DEPARTURE TIMES

Schedule details will be provided to faculty and staff by the administration and should be followed accordingly. Employees are expected to report to work based on the following staggered schedule:

1. Staff **with** morning duty report 7:20 am - 3:20 pm
2. Staff **without** morning duty report 7:45 am - 3:45 am

It is expected that all advisors will devote at least that amount of time each school day to classroom work, planning, evaluating, and other activities appropriate to the work of advisors.

Employees will be expected to attend all appropriate meetings, and other duties as assigned after these hours. Monday meetings should be prioritized. **Coaches should not schedule practices, games, etc. and employees should avoid scheduling appointments on Mondays.**

If an advisor needs to leave campus during their planning or another time during the day, the advisor should request permission from their supervisor and sign out and subsequently sign in using Checkmate.

All staff with morning duty must report to duty stations by **7:30 a.m.**, if on morning duty, and, homeroom advisors to their classrooms by **7:45 am**. Administrator absences during normal working hours should be reported according to procedures determined by their immediate supervisors.

ATTENDANCE

In order for the school to achieve its desired goals, good attendance and punctuality are necessary. Regular and prompt attendance is expected and required of all our employees. When being absent from work or late to work is unavoidable, the employee must notify their supervisor at least one day in advance whenever possible. In case of an emergency or any circumstance when it is not possible to give advance notice, employees or their representative must personally **call/text** the Assistant Principal or Principal **and** their Supervisor before time to report to work, no later than 10:00 p.m. and no earlier than 6:00 a.m.

After four days of unexcused leave an employee may be considered to have abandoned their position and may be subject to disciplinary action, up to and including termination. This should not be interpreted to preclude disciplinary actions for unexcused absences of less than four days.

PROGRESSIVE DISCIPLINE AND ABSENTEEISM POLICY

The purpose of this communication is to provide guidance on how to effectively correlate progressive discipline conversations when addressing absenteeism within Furlow's employment setting. It is crucial to approach this matter with sensitivity, consistency, and a focus on promoting positive change.

Background:

Absences can have a significant impact on the overall functioning of our school. Recognizing patterns of absenteeism and addressing them through a progressive discipline approach is essential for maintaining a healthy work environment. Staff absenteeism will be reviewed on a monthly basis. This will ensure that we are fair and consistent when addressing attendance issues.

Progressive Discipline Model:

The progressive discipline model involves a series of steps, each increasing in severity, to address and correct behavior. When dealing with absenteeism, Furlow Charter School (Furlow) will use the following approach:

Verbal Warning:

If, during our monthly staff attendance review, there is a pattern of absenteeism, or, if an employee is out of pay status (requesting leave when accrued time has been exhausted), a verbal warning may be issued. During the verbal warning, the employee's supervisor will express concerns regarding the pattern of absenteeism with detailed information regarding the absences in question. The verbal warning process allows the employee the opportunity

to communicate any underlying issues or challenges they are experiencing that may impact their attendance. Finally, the verbal warning will include an emphasis on the importance of regular staff attendance and its impact on team dynamics and scholar achievement.

The verbal warning will be documented and notes from the warning will be provided to the employee and placed in the employee's personnel file.

Written Warning:

If the problem continues, a written warning will be issued. The written warning must provide specific details about the absenteeism concern. The written warning will follow the established FRISK format for employee discipline, per the employee handbook. Specific consequences for continued absenteeism will be clearly outlined. During the meeting where the written warning is issued, the employee will have the opportunity to discuss any extenuating circumstances or challenges they may be experiencing.

Probationary Period:

If improvement is not observed, as outlined in the verbal warning, the employee will be placed on a Professional Development Plan (PDP) to further mitigate the issue. Please see a sample PDP at the end of this policy. Conditions for improvement will be clearly defined in the PDP as well as support and/or resources to address any underlying issues contributing to absenteeism.

Further Action:

If there is no improvement during the PDP, Furlow will consider more serious actions such as recommendation for non-renewal or termination. Furlow will ensure that all actions taken are consistent with relevant employment laws and policies.

Documentation:

Furlow will maintain thorough documentation throughout the progressive discipline process. This includes records of, warnings, and any additional support provided. Documentation is crucial for accountability and is essential if further action is necessary. The documentation MUST include acknowledgement from the employee that progressive discipline is happening. This can be in the form of signatures, and/or email follow up.

Communication and Support:

Throughout the process, the supervisor and the employee shall maintain open lines of communication. Furlow will communicate support opportunities and encourage the employee to seek assistance if needed. Furlow will ensure that the employee is aware of the potential consequences if improvements are not made.

Conclusion:

Addressing absenteeism through a progressive discipline approach requires careful consideration and consistent application of policies. By following this model and documenting each step, Furlow aims to foster a positive work environment and support our employees in achieving success.

If you have any questions or need further guidance, please feel free to reach out to the CFO or principal.

Thank you for your commitment to maintaining a high standard of professionalism within our school system.

SAMPLE DIRECTIVE: EXCESSIVE ABSENTEEISM

(Type on school letterhead) (date)

(Name and Address)

Re: Professional Development Plan Dear __:

As you must know, your record of excessive absences over the course of your employment with this school district has been a source of concern. With this letter, Furlow is placing you on notice that your pattern of absenteeism will no longer be tolerated and, over the next several months, you will need to demonstrate that you can attend school on a regular basis and carry out your responsibilities to the students of Furlow.

Based on your current record of attendance, you have been absent ____ days, which is an unreasonable number of days this school year. We, therefore, are requesting you to comply with the terms of a professional development plan, the provisions of which are outlined in this letter. We expect you to fully comply with the letter and the spirit of the professional development plan. If you do not comply with the plan, you will be recommended for non-renewal.

The specific problem that requires remediation is your attendance.

1. For the first half of the school year, you were absent from work for a total of __ days. As we have only been in school __ days, this means that you were absent __% of the time. This pattern of excessive absences is unacceptable. In order to perform your job effectively, you simply must be in the classroom. Substitute teachers cannot provide the continuity that children need to establish a strong educational base. Your excessive absences have the effect of denying your students the education that you were hired to provide and to which they are entitled.

2. We want it to be clear that we expect your attendance to improve greatly. You are directed to be present on a regular basis with absences only for sickness or other reasons as is normal and routine for teachers. If your pattern of excessive absences continues, I will be forced to seek stronger disciplinary action, including non-renewal of your contract.

3. Of course, situations arise where absence from school cannot be avoided. However, these occasions must be the exception, not the norm. You are hereby directed to present documentation in the form of a doctor's excuse to the school for any days you are absent from school. In addition, you are directed to make every effort to schedule doctors' appointments so that they will not conflict with your job responsibilities. With respect to any medical conditions you may have, we want to be clear that the school district is more than willing to provide reasonable accommodations that you may require to attend school and competently perform your job, but it simply is not possible for us to accommodate continued absences from the classroom.

If you are committed to the responsibilities of your job and make every effort to improve your attendance record, we believe that you can be an effective teacher. However, your effectiveness as a teacher is directly dependent upon your compliance with the directives outlined in this letter. If you do not improve your attendance and comply with this PDP, I will have no choice but to recommend against your renewal for the upcoming school year. With your cooperation, we look forward to a productive remainder of the year.

Sincerely,

Title

CRIMINAL RECORDS CHECK

Furlow Charter School and Georgia State Law require that all classified and certified staff undergo fingerprinting and criminal records check at the time of employment. This requirement applies to all employees of Furlow Charter School, including part-time, substitute and temporary employees. Background checks are required of all employees every 5 years.

NAME AND ADDRESS CHANGE

Each employee has the responsibility to keep the CFO informed of their current mailing address and telephone number. To change a name on personnel records, it is necessary for the employee to bring a copy of the new social security card showing the new name to the CFO.

PERSONNEL RECORDS FOR EMPLOYEES

The following information must be filed in the personnel record of each employee immediately upon employment and updated as changes are made:

- Contact information, including phone number and home address
- Social Security Number
- State and Federal Withholding Information
- Employment Eligibility Verification (Form I-9)
- Verification of Lawful Presence (if applicable)
- Experience Verification (if applicable)
- Employment Contract (if applicable)
- Certificate ID Number (if applicable)
- Employment Application

EMPLOYEE APPEARANCE GUIDELINES

Staff members are expected to be professional in the mode of dress and hairstyle which should be appropriate for the teaching profession. Warranted or not, the public's first impression of our schools is frequently based on the professional dress of staff. Professional dress is also viewed by the public as a reflection of the level of pride the employee takes in their work. Good judgment goes a long way and is expected of all employees.

Advisors are expected to follow the normal dress code during pre- and post-planning whenever they are scheduled to meet with parents, even if it means bringing a change of clothes to work during those times.

When an administrator or supervisor determines that any manner of dress is unbecoming to the role assigned to the employee, that administrator/supervisor is to meet with the employee and explain that their dress does not meet guidelines and should be corrected immediately. Failure of the employee to heed the warning and abide by the guidelines may result in disciplinary actions. The supervisor's judgment as to the appropriateness of hair or dress will prevail.

Situational exceptions may occur, as approved by the Principal.

CELL PHONE USE DURING INSTRUCTIONAL TIME

All staff members should limit the use of cell phones for personal use during the school day.

STAFF RESPONSIBILITIES

Staff responsibilities include:

- Performing all school duties faithfully and to the best of their ability;
- Fulfilling designated individual responsibilities;
- Working cooperatively with all personnel;
- Working at designated tasks at an assigned place during the school day;
- Working with extra school activities as assigned by the Principal or other designated administrator.

EMPLOYEE DISMISSAL

All employees:

Any employee who is arrested on a charge of violating state or federal criminal laws may be relieved of their duties by the Principal, pending action of the Board, and may be relieved of duties without pay by the Board until a final determination of guilt or innocence is made. Any employee who is arrested must report the arrest to the Principal within 72 hours.

Advisors:

An advisor may be suspended during the regular school year by the Principal until such a time as the next regular Board meeting, at which time the Principal will make their recommendation to the board for reinstatement, termination, or other action for board vote.

ADVISOR/STAFF RESIGNATION

The contract signed by each advisor is legally binding for one (1) school year. However, circumstances occasionally arise that make it necessary for an advisor to request release from a contract. The board prefers that a written request be submitted to the Principal at least thirty (30) days prior to the requested date of the resignation. The Principal is authorized to accept or deny the resignation of professional personnel on behalf of the board. The board may affirm

the acceptance of such a resignation at the next meeting. Should the board deny the request for release, the advisor is bound by the contract and may be subject to termination provisions in their contract and/or adverse action to their teaching certificate by the Professional Standards Commission if the contract is not honored.

Classified staff resigning from a position are required to provide notice in writing to the Principal or their supervisor. It is requested that staff provide a minimum two-week advance notice.

DRUG-FREE AND ALCOHOL-FREE WORKPLACE

Furlow Charter School is concerned with the well-being of all employees. In accordance with the Drug Free Workplace Act, the unlawful and/or unauthorized manufacture, distribution, dispensing, possession or use of a controlled substance or alcohol is prohibited in the workplace for all employees. The Furlow Charter School Board considers an employee who possesses, uses, consumes, or is under the influence of drugs or alcohol on school property or while in the performance of their official duties to be covered by the Drug Free Workplace Act. In addition, the Furlow Charter School Board will take appropriate personnel action against any employee convicted of any criminal drug offense.

Whenever an employee is suspected or accused of being under the influence of a controlled substance or alcohol, the immediate supervisor will address the issue with the employee and may immediately require drug and/or alcohol testing. Refusal to submit to a drug and/or alcohol test will be considered an admission of guilt and disciplinary procedures will follow.

WEAPONS-FREE WORKPLACE

Furlow Charter School is a weapons-free workplace.

TOBACCO-FREE WORKPLACE

The use of tobacco by employees is strictly prohibited at all times on any school campus and in any school vehicle. The prohibition of the use of tobacco by employees extends beyond school hours and beyond school campuses when employees are instructing or supervising students or when students are being transported to and from school activities. Supervision includes coaching, directing fine arts practice and performances, acting as a sponsor or advisor of a school club or organization, driving a bus and similar roles. "Use of tobacco" includes but is not limited to smoking, smokeless products, and e-cigarettes, etc. regardless of whether they contain tobacco.

EMPLOYEE POLITICAL ACTIVITY

Employees should refrain from engaging in political activity during regular school and working hours, unless on personal leave or vacation. Employees may not use, at any time, school system facilities, equipment or supplies in conducting or participating in political activities, other than attending or participating in public political forums held at school facilities. Employees should refrain from using their position to coerce votes, contributions, or anything of value from other employees for support or in opposition to the candidacy of any candidate of their choice.

An employee cannot be promoted, demoted, transferred, or terminated solely for political participation as long as such participation is not in violation of the guidelines of this policy.

REDUCTION IN FORCE

The most important function of Furlow Charter School is to employ personnel and manage resources within the limitations of local, state, and federal funding sources. Consequently, it shall be the prerogative of the Furlow Charter School Board to abolish job positions, to reduce the length of the work year and salary and/or reduce the number of employees when seeking to cope effectively with program changes or financial exigency.

The Board shall consider a reduction in the professional workforce to include the abolition of job positions, the downgrading of an employee's position, and/or the reduction of the number of employees, as a response to the

following:

- A decrease in enrollment in Furlow Charter School which would necessitate a decrease in personnel or a discontinuation of programs;
- A change in the state or local curriculum, personnel, or financial practices which would necessitate a change in, or the elimination of programs or services provided by Furlow Charter School;
- A loss of funds due to a reduction in state funds, reduction in local funds or other funds that make necessary a reduction in spending;
- A lack of funding for programs, personnel, or services provided by Furlow Charter School;
- Any reasonable reorganization plan, to include the elimination of programs or services, to achieve a more efficient school.

OVERTIME AND HOURS WORKED

Prior written approval must be obtained for all overtime. Non-exempt employees who work overtime will be compensated at a rate of time and a half. Salaried employees who work fewer than the required hours may have their pay docked. All other employees will be eligible for overtime compensation in accordance with the Fair Labor Standards Act.

Full-time, non-exempt employees are expected to work eight hours per day and forty hours per week. If an employee works less than this amount, it may trigger their compensation to be re-calculated as their pay rate is based on full-time parameters. The Fair Labor Standards Act and the Georgia Department of Labor does not require employers in the state of Georgia to provide breaks or an uninterrupted meal period. FCS allows non-exempt employees to take up to a thirty (30) minute unpaid, uninterrupted lunch break. When such a lunch break is taken, the employee must clock out and in to account for their time. If a non-exempt employee chooses not to take an uninterrupted meal period, and wishes to consume lunch while fulfilling their duties, they do not need to clock out and in as they are working and not taking a break.

TUTORING

Employees may not get paid for tutoring their own scholars. PSC ethics standard 6 states that it is a violation to tutor “students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee”. Additionally, during work hours, no tutoring of any students for third-party payment is permitted.

COMPENSATION AND BENEFITS

MONTHLY PAY SCHEDULE

All personnel in the school will be paid once per month during the last week of the month, with the exception of non-exempt employees who will be paid semi-monthly. Physical paychecks are distributed on payday. Direct deposit stubs can be accessed through the online payroll portal, ADP® Employee Access, at myAccess.adp.com. All employees are encouraged to take advantage of direct deposit into the bank of their choice. If payroll checks are lost, employees will be required to enroll in direct deposit. If an employee has a change affecting direct deposit, a new direct deposit form authorizing the change must be submitted to the payroll manager. Advisor contracts begin July 1 of each year, but the first paycheck is issued in the last week of August.

LEAVE POLICIES

The leave policies herein are subject to change and may be deviated from at any time.

BEREAVEMENT LEAVE

An employee may use up to three (3) days of sick leave for death of a family member (Parents, Grandparents, Children, Grandchildren, In-laws). If the employee needs to be out more than the allowed (3) days, approval from

administration should be requested, and any additional granted days will be deducted from sick leave.

FAMILY AND MEDICAL LEAVE

Under the provisions of the federal Family and Medical Leave Act of 1993, as amended, employees who have worked for Furlow Charter School for at least 12 months and a total of 1,250 hours may be eligible for up to twelve weeks of unpaid leave per school year for one of the following reasons:

- The birth of a son or daughter or placement of a son or daughter with the employee for adoption or foster care;
- To care for a spouse, child, or parent who has a serious health condition;
- Due to the employee's own serious health condition that makes the employee unable to perform the functions of their job;
- For any qualifying exigency arising out of the fact that a spouse, child, or parent is a military member on covered active duty or called to covered active-duty status; or
- To care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the covered service member.

The employee must provide 30 days' advance notice, or as soon as practicable, of the need to take FMLA leave as well as sufficient information for determining whether the leave qualifies for FMLA protection and the anticipated timing and duration of the leave. Employees may be required to provide documentation to support the need for leave. The School has posted notices of the FMLA in the front office. The information in those posters is incorporated into this policy by reference.

Employees are required to use any available accrued leave in conjunction with FMLA leave. Once all accrued leave has been exhausted, the remainder of the employee's FMLA leave will be unpaid. Benefit accruals, personal leave and holiday benefits will be suspended during the unpaid leave and will resume upon return to active employment. Leave granted under state employees paid parental leave shall be taken concurrently with FMLA leave if the employee is FMLA-eligible, and standard FMLA forms will be accepted to establish the occurrence of a life event.

Employees will be required to provide documentation from their medical provider certifying their fitness to return to work.

So that an employee's return to work can be properly scheduled, an employee on FMLA leave is requested to provide FCS with at least two weeks' advance notice of the date the employee intends to return to work. When FMLA leave ends, the employee will be reinstated to the same position, if it is available, or to an equivalent position for which the employee is qualified. If an employee fails to report to work promptly at the end of the approved leave period, FCS will assume that the employee has resigned.

Please see the additional FMLA information on the following page.

PAID PARENTAL LEAVE

Up to 240 hours of paid parental leave is available to eligible employees following a qualifying life event.

Qualifying life events include the birth of a child of an eligible employee, the placement of a minor child for adoption with an eligible employee, and the placement of a minor child for foster care with an eligible employee.

Eligible employees are full-time regular employees who have six (6) months of continuous service and have worked a minimum of 700 hours for Furlow Charter School, Inc. over the six months immediately preceding the requested paid parental leave date. The amount of leave in a rolling 12-month period cannot exceed 240 hours, regardless of the number of qualifying events within the year. Paid parental leave may not run concurrently with any other paid leave and will run concurrently with FMLA.

The employee must provide the Principal and the CFO with notice of the parental leave request at least 30 days prior to the proposed leave start date (or if the leave was not foreseeable, as soon as possible).

The employee must follow institutional leave request procedures and provide all documentation as required by the HR department to substantiate the request and existence of a qualifying life event. Documentation of the qualifying need for leave may include certification from a healthcare provider for leave requests related to the birth and care of a newborn child or appropriate supporting court documents for leave requests related to the adoption or foster care placement of a minor child.

Your Employee Rights Under the Family and Medical Leave Act

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees.

Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if all of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location.

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if one of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management.

How do I request FMLA leave?

Generally, to request FMLA leave you **must**:

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your employer **may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress.

What does my employer need to do?

If you are eligible for FMLA leave, your **employer must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your employer **cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, your **employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call 1-866-487-9243 or visit dol.gov/fmla to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**



WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME



JURY DUTY

All staff members are subject to jury duty in accordance with O.C.G.A. section 20-2-870.

“Each person employed as a teacher in any public school of this state shall be allowed a leave of absence without loss of pay and without deduction of any amounts otherwise received a compensation for service as a teacher, for the purpose of attending any court as a juror or when subpoenaed to testify in a case arising out of the person's duties as a teacher, such as the reporting of child abuse required by Code Section 19-7-5.

Any teacher who serves as a juror or witness as provided in this Code section shall not have the jury or witness leave deducted from sick, personal, or professional leave. No teacher utilizing jury or witness leave under Code section shall be required to pay the cost of employing a substitute teacher to serve in his absence on such jury or witness leave, and local Boards of Education may adopt policies regarding the retention by advisors of the compensation for serving on a jury.”

An employee must provide the Principal with at least 15 days' advance notice prior to the day in which the employee is required to report for jury duty. Employees who serve on juries or who are subpoenaed to testify in cases arising out of their duties as employees must remit to Furlow Charter School any jury/witness pay they receive.

PROFESSIONAL LEAVE

Limited professional leave may be granted from time to time to enable faculty members to attend conferences, workshops and conventions specifically related to their work. Requests for professional leave must be submitted to the Principal at least ten (10) school days prior to the anticipated leave and must be approved.

ANNUAL LEAVE

Eligible employees earn sick leave at the rate of 1.25 days per month. 10-month employees can earn 12.5 days per year, while 11- and 12-month employees can earn 13.75 and 15 days, respectively. Sick leave may be used for personal illness or for illness of members of the immediate family.

12-month employees who earn vacation leave accrue vacation time at a rate of 6.66 hours per month during the first 12 months of employment. Once twelve months have been completed, employees' vacation days for the current fiscal year will be brought to ten earned days for the year, and they will no longer earn 6.66hr/month. In all subsequent years, employees will earn ten days at the beginning of the fiscal year. Employees with earned vacation days may roll over a maximum of five days into the subsequent year.

When an advisor leaves Furlow Charter School and goes to another system in Georgia, only 45 days of sick leave can be transferred, according to state law. The advisor will not be paid for the remaining days, but they can be counted for retirement purposes.

If an employee needs to utilize unearned sick leave, advance leave may be granted by the Principal and chief financial officer. The advance leave shall not exceed the number of days the employee would accumulate through the end of the school year. If an employee fails for any reason to complete a school year, sick leave used but not yet earned will be deducted from the employee's final check.

Sick leave may be used upon the approval of the Principal or supervisor for absence due to illness or injury or necessitated by exposure to contagious disease in which the health of others would be endangered by their attendance or duty; or due to illness in the employee's immediate family. COVID Leave will no longer be held harmless.

Medical proof may be required for any sick leave request and WILL BE required in any case of suspected abuse of sick leave. In cases of abuse of sick leave, accumulated leave will be suspended, and abuse of leave will be grounds for termination of employment and possible suspension or revocation of teaching certificate. A doctor's note is required for the use of three consecutive sick days.

During any school year, employees may use up to 3 days of their accumulated sick leave for the purpose of absenting themselves from their duties for personal reasons.

Prior approval of the absence shall be given by the Principal, typically on a first-come, first-come basis. Personal leave will not be permitted on days before or after holidays or the scheduled blackout days except in extenuating

circumstances and at the discretion of the administration.

Personal leave will be charged to the employee's accumulated sick leave. Days beyond the allowed three (3) days will be approved or denied at the discretion of the Principal and chief financial officer. Personal days taken beyond those three will be considered out of pay status and deducted from the employee's paycheck.

Employees absent for other than approved reasons, or absent after sick leave has been exhausted, shall have the following deductions from pay: [Number of days absent/Number of workdays in work year X (multiplied by) Annual Salary] for absences not approved or covered by leave. After four days of unexcused leave an employee may be considered to have abandoned their position and may be subject to disciplinary action, up to and including termination. This should not be interpreted to preclude disciplinary actions for unexcused absences of less than four days.

RETIREMENT

Georgia Teacher Retirement System ("TRS") - All employees who are employed one-half time or more in TRS eligible/covered positions are required to be members of the TRS as a condition of employment. This includes teachers, administrators, clerical staff, paraprofessionals, lead custodians, and school nutrition managers. TRS is a public retirement system that meets the definition of a public retirement system that can be used as a substitute for mandatory Social Security coverage for teachers and other educational personnel in Georgia. Therefore, employees enrolled in TRS are not eligible to participate in a plan with coverage under Title II of the Social Security Act and will not have Social Security withheld from their pay. See here for more information about TRS: <https://www.trsga.com/>

Public-School Employees Retirement System ("PSERS") - PSERS is a supplemental retirement plan for public school employees who are not members of TRS. Employees covered by PSERS include full-time bus drivers, maintenance employees, custodial employees, and most school nutrition employees. PSERS cannot be used as a substitute for mandatory Social Security coverage. Therefore, employees enrolled in PSERS are eligible to participate in a plan with coverage under Title II of the Social Security Act and will have Social Security withheld from their pay. See here for more information about PSERS: <https://www.ers.ga.gov/public-school-employees-retirement-system>

Employees who are not TRS or PSERS eligible are eligible to participate in a plan with coverage under Title II of the Social Security Act and will have Social Security withheld from their pay.

TRAVEL REIMBURSEMENT

If reimbursement for travel is to be considered, it must be approved beforehand. Please submit a budget that predicts as closely as possible the travel expenses. Detailed receipts must be submitted with all reimbursement requests. All travel reimbursement request forms should be turned in within 30 days of the date of the travel. Mileage accrued on school related travel is paid at the federally issued rate. Meals may be reimbursed, if requested, at or below the following standard per diem rates based on federally issued rate posted at GSA.gov. The first and last dates of travel may be paid at 75% of meal rates.

LEAVE REQUEST FORMS

Employees must submit a Leave Request Form to the Principal or Assistant Principal at least 5 days prior to the leave date requested for personal days, field trips, vacations days if applicable, expected sick days, doctor's appointments, and professional development.

Employees must submit a Leave Request Form within 3 days of returning from being out sick unexpectedly.

WORKING DEFINITIONS

Comp Time is defined as providing personal leave for time worked off contract. Offering comp time must be requested in advance by the Principal and approved by CFO (or vice versa if it involves the CFO) and a record of comp time shall be kept by the CFO. Comp Time shall not be used as a substitute for paying nonexempt employees' overtime for hours worked over 40 in a week.

Flex Time is defined as working hours other than the prescribed work hours. Flex Time will be approved by the Principal (or CFO for Principal).

Flex Days are defined as working days not on the assigned work schedule in lieu of working assigned workdays. Flex Days will be approved by the Principal (or CFO for Principal).

Admin Time is defined as time off given to all scheduled employees. At the discretion of the Administrative Team (Principal, assistant principal, and CFO).

Professional Leave can be used for activities that directly impact student learning. Must be approved by the Administrative Team (Principal, Assistant Principal, and CFO).

WORKERS COMPENSATION CLAIMS FOR ACCIDENTS/INCIDENTS/INJURIES

All employee accidents/incidents/injuries must be reported to Stephanie Duff and the Principal within 24 hours, regardless of whether medical treatment is sought.

CURRICULUM AND INSTRUCTION

GEORGIA STANDARDS OF EXCELLENCE

The Georgia Standards of Excellence provide clear expectations for instruction, assessment, and student work. Curriculum and Instruction and Career, Technical and Agricultural Education work together to provide rigorous standards, quality instructional resources and online professional learning materials that will help advisors prepare students for graduation and post-secondary college and career opportunities. Georgia Standards for Excellence, resources and training information can be accessed at www.GeorgiaStandards.org.

All advisors are expected to teach standards as they relate to their content area, and instructional materials should be selected based on the support needed to teach standards.

FURLOW CHARTER SCHOOL EARLY LITERACY AND DYSLEXIA POLICY

Purpose

Furlow Charter School is committed to ensuring all students develop essential literacy skills early in their education. In adherence to Georgia's Early Literacy Act (HB538) and Dyslexia Efforts (SB48), this policy outlines the strategies and practices our school will implement to promote early literacy and support students with characteristics of dyslexia.

Scope

This policy applies to all K-3 students, educators, administrators, and support staff at Furlow Charter School.

Policy Statement

Furlow Charter School will implement high quality instructional materials to support all students in developing strong reading skills. Special emphasis will be placed on identifying and supporting students with characteristics of dyslexia and other reading difficulties by providing evidence-based interventions.

EARLY LITERACY ACT (HB538) IMPLEMENTATION

1. Instructional Materials:

- Furlow will employ a high-quality instructional material (HQIM) reading curriculum in grades K-3rd. This reading curriculum will be chosen from a list provided by the Georgia Department of Education.
- Furlow will annually certify our use of high-quality instructional materials from a state-approved list.

2. Screening and Assessment:

- Conduct universal screening assessments for all K-3 students at the beginning, middle, and end of each school year to identify students at risk for reading difficulties.
- The first administration will occur within 30 days of the beginning of school.

- Universal screeners will be from the state-approved list.
 - Parents will receive a copy of the assessment reports.
- 3. Intervention and Support:**
- Implement multi-tiered systems of support (MTSS) plan to provide differentiated instruction and evidence-based interventions based on student needs no later than 30 days after the universal screener is administered.
 - Regularly monitor the progress of students receiving interventions and adjust evidence-based strategies as necessary.
- 4. Professional Learning:**
- Provide professional development for all educators K-3 on effective literacy instruction and interventions by July 1, 2025.

DYSLEXIA EFFORTS (SB48) IMPLEMENTATION

- 1. Qualified Screening Tool:**
- Furlow's universal screener is also on the approved dyslexia screening list, therefore eliminating the need for a separate assessment.
- 2. Grades Tested & Frequency:**
- Screen all K-3 students for characteristics of dyslexia using state-approved screening tools annually starting in the 2024-2025 school year.
- 3. Qualities of a Screener Tool:**
- The screening tool used will address the following components: phonological awareness, and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming/fluency, and encoding skills.
 - The screener will show characteristics of dyslexia, not provide a diagnosis of dyslexia. A diagnosis of dyslexia can only be given by a licensed professional.
- 4. Interventions and Next Steps:**
- If a scholar shows characteristics of dyslexia based on the screener results, then an intervention plan will be developed through the multi-tiered systems of support (MTSS) process.
 - The MTSS team can include the MTSS Coordinator, advisor, parent/guardian of the scholar, and any other support staff needed.
 - The team will determine how to best support the scholar based on data collected about the whole child.

Evaluation and Continuous Improvement

- 1. Data Collection and Analysis:**
- Furlow will collect and analyze data on student reading performance and intervention effectiveness.
 - Furlow will use data to make informed decisions about curriculum, instruction, and professional development needs.
- 2. Program Review:**
- Furlow will certify the use of high-quality instructional materials annually.
 - Furlow will provide data on the students screened for characteristics of dyslexia to Georgia's

Department of Education each year, starting with June 30, 2025.

Compliance and Accountability

Furlow Charter School will adhere to all state requirements outlined in HB538 and SB48. The administration will ensure compliance with these laws and oversee the implementation of this policy. Any deviations or concerns regarding this policy should be reported to the school principal or designated staff.

Effective Date: June 18, 2024

Contact Information: For questions or more information about this policy, please contact: Crystal Lingefelt, clingefelt@furlowcharter.org.

CHARACTER EDUCATION

All employees will be responsible for teaching and reinforcing the INSPIRE Habits of Scholarship: Inquire, Negotiate, Serve, Pledge, Influence, Reflect, and Envision. As Furlow has adopted the PBIS framework, the INSPIRE habits should be presented and reinforced within this framework whenever possible. INSPIRE evaluations will be based on scholar self-reflection. Periodically, scholars will complete a self-reflection regarding the INSPIRE character traits. The self-reflection will be the responsibility of the homeroom advisors.

FOCUS SERVICES

All advisors are expected to work with Gifted, Special Education, ESOL, EIP, REP, and Interventionist advisors to ensure that scholar needs are being met.

SPECIAL EDUCATION

As required by the Individuals with Disabilities Act (IDEA), regarding a scholar who receives special education services, the special education teachers and general education teachers are responsible for ensuring scholars are receiving the appropriate accommodations and services outlined in that scholar's IEP. It is important that all advisors provide the accommodation in their daily instruction and during assessments. These accommodations include—but are not limited to—instructional accommodations, testing accommodations, and behavior intervention plans.

Scholars with 504 Plans also have accommodations that must be provided by advisors in their daily instruction and during assessments. These accommodations include, but are not limited to, instructional accommodations, testing accommodations, and behavior intervention plans.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)

Scholars receiving services in ESOL also have accommodations that must be provided by advisors in their daily instruction and during assessments. These accommodations are outlined in the scholar's Testing Participation Committee (TPC) form, developed by the general education advisor and ESOL advisor.

ASSESSMENTS

State-Mandated Tests (Georgia Milestones Assessments, Georgia Alternate Assessments, G-Kids, pre-test/post-test, ACCESS for ELLs Assessment): State-mandated standardized tests are to be administered according to state and local testing guidelines. Results are to be used to guide the instructional program for each student. Individual student test results are considered to be confidential and are available only to authorized persons. Improper test administration or breaches of test security will be reported to the GaPSC and may result in suspension or revocation of teaching certificate and disciplinary action up to and including termination.

School-Mandated Assessments: (Measures of Academic Progress - MAP) MAP is a nationally norm-referenced assessment used by the school with students in grades K - 12. The assessment is given three times a year in Reading & Math at all schools. Additionally, Language Arts is assessed at key grade levels. MAP provides both a numeric score as well as a growth measure that allows advisors and students to monitor academic progress throughout the year. Advisors should use the data provided to guide classroom instruction as well as inform students and parents of individual strengths and weaknesses in the content assessed. Additionally, high school scholars will be tested in core content classes each nine weeks via Progress Learning. Benchmarks will be scheduled at the end of the first and third nine weeks, and midterms and finals for non-EOC classes will be scheduled at the end of each semester.

Advisor-created Assessments: Advisor-made assessments are a valuable part of the instructional program and should be used to guide instruction as well as to measure progress and achievement. Assessments should be directly linked to the curriculum standards. Advisors should ensure that all students have had an opportunity to learn the content being tested.

Student Test Data: Results of student performance on state-mandated assessments are a part of their student record in Infinite Campus. All test data will be used to guide the instructional program to meet the needs of students.

LESSON PLANS

Lesson plans are the basis for instruction. All advisors are required to—at a minimum—design daily lesson plans based upon course standards.

Advisors on the TKES Full Plan are required to upload current lesson plans into the shared Google Drive weekly by Monday at 8:00 a.m. for the following week. The plans should support and outline daily instruction, and—at minimum—should include the referenced standards, learning targets, PBL connections, rigor practices, instructional strategies, differentiation, accommodations, interventions/supports for all scholars, small group instructional plan, assessments, and planned technology use and minutes. A template will be provided for all advisors. Advisors may use their own templates provided that required elements are embedded. Special education, EIP, and REP, advisors on the TKES Full Plan are required to upload lesson plans each week on Tuesday, by 8:00 a.m.

PACING GUIDES

All advisors are expected to upload pacing guides for the year to the shared Google Drive. Pacing guides should have each subject or content area/course included, a dated weekly timeline, the standards targeted for that week. A template will be provided to all advisors. Pacing guides should be updated throughout the school year as needed.

ASSESSMENT MAP

All advisors are expected to upload an assessment map for each nine weeks or semester to the shared Google Drive. Assessment maps should include formative and summative assessments by nine weeks for K-8, and semester for 9-12 and planned progress monitoring. A template will be provided to all advisors.

GRADING

A secondary copy of grades should be maintained at all times. If an advisor chooses not to maintain primary or secondary copies in hard copy, it is their responsibility to ensure they are following the best practices in electronic backup and security. Each advisor's grade book with attendance taken will be turned in at the end of each academic year. Additionally, reports of student progress shall be made available to parents/guardians of all children enrolled. These reports of student progress are available on an ongoing basis in the Parent Portal via Infinite Campus. Advisors will encourage parents to view students' progress on IC and make contacts if there are questions or concerns.

It is expected that faculty members will continually, promptly, and on an weekly basis enter grades into Infinite Campus so that students and parents can accurately monitor progress, grades and assignments. Grades should reflect a student's level of mastery of Standard(s) and ongoing progress during each grading period. Advisors are expected to provide a balance of ongoing formative and summative assessments.

On average, one grade per subject should be entered in Infinite Campus each week. For grades K-8 in each nine weeks of instruction, there should be a minimum of 7 and a maximum of 10 grades for all classes, with the exception of K-5 Bridges and Science/Social Studies, in which a minimum of 4 and a maximum of 10 should be taken. For grades 9-12, benchmarks/midterms/finals will be calculated at 20% of the grade for each nine weeks. EOC weighting will be determined by GaDOE. All other grade weights will be at the discretion of the advisor with at least one grade entered weekly.

GRADING CALCULATIONS

K-8 grades will be calculated as a rolling average reported via progress reports every 4.5 weeks and report cards every 9 weeks culminating in a final average at the end of the year.

Grades 9-12 will be calculated as follows:

9-12 NON-EOC		9-11 EOC	
S1	S2	S1	S2
MIDTERMS = 20%	FINALS= 20%	MIDTERMS= 20%	FINALS/EOC= 20%
GRADES= 80%		GRADES= 80%	GRADES=80%

Note: EOC grading weight is subject to determination by GaDOE.

INSTRUCTIONAL TIME

All instructional time should be used to promote student learning and maximize learning opportunities. Advisors should align lesson plans with course or program standards. Instruction is expected to be engaging and research-based, with an emphasis on differentiation to meet the learning needs of all students. As advisors promote critical thinking, they should also be mindful of assessing for learning and providing timely, relevant feedback. Materials and resources should be ready for student use, and all class time should be used efficiently to ensure student learning and success.

Advisors are expected to teach “bell to bell.”

Advisors are expected to establish clear expectations for classroom rules, routines and procedures and enforce them consistently and appropriately.

Advisors are expected to enforce all the rules outlined in the **Family Handbook**.

PROJECT BASED LEARNING

PBL is an essential part of our charter and of the learning culture at FCS. All advisors are expected to complete at least two PBL projects each year, ideally at least one each semester. Cross-curricular, multi-grade PBLs can be done across grades and subjects, however, those are in addition to what is required of each individual advisor. PBL training will be provided to all advisors, and a required planning template will be provided. Advisors are expected to work collaboratively with the PBL Coordinator to ensure consistent implementation across the school.

Beginning this year, one PBL project will be recognized for exemplary implementation of project-based learning for each grade band.

FIELD TRIPS

Field trips should be for the purpose of enriching standards that are being taught. Field trips must have a clear curricular connection. Virtual field trips should be considered when appropriate. All field trips should be approved by the Principal, and overnight field trips approved by the governing board. Each advisor is responsible for making sure there is appropriate funding available for all field trips.

Advisors need to plan for students who aren't attending the field trip (i.e., parents have requested they not go, etc.).

Advisors should complete the Field Trip Request Form and submit it to the Principal for approval. A complete proposed budget should be attached, if necessary. If applicable, School Bus Request Form and Nutrition Form should be submitted as well. Deadlines for field trip approvals will be established for each semester. These deadlines will be strictly enforced.

Employees chaperoning or otherwise accompanying a field trip entirely in their professional capacity will have expenses covered during instructional field trips. Expense coverage during extracurricular trips is subject to fund availability and not guaranteed.

SUPERVISION AND CHAPERONE SELECTION

Volunteer chaperones must be at least 21 years old to supervise students in grades 6-8, 25 years old for students in grades 9-12.

Administration must assign the proper ratio of supervisors to students based on school policies and evaluation of

individual field trips. There may be certain instances when school personnel should increase the ratio of supervisors to students because of the specific field trip activity. Also, a higher number of chaperones may be required for elementary school age students compared to middle and high school students. Based the number of chaperones (school employees vs. volunteer chaperones) on an evaluation considering the number of students, age and maturity of the students, types of activities, facilities, duration of trip, type of transportation, and safety considerations (such as emergency procedures).

There should be a minimum of two adults supervising a during the day field trip. Recommended minimum supervision ratios (adults to students) are as follows: elementary school age - 1:10; middle/high school age - 1:20. The building administrator and field-trip sponsor should agree upon the ratio for each field trip.

Additional selection criteria will need to be considered for specific field trip activities. For example, chaperones trained in lifeguarding skills may be necessary for field trips involving water. Overnight trips will require gender specific chaperones. When traveling out of the country chaperones who speak the native language of the area would be invaluable. Chaperones qualified to deal with children with behavioral, mental or physical challenges will be needed to assist students with special needs.

All chaperones must also be at least 21 years of age and in some instances may be required to undergo a background check. The school must take all measures to provide adequate supervision for their students.

CHAPERONE RESPONSIBILITIES FOR FIELD TRIPS

- The field trip supervisor must be a faculty member of the institution taking the trip.
- All chaperones must be at least 21 years of age and a member of the school faculty/staff or a Furlow Charter School registered volunteer.
- Chaperones must assume a 24-hour day responsibility for students from the time they leave until the time they return. (applies to overnight field trip)
- The level of student supervision of students while on a field trip is no less than the level of supervision of students required when students are on campus, participating in class, or participating in other school or school board activities.
- Chaperones are expected to be familiar with the Student Code of Conduct and Discipline and shall report all suspected violations to the field trip supervisor immediately.
- Chaperones may not discipline a student, staff member and/or another chaperone.
- Drinking alcoholic beverages by a chaperone at any time during a field trip is prohibited.
- Chaperones must actively supervise and keep an accurate check on members assigned to them.
- Chaperones may not retire until all students are in their rooms, all visiting between rooms has stopped, and the chaperones are sure the students are secure. (Applies to overnight field trips.)
- Gender of the group members shall be considered when assigning chaperones and floor assignments.
- Chaperones will not be permitted to bring siblings of participating students or other persons on a field trip.
- Parents or student relatives who are not chaperones or student participants in a field trip will not be permitted to join a field trip at its destination; unless they are approved volunteers by FCS. These volunteers must also be authorized by FCS to participate in the designated field trip.
- Chaperones must wear appropriate clothing at all times. Appropriate clothing is defined by the student dress code.
- Medical release waivers for each student shall be carried out on all field trips. In case of an accident, the medical release waivers shall be presented to the treating physician. A student's permission slip shall be attached to the student injury incident report which is required with an accident.
- Chaperones are required to report any illness of students to the field trip supervisor/sponsor immediately.

- For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.
- Chaperones may not use, sell, provide, possess, or be under the influence of drugs or alcohol; may not use tobacco in the presence of, or within the sight of, students; may not possess any weapon; may not administer any medications, prescription or nonprescription, to students.

PROFESSIONAL LEARNING

All professional learning requests **MUST** be approved **BEFORE** the professional development takes place by completing a professional development request form. Professional development funds are limited.

SERVICE LEARNING

All scholars at Furlow must complete two units of credit of service learning during the high-school grades. One of the ways that scholars may earn that credit is by serving an advisor, the office staff, and/or the custodial staff. The service “internship” will be for one high school class period and will last all year. The tasks that these scholars may complete are at the advisor’s discretion but should not include grading papers. It may include working with small groups and/or one-on-one work with scholars, but the supervising advisor should be present at all times.

The advisor who signs on for an intern will be expected to complete short evaluations of that scholar’s work in the classroom.

FACILITIES AND MAINTENANCE

BUILDING APPEARANCE

All employees play a part in maintaining a professional building appearance. Employees are encouraged to manage learning environments to assist in maintaining a positive learning environment for students, parents and community.

EMPLOYEE (PERSONAL) PROPERTY AT SCHOOL

Employees who bring personal items, such as books, computers, lamps, etc. to school need to be aware that such items are not covered by the school’s insurance policy. Any personal items damaged, lost, or stolen as a result of fire, severe weather, theft, or other catastrophes are not eligible for replacement or reimbursement under the school’s insurance coverage. Employees should take this into consideration when bringing personal items to school or to the office. Coffee pots and refrigerators should not be in classrooms.

CONDITION OF THE CLASSROOM

Advisors are responsible for the condition of the classroom and its equipment at all times. Prior to the close of each period and before the close of school at the end of the day, advisors should hold students responsible for leaving the room clean. If more than one advisor uses a classroom, this becomes the responsibility of all the advisors using the room. On leaving the room for the day, advisors will turn off computers, projectors, etc., turn out all lights and close and lock all doors. In the case of an extended break, advisors should ensure the following:

- Ensure all windows are closed and curtains/shades are lowered.
- Unplug electronic devices.
- **Thermostats should be set at 68 for heat and 78 for cool.**
- Food should not be left in classrooms.

PLAYGROUND SAFETY INSPECTIONS

Employees play a part in ensuring schools, their environments, and their playgrounds are constructed and maintained to protect health, safety, and the welfare of students, school employees, and the general public. Playgrounds are inspected to ensure safe play environments for our students. If advisors see equipment in disrepair, they should make a report to the administration. Employees should take an active role in monitoring scholars. Active monitoring looks like walking around, interacting with scholars, and ensuring safe play.

EMPLOYEE LOUNGE

All food left in the refrigerators should be labeled with the advisor's name. Individuals should routinely clean out their personal items from the refrigerator to ensure cleanliness.

Never assume that food and/or beverages in the lounge are “for the taking.” Respect others’ right to expect their food to be there when they return to get it.

The Employee Lounge is an adult-only area. Scholars should only be allowed in the Employee Lounge if accompanied by an advisor.

Microwave: Please cover food that will splatter when you microwave it. If your use of the microwave results in debris in the microwave, clean it up.

If you make a mess, be sure to clean it up.

SCHOLARS

RECEIPTING MONEY

Money should be submitted to the office each day by 11:30 a.m. and should not, under any circumstances, be left in your classroom overnight. A batch sheet should be filled out completely whenever an advisor collects money to send to the office. When students bring money to their advisors, each day the advisor will issue each student a receipt if the money totals over \$7.50. If the money received by the advisor is \$7.50 or less, the advisor lists on the batch sheet each student, amount of money paid, and for what purpose. The advisor sends the batch sheet, monies and the yellow copy of the receipts to the office to be receipted. The office staff then completes one receipt for the amount sent from the advisor. Batch sheets are available in the front office or on the internal website. Receipt books can be obtained from the CFO.

STUDENT SAFETY

All employees are expected to work in a manner which provides a safe environment for students.

This includes:

- 1) being committed to physical safety and health;
- 2) recognizing the importance of psychological and emotional health and well-being;
- 3) ensuring safe and healthy facilities;
- 4) creating an environment of trust, support, respect; and
- 5) providing a secure and comfortable learning environment.

When students are injured in your class or under your supervision on the playground, advisors will need to complete an incident report within the same school day but no later than 24 hours after the incident. These are available in the front office or on the internal website.

STUDENT SUPERVISION

Every advisor is expected not only to supervise pupils while in the classroom, but to assist in the general supervision of pupils during the school day and before and after school. Advisors should not leave students in the classroom or other places in the building unsupervised. This means during regular school hours, before school begins in the morning, and after school has been dismissed for the day, including when a scholar has remained at an after-school-duty post. Advisors who volunteer to work with student groups are similarly required to supervise students during those meetings and events. Advisors must remain to supervise scholars in their after-school clubs or sports programs until parents arrive. Active supervision is required during recess. Advisors should refrain from using cellphones while supervising scholars on the playground, unless the cellphone is being used for a safety-related matter.

ATTENDANCE REPORTING

Correct attendance reporting of students is vital. According to the Georgia Department of Education, data indicate that missing more than five days of school each year, regardless of the cause, begins to impact student academic performance and starts shaping attitudes about school. For students in the 6th grade through the 9th grade, student

attendance is a better predictor of dropping out of school than test scores. Advisors will ensure that all attendance reporting is timely and accurate.

Attendance should be entered by 9:00 a.m. for all homeroom advisors and within the first five minutes of class for all high school classes. In addition to entering attendance in IC, advisors should keep a secondary copy of attendance records in case of errors and technological problems with IC.

STUDENT RECORDS

Professional personnel's record-keeping responsibilities will vary according to their assignment. Records must be accurate, current, and be made available upon request to administrators and supervisors. Each advisor should record attendance, as well as daily grades and test grades, so that the final grades may be verified. **Advisors are required to check their scholars' permanent records to ensure records are complete and kept up to date on a regular basis.** All student records are confidential. They must be made available to a student's parents upon request to the registrar, or to the student once they turn eighteen (18) years old. The registrar must obtain the approval of the Principal or designee to release records.

ENFORCING SCHOOL RULES

Employees must enforce rules of conduct for students as outlined in the Family Handbook. As students move through the halls, employees are expected to ensure that the students comply with the following at all times:

- Scholars will move through the halls quietly and on the right side of the hall.
- Scholars will be at the right place at the right time.
- When classes are moving through the halls, lines should not be cut.
- Keep your hands to yourself. Not on others. Not on walls. Not on work displayed.
- Last Out, Lights Off
- Furlow is a PBIS school. Advisors should regularly teach the behavior matrix SOAR to classes and actively look for ways to positively reinforce behaviors that are expected.

CAFÉ FURLOW

All employees may establish an account from which money for lunches may be deducted

Advisors may take their scholars outside or to their classrooms for lunch for the occasional treat. However, food may not leave the cafeteria uncovered. If you would like to take advantage of this, please let the cafeteria manager know at least 24 hours in advance so that scholars can be served in a "to go" container.

TECHNOLOGY

INTERNET AND TECHNOLOGY ACCEPTABLE USE STANDARDS

- Use of the Internet and Technology belonging to Furlow Charter School must be in support of education and research and consistent with the educational objectives of Furlow Charter School.
- Transmission of copyrighted, threatening, or obscene material is prohibited. Use for product advertisements or political lobbying is also prohibited. Illegal activities are strictly prohibited.
- The use of the Internet and Technology is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. Employees should take care to ensure that inappropriate material is not available on personal devices used in the school.
- Unauthorized use of the network, intentional deletion or damage to files and data belonging to other users, or copyright violations may be termed theft.
- Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm, modify, or destroy data, equipment, or software.
- School personnel shall be accountable for media books, periodicals, software, materials and equipment purchased through public and school funds.
- Negligence and/or abuse of items belonging to Furlow Charter School will be addressed by Administration and may require personnel to reimburse the charge for lost or damaged items. Damage to technology must be reported to the Administration and to the Media Specialist in writing immediately following the damage.

SOCIAL MEDIA POLICY

This policy has been created to ensure that information disclosed by FCS and its employees is timely, accurate, comprehensive, authoritative, and relevant. This policy will provide the framework to facilitate the timely dissemination of information. Adherence to this policy will reinforce its current non-discriminatory practices based on race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age (40 and older), disability and genetic information (including family medical history), or any other status covered by federal, state, or local law. (<https://www.eeoc.gov/employers/smallbusiness/3-who-protected-employment-discrimination>)

This social media policy applies to all FCS employees. This policy covers all social media and media platforms, social networks, blogs, photo sharing, wikis, online forums, and video sharing.

DEFINITIONS

Term: Social Media Account

Definition: A personalized presence inside a social networking channel, initiated at will by an individual. YouTube, Twitter, Facebook, Instagram, SnapChat and other social networking channels allow users to sign-up for their own social media account, which they can use to collaborate, interact and share content and status updates. When a user communicates through a social media account, their disclosures are attributed to their User Profile.

Term: Social Media Channels

Definition: Blogs, micro-blogs, wikis, social networks, social bookmarking services, user rating services and any other online collaboration, sharing or publishing platform, whether accessed through the web, a mobile device, text messaging, email or other existing or emerging communications platforms.

Term: Professional Social Media

Definition: Professional social media is a work-related social media activity that is either school based (e.g., an administrator establishing a Facebook page for the school, school department or FCS advisor establishing a blog for their class), or non-school based (e.g., establishing a Facebook page to facilitate the administration of certain regulations).

Term: Social Media Disclosures

Definition: Blog posts, blog comments, status updates, text messages, posts via email, images, audio recordings, video recordings or any other information made available through a social media channel. Social media disclosures are the actual communications a user distributes through a social media channel, usually by means of their social media account.

Term: Controversial Issues

Definition: Issues that form the basis of heated debate, often identified in political campaigns as wedge issues, since they provoke a strong emotional response. Examples include political views, health care reform, education reform, and gun control.

Term: Inbound Links

Definition: An inbound link is a hyperlink that transits from one domain to another. A hyperlink that transits from an external domain to your own domain is referred to as an inbound link. Inbound links are important because they play a role in how search engines rank pages and domains in search results.

Term: Hosted Content

Definition: Text, pictures, audio, video, or other information in digital form that is uploaded and resides in the social media account of the author of a social media disclosure. If you download content from the Internet, and then upload it to your social media account, you are hosting that content. This distinction is important because it is generally illegal to host copyrighted content publicly on the Internet without first obtaining the permission of the copyright owner.

Term: Copyrights

Definition: Copyrights protect the right of an author to control the reproduction and use of any creative expression that has been fixed in tangible form, such as literary works, graphical works, photographic works, audiovisual works, electronic works, and musical works. It is illegal to reproduce and use copyrighted content publicly on the Internet without first obtaining the permission of the copyright owner.

Term: Official Content

Definition: Publicly available online content created and made public by FCS, potentially verified by virtue of being accessible through the Furlow Charter School website.

Term: Blog

Definition: An online journal that contains entries or posts that consist of text, links, images, video or other media and is usually between 300-500 words.

Term: Microblogging

Definition: Posting brief and frequent updates online. Unlike traditional blogs, which are often hosted on a custom website, microblogs are typically published on social media sites like Twitter, Instagram, Tumblr, and Facebook.

Term: Cyberbully

Definition: Cyberbullying is the use of electronic information and communication devices, to include but not limited to email messages, instant messaging, text messaging, cellular telephone communications, Internet blogs, Internet chat rooms, Internet postings and defamatory websites.

FACULTY AND STAFF GUIDELINES

Blogs, Wikis, Podcasts, Digital Images, & Video Personal Responsibility

- FCS employees are personally responsible for the hosted content they publish online. Be mindful that what you publish on social media channels will be public for a long time—protect your privacy.
- When posting online, remember that you are an employee of FCS and representative of your colleagues, students, parents, and the school community.
- Your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face.
- Blogs, wikis, and podcasts are an extension of your classroom and considered *official content*. What is inappropriate in the classroom should be deemed inappropriate online.
- Do not post photos or movies of fellow employees without their permission. Do not use photos or movies taken at school without permission. Do not post photos or movies that contain students to public sites without parental consent.
- There are many websites that allow users to share personally created movies. You are responsible for all you do, say and post online, including videos. Anything posted online should represent you in a professional manner as others will see you as connected to FCS. It disrupts learning when employees post videos with questionable content.
- When posting online be sure not to post confidential student information.
- Cyberbullying is not to be tolerated. Any incident of cyberbullying should be reported to the Principal immediately. All cyberbullying incidents are to be taken seriously.

Personal use of social networking sites, including Facebook, Twitter and Instagram

- FCS staff and employees are personally responsible for all comments/information and hosted content they publish online. Be mindful that things such as *Tweets* and *Status Updates* will be visible and public for a long time.
- By posting comments, having online conversations, etc. on social media sites you are broadcasting to the world, be aware that even with the strictest privacy settings, what you 'say' online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a 'private conversation' may still end up being shared into a more public domain, even with privacy settings on maximum.
- Comments related to FCS, its employees, staff and/events related to FCS, should always meet the highest standards of professional discretion. When posting, even in the strictest settings, staff should act on the assumption that all postings are in the public domain.
- Before posting photographs and videos, permission should be sought from the subject where possible. This is especially the case where photographs of professional colleagues are concerned.
- Before posting personal photographs, thought should be given as to whether the images reflect your professionalism.
- Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and an extension of your professional life and classroom. If it would seem inappropriate to put a certain photograph on the school, then it should be considered inappropriate to post online.
- Microblogging (Twitter, Facebook, Tumblr, Instagram, etc.) comments made using such media are not protected by privacy settings. Employees should be aware of the public and widespread nature of such media and refrain from any comment and/or #hashtags that could be deemed unprofessional. #Hashtags that tag students and provide personal financial gain are prohibited. FCS students are not to be used as promotional audiences.
- FCS employees are not permitted to solicit or accept "Friend" Requests from enrolled FCS students on any personal Social Media Account. This includes student's accounts and FCS employee personal accounts.
- FCS employees are not permitted to encourage students (K-12) enrolled at FCS to create Social Media Accounts of any kind.
- All FCS employees who choose to utilize Facebook, Twitter, Instagram or any other Social Media Platform to provide classroom information to students and parents must create a "teacher" page. Post must be exclusively about classroom or school activities.

Staff-Student Relations

Employees are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate. Examples of unprofessional relationships include, but are not limited to: employees fraternizing or communicating with students as if employees and students were peers such as writing personal letters or emails; "texting" students; calling students on cell phones or allowing students to make personal calls to them unrelated to homework or class work; sending inappropriate pictures to students; discussing or revealing to students personal matters about their private lives or inviting students to do the same (other than professional counseling by a school counselor); and engaging in sexualized dialogue, whether in person, by phone, via the Internet or in writing.

Employees who post information on Facebook, Twitter or other similar websites that include inappropriate personal information such as, but not limited to: provocative photographs, sexually explicit messages, use of alcohol, drugs or anything students are prohibited from doing must understand that if students, parents or other employees obtain access to such information, their case will be investigated by school officials and if warranted, will be disciplined up to and including termination, depending on the severity of the offense, and may have their case forwarded to the appropriate state department for review and possible further sanctions. The Principal or designees reserve the right to periodically conduct Internet searches to determine if employees have posted inappropriate materials online.

Email

In accordance with technology acceptable use policies, all electronic or any other communications by employees to students or parents at any time, from any email system, shall be expected to be professional, acceptable in content to any reasonable person, and limited to information that is school-related or is acceptable to both student and parent. Email between employees, students, and parents shall be done through the school-provided email application. Email must conform to any school email policies.

Media, Photography and Film

A reporter, producer, or other news media may contact you for various reasons, for example:

- To get information about FCS, teachers, or employees.
- To get information about recent, unexpected events such as natural disasters, thefts or arrests, accidents or injuries; parent or teacher complaints, federal, state, or local regulatory actions; etc.
- To get information or comments about an action or event that could impact our school district, teachers and/or staff, students, or changes in school or government policies.
- To get general information on a topical story in our community such as changes to local or state government officials or policies, or problems or issues specific to the academic community.

Refer all media calls to the Principal. Inform the reporter: "FCS policy is to refer all media inquiries to the Principal."

Whenever taking a call from the media, the same courtesy and professionalism in which we approach our students and parents should be displayed toward the media. Please act quickly when approached by the media to ensure that the reporter's deadline is met. This is important because the way this call is handled may be the reporter's first impression of FCS and that first impression may end up in the story published or the news segment broadcast. In order to promote our FCS image, it is important to respond quickly, courteously, and professionally to all media calls.

Remember to contact the Principal if you have been approached by the media. Even though you have referred the media, the Principal will need to prepare a response. Do not let a reporter compel you to answer questions on the spot. It is always beneficial to prepare in advance in order to provide accurate and relevant information.

A similar process as described above will be used when someone from the media is requesting permission to take photographs or to film inside FCS facilities. Refer the request to the Principal. No one will be given access to the FCS campus for a photo or filming without approval from the Principal.

When dealing with reporters and camera crews who may show up unannounced, staff and employees should act with the same courtesy and professionalism as we approach our parents and students.

Blogging Guidelines and Best Practices

FCS continues to explore how online discourse through social media channels can empower teachers, students, parents, and staff. FCS understands the importance of these interactions in helping to communicate the highlights of academic collaboration and achievement. FCS is committed to continuing to explore new technologies and their best practices.

These Blogging Guidelines and Best Practices will help you to make appropriate decisions about your FCS-related blogging, blog content curation, and your responses to comments and blogs. The lines between public and private, personal, and professional are often blurred in the digital world.

- By virtue of identifying yourself as a FCS District employee online, you are now connected to colleagues, students, parents, and the school community. You should make sure that the content associated with you is consistent with your work at Furlow.
- All blogs and other media will be posted at the discretion of the Principal. Any blog or other social media involving FCS can be posted and/or removed at the director's discretion.
- All blogs and other social media sites are a communication channel of FCS and are to be maintained consistently throughout the school year.
- FCS employees are personally responsible for the content they publish online. Be mindful that what you

publish will be public for a long time. Remember to protect your privacy.

- As with all online interaction, as an FCS District employee, your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face.
- Remember that blogs are an extension of your classroom. What is inappropriate in your classroom should be deemed inappropriate online.
- You may not share information that is confidential and proprietary about FCS, its employees, students, and/or staff.
- When blogging, be respectful of your colleagues. Be thoughtful and accurate in your writing, and respectful of how other FCS members may be affected.
- Do not comment on district or state-related legal matters, unless approved by the Principal. In addition, in blogging about board decisions, financial information, or other issues which may be controversial, please contact the Principal before publishing your post.
- When blogging online, do not post confidential student information, including grades, awards and/or disciplinary action. If you are unsure of what is considered confidential, contact the Principal.
- FCS District employees should include disclaimers within their personal blogs that the views are their own and do not reflect on FCS.
- Classroom blogs do not require a disclaimer, but teachers are encouraged to moderate content contributed by students.
- Remember to respect copyright and fair use guidelines. Be sure not to plagiarize and give credit when it is due.
- Blogs and comments related to FCS should always meet the highest standards of professional discretion. When posting or blogging, even in the strictest settings, staff should act on the assumption that all postings are in the public domain.

CYBERBULLYING

Cyberbullying by an FCS student directed toward another FCS student or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment.

FCS prohibits acts of cyberbullying by FCS students through the use of any FCS owned, operated, and supervised technologies. The school Principal or designee may report allegations of cyberbullying to law enforcement authorities.

Any act online or through electronic devices (cellular phones, tablets) that deliberately threatens, harasses, or intimidates an individual or group of individuals; places an individual in reasonable fear of harm to the individual or damage to the individual's property; has the effect of substantially disrupting the orderly operation of the school is considered cyberbullying.

Any student or school staff member that believes they have or is being subjected to cyberbullying, as well as any person who has reason to believe a student or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyberbullying shall immediately make a report to the Principal or designee.

FCS has a zero tolerance against cyberbullying and each reported instance will be handled in accordance with local and state rules, policies, and guidelines.

Dangers Of Student Sexting:

If a student is found to be sharing or distributing sexting material on Furrow property, s/he will be handled individually and as a violation of behavioral policies, and parents/guardians will be notified of the incident. In addition, as all members of school staff are mandatory reporters of serious harm—and due to the fact that an offense of this type is categorized as child pornography—school officials may be required to report known occurrences to law enforcement.

When talking to your students about their personal technology use, please advise your children that teens who choose to engage in sexting (whether as the sender or the recipient) could have their lives changed forever. While topics and discussions of this nature are challenging to approach, it is important to be direct with students about the consequences of these behaviors.

EMERGENCY PROCEDURES

For further information on emergency procedures, please refer to Furlow's School Safety and Emergency Preparedness Plan. This plan is provided to all employees at the beginning of each school year.

Medical Emergency Procedures

Below are the steps and considerations for individuals who witness or respond to a medical emergency.

- 1st priority – Call 9-1-1 if severe illness or injury is possibly life threatening. In the event of a possible life-threatening medical situation, call 9-1-1 immediately to initiate emergency services first. For example, life threatening emergencies might include, but would not be limited to severe chest pains, uncontrolled bleeding, loss of consciousness, or behavior that is violent.
- 2nd priority – Contact local First Responders. Administration will maintain and post a current list of Furlow first responders, to include at the minimum the school nurse and any other employees who are first aid/CPR trained. First Responders may provide basic first aid or CPR until EMS is able to take over.
- 3rd priority – Contact the front office. Front office staff will station an employee at the building entrance to direct EMS to the location of the medical emergency. Administration will then attempt to contact the employee's designated emergency contact person.

Here are ways you can assist in a medical emergency:

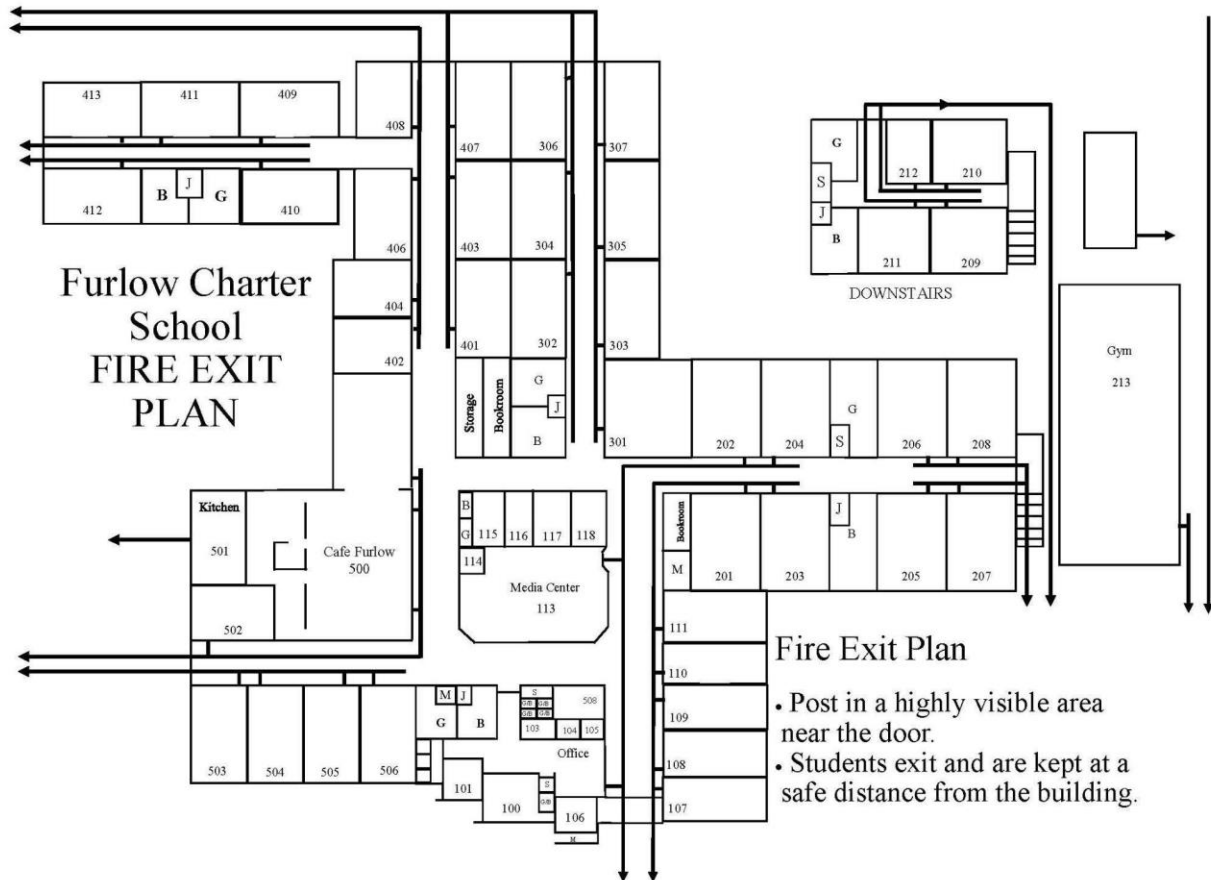
- Ensure that the chain of responsibilities is clear: Direct someone else **by name** to perform any of the contact steps above or **clearly state** that you yourself will do so as needed.
- Identify and/or remove any dangers to the safety of the victim or others in the vicinity. DO NOT move the victim unless their life is endangered by their current location.
- Attend to the victim as needed/able until someone more qualified can take over. If conscious, ask for permission before giving care.
- Take note of specifics (who was involved, what happened, when did it occur, where did it occur). This information may be needed by EMS, first responders, or HR.
- Double check that someone is at the front to meet EMS.
- Reduce unnecessary employee traffic around the area.

An incident report must be completed within 48 hours by the employee's supervisor or the supervisor of the area in which the incident occurred. Statements should be obtained by others involved and witnesses.

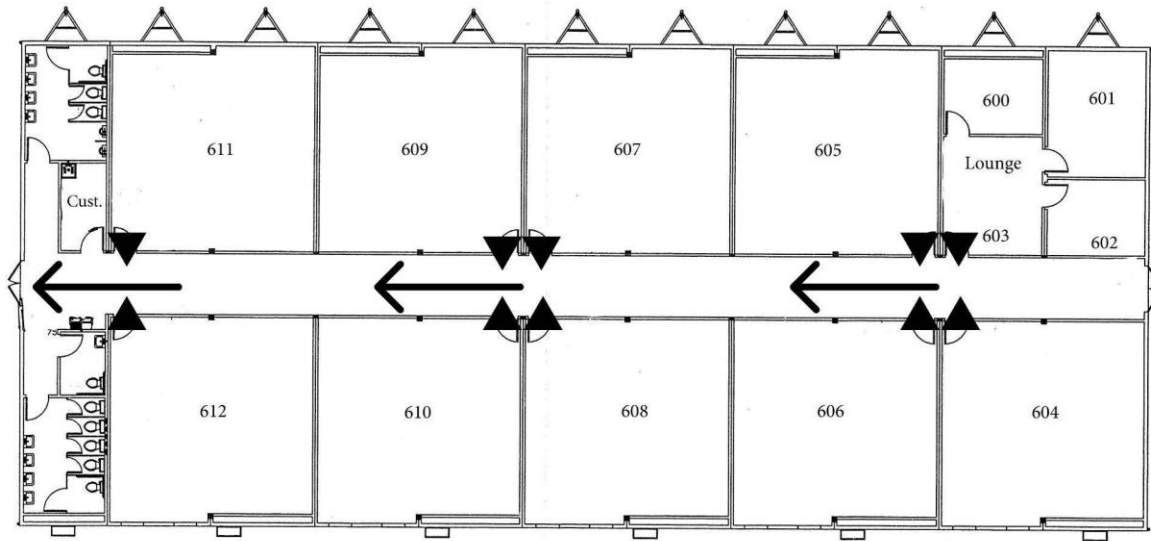
TORNADO PLAN- Main Building



FIRE EXIT PLAN- Main Building



FIRE and SEVERE WEATHER PLAN- Modular Building



APPENDIX ITEMS

Board members' and staff contact information is available on the website.

COMMITTEE DESCRIPTIONS

ATTENDANCE COMMITTEE

This committee is charged with reviewing attendance data and developing plans to address acute attendance issues. In addition to absenteeism, this committee reviews data pertaining to tardiness and early departures.

SPECIAL EVENTS COMMITTEE

This committee is charged with organizing awards assemblies at least each semester to celebrate academic awards, end of the year Awards Nights, Celebrations of Learning, and other assemblies/events throughout the year like Veteran's Day, Grandparent's day, family inclusive events like Math and Reading Nights, and other school-wide or multiple grade events. The Special Events Committee will also help organize and execute the following school-wide events: Grandparents Day, Family Breakfasts, First Responders Breakfast, and Veterans Day. The committee will create a calendar of planned assemblies at their first meeting of the year for admin approval and input.

GRADUATION COMMITTEE

This committee is charged with organizing the annual high school graduation ceremony and related events.

INCLUSIVE TEACHING/PBL COMMITTEE

Promotes inclusive teaching methods, curriculum, and programming to serve our diverse body of scholars and our school wide mission of project-based learning. This committee will be able to review projects, troubleshoot, and improve the PBL process at Furlow.

LITERACY COMMITTEE

The Literacy Committee is charged with increasing scholars' literacy, celebrating those gains, setting and monitoring school wide literacy goals, and with proposing ways to increase scholars' engagement with reading. Responsibilities include setting guidelines for and executing reading celebrations. This committee will create a display in a central location that monitors gains in order to encourage healthy competition among classes and publicly celebrate Furlow's focus on literacy. Beanstack, IXL, and Map may be used as data for celebrations as well.

PBIS COMMITTEE

This committee is charged with developing and overseeing PBIS metrics, reviewing behavior and attendance data, and developing improvement plans and positive behavior initiatives.

PROM COMMITTEE

This committee is charged with organizing prom annually in conjunction with the current Junior class. This committee should be aware of the current dance supplies and funds and plan accordingly.

SUNSHINE COMMITTEE

The Sunshine Committee is charged with proposing and implementing events which focus on employees' well-being. This can include potluck lunch at work, recognizing birthdays, and sending cards, donations, and/or flowers in times of celebration or bereavement. The Sunshine Committee will organize recognition of school nurse, nutrition employees, and office personnel at the appropriate time traditionally designated. These recognitions may be as simple as a card of thanks or a poster with scholar names on it. Each employee is asked to donate \$20 at the beginning of each year to help fund this committee's activities. As a general rule, only first babies and first marriages while employed at Furlow will be officially recognized by Sunshine. Sunshine Funds may also be used to send flowers to families of scholars when there is a death in the immediate family. All bereavement donations

should be coordinated with administration. Sunshine will be responsible for the following special staff recognitions: custodians, nurse, nutrition, and office staff. The committee will create a calendar of events to encourage a positive school environment for staff (birthdays, potlucks) and the school events it is to coordinate at their first meeting. Additionally, each month's minutes should include actions taken by the committee such as birthday or bereavement recognition and logistical plans for the events.

WELLNESS COMMITTEE

This committee is led by the director of the Nutrition Department and is charged with reviewing nutrition data, state regulations, setting policy and developing nutrition initiatives that promote scholar health and well-being.

CLUBS

The following criteria must be completed by all Furlow Charter School Clubs:

- Each club is required to have a sponsoring advisor.
- A club proposal form must be completed to be approved by the faculty.
- Expectations of scholars participating in the club are the responsibility of the sponsoring advisor. Those expectations should be shared with the scholars and their parents. Scholars are expected to meet those expectations to participate in that particular club.
- Permission must be granted by the parents for scholar participation.
- Each club must have a mission statement.
- After school snacks are available. After School Snack forms must be completed to be approved by an administrator and then given to the nutrition manager.

HANDBOOK ACKNOWLEDGMENT

I hereby acknowledge receipt of the Furlow Charter School Employee Handbook.

I have read and understand the policies, procedures, and guidelines outlined in the Furlow Charter School Employee Handbook.

I understand that it is my continuing responsibility to read and know its contents.

I agree to conduct my activities in accordance with Furlow Charter School's policies, procedures, and guidelines outlined in the Furlow Charter School Employee Handbook and understand that breaching these standards may result in disciplinary action up to and including termination or other legal remedy available to the organization.

Printed Name

Employee Signature

Date

Please sign and return this page to the CFO.

FCS JOB DESCRIPTIONS

Job Description: Principal

Position Summary: Responsibilities include the traditional duties of a school principal, with added oversight and management responsibilities to enable functioning as an independent LEA. The Principal reports directly to the Furlow Governing Board.

Essential duties include, but are not limited to:

Educational Leadership

- Supervise and evaluate faculty, deans, and other personnel
- Communicate a consistent academic vision
- Maintain current knowledge of curriculum/instruction, including PBL, service learning, and looping
- Cultivate academic programs, using data towards evidence-based interventions
- Work with faculty & staff to prepare and implement long- and short-term goals related to student achievement

Chief Operating Officer

- Implement policies of the Furlow Governing Board, act as liaison between Board and school staff
- Report regularly to the FCS Board regarding the status of programs and policies
- Attend board and committee meetings, supporting the FCS Board in accordance with the strategic plan and applicable rules and regulations

Organizational Management and Strategic Planning

- Provide administrative leadership in planning for continuous improvement in academics, support services, organizational stability, operations, and financials.
- Keep the FCS Board informed of financial, legal, and strategic matters; work with board on various committees.
- Honor all local, state, and federal regulations pertaining to LEAs; oversee compliance and reporting, appropriately respond to infractions.

Personnel and HR Management

- Establish systems and programs to optimize recruiting/selection processes.
- Ensure legal compliance with regard to employment; oversee personnel assignment and administration of HR policies/programs
- Recommend salary changes or dismissal/renewal of staff to the FCS Board, consulting with CFO as appropriate.
- Student Support Services, Sped, And Title Programs Oversight
- Work with Counselors, Assistant Principal, Federal Program Director, SPED Director, CFO, Data Manager, and others to:
 - i) Monitor support services, data collection, and reporting
 - ii) Implement behavior/discipline policies/programs
 - iii) Maintain programs for health & safety
- Work w/SPED and Federal Programs Directors to ensure compliance with guidelines, including 504, IEP, and federal title reporting/procedure
- Evaluate performance of administrative personnel

Facilities and Financial Management

- Prepare long- and short-term plans for facilities; ensure maintenance of property
- Work w/CFO to prepare budget and ensure integrity of financial reporting

School Promotion and Community Involvement

- Work to reach all areas of Sumter County and increase school applications

- Promote and facilitate diversity in students, faculty, and curriculum
- Oversee positive communication with students and families about academic progress, individual needs, graduation plans, and college planning
- Facilitate collaboration, fundraising, and outreach with community stakeholders

Ethics

- Conduct all school business according to the highest ethical standards

Job Description: Chief Financial Officer

Position Summary: The Chief Financial Officer (CFO) oversees all the financial aspects of the school district. The CFO reports directly to the Governing Board.

Essential duties include, but are not limited to:

Financial Management

- Direct the financial and business affairs of the district with responsibility for coordinating accounting, budgeting, auditing, payroll, record management, cash management and property inventory
- Focus on revenue and cost efficiency opportunities and address the timing of cash flows as well as the capital required to support the school programs.
- Administer the policies outlined within the Financial Policy Handbook and ensure compliance with procedures approved by the Governing Board
- Lead the annual planning and budgeting processes for the district by working with the Principal to anticipate revenues and enrollment

Accounting

- Function as the Senior Accountant with the primary responsibility of designing and maintaining the accounting system
- Coordination of audits to the financial and programmatic operations of the district
- Prepare and file all required local, state and federal financial reports
- Manage all aspects of accounts payable and accounts receivable
- Manage the cash accounts, investments, and pledged securities of the district
- Prepare and file the annual IRS Form 990 and all supplemental schedules for the 501(c)(3) corporation
- Manage the Capital Asset, Long Term Debt, General, and Nutrition funds, and establish new funds as required
- Develop and submit all necessary reports, records, and budgets for grant accounting, as well as track all relevant allocations and inventories, and establish and maintain financial records to ensure adherence to budget requirements and fiscal compliance
- Inventory management and required financial reporting related to the School Nutrition Program

Personnel and Human Resource Management

- Establish and maintain personnel files and reporting
- Supervise and evaluate personnel as appropriate
- Prepare and complete semi-monthly payrolls, tax filings and relevant reporting
- Prepare and issue employment contracts as approved by the Governing Board
- Maintain insurance benefits and coverages for all employees
- File and manage certification applications, renewals, and forms within Georgia Professional Standards Commission portal
- Administrator of the Teach Georgia online posting application
- Reporting for Pension Related Activities
- Maintain files and coordinate audits with the Georgia Bureau of Investigation
- Act as the Security Officer of the Georgia Department of Education district portal

Leadership

- Provide leadership and oversight, and adhere to reporting requirements, of the school's financial compliance functions, ensuring the district remains in compliance with all state and federal requirements and stay apprised of ongoing changes
- Provide leadership and oversight with respect to the integrity and accuracy of financials and data collection
- As a member of the Furlow Charter School Administrative Team, provide leadership and direction on matters pertaining to policies, strategic decisions, and long-term planning
- Attend board and committee meetings, supporting the FCS Board in accordance with the strategic plan and applicable rules and regulation
- Provide risk management analyses to ensure FCS proactively reviews, anticipates, and addresses potential risks affecting the school, and oversee the maintenance of appropriate insurance policies
- Provide overall leadership for planning, implementing, and evaluating the School Nutrition Program

Ethics

- Conduct all school business according to the highest ethical standards
- Ensure that all financial matters of the school are addressed with the utmost care and integrity, and in a way that promotes the best interest of FCS
- Must adhere to Generally Accepted Accounting Principles (GAAP)

Job Description: Assistant Principal

Position Summary: The full-time Assistant Principal reports directly to the Principal. The Assistant Principal will contribute to the successful achievement of Furlow Charter School's mission and priorities by supporting the effective organization and operations of the school environment to optimize student learning, instructional programs and related activities. Essential duties will include, but are not limited to, the following:

- Articulate a vision and collaboratively work with staff, students, parents and all stakeholders to analyze academic achievement data and instructional programs to develop and to monitor progress of a School Improvement Plan that results in increased student learning; and improved overall school effectiveness.
- Plan for and solicit staff, parent, student, and stakeholder input to promote effective decision-making and to provide a variety of opportunities for parent and family involvement in school activities.
- Consistently model and actively promote shared decision-making, high expectations, mutual respect, and a positive school culture.
- Possess the ability to model, promote, and engage students and staff in the integration of technology in student learning activities.
- Support, communicate, and implement school safety measures and crisis emergency plans to create and sustain a safe, secure, orderly, and healthy learning environment.
- Ensure that all inter-school contests and other school-sponsored activities are under the direct and complete control of school administration.
- Follow federal, State, and local policies/procedures with regard to finances and accountability and reporting for all school funds; and the effective allocation of resources.
- Supervise the proper use and preservation of buildings, grounds, furnishings, equipment, and facilities of the school.
- Select, assign, support, evaluate, and retain high quality instructional and support personnel in accordance with local, State, and federal requirements.
- Implement employee evaluation systems fairly and consistently, within required timeframe and format, to document proficiencies and deficiencies; and to provide timely formal and informal feedback.
- Foster the success of students by demonstrating professional standards and ethics, engaging in continuous professional development and contributing to the profession.
- Follow work scheduling and attendance requirements in a regular, predictable and punctual manner.
- Administer regulations affecting scholarship and discipline, and counsel with students as needed.
- Carry out duties in accordance with federal and state laws, Code of Ethics and established state and local school board policies, regulations and practices.
- Fulfill contractual obligations and assigned duties in a timely manner; perform professionally and efficiently other duties as assigned

Job Description: Director of Student Services

Position Summary: Provides direction, leadership, and coordination of school improvement and student growth programs, with special emphasis on special education, the development and oversight of Title I programs, federal compliance and reporting, and maximizing the school's access to federal resources and effective use of those resources. The director will lead a team of SPED and Gifted instructors and SPED paraprofessionals and will be responsible for ensuring the effective development and implementation of special education programs, accurate reporting, and legal compliance. In addition, this position will have oversight of student support services such as counseling and SST/RTI personnel. Experience in special education administration is also preferred. This position will report directly to the school's Principal.

Essential Duties Include, But Are Not Limited to:

- Coordinate program and fiscal aspects of Title I to meet the requirements of the Elementary and Secondary Education Act (ESEA)
- Provide overall leadership for planning, implementing, and evaluating Special Education programs
- Establish and monitor best-practice procedures for identification, evaluation, and placement of students with special education needs
- Monitor the implementation of federal programs to ensure compliance with grant provisions and federal and state regulations
- Work with school leadership and special education faculty to develop effective institutional strategies and differentiated support plans
- Work effectively with school leadership to develop school-wide project applications for Title I that are consistent with the strategic goals of Furlow Charter School
- Oversight of the school counseling staff
- Oversight of the school Student-Support and Response-To-Intervention Teams
- Ensure compliance with all state and federal requirements with regard to the identification, placement, and program development for special needs students
- Assist in the assessment of students with disabilities, lead effective IEP and 504 meetings, and write IEP and 504 accommodation plans
- Coordinate FTE data collection as it relates to special education
- Prepare documents and participate as necessary in Due Process Hearings, Mediations, and any legal proceedings related to special education
- Prepare and submit reports to comply with state and federal requirements
- Work with the CFO and Federal Programs Director (as necessary) to coordinate the budgeting, use, and reporting of state and federal funds and inventories related to special education and gifted programs
- Develop and submit all necessary reports, records, and budgets for federal programs; track all relevant allocations and inventories; establish and maintain financial records for each funded program to ensure adherence to budget requirements and fiscal compliance
- Seek out and apply for available federal improvement grants
- Work with faculty and school leadership to supervise the development, implementation and evaluation of innovative curriculum and instructional techniques provided to students served in federal programs; collaborate with principals, teachers, and other staff to evaluate program effectiveness, identify areas of need, and identify ways of effectively addressing these needs
- Assist in projecting budgets and personnel needs for federal education programs
- Monitor Title I Family Engagement activities to comply with Family Engagement section of the law
- Coordinate Migrant Education program, Foreign Language Interpreters, and Child Find activities

- Serve as a program consultant to school personnel with assistance in the identification of program needs and the selection of appropriate materials, supplies and equipment
- Implement and monitor suitable procedures for screening and diagnosis of students' problems
- Implement and monitor procedures for placement, transfer and program completion for students in federal programs
- Assist in the development of administrative guidelines for federal programs
- Remain current on research-based practices to support school level implementation of district- and school-level improvement plans, as well as changing laws and requirements related to Title I and other funds available to schools
- Train school-level teams on guidelines, expectations, and requirements of School-wide Title I and other federal programming
- Continually evaluate the effectiveness of all aspects of the special education program, using data and evidence-based practices to increase program effectiveness
- Work closely with teachers to create effective accommodations that align with Furlow Charter School's general education curriculum
- Establish and monitor procedures for the identification and placement of gifted students
- Coordinate Hospital/Homebound Services and specialized transportation
- Provide input on the hiring and evaluation of faculty and staff for special education
- Lead a team of special education teachers and service providers to deliver positive results for special education students and ensure compliance with all special education laws
- Coordinate the schedules and services of all special education service providers and evaluators at Furlow Charter School
- Maintain all special education records in an organized way
- Attend regional, state and national meetings related to federal programs
- Support the development of a strong parent involvement/education program
- Assist in data gathering, assessments, and evaluation of federally funded interventions

Job Description: Advisor

Position Summary: Furlow Advisors are responsible for planning, organizing, and implementing an appropriate instructional program that guides and encourages students to develop and fulfill their academic potential.

Essential Duties Include, But Are Not Limited to:

- Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning, relying heavily on the principles of Project-Based Learning.
- Develops schemes of work, lesson plans and tests that are in accordance with established procedures.
- Instruct and monitor students in the use of learning materials and equipment. Use relevant technology to support and differentiate instruction.
- Utilizing data for planning successful instruction that results in increased student achievement
- Manage student behavior in the classroom by establishing and enforcing rules and procedures.
- Maintain discipline in accordance with the rules and disciplinary systems of the school.
- Provide appropriate feedback on work. Encourage and monitor the progress of individual students and use information to adjust teaching strategies.
- Maintain accurate and complete records of students' progress and development. Update all necessary records accurately and completely as required by laws, district policies and school regulations.
- Use universal screening information to identify scholars performing below grade level, identify and implement interventions, and maintain accurate and complete records of student progress.
- Prepare required reports on students and activities.
- Participate in appropriate department, school, district, and parent meetings, including PLC meetings. Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs.
- Demonstrate preparation and skill in working with students from diverse cultural, economic, and ability backgrounds, including IEPs, 504s, & ESOL.
- Other duties as assigned.

Job Description: Special Education Advisor

Position Summary: Oversees the education and training of students with physical, emotional, mental, and learning disabilities. Designs and delivers lessons geared towards the individual needs and capabilities of the students under their supervision. Essential Duties Include, But Are Not Limited to:

- Assess students' skills to determine their needs and to develop teaching plans
- Adapt lessons to meet the needs of students
- Collaborate with other classroom teachers, school psychologists, learning disabilities specialists, speech/hearing specialists, and school social workers to provide an integrated plan for developing the capacities of their students. • Set learning goals for each student, assess their progress, and record their evaluations.
- Implement IEPs, assess students' performance, and track their progress
- Develop Individualized Education Programs (IEPs) for each student
- Update IEPs throughout the school year to reflect students' progress and goals
- Update parents on the progress of their students and enlist parental support with behavior control and home activities designed to supplement their classroom lessons.
- Help plan for the transition of students to productive lives after the completion of secondary education.
- Discuss student's progress with parents, teachers, counselors, and administrators
- Supervise and mentor teacher assistants who work with students with disabilities
- Other duties as assigned by the SPED Director

Job Description: Paraprofessional

Position Summary: The school paraprofessional is a support staff position working under the supervision of the classroom advisor(s). The paraprofessional has some decision-making authority as limited and regulated by board policy and state law.

Essential Duties Include, But Are Not Limited to:

- Conduct small group or individual classroom activities based on lesson plans developed by the advisor.
- Conduct interventions for struggling scholars under the guidance of an advisor.
- Assist with the supervision of the scholars.
- Assist with student assessment and collecting data on student progress.
- Assist with routine record-keeping.
- Assist with the preparation of materials for instruction (including the copying/duplicating of materials, construction of displays/bulletin boards, learning centers and manipulatives).
- Locate, operate and return needed equipment.
- Assist with classroom housekeeping.
- Assist in the ordering and inventory of classroom equipment and materials.
- Assist with school wide supervision, such as car rider duty and lunchroom duty.
- Other duties as assigned by the advisor and administration.

Job Description: Special Education Paraprofessional

Position Summary: The special education paraprofessional is a support staff position working under the supervision of the classroom general and/or special education advisor to support one or more students with disabilities. This may include using assistive technology devices to modify assignments for the scholar/s and using augmentative communication devices to facilitate communication for a scholar who is non-verbal. The paraprofessional has some decision-making authority, as limited and regulated by board policy and state law.

Essential Duties Include, But Are Not Limited to:

- Maintain confidentiality of all student data.
- Plan and conduct small group or individual classroom activities to include one on one instruction, small group instruction and community-based instruction/community based vocational instruction based on Individualized Education Plan (IEP) goals/objectives.
- Assist with supervision of students.
- Implement the assigned student's IEP and Behavior Intervention Plan, as designed.
- Assist with student assessment and collect data on student progress.
- Collect and graph data related to IEP goals.
- Prepare materials for instruction sessions.
- Locate, operate, and return needed equipment.
- Assist with classroom housekeeping.
- Assist in the ordering and inventory of classroom equipment and materials.
- May assist with school-wide supervision such as loading/unloading of buses.
- Assist the assigned student with self-help needs (feeding, toileting, dressing, etc.) as necessary
- Other duties as assigned by the teacher and administration.

Job Description: SST/MTSS Coordinator

Position Summary: Responsible for push-in and pull-out support in planning instruction and/or adaptation of the instructional program to facilitate student learning in accordance with guidelines. Designs and implements specific strategies designed to promote intellectual, social, and physical growth in all identified intervention students. Evaluates and measures the effectiveness of specific strategies and interventions in order to refine Tier 1, Tier 2, and Tier 3 levels of support. Supports the instructional programs with regular and special education teachers.

Essential Duties Include, But Are Not Limited to:

- Works with advisors and administration to refine the school's MTSS programming
- Assists with data interpretation
- Monitors progress of implementation
- Works with school personnel to identify methods to enhance school and classroom atmosphere to provide a positive educational environment
- Consults with parents, school personnel and district personnel regarding methods and techniques of appropriate interventions for academic and/or behavioral problems
- Conducts comprehensive needs assessment to identify interventionists' training needs
- Contacts and works with appropriate agencies, psychiatrists, private psychologists, physicians, and others involved in the educational process of students
- Develops and implements appropriate site-based strategies for resolving problem areas relative to programs for at-risk learners
- Keeps abreast of current research and policies within the field
- Provides technical assistance to interventionists, administrators, and school staff
- Develops and facilitates staff development for interventionists and other school personnel
- Works with school staff to provide appropriate referrals for students and their families to special programs, specialists, and community agencies
- Meets with parents, teachers, and administrators as needed to discuss student performance, activities, problems, etc.
- Prepares various reports and forms evaluating MTSS programs
- Participates in faculty and professional meetings and educational conferences

Job Description: Speech and Language Pathologist

Position Summary: The Speech and Language Pathologist is responsible for planning, organizing, and implementing an appropriate instructional program that guides and encourages students to develop and fulfill their academic potential.

Essential Duties Include, But Are Not Limited to:

- Provide speech-language therapeutic and evaluative services to students with an Individualized Education Plan as well as students requiring speech-language interventions as determined by Student Support Teams
- Complete necessary paperwork for initially placed students, for current students' annual review, and for the students in SST within a timely manner
- Collect and input required documentation into the Paddynet account in a timely manner
- Conduct meetings with parents and teachers in accordance with appropriate timelines and procedures
- Consult with teachers and/or parents as needed to facilitate treatment of students
- Participates in relevant professional development
- Performs other duties as assigned by the Director of Student Services
- Utilizing data for planning successful instruction that results in increased student achievement
- Maintain discipline in accordance with the rules and disciplinary systems of the school

Job Description: Nurse

Position Summary: Identify both actual and potential health problems, provide case management and health services, and collaborate with educators, school officials, students, and families to ensure students respond positively to their environment and develop normally.

Essential Duties Include, But Are Not Limited to:

- Provide healthcare to students and staff
- Serve as liaison between school personnel, family, and community healthcare providers to ensure a healthy school environment
- Develop plans for student care based on assessment, interventions, and identification of outcomes, and the evaluation of care
- Serving as consultants with other school professionals, such as food service personnel, physical education teachers, coaches, and counselors
- Providing health-related education to students and staff in both individual and group settings
- Monitoring immunizations, managing communicable diseases, and assessing the school environment as to prevent injury and ensure safety
- Overseeing infection control measures
- Actively participating in school safety plans that address school violence, bullying, and emergencies that may occur at school
- Overseeing medication administration, health care procedures, and the development of healthcare plans • Overseeing vision, hearing, and body mass index screenings
- Making decisions related to the delegation of healthcare tasks as directed by state laws and professional practice guidance
- Providing health advice to school educational teams, such as the Committee on Special Education and the Individualized Educational Plan (IEP) team
- Assisting families with locating outside care
- Provision of direct health care to students and staff
- Provides care to students and staff who need emergency care due to injury or who present with an acute illness
- Assists faculty and staff in monitoring chronic medical conditions
- Coordinate care and student emergency action plans related to diabetes, seizures, asthma, allergies and use of emergency medications i.e. Epi-Pen, Glucagon and Diastat
- Obtain parental consent for health services
- Provides leadership for the provision of health services
- Assures that school policies and procedures adhere to legal and regulatory statutes and ethical standards of nursing practice
- Serve on advisory committees/consultation for health accommodations necessary to support student individual education care plans (i.e. 504 & IEP)
- Assist with the development of the school emergency response plan for emergencies and disasters and the training of staff to respond appropriately within applicable state laws
- Develop plans/implement plans, and evaluate response to interventions
- Provides screening and referral for health conditions

- Address potential health problems that are barriers to learning or symptoms of underlying medical conditions by coordinating and assisting with mandated screenings, i.e., vision, hearing and scoliosis
- Initiates referrals according to state and school policies
- Promotes a healthy school environment
- Monitors immunizations and reports communicable diseases as required by law
- Review immunization records for compliance with state laws and school policies
- Assess the physical environment of the school to improve health and safety, including review patterns of illness or injury to determine source of concern
- Assist in evaluation of school emotional environment to decrease potential bullying and violence and/or an environment that is not conducive to optimal mental health and learning
- Promotes health awareness activities such as fairs for staff and families; consultation with other school staff, i.e. food service personnel or physical education teachers, regarding healthy lifestyles and staff wellness programs
- Oversee the collection of health data and submission of health reports
- Serves as a representative of the school community and communicates with community health providers and community health agencies and partnerships to promote the health of the community

Job Description: School Guidance Counselor

Position Summary: Supports student achievement and performance by providing direct counseling and guidance services to students through individual and group services in accordance with policies and procedures of the Georgia Board of Education, Furlow Governing Board, and state and federal statutes.

Essential Duties Include, But Are Not Limited to:

- Establishing the school counseling program and developing activities and resources to implement and evaluate the program. The school counselor involves other school staff in making decisions about the school counseling program.
- Individual and group counseling services to meet the developmental, preventive and remedial needs of students.
- Consulting with students, parents, teachers, and other school and community personnel to assist in meeting the needs of students.
- Coordinating all counseling services for students and assists with the coordination and implementation of student services in the school. The counselor also assists teachers with the Guidance Curriculum
- Provides information to students and parents on career planning.
- Serves on the Crisis Intervention Team.
- Consults, as needed or requested, with system/staff, parents, and community about issues and concerns.
- Coordinates and implements delivery of counseling services in areas of knowledge, educational, occupational exploration, and career planning to facilitate academic achievement.
- Collaborates with school staff in developing a strategy or plan for improving school climate.
- Implements comprehensive and developmental guidance and counseling curriculum to assist all students.
- Counsels students on personal problems, career selection and planning, peer relationships, attendance, and academic problems
- Provides staff development for students and parents as needs arise
- Provides staff development for staff related to guidance, counseling, and social issues.
- Assists with county and state mandated tests
- Explains disaggregated test data to students, parents, and staff
- Administers screening instruments as needed for intervention purposes
- Provides services for all students, including students with disabilities, English Language Learners, 504, and gifted as needed
- Serves in IEP Team to develop plan for educational and supplemental services for students with disabilities
- Serves on RTI as determined at school level
- Ensures maintenance of student records in accordance with state and federal regulations
- Performs other related duties as assigned by administration

Job Description: Data Collections Manager

Position Summary: Provide direction and leadership for the overall administration and coordination of Local, State, and Federal reporting procedures for student enrollment, attendance, and full-time equivalency and student-records reporting. The ideal data manager will also support student achievement through effective management and reporting of student performance data.

Essential Duties Include, But Are Not Limited to:

- Coordinates the development, implementation, and evaluation of data collection procedures for Local, State, and Federal reporting requirements, including student enrollment and attendance, full-time equivalent student accounting, and student records
- Works effectively with State Department of Education personnel, central office administrators, and school-based personnel (including Federal Programs Director and Special Education Coordinator) to ensure accurate and timely completion of all reporting requirements
- Assures verification of twenty-day attendance data; prepares and maintains computer records of daily student attendance from submitted forms; accurately reconciles attendance forms with 'tardy' and 'early leave' lists
- Maintains records of student suspensions, student withdrawal, and reasons for student withdrawal; prepares regular reports of these records
- Verifies and maximizes funding through verification of FTE reporting
- Maintains, generates, and distributes student demographic, scheduling, and grading information
- Maintains computer records of students' scores on state-mandated tests and standardized tests
- Prepares high-level reports for site leaders and FCS staff on student performance data—including norm and criterion referenced exams, as well as attendance, behavior, and demographic data—that can be used to support decision-making and strategic planning
- Leads on collection of all student documentation, enrollment and re-enrollment packets, and all other required documentation for enrollment purposes, coordinates communication of the process and requirements to families
- Produces HOPE Scholarship Reports and other state-required reports
- Prepares state- and federal-required enrollment information for services as mandated by law
- Develops and provides appropriate procedures and in-service activities for central office staff, principals, data clerks/registrar, and selected teacher groups regarding reporting procedures for enrollment and attendance, FTE, student records reporting and special education reporting—to ensure consistency and accuracy of data
- Serves as Infinite Campus Administrator (student information system)
- Researches information requests from staff, faculty, and governing board
- Maintains complex departmental records and files
- Ensures confidentiality and security of all student and staff information maintained in student information system
- Issues user IDs and passwords for staff, parents, and students
- Provides training and/or support for other school clerical staff where necessary
- Prepares and maintains a database of student enrollment, discipline, immunization, withdrawal, etc.
- Performs data reviews to include student achievement data for various at-risk subgroups

Job Description: Data Clerk

Position Summary: Responsible for registering students and managing a wide variety of student and curriculum information. The work involves responsibility for the day-to-day maintenance and operation of the school information management system utilized for student registration, scheduling, updating, monitoring of student records, curriculum planning, grade reporting and related activities.

Essential Duties Include, But Are Not Limited to:

- Communicates with previous schools, for incoming students, to get all relevant educational records, including following up with families in regard to immunization, birth certificate, and social security records
- Manages and submits, both via mail and electronically, transcripts and other requested records as authorized and prepares related correspondence.
- Runs and prints various reports for school use as requested by administrators
- Helps maintain permanent records; Applies test score labels to test cards in student permanent records
- Enters graduation information in SIS and prepares transcripts for colleges
- Processes required forms and information to enroll new students and discusses the process with students and parents.

Secretarial Duties

- Performs the usual office routines and practices associated with a busy, productive, and smoothly run office.
 - Prepares all office correspondence whether original or in standard form.
 - Proficient in Microsoft and Office and is able to perform other school computing functions as assigned.
 - Acts as receptionist.
 - Receives and routes all incoming calls.
 - Exhibits pleasant behavior when dealing with the public or with other employees.
 - Handles incoming and outgoing correspondence.
 - Keeps records of all leaves and absences.
 - Presents a positive image when discussing school or school related business to the public.
 - Maintains such records as shall be required.
 - Establishes and maintains an efficient filing and retrieval system for assigned areas.
 - Assists in preparing instructional materials as required.
 - Maintains a log of visitors to the school.
 - Operates office machines.
 - Prepares materials and information necessary for the opening and closing of school (sick leave forms, physicals, etc.)
- Additional Responsibilities: Performs other duties as assigned by the appropriate administrator

Job Description: Secretary/Bookkeeper

Position Summary: Works in the front office and provides effective day-to-day communication with visitors, coordination of front office activities, and completion of administrative tasks where assigned.

Essential Duties Include, But Are Not Limited to:

The primary function of the Secretary/Bookkeeper is to act as a receptionist for the school office and assistant to the CFO for required finance-related duties. Duties include, but are not limited to, the following: Answering telephones and assisting callers or directing calls as needed

- Assisting visitors, parents, and children that come into the office
- Back-up in the absence of the Data Clerk or other office personnel
- Receipting of monies
- Maintenance of spreadsheets as assigned

This is not an all-encompassing description, and the employee is expected to perform tasks as assigned by the administration.

Job Description: Behavior Specialist

Position Summary: This employee works with staff district wide to develop understanding of a variety of methods to improve student behavior. They also provide staff development activities and develop and assist in facilitating the implementation of functional behavior plans. The behavioral specialist also works directly with scholars who have behavior plans, contracts, or who are experiencing difficulties adhering to behavior expectations.

- Works with teachers to assess and improve student behavior.
- Provides functional behavioral assessments when appropriate.
- Develops and facilitates the implementation of functional behavior plans
- Facilitates the development of behavior modification plans.
- Provides home/school behavior intervention support models.
- Provides staff development focusing on students with difficult behaviors and related topics.
- Consults with IEP teams as requested.
- Supports paraprofessionals assigned to students with difficult behaviors.
- Provides coaching and support on classroom management techniques
- Analyses behavior trends and provides actionable recommendations
- Performs other related work as required.

Job Description: PBL Coordinator, STEM/STEAM Bridges, and Middle/High School Gifted

Position Summary: (PBL) The Project Based Learning (PBL) Coordinator is responsible for facilitating and overseeing the implementation of project-based learning initiatives within the school, including developing curriculum, training advisors on PBL methodologies, coordinating with community partners, and ensuring scholars are actively engaged in meaningful, inquiry-based projects that align with learning objectives and real-world applications; essentially acting as a champion for PBL across the school, supporting advisors and scholars in their project endeavors. **(STEM/STEAM Bridges)** Provide STEM/STEM/STEAM lessons as part of the Bridges rotation. This rotation also provides a foundation of PBL experiences for scholars at the K-8 level. **(MS/HS Gifted Coordinator)** Develop middle/high school gifted programming to assist high school advisors with either an Internship/Mentorship or Community Service Learning GaDOE approved model.

Essential Duties Include, But Are Not Limited to:

Project-Based Learning Coordinator

Curriculum Development:

- Assisting advisors with the design and developing project-based learning units across various subjects, ensuring alignment with state standards and scholar needs.
- Assisting advisors with the creation of rubrics and assessment tools to evaluate scholar learning outcomes within projects.

Advisor Training and Support:

- Providing professional development workshops for advisors on PBL methodologies, including project design, scholar collaboration, and effective feedback strategies.
- Coaching advisors individually or in teams to implement PBL effectively in their classrooms.
- Assisting advisors in identifying relevant community partners for project collaborations.

Community Engagement:

- Building relationships with local businesses, organizations, and experts to provide authentic project opportunities for scholars.
- Securing resources and guest speakers to enrich project experiences

Scholar Support:

- Guiding scholars through the project process, including problem identification, research, collaboration, presentation, and self-reflection.
- Facilitating scholar-led project sharing and showcase events.

Program Evaluation and Improvement:

- Monitoring advisors' progress on project-based learning implementation and collecting data to assess the effectiveness of PBL initiatives.
- Analyzing data to identify areas for improvement and make adjustments to PBL curriculum and practices.

STEM/STEAM Bridges

- Deliver STEM/STEAM instruction through inquiry and project-based learning methods.
- Model, facilitate, and integrate technology to promote learning, creativity, and collaboration.
- Provide guidance, coaching, and professional development to advisors related to the implementation of STEM/STEAM, computational science, and inquiry, project-based curriculum
- Facilitate the development, implementation, and communication of a shared vision of learning that reflects excellence and equity in STEM/STEAM for all scholars
- Serve as a resource for faculty and administrators as they seek additional resources, both traditional and electronic, which support the curriculum
- Demonstrate the skills and attitude of a master advisor and actively engage others in STEM/STEAM professional growth opportunities

- Work with faculty to create and disseminate information to various stakeholders about scholars' progress and success with STEM/STEAM projects
- Identify opportunities for grants and funds to support STEM/STEAM initiatives throughout the school district
- Investigate and plan for the implementation of district events related to STEM/STEAM/science fair and coordinate with the Bucks County Intermediate Unit's STEM/STEAM initiatives.

Middle & High School Gifted Program

- Develop innovative gifted model for state approval
- Oversee gifted services at the 6-12 level to ensure access to gifted programming across those grade bands
- Work with 6-12 gifted service providers to ensure that the model is fully implemented
- Collaborate with 6-12 advisors to design differentiated instruction for gifted scholars
- Stay current with research-based practices for gifted education
- Provide professional development to advisors on effective strategies for teaching gifted scholars
- Monitor 6-12 gifted scholar progress
- Once implemented, analyze and effectiveness of gifted instruction
- Identify gifted scholars who were not previously in the gifted program

Job Description: Part-Time Dual Enrollment/Online Learning Monitor/Advisor

Position Summary: Furlow Advisors are responsible for planning, organizing, and implementing an appropriate instructional program that guides and encourages scholars to develop and fulfill their academic potential.

Essential Duties Include, But Are Not Limited to:

- Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning, relying heavily on the principles of Project-Based Learning.
- Develops schemes of work, lesson plans and tests that are in accordance with established procedures.
- Instruct and monitor scholars in the use of learning materials and equipment. Use relevant technology to support and differentiate instruction.
- Utilizing data for planning successful instruction that results in increased scholar achievement
- Manage scholar behavior in the classroom by establishing and enforcing rules and procedures.
- Maintain discipline in accordance with the rules and disciplinary systems of the school.
- Provide appropriate feedback on work. Encourage and monitor the progress of individual scholars and use information to adjust teaching strategies.
- Maintain accurate and complete records of scholars' progress and development. Update all necessary records accurately and completely as required by laws, district policies and school regulations.
- Use universal screening information to identify scholars performing below grade level, identify and implement interventions, and maintain accurate and complete records of scholar progress.
- Prepare required reports on scholars and activities.
- Participate in appropriate department, school, district, and parent meetings, including PLC meetings. Communicate necessary information regularly to scholars, colleagues and parents regarding scholar progress and scholar needs.
- Monitor scholar progress on dual enrollment and credit recovery.
- Demonstrate preparation and skill in working with scholars from diverse cultural, economic, and ability backgrounds, including IEPs, 504s, & ESOL.
- Other duties as assigned.

Job Description: Media Specialist

Position Summary: Ensure that the library media program is aligned with the mission, goals, and objectives of the school and supports Furlow's instructional program. Work to create an environment that is conducive to active and participatory learning by developing and administering an integrated library media program. Organize, plan, and supervise media center personnel in the delivery of media center programs and services. Participate and serve as a member of the instructional team to identify, acquire, and purchase the best technology and instructional resources available to meet learner needs and instructional objectives; provide training and tools for using information resources and attaining digital literacy, and serve as a valuable resource for both teachers and students.

Essential Duties Include, But Are Not Limited to:

- Follows all county, state, and federal policies and procedures
- Implements a results-oriented information and technology literacy skills curriculum integrated with the subject area curriculum through teacher collaboration
- Empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and discerning, technologically literate, ethical users of information
- Establishes annual and long-term measurable goals that are aligned with the school mission and objectives • Ensures staff are effective users of information, ideas, and effective users of technology for instruction • Collaborates with teachers and specialists to design and implement lessons and instructional units • Collaborates with teachers and specialists to assess student learning and instructional effectiveness • Develops and maintain a collection of resources appropriate to the curriculum, students, and teaching and learning styles inherent within the school community
- Participates in the curriculum development process to ensure that the curricula includes the full range of literacy skills necessary to meet content standards and to develop lifelong learners
- Instills a love of lifelong learning in all students
- Ensures equitable access to information and learning resources
- Promotes the responsible use of materials and equipment
- Demonstrates prompt and regular attendance
- Follows professional ethics in all work-related activities
- Seeks to improve through professional development and evaluation activities
- Provides training on equipment and services provided in the media center
- Performs other duties as assigned by the appropriate administrator

Job Description: Technology Support Technician

Position Summary: The Technology Support Technician will provide knowledge and support to ensure that hardware, network, and software systems are implemented and supported effectively throughout Furlow Charter School.

Essential Duties Include, But Are Not Limited to:

- Install and maintain hardware/software and understand network environments
- Maintain appropriate service records, licenses, and inventory on equipment and software
- Troubleshoot, problem solve and respond to help-desk tickets for technology and telephone systems
- Provide technical support for nutrition personnel on technology hardware, networking and software
- Provide technical support for online testing
- Maintain and update security software, including firewall and anti-virus
- Maintain and update backups
- Assist with maintaining pushed policies to chrome devices and Apple devices
- Assist with Google domain administration
- Maintain and update Windows Server and Active Directory
- Provide AV and technology set-up for presentations, workshops, meetings, etc.
- Support the setup for student and staff applications as necessary (for example G-Suite)
- Monitor appropriate websites and track devices and use as necessary to monitor student access
- Maintain printer network connection and accessibility
- Participate in professional growth to keep abreast of current and emerging technologies
- Other duties as assigned by direct supervisor and/or the Administrative Staff

Job Description: School Nutrition Manager

Position Summary: The School Nutrition Manager ensures the development of a sound school nutrition program while following federal, state, and local guidelines. The School Nutrition Manager's job functions include administering, planning, directing, assessing, implementing, and evaluating the program in order to meet the nutritional and educational needs of children, as they relate to the SNP. The School Nutrition Manager assures the smooth and efficient operation of the school cafeteria in a friendly and professional manner and plans and oversees the preparation and serving of students and staff appealing, nutritious meals according to the guidelines of the school nutrition program.

Essential Duties Include, But Are Not Limited to:

- Implements a cost-effective procurement system and requisitions all food and supplies according to local policy and purchasing procedures, using product standards to contain costs and improve quality.
- Determines equipment needs and specifications consistent with program needs and budget.
- Together with the CFO, compile and oversee semi-annual bid packages.
- Manages the SNP using appropriate financial management techniques.
- Develop, organize, and conduct training for personnel as determined by national, state and local guidelines.
- Develops and integrates employee safety regulations into all phases of the school food service operation.
- Ensures SNP compliance with all local, state, and federal laws, regulations, and policies.
- Implements management information systems that increase the productivity and efficiency of the school food and nutrition operation.
- Attend training sessions in areas of responsibilities or as needed.
- Implements efficient management techniques to ensure all records and supporting documentation are maintained in accordance with local, state, and federal laws and policies.
- Conduct and complete On-Site-Reviews, Snack Reviews, and Administrative Reviews.
- Establishes standards for receiving, storing, and inventorying food and non-food supplies based on sound principles of management. Supervises the proper receipt, storage and use of all products purchased through the program.
- Establishes procedures to ensure that food is prepared and served in a sanitary and safe environment.
- Ensures operational procedures for efficient and effective food production and distribution.
- Develops and enforces HACCP Plan for the school system.
- Develops guidelines for providing services in response to disaster or emergency situations.
- Develops cost-effective menus that maintain nutrition integrity and meet all local, state, and federal guidelines and regulations.
- Ensures accurate meal counting and claiming.
- Keeps accurate and up to date records and submits reports on schedule.
- Evaluates employee performance annually. Screens employees for the food and nutrition program and makes recommendations on employment.
- Works with school staff, teachers, parents, and physicians to plan menus for children with special nutrition needs.
- Assesses customer preferences, industry trends, and current research to plan menus that encourage participation in the SNP.
- Plan menus to use USDA and purchase food wisely and follow all USDA regulations.
- Plan field trip meal menus.
- Analyze recipes for the purpose of ensuring that the USDA requirements are met.
- Instructs employees regarding the policies of the school food and nutrition program and sees that policies are enforced.
- Provides on-the-job training and supervision for all areas of operation.
- Establishes written duty and work schedules for all employees.
- Provides instructions on preparation techniques, portion control, scheduling of equipment and all other related areas.
- Maintains desirable standards of personal hygiene, conduct, sanitation and performance among all employees.
- Maintains a safe environment; reports all accidents and emergencies to the CFO and the Nutrition Director.
- Maintains high food standards through the supervision of employees in the use of standardized recipes, procedures and techniques.

Job Description: School Nutrition Assistant Manager

Position Summary: Assists the manager in assuring the smooth and efficient operation of the school cafeteria in a friendly and professional manner. May serve as cashier or assume responsibility for meal management books, employee scheduling, production supervision, or other duties as assigned by the manager. Is prepared to carry out management responsibilities in the manager's absence.

Essential Duties Include, But Are Not Limited to:

- Attends job-related training classes and workshops.
- Practices procedures in food preparation, use and care of equipment, and personnel habits to assure that sanitation standards are met.
- Follows standards of safety in preparing, storing and serving food.
- Prepares food according to a planned menu using standardized recipes.
- Follows manager's instructions in portioning, garnishing, and serving meals.
- Participates in implementing promotion of special school and community activities consistent with board policy.
 - Maintains required forms and records as assigned by manager.
- Knows, abides by, and enforces school system policies.
- Participates in implementing cost containment measures while maintaining quality.
- Supervises the kitchen in the absence of the manager.
- Performs certain assigned managerial duties as assigned by the manager which may include inventory, receiving deliveries, cashiering and preparing reports.
- Adhere to all rules and regulations.
- Performs other duties assigned by the Nutrition Manager.

Job Description: School Nutrition Food Assistant

Position Summary: Works cooperatively with other staff members to assure a smooth, efficient meal service operation by preparing and serving safe, tasty, and attractive foods according to the guidelines of the school nutrition program.

Essential Duties Include, But Are Not Limited to:

- Attends job related classes and workshops.
- Practices procedures in food preparation, use and care of equipment, and personnel habits to assure that sanitation standards are met.
- Follows standards of safety in preparing, storing and serving food.
- Maintains the food inventory in the dry storage and freezer.
- Practices correct procedure in checking in food items from vendors.
- Maintains the large equipment, floors in the kitchen and the freezer and coolers to ensure that they meet safety and sanitation standards.
- Participates in implementing promotion of special school and community activities consistent with board policy.
 - Maintains required forms and records as assigned by manager.
- Knows, abides by, and enforces school system policies.
- Maintains clean trashcans, can rooms, receiving dock, and area around trash dumpster.
- Performs other duties assigned by the Nutrition Manager.

Job Description: Custodian

Position Summary: The Custodian performs a variety of tasks to keep buildings clean and in an orderly condition. The Custodian performs heavy cleaning duties, such as sweeping, mopping, vacuuming, washing walls and windows, scrubbing tables and desktops, emptying trash cans, sanitizing bathrooms, restocking bathrooms, etc. Other duties outside the building may include mowing grass, trimming bushes, weeding, removing debris from playgrounds and parking areas, setting up traffic cones, and directing traffic.

Essential Duties Include, but are not limited to:

- Maintain a safe and sanitary environment by performing heavy cleaning duties, such as sweeping, mopping, vacuuming, washing walls and windows, scrubbing tables and desktops, emptying trash cans, sanitizing bathrooms, restocking bathrooms, etc.
- Appropriately operate all equipment as necessary
- Assist in promoting the safety, health, and comfort of students and employees in school buildings and ground by completing duties that may include mowing grass, trimming bushes, weeding, removing debris from playgrounds and parking areas, setting up traffic cones, and directing traffic
- Adhere to all school health and safety policies
- Other duties as assigned by the Administrative Staff

Physical Requirements:

- Requires prolonged sitting or standing
- Requires physical exertion to manually move, lift, carry, pull, or push heavy objects or materials
- Requires stooping, kneeling, crawling, bending, turning, and reaching
- Requires climbing and balancing
- Must work indoors and outdoors year-round
- Must work in noisy and crowded environments
- Must work in and around dust, fumes, and odors

Job Description: Head Custodian

Position Summary: The Maintenance Worker performs a variety of tasks that require the ability to inspect, repair, fabricate, install, service and maintain building facilities and building equipment.

Essential Duties Include, But Are Not Limited to:

- Maintain school buildings and grounds in top condition to ensure full and productive use of facilities
- Appropriately operate all equipment and machinery as necessary
- Assist in promoting the safety, health, and comfort of students and employees in school buildings and grounds
- Maintain a high standard of safety, cleanliness, and efficiency in all maintenance and repair projects
- Perform preventive maintenance, repair, and installation in connection with:
 - electrical, plumbing, and HVAC systems
 - exterior and interior of buildings
 - school grounds
- Act as a substitute custodian when necessary
- Adhere to all school health and safety policies
- Other duties as assigned by the Administrative Staff

Physical Requirements:

- Requires prolonged sitting or standing
- Requires physical exertion to manually move, lift, carry, pull, or push heavy objects or materials
- Requires stooping, kneeling, crawling, bending, turning, and reaching
- Requires climbing and balancing
- Must work indoors and outdoors year-round
- Must work in noisy and crowded environments
- Must work in and around dust, fumes, and odors
- Must be able to work in high places

Job Description: Falcons' Nest Director

Position Summary: The Before/After School Program Director oversees the before and after school program in all aspects. The Director develops the structure of the program based on the needs and interests of the students and their parents, manages the program staff and operations, and maintains relationships with the community.

Essential Duties Include, But Are Not Limited to:

- Work with the program staff to develop an appropriate curriculum plan and plan activities that are consistent with the mission of the program
- Ensure counselors are creating and administering appropriate mini lesson plans and activities for scholars
- Demonstrate procedures for supervising children's activities to prevent illness and injuries
- Maintain a clean and orderly environment
- Follow regulations for appropriate response to and documentation of injuries or accidents
- Report child abuse and neglect
- Administer first aid as needed
- Regularly communicates with parents verbally and in writing as needed
- Maintain confidentiality concerning children
- Control and maintain a friendly atmosphere
- Serve after school snacks per GaDOE program requirements and submit related reports
- Perform performance evaluations and develop plans for the staff to ensure the program maintains a high level of quality
- Maintain accurate records of attendance and payments to ensure only scholars who have paid tuition attend the program

Job Description: Falcons' Nest Counselor

Position Summary: The Before/After School Program Counselor organizes and directs age-appropriate activities for scholars, helps scholars develop and strengthen academics, prepares and serves snacks, and assists in maintaining a clean and safe environment for scholars.

Essential Duties Include, But Are Not Limited to:

- Develop and implement daily lesson plans, providing developmentally appropriate activities
- Assist scholars with homework and other school activities
- Exhibit pleasant behavior when dealing with the scholars, public, or with other employees
- Ensure the health, safety and well-being of scholars in the program by providing close supervision of all activities
- Maintain a clean and safe environment for scholars
- Complete other tasks assigned by the Falcons' Nest Director and/or Administration