

{{Full_Charter_Heading}}

INSTRUCTION

2000

Goals

{{School_Name}}'s educational program will seek to provide opportunities for each child to develop to his or her maximum potential. Objectives for educational programs are:

1. To foster self-discovery, self-awareness, and self-discipline;
2. To develop awareness of and appreciation for cultural diversity;
3. To stimulate intellectual curiosity and growth;
4. To provide fundamental career concepts and skills;
5. To help students develop sensitivity to the needs and values of others and respect for individual and group differences;
6. To help each student strive for excellence and instill a desire to reach his or her fullest potential;
7. To develop a base of fundamental skills for lifelong learning; and
8. To be free of any sexual, cultural, ethnic, or religious bias.

Administrative personnel are responsible for apprising the Board on the current and future status of {{School_Name}}'s educational programs. The Executive Director should prepare periodic reports including:

1. A review and evaluation of the present curriculum;
2. A projection of curriculum and resource needs;
3. An evaluation of and plan to eliminate any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
4. A plan for new or revised instructional program implementations; and
5. A review of present and future facility needs.

Legal References: I.C. § 33-5210

Application of School Law – Accountability –
Exemption from State Rules

I.C. § 33-1612

Courses of Instruction - Thorough System of
Public Schools

Policy History:

Adopted on:

Revised on:

Reviewed on:

Curriculum Development and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks new courses, and new remote learning programs; before such changes are made. The Executive Director or designee is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with {{School_Name}}'s educational philosophy, mission statement, objectives, and goals.

Development and Assessment

A written, sequential curriculum shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards, and Charter School's education goals; and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and timelines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials, and equipment necessary for development and implementation of the curriculum and assessments that are consistent with the goals of the education program.

In all program areas and at all levels, {{School_Name}} shall assess student progress toward achieving learner goals and program area performance standards including the content and data, the accomplishment of appropriate skills, the development of critical thinking and reasoning, and attitude.

{{School_Name}} will use assessment results to improve the educational program and use effective and appropriate tools for assessing such progress. This may include, but is not limited to:

1. Standardized tests;
2. Criterion-referenced tests;
3. Teacher-made tests;
4. Ongoing classroom evaluation;
5. Actual communication assessments such as writing, speaking, and listening assessments;
6. End of course assessments;
7. Samples of student work and/or narrative reports passed from grade to grade;
8. Samples of students' creative and/or performance work; and
9. Surveys of carry-over skills to other program areas and outside of school.

All courses of instruction shall comply with State statutes and the rules of the State Board of Education.

Cross References:	2000 2800	Goals Objectives
Legal References:	I.C. § 33-1601, <i>et seq.</i> I.C. § 33-1612 I.C. § 33-5210(4) I.D.A.P.A. 08.02.01	Courses of Instruction Courses of Instruction - Thorough System of Public Schools Application of School Law – Accountability – Exemption from State Rules - Public Charter Schools State Board of Education - Rules Governing Administration

Policy History:

Adopted on:

Revised on:

Reviewed on:

INSTRUCTION

2110

Lesson Plan

To ensure proper planning and continuity of instruction, the Board requires each teacher to prepare daily lesson plans for instruction. To facilitate more effective instruction, lesson plans must be prepared at least ___ days in advance of the actual class presentation. The format for the lesson plan will be specified by the building principal and shall be reviewed on a regular basis. The plan book must be readily available when a substitute teacher is needed.

Careful planning should precede:

1. The opening of the school year;
2. The beginning of a project; and
3. The daily activities that address the needs of students.

Planning should include:

1. Statements of objectives;
2. Procedures and strategies to be used;
3. Organizational materials and instruction;
4. Materials – basic and supplementary; and
5. Evaluation of students.

Planning should be creative, challenging, and continuous. Additionally, planning should be flexible in order to meet the needs and abilities of students.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Program Evaluation and Diagnostic Tests

The Board strives to achieve efficiency and efficacy in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for {{School_Name}}’s instructional program;
2. A provision for staff, resources, and support to achieve the stated expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Executive Director. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices containing any questions about a student’s or a student’s family’s personal beliefs and practices in family life, morality, and religion shall be administered unless the parent gives written permission and the Board grants approval for the student to take such test, questionnaire, or examination.

Legal Reference:	20 U.S.C. § 1232h	Protection of Pupil Rights
	I.C. § 33-1601, <i>et seq.</i>	Courses of Instruction

Policy History:

Adopted on:

Revised on:

Reviewed on:

K-3 Reading Intervention

{{School_Name}} strives to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal, the School shall establish a reading intervention program, in addition to core reading instruction, that is aligned with Idaho State Board of Education's Comprehensive Literacy Plan. {{School_Name}}'s reading intervention program will include research-based literacy instructional practices, student engagement, and effective interventions.

Definition

Idaho has adopted the International Literacy Association definition of literacy. Literacy is defined as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

Intervention Program

{{School_Name}} will provide a research based reading intervention program to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

The program will provide intensive development in phonemic awareness, phonics, fluency, vocabulary, text comprehension, and decoding intervention as applicable to the grade level.

{{School_Name}} will monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.

The program will provide a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment shall receive an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. {{School_Name}} shall notify parent(s)/guardian(s) as outlined below once the deficiency has been identified and request their participation in developing the plan.

The reading improvement plan shall be created by the teacher, principal, parent(s)/guardian(s), and other pertinent school personnel, including staff assigned library duties, if applicable, no later than 30 days after the identification of the reading deficiency. The plan will describe the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, {{School_Name}} is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel may move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. {{School_Name}} shall notify the parent(s)/guardian(s) in advance of transitioning students off of their reading improvement plan.

Parental Notification

The parent(s)/guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the student's reading deficiency.

The Board hereby directs the Executive Director or designee to assist schools with providing written notification to the parent(s)/guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parent(s)/guardian(s);
2. A description of the current services that are provided to the student; and
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

Following development of the plan, the parent(s)/guardian(s) will be provided with:

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.

At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent(s)/guardian(s) will be updated on the student's progress, including any recommendation for placement.

Student Records

The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

Literacy Training for School Board Members

All Board Members elected or appointed after July 1, 2021 shall participate in at least one board member orientation focused on:

1. State and School-level resources available for literacy intervention and improvements; and
2. State and School level data available to track progress on student literacy proficiency and growth toward proficiency; and
3. How to set measurable goals for improving student proficiency.

By June 30, 2023, or following this date if directed by the State Board of Education, every Board Member shall participate in at least one board member orientation or the literacy intervention orientation and training provided by the State Board of Education.

Reporting

Annually by October 1, the District shall report to the Idaho State Department of Education in their annual continuous improvement plan the following information on the prior school year:

1. By grade, the number and percentage of all students in grades kindergarten through third performing at the basic or below basic level on local and statewide assessments in reading; and
2. By grade, the number and percentage of all students in grades kindergarten through third performing at the proficient or higher level on local and statewide assessments in reading.

Cross References:	1315	District Planning
	1650	New Board Member Training
Legal References:	I.C. § 33-1805	Reading Instruction and Intervention
	I.C. § 33-1806	Reading and Literacy Assessment
	I.C. § 33-1807	Literacy Intervention Program
	I.C. § 33-1809	Accountability and Continuous Improvement
Other Reference:	Idaho State Board of Education, <i>Idaho Comprehensive Literacy Plan</i> , December 2015 (available at:	

<https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/>) (last accessed Oct. 16, 2019)

Policy History:

Adopted on:

Revised on:

Reviewed on:

Research Studies

{{School_Name}} recognizes the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of instructional programs in the school system as well as growth in the profession for individual teachers and researchers.

Simultaneously, {{School_Name}} recognizes that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies that are of the greatest value to {{School_Name}} be allowed to be conducted in the school.

All research proposals from outside sources shall be submitted in prospective form, with the instruments attached, to the Executive Director at least three weeks prior to the date on which the research study is to be conducted. The prospectus must include the researcher's name, address, and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data, and the distribution of the study. The Executive Director shall approve or disapprove all research studies. Approval shall be based on educational significance, project design, and lack of disruption to the regular school process. The primary criteria in approving research studies will be the value to {{School_Name}}. A final copy of the study shall be provided free of charge to the School.

No test, questionnaire, survey, or enumeration containing questions about a pupil's or his or her parent's personal beliefs or practices in sex, family life, morality, or religion shall be administered without Board approval and written parental permission.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Student and Family Privacy Rights

Surveys - General

Surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to {{School_Name}}'s educational objectives as identified in Board policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Personally identifiable information from student education records may be disclosed to an educational agency or institution in order to:

1. Develop, validate, or administer predictive tests;
2. Administer student aid programs; or
3. Improve instruction.

In such cases, the school shall enter into a written agreement with the receiving organization. The study must not allow identification of individual parents or students by anyone other than representatives of the organization with legitimate interests in the information and the information must be destroyed when it is no longer needed for study purposes.

Surveys Created by a Third Party

Before {{School_Name}} administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey:

1. That is created by a person or entity other than a Charter School official, staff member, or student;
2. Regardless of whether the student answering the questions can be identified; and
3. Regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;

3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
 2. Refuse to allow their child to participate in any survey requesting personal information.
- The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including:

1. A student's or parent's first and last name;
2. A home or other physical address, including street name and the name of the city or town;
3. Telephone number; or
4. A Social Security identification number.

{{School_Name}} shall not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

{{School_Name}}, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or

providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities; and
6. Student recognition programs.

Notification of Rights and Procedures

The Executive Director or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from {{School_Name}} office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years of age or is an emancipated minor.

NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1). Therefore, ISBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.

Cross Reference:	2520	Curricular Materials
	3200	Student Rights and Responsibilities
	3500	Student Health, Physical Screenings, and Examinations
	4175	Required Annual Notices
	4250	Education Research

Legal Reference:	20 U.S.C. § 1232g, <i>et seq.</i>	Family Education Right to Privacy Act (FERPA)
	20 U.S.C. § 1232h	Protection of Pupil Rights
	34 C.F.R. Part 99	Implementing FERPA

I.C. § 33-5210(3)

Application of School Law - Accountability -
Exemption from State Rules

Policy History:

Adopted on:

Revised on:

Reviewed on:

Student and Family Privacy Rights – Consent Form

The Protection of Pupil Rights Amendment (PPRA), requires {{School_Name}} to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include student surveys, analyses, or evaluations that concern one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings (except those permitted under State law without parental notification). The following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, {{School_Name}} will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and provide them with an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

[LIST ALL APPLICABLE SURVEYS AND SCREENINGS TO BE GIVEN IN THE UPCOMING YEAR, THE STUDENTS THEY WILL BE ADMINISTERED TO, THE DATE THEY WILL BE GIVEN, A DESCRIPTION OF THE SURVEY OR SCREENING, AND A STATEMENT OF WHETHER THE SURVEY WILL REQUIRE PARENTAL CONSENT OR WHETHER PARENTS MUST ACTIVELY OPT THEIR CHILD OUT IF THEY DO NOT WISH FOR THEM TO PARTICIPATE.]

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to **[DESIGNATED OFFICIAL, ADDRESS]**. **[THE DESIGNATED OFFICIAL]** will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I _____ (parent/guardian’s name) give my consent for _____ (child’s name) to take _____ (survey name) on or about _____ (date).

Parent's signature: _____

Please return this form no later than _____ (date) to the following school official:

[NAME AND MAILING ADDRESS]

Copyright

{{School_Name}} recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized physical or electronic copying or using of audio, visual, or printed materials and computer software, unless the copying or use conforms to the “fair use” doctrine.

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

While {{School_Name}} encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of School staff to abide by {{School_Name}}’s copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for Charter School staff to violate copyright requirements in order to perform their duties properly. The School cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with {{School_Name}} procedures or is permissible under the law should contact the Executive Director. The Executive Director will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required. The Executive Director or designee is responsible for maintaining copies of permission granted for the use of copyrighted material.

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential to be considered an infringement.

No information or graphics may be posted on any school system official website in violation of any copyright laws. The Executive Director or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

Cross Reference: 8700 Computer Software

Legal Reference: 17 U.S.C. § 101, *et seq.* Title 17, United States Code: Copyrights

Policy History:

Adopted on:

Revised on:

Reviewed on:

Copyright Compliance

Throughout this procedure, “copies” shall refer to electronic as well as physical copies.

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one per pupil for classroom use if the copying meets the tests of brevity, spontaneity, and cumulative effect set by the following guidelines.

1. Brevity:

- A. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
- B. Complete articles, stories, or essays of less than 2,500 words or excerpts from prose works less than 1,000 words or 10 percent of the work, whichever is less, may be copied; in any event, the minimum is 500 words. Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph; or
- C. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.

2. Spontaneity: Should be at the “instance and inspiration” of the individual teacher.

3. Cumulative Effect: Teachers are limited to using copied material for only one course in the school in which copies are made. No more than one short poem, article, or story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical issue during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

4. Record Keeping: Each school employee shall maintain personal records regarding each school year’s annual cumulative effect use. Further, an individual employee shall maintain records of permission they have received to duplicate copyrighted materials. These materials shall be retained for five years. Copies of site licenses, network licenses,

and other permission to copy computer software will be maintained by the School's Technology Personnel.

Each copy must include a clear and obvious notice of copyright. The provisions of this policy are applicable to any form of copyrighted materials, including electronically provided copies of materials.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. "Consumable" works include: workbooks, exercises, standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," Teachers may show copyrighted materials to the class for instructional purposes using such devices as a projector, interactive white board, or similar display.

Digital Technology/Distance Learning

The School may send copyrighted materials as part of any distance learning classes, provided use complies with guidelines set forth in federal regulations and the following criteria are met:

1. The performance and/or display is a regular part of instruction; and
2. Technical measures are used to reasonably prevent recipients keeping material beyond the class session or distributing it. Such measures may include:
 - A. Ensuring the material is only sent to students enrolled in the course;
 - B. Requiring an assigned password or login to access the materials and ensuring such passwords or logins are disabled as soon as the material is no longer needed by the students enrolled in the course;
 - C. Disabling the print function for any copyrighted materials;
 - D. Including a watermark on copyrighted materials.
 - E. Streaming copyrighted materials to students rather than providing it as a file saved to a website.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, deteriorated, lost, or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of a

periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print."

Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10 percent of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. Printed musical works which have been purchased may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed, or are otherwise not available.

Copyrighted Video

The School's media center is responsible for the maintenance of a school's obtained copyrighted video, audio, or multi-media materials. Such center may reproduce one copy of a copyrighted work and distribute such in accordance with applicable provisions of the law.

Distance learning is subject to copyright guidelines if copyrighted material is copied or recorded during a transmitted lesson.

Copies made by a private individual of a rented or broadcast video are considered to be illegally made and may not be used for instructional purposes unless such use meets the fair-use test.

Rental video recordings and other optical media labeled with a "home use only" warning may not be used in any classroom or school activity, including any extracurricular activity, unless such use is specifically permitted in the corresponding rental agreement.

Closed-circuit distribution of a copyrighted work to classrooms in a school is legal, so long as the transmission is used for instructional activity and not entertainment.

Off-air recording of broadcast programs is permitted to educational institutions for programs broadcast to the general public. Recordings of pay cable TV services and satellite broadcasts available at an extra charge are not allowed without permission from the copyright owner.

Authorized Reproduction and Use of Copyrighted Materials on Websites

No information or graphics may be posted on any school official website in violation of any copyright laws. The Executive Director or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school official website.

Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential of being considered an infringement.

Procedure History:

Promulgated on:

Revised on:

Reviewed on:

{{Full_Charter_Heading}}

INSTRUCTION

2160

Computer Science

NOTE: Effective fiscal year 2020

The Charter School shall ensure that all students in grades 9 through 12 have the opportunity to take at least one computer science course during normal instructional hours at the School.

Such courses shall be aligned with the Idaho content standards for computer science and may be delivered online, in person, or via a combination of both forms of instruction.

Legal References:	I.C. § 33-1634	Courses of Instruction - Computer Science
	I.D.A.P.A. 08.02.03.105.01	Credit Requirements

Policy History:

Adopted on:

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Reviewed on:

{{Full_Charter_Heading}}

INSTRUCTION

2200

School Year, Calendar, and Instructional Hours

School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher inservices, the length and dates of vacation, and the days designated as legal school holidays.

Holidays/Commemorative Days

School holidays shall include New Year's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day **[LIST OTHERS IF APPLICABLE]**.

For those commemorative days that fall on a school day, the teachers and students shall devote a portion of the day on each such day designated in I.C. § 73-108 to observing the occasion.

Instructional Hours

The Board of Directors shall provide the minimum number of instructional hours for students at each grade level as follows:

<u>Grades</u>	<u>Hours</u>
K	450
1-3	810
4-8	900
9-12	990

PIR Days

Not more than 22 hours may be utilized for inservice teacher activities.

Legal References:	I.D.A.P.A. 08.02.01.250.01	Required Instructional Time
	I.D.A.P.A. 08.02.01.250.03	Day in Session When Counting Pupils in Attendance

Policy History:

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Revised on:

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{{Full_Charter_Heading}}

INSTRUCTION

2210

School Closure

The Executive Director or designee may order the closure of schools in the event of extreme weather, facility failures, or other emergency, in compliance with established procedures for notifying parents, students and staff.

Policy History:

Adopted on:

Revised on:

Reviewed on:

{{Full_Charter_Heading}}

INSTRUCTION

2210P1

Weather- Related School Closure

All students, parents, and school employees should assume that school will be in session and buses running as scheduled unless there is official notification from the Executive Director to the contrary. Such notice will be given via public media. School may operate on a late schedule if emergency conditions are temporary, or, may be dismissed early in the day if emergency conditions develop. The radio stations will be notified of any of these conditions and requested to announce them to the community.

In the event that extremely cold temperatures, wind chill factors, snow, wind, or other circumstances require a modification of the normal routine, the Executive Director will make the modification decision prior to 6:00 AM, contact the public radio stations for broadcast to the community, and initiate the emergency fan-out communication procedure to all administrators.

OR

School closure decisions are made by the _____ (nearest) School District’s Superintendent and will be broadcast via local radio and televisions stations. {{School_Name}} will follow the decision of the _____ School District for school closures due to inclement weather. If the Executive Director makes an independent decision to either close or keep open {{School_Name}}, parents and students will be specifically notified via [method of communication].

Work Schedules and Responsibilities for School Closure

Executive Director: Only the Executive Director shall have the authority to close {{School_Name}}. The Executive Director will be on duty throughout any existing or potential emergency situation, day or night. All orders that are of doubtful origin should be confirmed with the Executive Director.

Non-Teaching “Exempt” Personnel, and Key Support Staff: All non-teaching “exempt” personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one secretary, insofar as is safely possible. The Executive Director shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school, in the event that school has been closed, is properly and safely cared for and returned home. The Executive Director and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust his or her work year by memorandum to the Executive Director by the number of hours not worked on the day or days of school closure.

12-Month Classified Employees: In the event of a school closure, 12 month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor or the Executive Director. Building secretaries who are required to be on duty are expected to report for duty. If a 12 month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

10- and 11-Month Classified Employees: Ten and 11 month employees may report for duty or not report for duty as directed by their immediate supervisor or the Executive Director. If such employees do not report for duty, they shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Aides, Food Service Workers, and Other 9-Month Classified Employees: These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, nine month employees should not report for duty unless otherwise directed by their immediate supervisor or the Executive Director. Nine month employees shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Teacher, Librarians, Psychologists, and Counselors: If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

Procedure History:

Promulgated on:

Revised on:

Reviewed on:

{{Full_Charter_Heading}}

INSTRUCTION

2210P2

Health Emergency Related School Closure

The Executive Director may choose to temporarily close the Charter School if he or she determines it is necessary to do so to protect student or personnel health or safety. The Executive Director may close the school for up to _____ days. Any closure of greater length may only be approved by the Board. Likewise the decision to reopen the school following a closure of more than _____ days may only be approved by the Board. Such decision shall be made in coordination with local health officials.

SELECT ONE OF THE FOLLOWING:

ALTERNATIVE 1: The Executive Director shall determine whether or not instruction should be provided remotely or via a blended in-person/remote model based, in part, on the anticipated length of the closure. In the event of a closure, the Executive Director shall work with the Board Chair to hold a special meeting to inform the Board of the closure and related issues. At this meeting, the Board shall either ratify the Executive Director's choice of remote learning model or direct the Executive Director to use another model.

ALTERNATIVE 2: In the event of a closure, the Executive Director shall work with the Board Chair to hold a special meeting to inform the Board of the closure and related issues. At this meeting, the Board shall determine whether or not instruction should be provided remotely or via a blended in-person/remote model.

The Executive Director shall consider at least the following in determining whether to close the School:

1. Any guidance provided by the local health district;
2. Whether a person known to be infected with a contagious or infectious disease has been in the school building.

The Executive Director shall contact local media to report any decision to close the School and shall inform impacted employees and parents/guardians of impacted students by **[MODE OF COMMUNICATION]**.

Work Schedules and Responsibilities for School Closures

The Executive Director shall determine which employees must report to work during a closure and whether they should do so remotely or in person.

Legal Citation: I.C. § 33-512(7) Governance of Schools

Policy History:

Adopted on:

Revised on:

Reviewed on:

Air Quality Restrictions on Outdoor Activities, Practice and Competition

The {{School_Name}} is responsible for ensuring the safety of its students and student athletes when participating in physical education, recess, practices or athletic contests.

The Executive Director or their designee shall consider the Idaho Department of Environmental Quality's (DEQ) assessments of air quality as the determining factor when making a decision to allow or not allow students to participate in outdoor activities and contests.

Typically, the following guidelines will be followed:

1. **Air Quality 51 to 100:** Measures will be taken to reduce prolonged or heavy exertion outdoors by unusually sensitive people. Outdoor activities are permissible, paying close attention to those students who are unusually sensitive to air pollution.
2. **Air Quality 101 to 150:** Measures will be taken to reduce prolonged or heavy exertion outdoors for all students and staff. Outdoor activities are permissible only when additional rest periods are provided for students. The Executive Director or designee will confer with the school's athletic director and school nurses or other medical personnel, if available, to determine appropriate additional rest periods. School personnel shall closely monitor all students, particularly those groups that are sensitive to poor air quality.
3. **Air Quality over 150:** Measures will be taken to avoid any outdoor physical activity by students or staff. All students and staff will remain indoors, and outdoor activities are not permissible. In the event an activity has begun and during the event the air quality rises above 150, all participants will be moved indoors until the air quality decreases to below 150 or the event will be cancelled or postponed as determined by the Executive Director or designee. Prior to a scheduled outdoor event, when air quality is over 100, the Superintendent or designee may postpone, move, or cancel the outdoor activity.

The following protocol shall be used to determine whether students, including student athletes, will be allowed to participate in outdoor activities when the air quality is rates as Unhealthy for Sensitive Groups or worse as indicated on the DEQ guidelines.

1. The Charter School shall use the measurement taken at the [LOCATION] station on the <http://airquality.deq.idaho.gov/> to determine the Charter School's air quality.
2. The Executive Director or designee shall be responsible for deciding whether to hold or cancel outdoor recess and practices and contests for middle school/junior high and high school activities.

3. The decision to hold or cancel outdoor activities shall be made _____ [**hours OR days**] in advance of the activity.
4. Best efforts will be made to provide notice that an outdoor activity will be held or cancelled. Such notice shall be communicated to students, staff, coaches, parents, and the community via [**MEDIUM OF COMMUNICATION**].

Policy History:

Adopted on:

Revised on:

Reviewed on:

Prekindergarten Programs and Kindergarten Jump Start Program

Kindergarten Jump Start Program

The Charter School may offer a four-week kindergarten jump start program for students whose score on a kindergarten screener provided by the School indicates they are below kindergarten readiness levels.

If offered, the kindergarten jump start program must offer a training program for parents/guardians on actions and activities that they can do that are associated with student success. For a child to be eligible for the jump-start program, the child's parent/guardian must attend the training.

{{School_Name}} may establish a prekindergarten program based on the premise that the school's teachers, support staff, and physical facilities can offer a quality of experiences that cannot be provided by area nursery schools. If it is not possible for {{School_Name}} to provide such a program for all four year-old children in {{School_Name}}'s attendance area, those children in greatest need will be sought and identified.

The objectives of the program are to:

1. Identify children who are beginning to experience social, emotional, and/or physical problems, regardless of whether they are related to maturational development;
2. Provide an educational experience that will ease or eliminate these problems at an early age, reducing adjustment and/or learning problems in subsequent years;
3. Identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
4. Identify children who would not otherwise attend preschool prior to entering public school and provide them with equal learning opportunities;
5. Provide experiences for the parents of these children to volunteer as classroom aides to help them learn more about the school and how to help their children prepare for and adjust to it; and
6. Provide learning experiences in early childhood education and child care for high school students through cooperative arrangements with {{School_Name}}'s high school(s).

If any such program is instituted by {{School_Name}}, such program may be separate and apart from any services provided to prekindergarten students under the Individuals with Disabilities Education Act or other special education laws.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Grade Organization

{{School_Name}} has instructional levels for grades kindergarten through 12. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Executive Director and approved by the Board.

Instructional programs shall be coordinated between each grade and between levels of schools.

A student will be assigned to an instructional group or a classroom that will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are:

1. Class size;
2. Peer relations;
3. Student/teacher relations;
4. Instructional style of individual teachers; and
5. Any other variables that will affect the performance of the student.

The criteria for grouping should be based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Class Size

The Board will strive to achieve ratios consistent with the following state class size ratio goals:

<u>Grade Level</u>	<u>Number of Students</u>
Kindergarten	20
Grades 1, 2, and 3	20
Grades 4, 5, and 6	26
Junior High	160 per teacher
High School	160 per teacher
Alternative School Grade 7 through 12	18 average daily class load

In kindergarten and at the elementary level, a class shall be considered overloaded when it exceeds the following numbers of students:

Kindergarten through Grade 1: _____
Grades 2 and 3: _____
Grades 4 through 6: _____

The Board of Directors recognizes that achieving the goal of this policy is dependent upon the financial ability of {{School_Name}}. The Executive Director or designee shall review overloaded class situations and may place an assistant in the classroom or offer other solutions to relieve overloaded class conditions.

Legal Reference: I.D.A.P.A. 08.02.02.110 Personnel Standards

Policy History

Adopted on:

Revised on:

Reviewed on:

INSTRUCTION

2300

Guidance and Counseling

The Board recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with state laws and regulations, Board policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students;
2. Provide students with planned opportunities to develop future career and educational plans;
3. Refer students with special needs to appropriate specialists and agencies;
4. Aid students in identifying options and making choices about their educational program;
5. Assist teachers and administrators in meeting academic, social, and emotional needs of students;
6. Provide for a follow-up of students who further their education and/or move into the world of work;
7. Solicit feedback from students, staff, and parents for purposes of program improvement; and
8. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin, or handicapping conditions, including reasonable efforts, and encouraging students to consider and explore "nontraditional" occupations.

Legal References: I.C. § 33-1212 Elementary School Counselors
 I.D.A.P.A. 08.02.03.108 Guidance Programs

Policy History:

Adopted on:

Revised on:

Reviewed on:

Nutrition Services

Rationale

Students must go to school with minds and bodies ready to take advantage of the learning environment schools work so hard to develop. Good nutrition is a prime factor in the student's ability to learn. In addition to families, the school environment plays a vital role in shaping students' nutritional health throughout the growing years in the following ways:

1. Students eat one or two of their meals in the school cafeteria each school day;
2. Classroom teachers provide factual instruction on human health and biology;
3. Peer relationships and adult role models influence eating patterns and provide subtle but strong messages in body image development;
4. Physical education and school sports programs strengthen students' bodies and are often sources of nutrition information; and
5. School health services, guidance counselors, and classroom teachers provide essential support for students' physical and psychological growth.

Nutrition Services

Nutritional services complement and enhance school health services. Nutrition services include screening, assessment, counseling/education, and referral and follow-up services. Students who may benefit most from school-based nutrition services include:

1. Children with special health care needs;
2. Adolescents who are obese, underweight, follow a vegetarian diet, or have other diet-related concerns, such as eating disorders;
3. Students living in impoverished conditions with limited access to nutritionally adequate food; and
4. Students who abuse substances such as food, drugs, alcohol, and tobacco.

Optimally, nutrition services are provided on the school premises by a qualified nutrition professional who is recognized as a valued member of the health care team. The school nurse, dietitian, food service director, and teachers should work collaboratively to successfully integrate nutrition into the school's comprehensive health program.

[If the School does not have a school nurse or dietitian, the School might consider negotiation with the local hospital or health district to secure the services of an outpatient nurse and/or dietitian. The dietitian could serve as an integral member of the school health advisory team and work collaboratively with the school nurse to screen and assess students' nutritional status and provide counseling, referral, and follow-up services.]

Nutrition services are linked to physical education, school meals, and health promotion programs in the school and community. At a minimum, the nutrition services program will:

1. Provide standard nutrition screening;
2. Establish a well-defined plan for follow up of students and referral to community-based services; and
3. Provide recommendation for physical activities.

Nutrition-Related Health Problems

Headaches, stomach upsets, and general malaise—common complaints in the school nurse’s office—may be a direct result of poor nutrition. Other nutritional concerns; including restrictive dieting, distorted body images, eating disorders, and obesity; may have an indirect effect on learning and be significant predictors of a teen’s success in school.

School counselors and school health services staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.

Cross Reference: 8200 Local School Wellness

Policy History:

Adopted on:

Revised on:

Reviewed on:

Nutrition Education

Quality nutrition education should be presented creatively, be grade appropriate, and build knowledge and skills throughout the student's school experience. It addresses factual information and explores the health, social, cultural, and personal issues influencing food choices. Nutrition and nutrition education are recognized as important contributors to overall health.

Comprehensive nutrition education programs extend beyond the classroom into the larger School environment. The School cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports, and School health services are appropriate avenues for nutrition education efforts. Students need to explore how:

1. Knowledge has purpose and meaning in their lives; and
2. Curriculum points to the connections within and across disciplines.

Examples of how nutrition can be integrated into classes include discussing ethnic food practices in the context of history and geography; preparation of healthy food in home economics, adult living, or life skills courses; the study of essential nutrients in science and biology classes; applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural, and psychological aspects of food in language and social studies classrooms.

{{School_Name}} has a comprehensive curriculum approach to nutrition in kindergarten through grade 12. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of My Plate;
2. Healthy choices to decrease illness;
3. Sources and variety of foods;
4. Guide to a healthy diet;
5. Diet and disease;
6. Understanding calories and food as energy;
7. Healthy snacks;
8. Healthy breakfast;
9. Healthy diet;
10. Food labels;
11. Major nutrients;
12. Multicultural influences;
13. Serving sizes by age, sex, and activity level;

14. Proper sanitation;
15. Importance of fluid intake and selection; and
16. Identifying and limiting low nutrition food.

The School nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment.

All nutrition education will be scientifically based, consistent with the most recent Dietary Guidelines for Americans.

Nutrition education will be offered in the School cafeteria as well as in the classroom, with coordination between School food service staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics and send materials home to involve parents.

Participation in USDA nutrition programs is encouraged as the School conducts nutrition education activities and promotions that involve students, parents, and the community. The School Nutrition Committee described in Policy 8210 will be responsible for these activities.

School Community

For a truly comprehensive approach to the School-based nutrition programs and services, it is crucial that all members of the School community help to create an environment that supports healthy eating practices. Administrators, teachers, School food service and other personnel; parents; and students need to be involved in this effort. Decisions made in all School programming need to reflect and encourage positive nutrition messages and healthy food choices. This includes coordination of nutrition education with the cafeteria and the promotion of healthy food choices in the cafeteria and all School events, such as fundraisers.

The School should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the School's nutrition standards for individual foods and beverages. The School will also encourage the use of foods that comply with Smart Snacks in Schools standards for any classroom celebrations involving food. The School will provide parents a list of foods that meet the School's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities.

Cross Reference:	2305	Nutrition Services
	2310	Nutrition Education
	2315	Physical Activity Opportunities and Education
	4180	Community Involvement in Student Nutrition and Exercise
	7310	Advertising in Schools/Revenue Enhancements
	8200	Local School Wellness
	8210	School Nutrition Committee
	8230	Nutrition Standards
	8235	Water Consumption/Water Bottle Policy

8240 School Meals
8250 Guidelines for Food and Beverages Sales

Legal Reference: 42 U.S. Code § 1758b Local School Wellness Policy
7 C.F.R. § 210.11 Competitive Food Service and Standards
7 C.F.R. § 210.12 Student, Parent, and Community Involvement
7 C.F.R. § 210.31 Local School Wellness Policy

Other References: Smart Snacks in School Regulations by the United States Department of Agriculture

Policy History:

Adopted on:

Revised on:

Reviewed on:

Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12

All students in grades K-12, including students with disabilities, special healthcare needs, and in alternative educational settings, will receive daily physical education or its equivalent ~~of~~ for the entire school year. The Charter School shall strive to provide an amount of PE instruction consistent with the NASPE recommendations, to the extent feasible. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity, such as interscholastic or intramural sports, will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity, at least 60 minutes per day, and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

1. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes as appropriate

Daily Recess

All elementary school students will have at least 20 minutes per day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity, such as running laps or push-ups, as punishment.

Cross Reference: 8200 Local School Wellness

Policy History:

Adopted on:

Revised on:

Reviewed on:

Health Enhancement Education

Health, family life, and sex education; including information about parts of the body, reproduction, and related topics; shall be included in the instructional program as appropriate to the grade level and course of study. The instructional approach shall be developed after consultation with parents and other community representatives. Parents may ask to review the materials to be used and may request that their child be excluded from sex education class sessions without prejudice.

The Board believes that HIV/AIDS instruction is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about HIV before they reach the age when they may adopt behaviors that put them at risk of contracting the disease.

In order for education about HIV to be most effective, the Executive Director or designee shall require that faculty members who present this instruction receive continuing inservice training that includes appropriate teaching strategies and techniques. Other staff members not involved in direct instruction but who have contact with students shall receive basic information about HIV/AIDS and instruction in the use of universal precautions when dealing with body fluids.

In accordance with Board policy, parents shall have an opportunity to review the HIV education program before it is presented to students.

Alcohol, Tobacco, and Drug Education

Students shall receive education regarding the use of alcohol, tobacco, and drugs. The Executive Director or designee shall develop curriculum for use in health education that provides instruction to students in the areas of prevention; education; treatment; rehabilitation; and legal consequences of alcohol, tobacco, and drug use.

Cross Reference: 2315 Physical Activity Opportunities and Physical Education

Legal Reference: I.C. § 33-1608 Family Life and Sex Education – Legislative Policy

Policy History:

Adopted on:

Revised on:

Reviewed on:

{{Full_Charter_Heading}}

INSTRUCTION

2330

Community and Adult Education

{{School_Name}} makes its resources available to adults and other non-students within the limits of budget, staff, and facilities, provided there is no interference with or impairment of the regular school program. Community school, adult education, and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board of Directors.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Digital Citizenship and Safety Education

Technology will be integral to curriculum, instruction, and assessment. {{School_Name}}'s educational system must lay the foundation for students to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multimedia, distance learning, and other technologies.

The Executive Director will ensure that Charter School students are educated on network etiquette and appropriate online behavior, including cyberbullying awareness, digital citizenship, and online safety. Instruction will be given to students as appropriate to the educational and developmental needs of students.

{{School_Name}} may make use of the Idaho Attorney General's online safety program, titled Protecteens, which addresses online safety and cyber-bullying, in classroom discussions about digital citizenship, responsible online behavior, and consequences. The School may also make use of other materials on digital citizenship such as those found at CommonSenseMedia.org.

The Executive Director will ensure that teachers and other staff members responsible for supervising students' internet use receive professional development, training, and resources in the following areas:

1. Monitoring of student online activities;
2. Instruction of students in proper network etiquette;
3. Instruction of students in discerning among online information sources and appropriate materials;
4. Bullying and cyber-bullying awareness and response, in accordance with {{School_Name}}'s bullying policy; and
5. Instruction of students on appropriate interaction on social networking websites and chat rooms.

{{School_Name}} may use the following methods of providing instruction on appropriate online behavior and cyber-bullying awareness:

1. Incorporation of instruction into course objectives or daily lessons of planned instruction, as appropriate;
2. Class assemblies or special instruction given in the school library or media center;
3. Special technology courses that are required for students at various grade levels;
4. Online tutorial programs required for students to use a Charter School network accounts; and
5. **[OTHER]** _____.

The Internet Safety Coordinator or their designee will also make resources available to parents/guardians on teaching students about acceptable internet use, appropriate online

behavior, network etiquette, cyber-bullying awareness and response, and appropriate use of social networking websites and chat rooms.

Cross References:	3270	Charter School Provided Access to Electronic Information, Services, and Networks
	3295P	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
	5265	Employee Responsibilities regarding Student Harassment, Intimidation, and Bullying
Legal References:	Pub. L. 106-554	Children's Internet Protection Act (CIPA)
	Pub. L. 110-385	Broadband Data Services Improvement Act
	20 U.S.C. § 6777	Internet Safety
	47 C.F.R. § 54.520(c)(1)(i)	Implementing CIPA: Certifications required under 47 U.S.C. 254(h) and (l)
	I.C. § 33-5210(3)	Application of School Law – Accountability - Exemption from State Rules
	I.C. § 18-917A	Student Harassment — Intimidation — Bullying

Policy History:

Adopted on:

Revised on:

Reviewed on:

Controversial Issues and Academic Freedom

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

The Charter School affirms that the School, including its employees and students, are to respect the dignity of others and acknowledges the rights of others to express differing opinions and foster and defend intellectual honesty, freedom of inquiry, and instruction as well as speech and association rights appropriate for the educational setting.

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

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

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

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

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

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

1. Relative maturity of students;
2. Charter School philosophy of education;
3. Community standards, morals, and values;
4. The necessity for a balanced presentation; and

5. The necessity to seek prior administrative counsel and guidance in such matters.

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

1. All classroom studies will be curriculum-related, objective, and impartial;
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and that no one idea or viewpoint should necessarily prevail;
3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, including but not limited to requiring students to personally affirm, adopt, or adhere that any race is inferior or superior or on inherent responsibilities regarding: sex, race, ethnicity, religion, color or national origin, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation. This shall include not arguing that individuals should be treated adversely on the basis of any of the attributes listed above;
4. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students; and
5. No distinction or classification of students shall be made on account of race or color, other than as required for collection or reporting of demographic data required by public schools.

To this end:

1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item 4 of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. The school shall provide for parents/guardians to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent/guardian and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing as to the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and Executive Director or designee.
3. **[OPTIONAL: The teacher shall notify parents/guardians when controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials, etc.]**
4. The Board directs that a philosophy of abstinence shall be a part of and the underlying

principal in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease and therefore the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial viewpoints on both sides of issues such as the right to an abortion or on the use of birth control methods.

Any parent/legal guardian may have his or her child excused from any planned sex education instruction upon filing a written request to the Board. The Board shall make a form available for such requests. Alternative educational activities shall be provided for those excused.

5. When speakers are to be used, the Executive Director or designee must always give approval as outlined in the Board policy on "Controversial Speakers".

Cross Reference	2345P	Controversial Speakers Procedure
Legal References:	I.C. § 33-138 I.C. § 33-139	Dignity and Nondiscrimination in Public Education Prohibition on the Expenditure of Moneys for Certain Purposes

Policy History:

Adopted on:

Revised on:

Reviewed on:

{{Full_Charter_Heading}}

INSTRUCTION

2340F

Parental Opt-Out Form for Sex Education

I, _____, parent/guardian of _____

request that my child be removed from class and/or student activities when planned instruction is given in the subject of sex education.

I understand a philosophy of abstinence is a part of and the underlying principal in all sex education instruction. Because this alone may not prevent pregnancies and sexually transmitted disease, the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgments of the instructor. This does not preclude giving impartial view points on both sides of issues such as the right to an abortion or on the use of birth control methods.

Date

Signature of Parent

Speakers in the Classroom and at School Functions

The Board encourages the use of outside speakers when the speaker's program is educationally sound, consistent with the curriculum, and follows Charter School policies and procedures.

Speakers may only be invited with an Executive Director or designee's approval. If the subject is controversial the Executive Director or designee may also decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

Controversial Speakers

The Board recognizes that visiting speakers may address controversial topics. If they are prohibited from speaking because of their points of view, academic freedom is endangered. Students need to examine issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints and drawing tentative conclusions. The Board also recognizes that many topics are not suitable for younger or less mature students. When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing the goals of citizenship education. However, this places a serious responsibility on the professional staff members to correctly structure the learning situation involving a speaker.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Controversial Speakers Procedure

No overall standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the education process or endanger the health and safety of students or staff. The Board, in an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following rules:

1. Selection of speakers and topics must be appropriate to the age and grade level of the students;
2. Selection of speakers and topics should be congruent with the curriculum of the course or function;
3. The teacher/sponsor and Executive Director or designee shall investigate fully those proposed resource persons the wisdom whose presence the community may question;
4. The teacher, sponsor, or designee must give one week prior notification to the Principal or designee. The Executive Director or designee may waive the one week notification requirement if extenuating circumstances are present;
5. Minimal disruption to the normal flow of school operation is a high priority;
6. An attempt to provide a balance of viewpoints is recommended when dealing with controversial issues or candidates for public office;
7. No person who encourages or advocates breaking the law shall be invited to speak;
8. Teachers should ensure that the presentation and follow up is consistent with Charter School approved programs and policies;
9. The teacher must retain primary responsibility for the instruction and supervision of students when using an outside speaker. The teacher must be present at all times when speakers are in the classroom;
10. Prior to his or her appearance or participation, the proposed speaker shall be given in writing and shall agree to abide by the following regulations:
 - A. Profanity, vulgarity, and lewd comments are prohibited;
 - B. Tobacco use is prohibited; and

- C. The teacher or sponsor responsible for inviting the resource person and any member of the school administration has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the safety of students and staff.
11. In the event an outside community speaker is denied access to the classroom, the teacher may request a meeting to be held between the Principal or designee and the teacher or sponsor. The meeting shall be held no later than five working days from the date of the request for the meeting. The Executive Directors shall review with the teacher or sponsor pertinent information concerning the request and render a final decision on the issue.

Procedure History:

Promulgated on:

Revised on:

Reviewed on:

Student Religious Activity at School

In keeping with the United States and Idaho Constitutions and judicial decisions, {{School_Name}} may not support religion or endorse religious activity. At the same time, {{School_Name}} may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray quietly in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members

Staff members are representatives of {{School_Name}} and must “navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed.” They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, {{School_Name}} sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

Charter School officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, Charter School officials may not organize or agree to requests for prayer by other persons at graduation, including requests from students. {{School_Name}} may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups but may not receive preferential treatment.

{{School_Name}} may not be identified as sponsoring or endorsing baccalaureate services. Charter School funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies and Extracurricular and Athletic Events

Charter School officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies or extracurricular or athletic events. School officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, nonproselytizing, and initiated by students.

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions that promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose that contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be religious or religious-holiday oriented.

Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that {{School_Name}} imposes on other student-organized clubs.

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that {{School_Name}} imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the School's policy on solicitations

Religious Holidays

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays, but may not observe them as religious events.

Cross-Reference: 3250

Distribution and Posting of Materials

Policy History:

Adopted on:

Revised on:

Reviewed on:

Release Time

For students in grades K through 8 {{School_Name}} **[PICK ONE]** will/will not allow release time.

Upon application, students in grades 9-12 may be excused from school provided that no student will be excused in excess of five periods in a school week or 165 hours in any given school year.

The Board of Directors shall, in its sole discretion, determine release time(s).

No student will be permitted to attend release time programs except upon written request from a parent/guardian filed with the Executive Director or designee.

Release time shall not interfere with the scheduling of classes, activities, and programs of {{School_Name}}. No credit shall be given for completion of courses during release time for religious purposes. Credit may be granted for other purposes, at the discretion of the Board. Registration for release time programs shall not occur on School property.

{{School_Name}} is not responsible for the health, safety, and welfare of a student participating in a release time program nor will the School be liable for acts, injuries, or events occurring while:

1. A student is being transported to and from release time programs; or
2. While a student participates in release time programs.

Legal Reference:	Id. Const. art. IX, § 6	Religious Test and Teaching in School Prohibited
	I.C. § 33-519	Release for Religious Instruction
	I.C. § 33-1603	Sectarian Instruction Forbidden IDAPA
	I.D.A.P.A. 08.02.02.220	Release Time Program for Elementary and Secondary Schools

Policy History:

Adopted on:

Revised on:

Reviewed on:

Interscholastic Activities

The program of interscholastic activities shall include all activities relating to competitive sport or intellectual contests, games, events, or exhibitions involving individual students or teams of students of this Charter School when such events occur at this School and another school.

Although {{School_Name}} recognizes that there is some value in offering programs of interscholastic activities, interscholastic activities shall not be considered to be a property, liberty, or contract right of any student; any and all interscholastic activities offered by the School shall not be deemed a “right” but rather is considered to be a “privilege.”

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of {{School_Name}}, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus which outlines the skills, techniques, and safety measures associated with a coaching assignment will be distributed to each coach.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While {{School_Name}} will strive to prevent injuries and accidents to students, each parent/guardian will be required to sign an “assumption of risk” statement that indicates that the parents assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

Cross Reference: 3510 Student Medicines

Legal Reference: I.C. § 33-512(12) Governance of Schools – Governance of Schools –
Board of Trustees Authorized to Supervise and
Regulate Certain Extracurricular Activities

Policy History:

Adopted on:

Revised on:

Reviewed on:

Participation of Private School Students in Federally Funded Charter School Programs

It is the policy of {{School_Name}} to ensure, consistent with the number of students who reside within School boundaries who are enrolled in private elementary schools and secondary schools, who would otherwise be eligible to receive federally funded educational services, to make such services available to students attending private schools.

To accomplish this objective, the Executive Director shall:

1. Initiate timely and meaningful consultation with appropriate private school officials to effectuate provision of services to eligible children, on an equitable basis and individually or in combination, as requested by the officials, by providing covered special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other federally funded benefits (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and
2. Ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to {{School_Name}} Policy 2420 on parent engagement.
3. Ensure that such educational services or other benefits, including materials and equipment, are secular, neutral, and non-ideological.
4. Ensure that the educational services and other benefits for such private school children are equitable to the services and other benefits for participating public school children, and are provided in a timely manner.
5. Assign an employee to help ensure such equity for such private school children, teachers, and other educational personnel.
6. Ensure the expenditures for educational services and other benefits to eligible private school children are equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. The proportional share of funds is determined based on the total amount of federal funds received by {{School_Name}} for education services prior to any allowable expenditures or transfers by the local educational agency. Funds allocated to {{School_Name}} for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by {{School_Name}}.

7. Ensure notice is provided in a timely manner to the appropriate private school officials served by eligible students of the allocation of funds for educational services and other benefits that {{School_Name}} determines are available for eligible private school children. Such notice shall be provided at least every two years. These services may be provided to eligible private school students either directly or through contracts with public and/or private agencies, organizations, and institutions.
8. Ensure that timely and meaningful coordination with appropriate private school officials during the development of {{School_Name}}'s programs for the purpose of reaching an agreement on how to provide equitable and effective services to eligible private school children, the results of which agreement shall be provided to the employee designated by the Executive Director. The consultation should include identification of:
 - A. How the children's needs will be identified;
 - B. What services will be offered;
 - C. How, where, and by whom the services will be provided;
 - D. How the services will be academically assessed and how the results of that assessment will be used to improve those services;
 - E. The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds allocated for such services, and how that proportion of funds is determined;
 - F. The method or sources of data that will be used to determine the number of children from low-income families in {{School_Name}}'s participating school attendance areas who attend private schools;
 - G. How and when {{School_Name}} will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
 - H. How, in the event {{School_Name}} disagrees with the preferences of the private school officials regarding the provision of services through a contract, {{School_Name}} will provide in writing to the private school officials an analysis of the reasons why it has chosen to not use a contractor;
 - I. Whether {{School_Name}} will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
 - J. Whether to provide equitable services to eligible private school children:

- I. By creating a pool or pools of funds with all of the eligible federal funds based on all the children from low-income families in a participating school attendance area who attend private schools; or
- II. In {{School_Name}}'s participating school attendance area who attend private schools with the proportion of funds allocated under eligible federal funds based on the number of children from low-income families who attend private schools; and

K. When during the day the services will be available.

9. In the event there is any disagreement with the views of private school officials with respect to an issue described in paragraph (8), above, the Executive Director shall explain in writing to the private school officials the reasons why {{School_Name}} disagrees. The joint consultation meetings shall occur before {{School_Name}} makes any decision that affects the opportunities of eligible private school children to participate in funded programs. These meetings will continue throughout implementation and assessment of applicable services. The meetings will include discussion of how {{School_Name}} intends to deliver equitable services to eligible private school children. {{School_Name}} shall maintain in its records and provide to the State educational agency involved a written affirmation signed by all participating private school officials who participated in meaningful consultation with {{School_Name}} as set forth above. The written affirmation shall provide the option for private school officials to indicate the officials' belief that timely and meaningful consultation had not occurred, or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, {{School_Name}} shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State Department of Education.

Cross Reference: 4160

Parent Right to Know Notices

Legal Reference: 20 U.S.C. § 6320

Participation of Children Enrolled in Private Schools

Policy History:

Adopted on:

Revised on:

Reviewed on:

{{Full_Charter_Heading}}

INSTRUCTION

2370

Homebound, Hospital, and Home Instruction

A student absent from school for more than ten consecutive days because of health or physical impairment will be provided the services of a teacher or an aide in the home or hospital. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental/guardian request.

Such students shall be included in calculating the average daily attendance.

Legal References:	I.C. § 33-1001	Foundation Program — State Aid —
	I.C. § 33-1003A	Apportionment - Definitions
		Calculation of Average Daily Attendance

Policy History:

Adopted on:

Revised on:

Reviewed on:

Service Animals in School

{{School_Name}} acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its school buildings, in classrooms, and at School functions, as required by the American with Disabilities Act.

“Service animal” refers to any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of someone with a disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

Use of service animals shall be subject to the following requirements:

1. The animal must be required for the individual with a disability.
2. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.
3. Possible categories of possible uses:
 - A. A member of the public who visits School property may be accompanied by a service animal. Appropriate staff may ask the following questions only about the service animal if the answers are not obvious:
 - I. Is this a service animal required because of a disability; and
 - II. What work or task has the animal been trained to perform.

Staff cannot ask about the person’s disability, require medical documentation, require a special identification card or training documentation for the animal, or ask that the dog demonstrate its ability to perform the work or task.

- B. Any student who seeks to be accompanied by a service animal (including a service dog in training addressed below) while on school property shall have such request addressed via a Section 504 Plan, other applicable plan, including a potential Health Care Plan with the School. Such plan shall be prepared in accordance with standard School policy in conjunction with the student’s parent/legal guardian. It shall be the responsibility of the parent/legal guardian to contact the school to commence this process.

- C. Any employee who seeks to be accompanied by a service animal while on school property shall contact the School's Human Relations Department and shall work through the Americans with Disabilities Act process with the School.
4. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions will be handled on a case-by-case basis, considering:
 - A. The type, size, and weight of the miniature horse, and whether the facility can accommodate these features;
 - B. Whether the handler has sufficient control of the miniature horse;
 - C. Whether the miniature horse is housebroken; and
 - D. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
 5. Upon request, owners of service animals must provide proof of current vaccinations to the Executive Director or designee with their request to be accompanied by a service animal.
 6. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks
 7. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
 8. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control, through voice control or other effective means.
 9. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.
 - A. {{School_Name}} is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
 - B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise their service animal, the parent is responsible for providing care and supervision of the animal.
 - C. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the Executive Director.

- D. Student requests for service animal-related accommodations will be reviewed based on the specific circumstances particular to the student in question and may be addressed in conjunction with a student's Section 504 Plan or Individual Education Plan.
12. The Executive Director may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occur:
- A. The animal is out of control and the animal's handler does not take effective action to control it.
 - B. The animal is not housebroken.
 - C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
 - D. The animal's presence is a direct threat to students, staff, or other individuals.

Service Dogs in Training

Any student's request to be accompanied by a service dog in training shall be assessed on a case by case basis according to their disability.

Non disabled handlers accompanied by service dogs in training shall carry and, upon request, display an Identification card, issued by a recognized school for service dogs or organization that services individuals with disabilities. Disabled handlers shall have the right to be accompanied by a service dog in training for the purposes of training on School property without producing an identification card.

However, regardless of whether the handler has a disability, the service dog in training must be identified by wearing a jacket, collar, scarf, or similar article identifying the dog as "in training."

Should other types of animals be recognized by federal and/or state law subsequent to the enacting of this Policy, this policy will be read as consistent as possible with regard to such animal until such time as this policy is amended.

Legal Reference:	I.C. § 18-5812B	Person May be Accompanied by a Service Dog-in-Training
	I.C. § 56-701A	Definitions
	I.C. § 56-704B	Rights of Individuals with Dogs-in-Training
	28 C.F.R. Part 35	Nondiscrimination on the Basis of Disability in State and Local Government Services (Implementing the ADA)

Policy History:

Adopted on:

Revised on:

Reviewed on:

Head Start Program Coordination

It is the policy of this Charter School to coordinate its early childhood education programs with an accredited local Head Start agency and, to the extent feasible, with other entities providing early childhood development programs. To promote this policy, the Principal or designee shall develop and enter into agreements with such Head Start agencies and other local entities to carry out these important activities for the benefit of the School's youngest students.

Such coordination between {{School_Name}} and the local Head Start agency **[Note: assistance with initial contact and collaboration may be made through Idaho Head Start State Collaboration Office, Idaho Department of Health and Welfare, 450 W State Street, Boise, ID 83720 208-334-2410]** and, if feasible, other local entities carrying out early childhood education programs serving children who will attend the School, should include the following:

1. Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
2. Establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
3. Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
4. Organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
5. Linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

Legal Reference: 20 U.S.C. § 6322 Coordination Requirements

Policy History:

Adopted on:

Revised on:

Reviewed on:

English Learners Program

In accordance with the Board's philosophy to provide a quality educational program to all students, {{School_Name}} shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purposes of the program are:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers) and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Accordingly, the Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Executive Director or designee shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Executive Director or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the English Learners program, including:

1. Program goals;
2. Student enrollment procedures;
3. Assessment procedures for program entrance, measurement of progress, and program exit;
4. Classroom accommodations;

5. Grading policies; and
6. A list of resources, including support agencies and interpreters.

{{School_Name}} shall establish procedures for identifying students whose dominant language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in {{School_Name}} upon proof of residency and other legal requirements. Students shall have access to, and be encouraged to participate in, all academic and extracurricular activities of {{School_Name}}.

Students participating in English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The English Learners program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English to assure achievement of academic standards.

All English Learners shall be assessed annually using the state-approved assessment of English language proficiency.

The English Learners program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

English Learners shall participate in the School's statewide assessments, unless 20 USC 6311(b)(3) and the regulations of the State Department of Education allow for their exclusion from an assessment.

At the beginning of each school year {{School_Name}} shall notify parents of students qualifying for English Learners programs about the instructional program and parental options, as required by law. Parents/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents/guardians shall be in the language understood by the parents/guardians.

{{School_Name}} shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Reporting

At the conclusion of every second fiscal year during which grant funds are received, the Executive Director or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department, describing {{School_Name}}'s English Learner program and activities and providing the School's applicable demographic data.

Cross Reference:	4160	Parents Right-to-Know Notices
Legal Reference:	20 U.S.C. §§ 1701-58	Equal Educational Opportunities Act of 1974
	20 U.S.C. § 6311	State Plans
	20 U.S.C. § 6811, <i>et seq.</i>	English Language Acquisition, Language Enhancement, and Academic Achievement Act
	42 U.S.C. § 2000(e), <i>et seq.</i>	Title VII of the Civil Rights Act of 1964
	ESEA Section 1111(b)(2)	

Policy History:

Adopted on:

Revised on:

Reviewed on:

Note: The following policy only applies to Charter Schools receiving federal funds for the education of migratory children.

Education of Migratory Children

Purpose

In accordance with the Board's philosophy to provide a quality educational program to all students, {{School_Name}} shall provide an appropriate planned instructional program for all students who qualify as Migratory Children under applicable provisions of state and federal law and/or this Policy. The purposes of the program are:

1. To implement a high-quality and comprehensive educational program and to provide educational services during the school year and, as applicable, during summer or intersession periods, that addresses the unique educational needs of migratory children.
2. To ensure that migratory children who move around the United States are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibits their ability to succeed in school.

Eligibility

Children are eligible to receive Charter School services if they fall within the definitions below:

1. Migratory child: The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months:
 - A. As a migratory agricultural worker or a migratory fisher; or
 - B. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.
2. Migratory fisher: The term "migratory fisher" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, then the individual may be

considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

3. Qualifying move: The term “qualifying move” means a move due to economic necessity:
 - A. From one residence to another residence; and
 - B. From one school district to another school district, except:
 - i. In the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or
 - ii. In the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.
 - C. The term “in order to obtain”, when used to describe why a worker moved, means that one of the purposes of the move is to seek or obtain qualifying temporary employment or seasonal employment in agricultural work or fishing work.
 - D. If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.
 - E. Notwithstanding item D above, a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and:
 - i. The worker is found to have a prior history of moves to obtain qualifying work; or
 - ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

Plan Requirements

{{School_Name}}’s Plan shall, at a minimum, shall include provisions to accomplish the following goals and directives:

1. *Performance targets*. The plan must specify:
 - A. Performance targets that the State has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school

dropouts, as well as the State's performance targets, if any, for school readiness; and

- B. Any other performance targets that the State or Charter School has identified for migratory children.
2. *Needs assessment.* The plan must include an identification and assessment of:
 - A. The unique educational needs of migratory children that result from the children's migratory lifestyle; and
 - B. Other needs of migratory students that must be met in order for migratory children to participate effectively in school.
 3. *Measurable program outcomes.* The plan must include the measurable program outcomes (i.e., objectives) that a State's migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets identified in paragraph (1)(A) of this section.
 4. *Service delivery.* The plan must describe the strategies that the State Board will pursue on a statewide basis to achieve the measurable program outcomes in paragraph (3)(A) of this section by addressing:
 - A. The unique educational needs of migratory children; and
 - B. Other needs of migratory children.
 5. *Evaluation.* The plan must describe how {{School_Name}} will evaluate the effectiveness of its program.

Record Keeping

Charter School records for migratory children should include the following:

1. Immunization records and other health information;
2. Elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments;
3. Other academic information essential to ensuring that migratory children achieve to the challenging State academic standards; and
4. Eligibility for services under the Individuals with Disabilities Education Act.

{{School_Name}} is required to keep financial records to demonstrate:

1. The amount of funds under the grant or sub-grant;
2. How {{School_Name}} uses the funds;
3. The total cost of the program;
4. The share of the cost provided from other sources; and
5. Other records as needed to facilitate an effective audit.

{{School_Name}} must maintain migrant child records for three years after the date {{School_Name}} submits its last expenditure for the time period. If any litigation, claim, negotiation, audit, or other action involving the migrant child records is taken, the records must be retained until the completion of the action and resolution of all issues or until of the end of the regular three year period, whichever is later.

For an employee who has both migrant child and non- migrant child responsibilities, {{School_Name}} must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee's time distribution records. For instructional staff, including teachers and instructional aides, class schedules that specify the time that such staff members devote to migrant child activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.

Legal References:	20 U.S.C. § 6391, <i>et seq.</i>	Education of Migratory Children
	34 C.F.R. §§ 76.730-31	Records (EDGAR)
	34 C.F.R. § 80.42(b)(c)	Retention and access requirements for records (EDGAR)
	34 C.F.R. Subpart C	Migrant Education Program

Policy History:

Adopted on:

Revised on:

Reviewed on:

Idaho Digital Learning Academy Classes

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school created to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grant the student flexibility of learning anytime, anyplace, and at a pace that meets their individual learning styles.

{{School_Name}} will use IDLA classes to supplement its curriculum and to provide remedial academic support.

Site Coordinator

{{School_Name}} will provide an individual, employed by the School, as a site coordinator. The site coordinator is to regularly motivate and monitor the progress of students. The role of the site coordinator is to:

1. Advise students on appropriate courses for registration;
2. Ensure that students are completing work on a timely basis, including checking grades online every three weeks;
3. Proctor the final exams; and
4. Facilitate communications with the students' parents/guardians regarding course progress and the IDLA instructors.

Additionally, the site coordinator is a contact for the IDLA instructor and IDLA staff. A site coordinator shall be assigned to {{School_Name}}. Anyone selected as a School site coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by {{School_Name}}.

Student and Course Selection

Charter School administrators, counselors, and teachers will identify those students who will benefit from IDLA classes.

At the discretion of the Executive Director or designee, students may be selected to take IDLA courses if they:

1. Need to make up credits in order to graduate on schedule;
2. Are eligible for hospital or homebound programs;
3. Are interested in advanced placement or dual credit courses;
4. Want to supplement their curriculum by taking course(s) not offered at their school;
5. Have scheduling conflicts;

6. Want to accelerate their academic program by taking additional courses to facilitate early graduation;
7. Are excused from being physically present on the campus of their school of record for an extended period of time.

Students may be denied the privilege of IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

The parent, student, and Executive Director or designee must confer and agree that course(s) selected is/are academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course.

Ethical Conduct

Any student attending classes through IDLA shall adhere to {{School_Name}}'s Acceptable Use policies and procedures (3270 and 3270P) and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the Acceptable Use form 3270F prior to IDLA classes beginning.

In the event of a violation of the acceptable use policy, plagiarism, or other disciplinary issues, IDLA will notify {{School_Name}}. {{School_Name}} shall take any disciplinary measures necessary as provided in Charter School policy.

Tuition/Fees

{{School_Name}} shall abide by the IDLA Fees Policy Statement provided by IDLA. {{School_Name}} shall pay the IDLA cost associated with students who take IDLA classes as part of their normal school day. {{School_Name}} will pay the tuition and registration fees for eligible students.

If the student is enrolled in six or more credits or sufficient classes to qualify as fulltime in the home high school, the student is responsible for all tuition and registration fees to be paid to IDLA.

Grading

IDLA provides a percentage grade to the school. The school transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy current year Fees Policy Statement.

Policy Note: Some information to develop this policy was provided by the Idaho Digital Learning Academy.

Legal References:	I.C. § 33-1612	Courses of Instruction - Thorough System of Public Schools
	I.C. § 33-5502	Idaho Digital Learning Academy - Creation—Legislative Findings—Goal
	I.C. § 33-5505	Idaho Digital Learning Academy - Definitions
	I.C. § 33-5210(4)	Application of School Law – Accountability – Exemption from State Rules - Public Charter Schools
	<i>Paulson v. Minidoka School District No. 331</i> , 463 P.2d 935 (Idaho, 1970).	

Policy History:

Adopted on:

Revised on:

Reviewed on:

{{Full_Charter_Heading}}

INSTRUCTION

2400

Special Education

The {{School_Name}} will use the guidelines developed by the Idaho Department of Education in its most current edition of the Idaho Special Education Manual regarding special education issues. The Idaho Special Education Manual is designed to assist Idaho schools in understanding the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and meeting its requirements.

The Manual can be found on the State Department of Education's website.

Legal Reference: Idaho State Department of Education Special Education Manual, current edition

Policy History:

Adopted on:

Revised on:

Reviewed on:

INSTRUCTION

2410

Section 504 of the Rehabilitation Act of 1973

It is the intent of {{School_Name}} to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, {{School_Name}} shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include:

1. Notice;
2. An opportunity for the student's parent or legal guardian to examine relevant records;
3. An impartial hearing with opportunity for participation by the student's parent or legal guardian; and
4. A review procedure.

[REQUIRED FOR SCHOOLS WITH 15 OR MORE EMPLOYEES]

The Board directs the Executive Director or designee to fulfill the following responsibilities:

1. To coordinate 504 compliance efforts;
2. To adopt and publish grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504; and
3. To notify students and others that {{School_Name}} does not discriminate on the basis of disability.

Cross Reference: 4120

Uniform Grievance Procedure

Legal References: 29 U.S.C. § 794

Section 504 of the Rehabilitation Act of 1973 -
Nondiscrimination under Federal Grants and
Programs

34 C.F.R. § 104.36

Preschool, Elementary, and Secondary
Education - Procedural Safeguards

Policy History:

Adopted on:

Revised on:

Reviewed on:

Section 504 of the Rehabilitation Act of 1973 ("Section 504")

1. **Impartial Due Process Hearing:** If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of {{School_Name}} with respect to:

- A. The identification of the child as qualifying for Section 504;
- B. {{School_Name}}'s evaluation of the child, and/or
- C. The educational placement of the child,

the parents of the student are entitled to certain procedural safeguards. The student shall remain in his or her current placement until the matter has been resolved through the process set forth herein.

- A. {{School_Name}} shall provide written notice to the parent/guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
- B. Upon request, the parent/guardian of the student shall be allowed to examine all relevant records relating to the child's education and the school's identification, evaluation, and/or placement decision;
- C. The parent/guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with {{School_Name}};
- D. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three business days of receipt of the same;
- E. Within ten days of receipt of a written request for an impartial due process hearing, {{School_Name}} shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, {{School_Name}} may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent, or any other person that would conduct the hearing in an impartial and fair manner;
- F. Once {{School_Name}} has selected an impartial hearing officer, {{School_Name}} shall provide the parent/guardian and all other interested parties with notice of the person selected;

- G. Within five days of {{School_Name}}'s selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues;
 - H. The hearing officer shall in writing notify all parties of the date, time, and location of the due process hearing;
 - I. At anytime prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
 - J. At the hearing, {{School_Name}} and the parent/guardian may be represented by counsel;
 - K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriately equipment or a court-reporter. {{School_Name}} shall be allowed to present its case first. Thereafter the parent/guardian shall be allowed to present his or her case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;
 - L. Within 20 days of the hearing, the hearing examiner should issue a written report of his or her decision to the parties; and
 - M. Appeals may be taken as provided by law. The parent/guardian may contact the Seattle Office, Office of Civil Rights, U.S. Department of Education, 915 Second Avenue Room 3310, Seattle, WA 98174-1099, (206)607-1600.
2. **Uniform Grievance Procedure:** If a parent/guardian of the student alleges that {{School_Name}} and/or any employee of {{School_Name}} has engaged in discrimination or harassment of the student, the parent/guardian will be required to proceed through {{School_Name}}'s Uniform Grievance Procedure.

Procedure History:

Promulgated on:

Revised on:

Reviewed on:

Supporting Students with Characteristics of Dyslexia

The Charter School shall take steps to ensure students with characteristics of dyslexia are identified and will work with the students' parents to provide them with academic support.

The fall administration of the statewide reading assessment will be used as an initial screening to identify students who have characteristics of dyslexia, as defined in I.C. 33-1802. Students in grades kindergarten through 5 who are identified by the initial screening shall be given a second (Tier 2) diagnostic screening test for characteristics of dyslexia. This Tier 2 screening shall also be provided to students identified by their classroom teacher and to students whose parent/guardian requests this screening. The Tier 2 screening may be selected from among the Tier 2 screening measures recommended by the State Department of Education for this purpose.

When a student is identified as having characteristics of dyslexia by the initial screening or the Tier 2 screening, the student's parents/guardians shall be notified and provided with the School's options for school interventions.

The School shall provide evidence-based interventions for any students identified with characteristics of dyslexia by either screening. These interventions shall align with the Idaho comprehensive literacy plan and the State Dyslexia Handbook.

The School shall submit to the State Board of Education any data they require on the effectiveness of such interventions.

Professional Development

Beginning in the 2023-2024 school year, all School instructional staff and instructional coaches involved in the instruction of students in grades kindergarten through 5 shall be required to complete a professional development on dyslexia approved by the State Department of Education for this purpose.

All teachers, administrators, and school counselors with an instructional certificate in grades 6 through 12 must complete professional development on the characteristics of dyslexia no later than the beginning of the 2023-2024 school year.

Legal References:	I.C. § 33-1802	Definitions
	I.C. § 33-1811	Dyslexia

Procedure History:

Promulgated on:

Revised on:

Reviewed on:

Parent and Family Engagement

NOTE: Schools receiving federal Title I funds are required to have a parent involvement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be {{School_Name}}'s policy without some parental involvement in its development at the local level.

{{School_Name}} may receive Title I funds only if it conducts outreach consistent with federal law to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parents of participating children.

The School shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy will establish {{School_Name}}'s expectations and objectives for meaningful parent and family involvement, and specifically describe how the School will:

1. **Demonstrate Joint Development of Engagement Plan:** {{School_Name}} shall involve parents and family members in jointly developing the School's Plan; and
2. **Coordinate Assistance and Support:** {{School_Name}} shall provide the coordination, technical assistance, and other support necessary to assist in implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; and
3. **Coordinate with Other Programs:** {{School_Name}} shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the School's other relevant federal, state, and local programs; and
4. **Conduct Annual Program Evaluation:** {{School_Name}} shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:
 - A. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

- B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - C. The strategies that will be implemented to support successful school and family interactions.
5. **Implement Evaluation Findings:** {{School_Name}} shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the School's parent and family engagement policy described herein; and
6. **Establish a Parent Advisory Board:** {{School_Name}} shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by {{School_Name}} to adequately represent the needs of the population served by the School for the purpose of developing, revising, and reviewing {{School_Name}}'s Parent and Family Engagement Policy.

Policy Development

{{School_Name}} shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and {{School_Name}}.

1. Parental Involvement: All Charter Schools receiving Title I funds shall:

- A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and
- B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and
- C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of {{School_Name}}'s available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that

process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and

D. Provide parents of participating children:

- I. Timely information about qualifying programs;
- II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the parent and family engagement policy developed under this policy, {{School_Name}} shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;
- B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - II. Frequent reports to parents on their children's progress;
 - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

IV. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

3. **Empowering Parents:** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, {{School_Name}}:
- A. Shall provide assistance to parents of children served by the School, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 - B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
 - C. Shall educate teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools;
 - D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
 - E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
 - F. May involve parents in the development of training for teachers, and other educators to improve the effectiveness of such training;
 - G. May provide necessary literacy training for parents from Title I funds in the event {{School_Name}} has exhausted all other reasonably available sources of funding for such training;
 - H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - I. May train parents to enhance the involvement of other parents;

- J. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
 - K. May adopt and implement model approaches to improving parental involvement;
 - L. May establish a parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I;
 - M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
 - N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
 - O. Shall inform parents and organizations of the existence of the program.
4. **Accessibility of Information for Parents:** In carrying out the parent and family engagement requirements of this policy, {{School_Name}}, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Cross Reference:	4160	Parents Right to Know Notices
Legal References:	20 U.S.C. § 6311	Basic Program Requirements - State Plans
	20 U.S.C. § 6312	Basic Program Requirements - Local Educational Agency Plans
	20 U.S.C. § 6318	Basic Program Requirements - Parent and Family Engagement

Policy History:

Adopted on:

Revised on:

Reviewed on:

Parent and Family Engagement Guidelines

In order to achieve the level of parent and family engagement outlined in Charter School Policy 2420 these procedures guide the development of the school's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

Guidelines

Parent involvement activities will include opportunities for:

1. Volunteering;
2. Parent education;
3. Home support for the child's education; and
4. Parent participation in school decision making.

{{School_Name}} will provide opportunities for professional development and resources for staff, parents, and the community regarding effective parent involvement practices.

{{School_Name}} also encourages the inclusion of family literacy when a substantial number of students have parents who do not have a secondary school diploma or its recognized equivalent or have low levels of literacy.

Roles and Responsibilities

It is the responsibility of the student to:

1. Cooperate with school personnel and be responsible for their behavior;
2. Complete all homework assignments on time;
3. Participate to the best of their ability in all classes;
4. Read independently or with family on a regular basis;
5. Let teachers, school counselors, and family know when they need help.

It is the responsibility of the parent to:

1. Actively communicate with school staff;
2. Be aware of rules and regulations of school;
3. Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
4. Take an active role in assuring that the child is prepared to attend school each day;
5. Utilize opportunities for participation in school activities.

It is the responsibility of staff to:

1. Work with parents to develop and implement a school plan for parent involvement;
2. Promote and encourage parent involvement activities;
3. Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and
4. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Community members who volunteer in the schools have the responsibility to:

1. Be aware of rules and regulations of the school; and
2. Utilize opportunities for participation in school activities.

It is the responsibility of the administration to:

1. Provide coordination, technical assistance, and other support necessary to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide in-service education to staff regarding the value and use of contributions of parents and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand;
6. Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and
7. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of {{School_Name}}'s other relevant programs;
8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by {{School_Name}} to adequately represent the needs of the population served by the School for the purpose of developing, revising, and reviewing the School's Parent and Family Engagement Policy;
9. Ensure that each school comprising Charter School jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic

achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards and includes the requirements of Charter School Policy 2420.

Procedure History:

Promulgated on:

Revised on:

Reviewed on:

Parental Rights

The Board of Directors encourages parents/guardians to be involved in their student's school activities and academic progress.

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

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

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

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

A parent/guardian who has an objection to their child's participation in {{School_Name}}'s adopted curriculum and/or the School's implementation of practices, policies, and procedures in accordance with educational mandates on the basis that it harms the child or impairs the

parent/guardian's firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian who chooses to not have their child participate in the provided educational activity, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to {{School_Name}}. The final decision as to the placement of such alternative educational activity shall be at the discretion of {{School_Name}}, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not the Charter School. The Charter School has no control over the selection, adoption, and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Access to Learning Materials

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

Notice

{{School_Name}} shall annually provide parents/guardians with notice of their rights as specified in this policy.

Cross Reference:	2340F 2420 4105F 4175	Parental Opt-Out Form for Sex Education Parent and Family Engagement Request to Address the Board Required Annual Notices
Legal Reference:	Id. Const. art. IX I.C. § 32-1010 I.C. § 32-1012 I.C. § 32-1013 I.C. § 33-6001 I.C. § 33-6002 I.D.A.P.A. 08.01-.04	Education and School Lands Intent of the Legislature – Parental Rights Parental Right to Direct the Education of Children Interference with Fundamental Parental Rights Restricted Parental Rights Annual Notice of Parental Rights State Board of Education and State Department of Education Administrative Rules

Policy History:

Adopted on:

Revised on:
Reviewed on:

Gifted and Talented Program

The term “gifted and talented” means students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who are capable of high performance and require services or activities not ordinarily provided by {{School_Name}} in order to fully develop such capabilities.

{{School_Name}} may provide for special instructional needs of gifted and talented children enrolled in the School. The Board of Directors, in conjunction with the Executive Director and staff, may develop a plan for {{School_Name}}’s gifted and talented program at the discretion of the School.

Such program may include, but is not limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Advanced Opportunities

{{School_Name}} provides opportunities for students to begin earning credit for college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while they attend the School.

Participation in {{School_Name}}'s advanced opportunities program requires parent and student agreement to program requirements and completion of the Charter School's participation form documenting the program requirements found in 2435F.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Executive director to establish procedures with timelines, requirements for participation, requirements for financial transactions, and transcription of credits.

Definitions

"Credit" means middle level or high school credit.

"Dual credit" means credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course. Students may be allowed dual credit when approved in advance.

"Full credit load" means at least 12 credits per school year for grades 7 through 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"Overload course" means a course taken that is in excess of a full credit load and outside of the regular school day, including summer courses

"School year" means the normal school year that begins upon the conclusion of the spring semester leading up to the break between grades and ends upon the beginning of the same break of the following year.

Fast Forward Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in {{School_Name}} with \$4,125 to use toward overload courses, dual credits, college credit-bearing examinations, and career technical certificate examinations, and federal registered workforce training programs that lead to regional 'in demand' jobs.

Students may access these funds in grades 7 through 12 for:

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Eligible dual credits, in an amount which may not exceed \$75 per one dual credit hour.
3. Eligible postsecondary credit-bearing examinations.
4. Career technical education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.
5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year. Eligible training courses and costs will be maintained by the State Department of Education.

To qualify as an eligible overload course for the program, the course must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Eligible examinations include advanced placement (AP), international baccalaureate (IB), college-level examination program (CLEP), and career-technical examinations.

{{School_Name}} shall make reasonable efforts to ensure that any student who considers participating in the School's advanced opportunities program understands the challenges and time necessary to succeed in the program. The School shall make such efforts prior to a student's participation in the program.

Parents of participating students may enroll their child in any eligible course, with or without the permission of {{School_Name}}, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

The School shall establish timelines and requirements for participation in the program, including implementing procedures for the appropriate transcription of credits, reporting of program participation, and financial transaction requirements.

A student who has earned 15 postsecondary credits using the advanced opportunities program and wishes to earn additional credits must first identify his or her postsecondary goals. Advisors shall counsel any student who wishes to take dual credit courses that the student should ascertain for him or herself whether the particular postsecondary institution that he or she desires to attend will accept the transfer of coursework under this section.

{{School_Name}} will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

Challenging Courses

The Board hereby directs the Executive director or designee to develop criteria by which a student may challenge a course. The Executive director will present the criteria for challenging courses to the Board for approval. If a student successfully meets the criteria, then the student shall be counted as having completed all required coursework for that course.

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the Executive Director or designee shall determine whether the student must pay for and successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program.

Advanced Opportunities Scholarship

Students who successfully complete grades 1 through 12 at least one year early may be eligible for an advanced opportunities scholarship. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of {{School_Name}};
and
2. Completes grades 1 through 12 curriculums in 11 or fewer years.
3. Applies within two years of graduating from a public school.

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes upon meeting these criteria.

If an eligible student requests an advanced opportunities scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal 35 percent of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation.

{{School_Name}} shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

Legal References:	I.C. § 33-4601	Advanced Opportunities - Definitions
	I.C. § 33-4602	Advanced Opportunities—Rulemaking
	I.D.A.P.A. 08.02.03.106	Advanced Opportunities

Other References: Idaho Department of Education Advanced Opportunities Portal (available at: <http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html>) (last accessed Oct. 18, 2019)

Policy History:

Adopted on:

Revised on:

Reviewed on:

INSTRUCTION

2435F

Advanced Opportunities Participation Form

This participation form allows students to participate in the *Fast Forward* program through the Idaho State Department of Education as authorized by *Idaho Code 33, Chapter 46: Advanced Opportunities*. By signing this form, the student and parent/guardian agree to the conditions and provisions of the program.

Students are allocated a total of \$4,125 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to \$225 per course;
2. Dual credits; a maximum of \$75 per credit;
3. Examinations; Advanced Placement, International Baccalaureate, and College Level Examination Program;
4. Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree;
5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year; and
6. Federal, registered workforce training programs that lead to regional “in demand” jobs.

Students should meet with their guidance counselor to develop a 4, 5, or 6 year learning plan that will help them maximize the benefits of this program according to the student’s college and career interests. Intentional selection of coursework is a critical element of these programs.

All courses paid for by *Fast Forward* must be transcribed on the student’s public high school transcript.

The parent/guardian and student understand that he/she will be held responsible for tuition and fees incurred as a result of participation in courses or exams taken from a college/university or other provider, and will be responsible for complying with policies and procedures set forth by the provider.

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student’s Charter School. Eligibility for payment is subject to the deadlines and procedures set forth by {{School_Name}} in partnership with course/exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to Charter School guidelines.

If a student fails to earn credit for a course paid for by *Fast Forward*, the student must subsequently pay for a “like” course on their own before he or she is eligible for further *Fast Forward* funding. If a student performs inadequately on an examination paid for by *Fast Forward*, {{School_Name}} will decide whether the student may continue utilizing *Fast Forward* funding, or if she or he must pay for the cost of a “like” examination before using further funds. *Fast Forward* funds may not be used for repeated or remedial course work. With the approval of {{School_Name}}, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by {{School_Name}}.

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Charter School Name: {{School_Name}}

Online Courses and Alternative Credit Options

In addition to regular classroom-based instruction, students may earn credit through the means described below.

Virtual/Online Courses

The Executive Director or designee is authorized to create a process for students enrolled in secondary grades to register for enrollment in online courses provided by accredited organizations. At a minimum, such process for registration for online courses shall be accommodated through {{School_Name}}'s normal registration process. Any such registration requests shall be made no later than 30 days prior to the end of the term preceding the term in which online enrollment is sought.

Online courses may be counted as credit toward graduation.

Correspondence Courses

{{School_Name}} will permit a student to enroll in an approved correspondence course from an institution approved by the State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

High school students may earn, through correspondence, a maximum of _____ units of academic credit to be applied toward graduation requirements. Only _____ units may be earned during any one school year.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the Executive director or designee shall be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. Prior permission has been granted by the Executive Director; and
2. The program fits the education plan submitted by the regularly enrolled student;

An official record of the final grade must be received by the School before a diploma may be issued to the student.

Cross References:	§§ 2700 - 2700P	High School Graduation Requirements
	§ 3030	Dual Enrollment
	§ 3050	Attendance

Legal References:	I.C. § 33-1612	Courses of Instruction - Thorough System of Public Schools
	I.C. § 33-5210(4)	Application of School Law – Accountability – Exemption from State Rules - Public Charter Schools
	I.C. § 33-5501, <i>et seq.</i>	Idaho Digital Learning Academy

Policy History:

Adopted on:

Revised on:

Reviewed on:

{{Full_Charter_Heading}}

INSTRUCTION

2450

Contracted Student Services

The Board of Directors hereby delegates to the Executive Director the authority to enter into agreements for student services but requires Board approval of such contracts. The reason for Board approval is that Charter School administration has no control over excess spending if contracts are signed without the Board's approval.

Special Education

It is the intent of {{School_Name}} to provide services required by students' Individualized Educational Programs (IEPs) and develop resources within {{School_Name}} to eliminate the need for outside sources for special education services.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Extended Learning Opportunities

The Board encourages students to pursue extended learning opportunities (ELOs) as a way to gain knowledge and skills outside the traditional classroom. The Charter School shall allow students to receive credit for ELOs.

“Extended learning opportunity” or “ELO” shall mean an out-of-classroom learning experience that provides a student with:

1. Enrichment opportunities outside of a classroom setting;
2. Career readiness or employability skills, including internships, pre-apprenticeships, and apprenticeships; or
3. Any other type of out-of-classroom educational opportunity approved by the State Board of Education or the School.

ELOs may include, but are not limited to performing groups, internships, community service, apprenticeships, or other opportunities approved by the School, in conjunction with Board policies.

All ELOs shall comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

ELOs shall not include activities for religious purposes.

The School maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution’s requirement to maintain a system of free public schools, the ELOs may not include activities for which a fee is charged.

In determining whether to approve an ELO proposed by a student or by a prospective supervising organization, the School shall consider the overall benefits, costs, advantages, and disadvantages to both the student and the School.

Approval of a Proposed ELO

An organization such as a nonprofit organization, an Idaho business, a trade association, or the United States armed forces may apply to offer Charter School students a for-credit ELO. The application must demonstrate the opportunity will teach students specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Requests by organizations seeking to offer an ELO shall be evaluated by the Executive Director or their designee. The Board directs the Executive Director to create a process for evaluating these applications.

At a minimum, all applications by supervising organizations or students must meet the following criteria:

1. Provide for administration and supervision of the program; and
 2. Meet rigorous standards, including the minimum standards established by the School.
- The Board directs the Executive Director to draft such standards.

Request by Student for Credit

In addition to opportunities proposed by a supervising organization as described above, a student may request credit for a proposed ELO on an individual basis. To do so, they must provide written permission from their parent, if the student is a minor, to participate in a particular extended education opportunity.

The application must demonstrate the opportunity will teach the student specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Such applications must be submitted to the **[SELECT ONE: Executive Director OR _____]** at least _____ days prior to the beginning of the proposed opportunity when prior approval is sought. The deadline may be waived at the **[Executive Director OR _____]**'s discretion. Alternatively, a student may apply to receive credit for an activity as an ELO after it has begun, provided application is made within _____ days of the completion of the activity.

The application will be reviewed by the **[Executive Director OR _____]** and any other staff the School deems appropriate. A decision will be made within _____ days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.

Once a student-initiated opportunity has been approved as an ELO, the School may consider it an approved ELO for other students.

Nature of Credit Awarded

If a middle level or high school student requests credit for an ELO and the School approves this request, or if the student participates in an approved ELO, the student shall receive credit toward their graduation requirements.

If an elementary student requests credit for an ELO and the School approves this request, or if the student participates in an approved ELO, the student shall receive credit toward mastery of required skills or standards.

The School may award elective credit for an ELO that does not qualify for credit toward core instruction graduation requirements.

The Board directs the Executive Director to draft criteria for determining whether a proposed learning opportunity will qualify for credit toward one or more core subjects, elective credit, or required skills or standards. Granting of credit shall be based on a student's mastery of Idaho Content Standards or the Idaho College and Career Readiness Competencies and Subskills. Credit counted toward a core subject shall only be awarded for ELOs which align with the content standards of a course for which core credit is awarded. The Executive Director may designate a teacher with expertise in teaching a subject area to determine whether an ELO meets these criteria and qualifies for credit.

The School reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the student's grade point average (GPA). In that instance, the course name and actual grade earned will be noted on the student's official transcript.

The Board may direct the Executive Director or their designee to track approved ELOs and may direct the Executive Director or designee to make information on approved ELOs available to guide students, parents/guardians, and community members who may be interested in pursuing or offering an ELO.

Responsibility

Any ELO shall be the financial responsibility of the student's parent/guardian. The student or their parent/guardian will be responsible for providing transportation to and from the off-campus site. However, the School may choose to provide transportation, if feasible.

The organization supervising any ELOs shall be responsible for the student's personal safety and well-being.

A signed agreement among the school, the student, the student's parent/guardian, and a designated agent of the supervising organization may be required before any ELO will be approved by the School. The agreement should specify the roles and responsibilities of each party.

It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course and may result in the ELO being counted as a failing grade.

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon request to provide evidence of progress and attendance. The **[Executive Director OR _____]** shall be responsible for certifying completion of the ELO and the award of credits consistent with the School's policies, procedures, and rules.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, each school shall develop appropriate mechanisms to document student progress and program completion in each student's record.

Cross References: 3440 Student Fees, Fines, and Charges/Return of Property

Legal References: Constitution of the State of Idaho, Article IX, Section 1 Legislature to
Establish System of Free Schools
I.C. § 33-6401 et seq. Extended Learning Opportunities

Policy History:

Adopted on:

Revised on:

Reviewed on:

Self-Directed Learners

The {{Full_Charter_Name_Number}} offers students the opportunity to be designated as a self-directed learner for the purpose of being granted additional flexibility in meeting the School's graduation requirements. This allows students to tailor their education activities to meet individual learning goals developed in consultation with the student's supervising teacher and their parent/guardian.

Students designated as a self-directed learner shall have a right to flexible learning to support their postsecondary goals. Flexible learning may include

1. Flexible attendance requirements;
2. Attending school virtually;
3. Extended learning opportunities as described in Policy 2460; and
4. Any other agreed-upon learning inside or outside the classroom This may include, but is not limited to curriculum compacting, acceleration, or credit by examination.

This flexibility may be used to allow the student to make use of the School's educational resources in customized ways and/or to allow the student to pursue educational opportunities outside of those offered by the School.

The School maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution's requirement to maintain a system of free public schools, the learning activities incorporated into the student's program of flexible learning may not include activities for which a fee is charged.

Additionally, the learning activities incorporated into the student's program of flexible learning may not include activities for religious purposes.

A student's self-directed learner status may be terminated if the teacher supervising the student's self-directed learning determines that the student is failing to meet the requirements laid out in Procedure 2470P or is failing to complete assignments within the time provided.

The process for designating a student as a self-directed learner and maintaining this designation is provided in Procedure 2470P. This procedure shall be reviewed and approved by the Board prior to promulgation and prior to any revision of the procedure.

Each year, the School shall report to the State Department of Education the number of students in attendance who are designated as self-directed learners.

Cross References: 2435 Advanced Opportunities

2460 Extended Learning Opportunities
3440 Student Fees, Fines, and Charges/Return of Property

Legal References: Constitution of the State of Idaho, Article IX, Section 1 Legislature to
Establish System of Free Schools
I.C. § 33-512D Self-Directed Learner Designation
I.C. § 33-1001 Definitions

Policy History:

Adopted on:

Revised on:

Reviewed on:

INSTRUCTION

2470F

Application for Self-Directed Learner Status

Student: _____

Grade Level: _____

Application Initiated by: _____

Relationship to Student: ☐ Student
☐ Parent/Guardian
☐ Teacher

Eligibility Criteria

To be eligible for designation as a self-directed learner, a student must meet each of the following criteria.

1. Demonstrate mastery of content for all core subjects/classes at their grade level and demonstrate age-appropriate learning outcomes through grades, assessments, or mastery-based learning rubrics. The applicant has chosen to demonstrate they meet this requirement with:
 - ☐ Their most recent report card or progress report, indicating grades of at least **[MINIMUM GRADE REQUIRED]** in each core subject area **[SELECT ONE: and / or]** the a minimum GPA of _____.
 - ☐ Their most recent **[ASSESSMENT]** indicating a score of at least **[MINIMUM SCORE REQUIRED]** in each subject area.
 - ☐ **[MASTERY-BASED LEARNING RUBRIC REQUIREMENTS.]**
 - ☐ A portfolio meeting the following requirements: **[PORTFOLIO REQUIREMENTS.]**

The **[SELECT ONE: Executive Director OR _____]** will consult the student's records and/or the portfolio, as appropriate, to confirm whether the student meets these criteria.

2. Demonstrate academic growth **[OPTIONAL: through at least one year's academic growth per school year as measured by the last _____ state assessments or the equivalent.]** The **[SELECT ONE: Executive Director OR _____]** will consult the student's records to confirm whether they meet these criteria.
3. Demonstrate timeliness in returning assignments, self-motivation, and an ability to establish goals. This may be demonstrated by the signature of one of the student's

teachers below. **[OPTIONAL: For middle and high school students, at least ____ of the student's teachers must provide a brief, signed statement attesting to the fact the student has demonstrated these qualities.]**

4. Students in Grade 4 and above must demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. The applicant may demonstrate they meet this requirement with their **[INCLUDE EACH OPTION BELOW ACCEPTABLE TO THE SCHOOL];**

- ☐ Most recent report card or progress report, indicating grades of at least **[MINIMUM GRADE REQUIRED]** in Mathematics.
- ☐ Most recent **[ASSESSMENT]** indicating a score of at least **[MINIMUM SCORE REQUIRED]** in Mathematics.
- ☐ **[OTHER.]**

The **[SELECT ONE: Executive Director OR _____]** will consult the student's records to confirm whether they meet these criteria.

5. Students in Grade 8 and above must show that they have made an informed choice of postsecondary career and education goals by:
- A. Creating a full and official student learning plan with the School and keeping it up-to-date. The **[SELECT ONE: Executive Director OR _____]** will consult the student's records to confirm whether they meet this criteria.
 - B. Documenting the student's post-secondary goals as described in **[EXECUTIVE DIRECTOR-DEVELOPED PROCESS]**.
 - C. Working toward their postsecondary goals and supplementing their student learning plan with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 2435, or successful completion of an online course. Please attach a description of these activities.
6. Students who are in Grade 8 or higher must provide, with this application, a description, written by the student, of their self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment these personal life goals in addition to their post-secondary goals.
7. **[OTHER CRITERIA DETERMINED BY THE SCHOOL AND PROCESS FOR THE STUDENT TO ESTABLISH THEY HAVE MET THEM]**

Flexibility Requested

Please attach another sheet of paper or an electronic document describing:

1. The exemptions from standard instruction practices and requirements sought for the student;
2. Who will be responsible for supervising the student if they will be absent from the classroom during the usual school day;
3. How this flexibility will aid the student in meeting their goals and mastering grade-level content. If the student is in 8th grade or above, include an explanation of how flexible learning will further the student's progress toward their identified postsecondary education goals and personal goals.

Requirements

To maintain their status as a self-directed learner, the student must:

1. Continue to master content knowledge and skills appropriate for their grade level and make academic growth. This will be measured by **[MEASURE(S) TO BE USED BY THE SCHOOL]**.
2. Comply with the School's rules regarding student conduct, except for any from which the student is specifically exempted.
3. Provide updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals. Such updates must be provided every **[SELECT ONE: quarter OR semester OR year]**.
4. **[OTHER SCHOOL REQUIREMENTS]**

Students in the 8th grade or higher must make progress toward postsecondary goals. Please describe how the student will demonstrate progress toward these goals on an attached sheet of paper or electronic document;

Required Signatures

The following signatures must be provided with the application.

I wish to be designated as a self-directed learner in accordance with the plan and requirements laid out in this application, Policy 2470, and Procedure 2470P. I will strive to meet the School's requirements to maintain my status as a self-directed learner unless and until I officially request to end my designation as a self-directed learner.

Student Name *(please print)*

Student Signature

Date

I grant permission for my child to be designated as a self-directed learner in accordance with the plan and requirements laid out in this application, Policy 2470, and Procedure 2470P.

Parent/Guardian Name (*please print*)

Parent/Guardian Signature

Date

I recommend that this student be designated as a self-directed learner. I attest that the student has demonstrated timeliness in returning assignments, self-motivation, and an ability to establish goals. As their teacher, I believe this designation would be appropriate and beneficial for the student.

Teacher Name (*please print*)

Teacher Signature

Date

INSTRUCTION

2470P

Self-Directed Learner Procedure

Eligibility Requirements

To be designated a self-directed learner, a student must meet all of the following criteria:

1. Demonstrate mastery of content knowledge through grades, assessments, or mastery-based learning rubrics.
2. Demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. Students in grades kindergarten through 4th grade shall be exempt from this requirement.
3. Demonstrate academic growth [**OPTIONAL: through at least one year's academic growth per school year as measured by the last _____ state assessment or the equivalent.**]
4. Demonstrate timeliness in returning assignments, self-motivation, ability to establish goals.
5. Reach age-appropriate learning outcomes.
6. [**OTHER CRITERIA DETERMINED BY THE SCHOOL.**]

Additionally, students in 8th grade or higher must show that they have made an informed choice of postsecondary career and education goals by:

1. Creating a full student learning plan as defined in I.C. 33-1001(30), and keeping it up-to date; and
2. Working toward their postsecondary goals and supplementing their student learning plan, if applicable, with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 2435, or successful completion of an online course. The Board directs the Executive Director or designee to develop a process for a student to document their post-secondary goals for the purposes of this policy.

The Board directs the Executive Director or their designee to determine ways of establishing whether a student has met all of the criteria above. These measures may be based on the following and/or on other measures the Executive Director or their designee deems appropriate:

1. GPA and/or achievement of a minimum grade for all classes or for specified classes;

2. Scores on specified assessments;
3. A portfolio of student work;
4. Teacher reports of whether the student meets all of the criteria listed above or specific criteria.

Designation of Self-Directed Learners

To be designated a self-directed learner, a request must be submitted to the **[SELECT ONE: Executive Director OR _____]**. The request process may be initiated by a student, their parent/guardian, or one of the student's teachers.

The request must include the following:

1. Permission of the student's parent/guardian if under 18 years of age.
2. A recommendation that designation as a self-directed learner would be appropriate and helpful to the student by at least one of the student's teachers. This may include the recommendation of the teacher who initiated the request.
3. A description of the exemptions from standard instruction practices and requirements sought for the student. If a student is to be absent from the classroom during the usual school day, this must include a statement of who will be responsible for supervising the student.
4. An explanation of how this flexibility will aid the student in meeting their goals as well as mastering grade-level content. For students in 8th grade and above, this must include an explanation of how flexible learning will further the student's progress toward identified postsecondary goals.
5. Criteria the student will be required to meet to maintain their designation as a self-directed learner, such as:
 - A. Continued mastery of content knowledge and skills, academic growth, progress toward postsecondary goals (if the student is in Grade 8 or higher), or other measures of student learning as specified further in the request;
 - B. Compliance with the School's rules regarding student conduct, except for any from which the student is specifically exempted; and
 - C. Submission of regular updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals.
6. **[OTHER ITEMS REQUIRED BY THE SCHOOL].**

Students who are in grade 8 or higher must also include a description, written by the student, of their self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment of personal life goals in addition to the identified post-secondary goals.

[OPTIONAL: An updated request for designation as a self-directed learner must be submitted for each school year in which the student is to have this designation.]

The request must be submitted at least _____ days prior to the beginning of the **[SELECT ONE: semester OR trimester OR school year]**. The deadline may be waived at the **[Executive Director OR _____]**'s discretion.

The application will be reviewed by the **[Executive Director OR _____]** and any other staff they deem appropriate. A decision will be made within _____ days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is needed, the information must be submitted within one week of receipt of the request.

OPTIONAL: Credit for Flexible Learning Opportunities

To receive credit for activities a student participates in as part of their flexible learning activities, a middle or high school student must:

- 1. Successfully complete an accredited online or correspondence course or a class taught by an Idaho school district or charter school; or**
- 2. Earn college credit as allowed by School policy; or**
- 3. Successfully challenge a course as described in Policy 2435.**

Ending Self-Directed Learner Status

The Executive Director shall designate a staff member to supervise the self-directed learner's educational program. This staff member shall support the student in their flexible learning, monitor their academic progress, and monitor whether they are meeting the criteria described in the request for self-directed learner status.

If a teacher determines that:

1. A student is failing to meet these criteria; or
2. A student is failing to complete assignments within the time provided

the teacher may submit to the **[Executive Director OR _____]** a written recommendation to rescind the designation of self-directed learner. The **[Executive Director OR _____]** shall determine whether to rescind the self-directed learner status. A student's parent or a student with the permission of their parent (if the student is under 18 years of age) may submit notice to the School that they wish to terminate the student's flexible learner status at the end of the quarter, semester, or school year.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Library Materials

The school library is the principal location for students to inquire, to study and evaluate, and to gain new maturity and understanding. {{School_Name}} is granted discretion to regulate education and has the authority to determine the initial selection of the library collection. However, the Board of Directors also recognizes students' First Amendment constitutional rights.

The Board has the duty and responsibility to equip and maintain a suitable library and to exclude therefrom all books, tracts, papers, and catechisms of a sectarian nature. School library and classroom library books are provided primarily for use by Charter School students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The Executive Director or designee may assess fines for damaged or unreturned books.

Attendance area residents or parents/guardians of non-resident students attending {{School_Name}} may be allowed use of library books at the discretion of the Executive Director or designee. However, such access shall not interfere with regular school use of those books. Use of the library books outside of {{School_Name}} is prohibited except for interlibrary loan agreements with other libraries.

Cross References: 2530

Learning Materials Review

Policy History:

Adopted on:

Revised on:

Reviewed on:

Selection of Library Materials

{{School_Name}} has a library with the primary objective of implementing and supporting the educational program in the school. It is the objective of this library to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

The provision of a wide variety of library materials at all reading levels supports {{School_Name}}'s basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

Ultimate responsibility for the selection of library materials rests with the Board of Directors. The Board delegates the authority for the selection of library materials to the Executive Director of {{School_Name}}. The Executive Director further delegates that authority to the librarian in the school.

Policy History:

Adopted on:

Revised on:

Reviewed on:

{{Full_Charter_Heading}}

INSTRUCTION

2510P

Selection of Library Materials

The selection of library materials is a professional task conducted by the library staff. In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids.

Weeding

When materials no longer meet the criteria for selection, they shall be weeded. Weeding is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM {{SCHOOL_NAME}} LIBRARY”

Materials may be disposed of in the most cost-effective and expedient manner by an employee with such authority consistent with the Articles and Bylaws.

Gifts

Gift materials may be accepted with the understanding that they must meet criteria set for book selection.

Procedure History:

Promulgated on:

Revised on:

Reviewed on:

Curricular Materials

The term “curricular materials” is defined as “textbook, instructional media, including software, audio/visual media, and internet resources.”

The Board of Directors is legally responsible for approving and for providing the necessary curricular materials used in {{School_Name}}. Textbooks and instructional materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. Present opposing sides of controversial issues;
5. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage; and
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Board may appoint a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the School that are not covered by the state curriculum materials committee. Each committee shall have two or more Directors. The creation of committees and appointment of members must be in accordance with Charter School Policy 1250. All meetings of the committee shall be held in open session and be duly noticed.

Curricular materials may be made available for loan to students when the best interest of {{School_Name}} and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

Curricular materials provided for dual credit courses offered by an institution of higher education are selected by the provider and not the Charter School. The Charter School has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Any person may submit oral or written objections to any curricular materials under consideration.

Cross References: 1250
2530

Committees
Learning Materials Review

Legal References:	I.C. § 30-30-617	Idaho Nonprofit Corporation Act - Directors and Officers - Committees of the Board
	I.C. § 33-1612	Courses of Instruction - Thorough System of Public Schools
	I.C. § 33-5210(4)	Application of School Law – Accountability – Exemption from State Rules - Public Charter Schools

Policy History:

Adopted on:

Revised on:

Reviewed on:

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4. Present opposing sides of controversial issues;
5. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage; and
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Board shall appoint a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the School that are not covered by the state curriculum materials committee. At least ½ of this committee must be comprised of persons other than public educators and Board Directors and shall include parents of a child or children attending school at the Charter School. The creation of committees and appointment of members must be in accordance with Charter School Policy 1250. All meetings of the committee shall be held in open session and be duly noticed.

Curricular materials may be made available for loan to students when the best interest of {{School_Name}} and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

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Cross References: 1250

Committees

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	I.C. § 33-1612	Courses of Instruction - Thorough System of Public Schools
	I.C. § 33-5210(4)	Application of School Law – Accountability – Exemption from State Rules - Public Charter Schools

Policy History:

Adopted on:

Revised on:

Reviewed on:

Learning Materials Review

Any parent/guardian of a Charter School student, any student, any employee, or any resident of the Charter School's attendance area may formally challenge a specific learning material item used by the School's educational program.

Learning materials, for the purposes of this policy, are not limited to Board approved curriculum but shall also be considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

The major criterion for deciding whether to keep or remove a challenged resources is the appropriateness of the resource for its intended educational use. This may include:

1. The appropriateness of the material for the instructional objectives it is used to teach;
2. The appropriateness of the material's level of difficulty; and
3. The appropriateness of the material for the age group(s) with which it is used.

No library material shall be removed solely because of the ideas expressed therein.

Informal Process

Any individual identified above raises a complaint about a piece of learning material should first discuss the matter informally with the teacher, librarian, or other staff member who oversees its use. The patron should explain their objection to the material.

The staff member shall try to resolve the matter informally through such measures as:

1. Explaining the School's materials selection process, the criteria for selection and the qualifications of the professional staff who selected the questioned resource;
2. Explaining the intended educational purpose of the resource, its value as a resource, and any additional information regarding its use; and/or
3. Offering a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource in a manner that complies with Policy 2425 Parental Rights.

If the complainant wishes to make a formal challenge, the staff member may direct the complainant to this policy.

Formal Process

An eligible party who wishes to make a formal objection should submit their complaint in writing to the Executive Director.

The Executive Director shall convene a learning materials review committee. Members of this committee may include such parties as:

1. Instructional staff who have experience using the challenged resource with students;
2. Other teachers and librarians;
3. Administrators;
4. Parents/guardians of Charter School students; and
5. Any other appropriate individuals selected by the Executive Director.

All members of the committee shall review the challenged resource. They shall also consider written or verbal comments submitted by parents/guardians of School students, School employees, and residents of the School's attendance area on the material in question. Where appropriate, the committee may solicit advice or opinion from other School staff and/or relevant professional organizations of librarians, English teachers, or other appropriate professionals.

The committee shall vote on whether the challenged resource should be kept or removed in accordance with the principles set out in this policy or whether some other change should be made. The committee shall prepare a written report of its findings and provide copies to the Executive Director, the complainant, and to staff members who oversee use of the resource. The Executive Director shall review the committee's report.

If the material under consideration is part of the School's curriculum, and if the committee votes in favor of removing it from the curriculum, the Board shall review the report, and the Board shall determine whether the challenged resource should be kept or removed or whether some other change should be made.

If the material in question is a library resource or other material available to students and not part of the School's Board-approved curriculum, the Executive Director shall determine whether to keep or remove the material in question or if some other change should be made. The Executive Director's decision in this regard may be appealed to the Board.

If an appeal of the Executive Director's decision is made to the Board, the Board has the sole discretion in determining how to handle the complaint review, including but not limited to the Board's option of solely reviewing the committee's report and making a determination or seeking to speak with the parties involved in the complaint during a properly noticed meeting of the Board. The decision of the Board will be final.

Cross Reference:	2425	Parental Rights
	2500	Library Materials

Policy History:

Adopted on:

Revised on:

Reviewed on:

Selection, Adoption, and Removal of Curricular Materials

Curriculum committees will be responsible for recommending textbooks and major instructional materials for consideration by the Board as curricular materials that are consistent with the Charter, Performance Certificate, and Charter School goals and objectives. Recommendations will be made to the Executive Director, with a final decision being made by the Board. This includes materials that are and are not covered by the State curriculum materials committee.

For dual credit courses offered through institutions of higher education, the selection, adoption, and removal of curricular materials is handled by the provider. The Charter School has no control over the selection, adoption, and removal of curricular materials and it is the responsibility of the student's parent to have knowledge of and/or review such prior to student enrollment.

Selection and Adoption

The curricular materials adoption committee should develop, prior to selection, a set of selection criteria against which curricular materials will be evaluated. The criteria should include the following along with other appropriate criteria. Curricular materials shall:

1. Be congruent with identified instructional objectives;
2. Present more than one viewpoint on controversial issues;
3. Present members of minority groups realistically;
4. Present non-stereotypic models;
5. Facilitate the sharing of cultural differences; and
6. Be priced appropriately.

Removal

Curricular materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the learning materials review process.

Legal References:	I.C. § 33-1612	Courses of Instruction - Thorough System of Public Schools
	I.C. § 33-5210(4)	Application of School Law – Accountability – Exemption from State Rules - Public Charter Schools

Policy History:

Adopted on:

Revised on:

Reviewed on:

Technology Advisory Council

The Board of Directors supports the establishment of Technology Advisory Council(s) for the purpose of informing technology integration into the classroom, promoting the sharing of information, and fostering a sense of collective ownership of {{School_Name}}'s technology policies. The implementation of this process shall involve regular communication between the Council, the administration, and the Board.

Council Membership

The membership shall comprise teachers, classified employees, an administrator, students, parents/guardians of students, and may include business leaders or members of the community at large. The Council shall include two or more Directors. Not more than _____ of the members shall be teachers, and not more than _____ shall be parents of students attending the School. The creation of the Council and appointment of members must be in accordance with Charter School Policy 1250.

At least one member shall be the Executive Director or the Executive Director's designee.

Teachers and classified employees shall be selected by the administration of {{School_Name}}. Parents shall be selected by parents of students attending the School, and other representatives shall be selected by the Council.

Council Duties

Duties of the Technology Advisory Council shall include but not be limited to:

1. Providing recommendations on the integration of technology into the learning environment; and
2. Sharing best practices and innovative uses of technology in the classroom.

Public Meeting Law

The Council shall comply with the public meeting laws, which include posting notices of meetings and taking minutes.

Implementation and Review

The Board shall be responsible for overseeing the activities of the Council and for providing ongoing assessment of Council functioning.

Legal References: I.C. § 30-30-617
I.C. § 74-202

Idaho Nonprofit Corporation Act - Directors and
Officers - Committees of The Board
Open Meetings Law - Open Public Meetings -
Definitions

Policy History:

Adopted on:
Revised on:
Reviewed on:

Field Trips, Excursions, and Outdoor Education

The Board of Directors recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities through missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Field trips which take students out of the state must be approved in advance by the Board. The principal has the authority to approve all other field trips.

The principal shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness.

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Contests for Students

Contests may be made available to students by outside organizations through {{School_Name}}, subject to certain limitations. The Executive Director or designee shall determine that the contest is not in conflict with nor will it diminish the primary educational aims of the School and that it meets the needs and interests of students.

{{School_Name}} shall confine participation to those national contests which are currently placed on the approved list published annually by the Committee on National Contests and activities of the National Association of Secondary School Principals.

A state or local contest in which students participate shall be:

1. One that supplements and does not interfere with the regular school program;
2. One that is beneficial to youth in education, civic, social, or ethical development;
3. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration;
4. One whose subject is not commercial, controversial, sectarian, or concerned with propaganda. It must emphasize high moral standards, good citizenship, and intellectual competence;
5. One from which no contestant shall be excluded because of race, color, creed, sex, gender identity or expression, sexual orientation, or payment of entry fee;
6. One which does not place an undue burden on students, teachers, or the school, nor requires frequent or lengthy absence of participants from the school; and
7. One sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or amount of prizes offered. The contest or activity must not be used as a “front” for advertising a company name or product.

Contests will not be allowed unless they further the educational goals of {{School_Name}}.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Use of Commercially Produced Video Recordings

Purpose

The Board believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

Educational Relevance

The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work; fair and accurate representation of the facts; the reputation and significance of the writer, director, and performer(s); and critical acclaim of the work itself.

Age Appropriate Movies

Elementary Level: Only G-rated movies may be shown without parental permission. However, parents must be notified that the movie will be shown in class. Any PG-rated movie to be shown at the elementary level requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

Junior High Level/Middle School: Only G-rated movies may be shown without parental permission. Any movie with a PG-rating to be shown at the junior high/middle school requires parent/guardian notification. Any movie with a PG-13 rating to be shown at the junior/middle school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

High School: Only G, PG, and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R-rated movie may be shown.

Any segment of an R-rated movie to be shown at the high school requires a signed written consent from a parent/guardian that must be kept on file before the student may view the video.

The Board discourages the showing of R-rated movies in school. However, the Board also recognizes that some segments of certain R-rated movies may have a valid educational purpose. Therefore, R-rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

Administrator's Authorization

At least five days prior to the showing, the instructor or teacher shall submit to the Executive Director, in writing, the following information on the particular film:

1. Title and brief description;
2. Purpose for showing the movie or video;
3. Course objectives the movie or video will help meet;
4. Proposed date(s) of viewing;
5. When and how parents will be notified and how, if necessary, consent will be obtained;
and
6. Audience rating (G, PG, PG-13).

Copyright

All Charter School employees must comply with federal copyright laws as well as publisher licensing agreements. The legal requirements apply regardless of:

1. Whether an admission fee is charged;
2. Whether the institute or organization is commercial or non-profit; and
3. Whether a federal, State, or local agency is involved.

An educational exemption, also called the face-to-face teaching exemption, is a precise activity which allows the legal use of movies in certain types of teaching. In order for a movie showing to be considered an educational exemption, all of the following criteria must be met:

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy;
6. The showing complies with Policy 2150 and Procedure 2150P;

Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, in a manner that complies with federal copyright law and administrative rules;

Other Organizations Using School Facilities

In the event any outside organizations use a school facility and wish to show movies, videos, or other audiovisual materials, it is only legally permitted if {{School_Name}} itself has a Public Performance Site License from Movie Licensing USA. Charter Schools without such a license can be held liable if an outside organization involves them in copyright infringement by permitting movies, videos, or audiovisual materials to be used in a School facility. Once licensed, the School may exhibit movies copyrighted by the studios so long as they are secured from a legal source such as a video rental service, school library, media center, or a personal collection.

Cross Reference: 2150
2150P

Copyright
Copyright Compliance

Legal Reference: 17 U.S.C. § 110

Limitations on Exclusive Rights: Exemption of
Certain Performances and Displays

Policy History:

Adopted on:

Revised on:

Reviewed on:

Parental Movie Opt-Out/Consent Form

The {{School_Name}} Board of Directors believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, the {{School_Name}} Policy 2570 Use of Commercially Produced Video Recordings promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Parental Opt-Out Form for Movies, Videos, etc.

I, _____, parent/guardian of _____,
request that my child be removed from class and/or student activities when the following
movie(s) or video(s) is/are shown:

I have had the opportunity to review the materials mentioned above and have explained to my child why I do not wish to have him or her view it/them.

Date

Signature of Parent/Guardian

Parental Consent Form for Movies, Videos, etc.

I, _____, parent/guardian of _____,
allow my child to view the following movie(s) or video(s) when it/they are shown in class:

_____ Rating: _____

_____ Rating: _____

_____ Rating: _____

I have had the opportunity to review the materials mentioned above and understand the ratings of said movies and video as designated above.

Date

Signature of Parent/Guardian

Use of Animals in Educational Programs

Animals may be brought into the school setting for educational purposes only in accordance with the policies of {{School_Name}} and the procedures established by the Executive Director and/or designee with regard to the presence of animals.

This policy does not apply to service animals. Students', guests', and/or employees' use of service animals is handled in accordance with applicable state and federal laws and School Policy. Likewise police and SRO K-9 use is handled in accordance with applicable school search policies and regulations.

To protect students and staff, the following applies to animals brought into the school facilities for educational purposes. {{School_Name}}'s Executive Director and/or designee may place additional guidelines or restrictions upon the presence of specific animals in the school setting. Further, the presence of any animal, whether regularly or periodically housed in a classroom or brought into the school for an isolated or singular visit, requires timely pre-approval from the Executive Director or designee.

Animals Regularly or Periodically Housed in Classrooms

1. No animal shall be housed in any school classroom without pre-approval of the Executive Director or designee.
 - A. A classroom teacher seeking to house an animal in the classroom shall submit such request in writing explaining the educational purpose of having an animal(s) in the classroom setting. A separate form must be provided for each animal to be housed in a classroom. All information sought on such form must be completed fully and accurately, to the best of the employee's knowledge.
 - B. The teacher signing this request application is responsible for assuming primary responsibility for the animal and shall be designated as the animal's supervising teacher.
2. Prior to exposing any student to a live animal in the classroom, the supervising teacher shall provide written notification to all parents, including a copy of Form 2580F Student Permission Form for Exposure to Animals to obtain parental/guardian consent.
 - A. Copies of all such completed Student Permission Forms shall be maintained in the classroom by the supervising teacher with a copy provided to and maintained by the building administration.

- B. The supervising teacher shall consult with any parent/guardian with regard to students who are immunocompromised or have allergies, asthma, or other health concerns relating to contact or proximity to animals.
- 3. The supervising teacher who has been granted permission to house (an) animal(s) in the classroom shall provide formal classroom instruction to students regarding sanitation in the handling of animals and shall require all individuals handling animals to subsequently wash his or her hands thoroughly with soap and water.
- 4. Any student handling any animal must be directly supervised by the supervising teacher.
 - A. Only the supervising teacher or students designated by the supervising teacher, with proper permission as detailed herein, may handle a classroom animal.
 - B. Handling of any animals should be age appropriate, considering the disease-related risks of certain animals (i.e. hamsters, guinea pigs, and gerbils – Salmonella bacteria and Lymphocytic choriomeningitis virus; reptiles and amphibians - Salmonella bacteria; farm animals – E. coli, Salmonella, Campylobacter and Cryptosporidium).
 - C. Should any student or employee be injured, including but not limited to animal bites or scratches, associated with the handling of a classroom animal, the supervising teacher is responsible for immediately reporting such event, in writing, to the Executive Director and assuring the student is directed to the school's office for appropriate medical care.
 - i. If appropriate, a school accident/injury report will be completed.
 - ii. The school's personnel shall notify the student's parent/guardian.
 - iii. If appropriate, personnel shall notify public health officials.
 - iv. At no time shall any student be exposed to an inherently dangerous animal or any animal which due to size, nature, or aggression could cause injury to a student.
- 5. Animals shall be handled humanely and in a healthy environment. If animals are to be kept in the classroom on days when classes are not in session, the supervising teacher shall be responsible for making arrangements for their care and safety.
- 6. Animals shall be displayed in enclosed cages or tanks or under otherwise appropriate restraints.
 - A. Upon placement in the classroom, the Executive Director or designee shall inspect the enclosure and ensure that it meets standards for safeguarding the health and welfare of students.
 - B. Under no circumstances shall any student be allowed to clean any enclosure, cage, tank/aquarium, or other holding enclosure for any classroom animal or touch or

otherwise come into contact with the materials that has been removed from any cleaned enclosure, cage, tank, aquarium, or other holding enclosure.

- C. Under no circumstance shall any student be allowed to touch or come into contact with any animal waste.
- 7. Animals must be clean and free of intestinal parasites, fleas, ticks, and mites.
 - 8. Animals shall not be brought in or obtained from the wild. If sought by the Executive Director, the supervising teacher shall provide proof of purchase or proof of transfer of the animal in question.
 - 9. Animals maintained in a school classroom shall not have access to or contact with wild animals.
 - 10. Classroom animals shall not be permitted to freely roam about any classroom or other area of the school.
 - 11. No animal shall be allowed in any area of the school where food or drink is prepared or consumed.
 - 12. Absent pre-approval from the Executive Director, food for animals must be stored in air-tight closed containers, preferably hard plastic.
 - A. Feeding of classroom animals shall not occur in the presence of any student.
 - B. The supervising teacher and the Executive Director shall, at the time the animal comes into the school setting, confer as to the manner and method of feeding of such animal.
 - C. The supervising teacher shall agree with the directive of feeding of the animal or the animal shall not be permitted to be present at school.
 - D. [OPTIONAL] No “live-feeding” shall occur in the school setting.**
 - 13. The supervising teacher shall be responsible for the proper cleaning and disinfection of any area in which the animal is present.
 - A. The supervising teacher, Executive Director, and custodial personnel shall confer, at the time the animal comes into the school setting, regarding any necessary precautions for cleaning and maintenance in the classroom and/or around the animal or addressing animal waste.
 - B. The supervising teacher shall be responsible for the disposal of animal waste, using appropriate plastic bags and disposable gloves and sanitary cleansers.

14. Prior to the animal being brought into the classroom, the supervising teacher is responsible for assuring that no special permits, licenses, or other requirements (i.e. health/medical certification or examinations) are necessary to own and house the animal. If a permit, license, or other requirement does exist associated with the animal, it is solely the supervising teacher's responsibility comply with such requirements and to provide the Executive Director with a copy of documentation assuring compliance. Any animal not in compliance shall not be brought into the school's setting. Any health care records associated with the animal shall be maintained in the classroom and is the responsibility of the supervising teacher.
15. At the commencement of each school year the Executive Director or designee shall be responsible for cataloging any and all animals that are present in classrooms.
 - A. Should a new animal be brought into the school setting, or an existing animal leave the school setting, the supervising teacher is responsible for notifying the Executive Director.
 - B. The Executive Director is responsible for providing a copy of the animal catalog to the School's head administrator, if a different position than Executive Director.
16. No animal shall be transported on any school bus.

Visiting Animals to the Schools

1. As part of an educational program, there may be isolated instances in which an animal is brought into the school's setting. Prior to any such animal coming into the school setting, pre-approval must be obtained from the Executive Director no less than five school days prior to the scheduled event.
2. To seek approval, a written request must be submitted to the Executive Director including the following:
 - A. The date and activity in question;
 - B. Detail as to the relevance of the animal to the educational program;
 - C. The animal(s) requested to be allowed on school property;
 - D. Information as to how the health and safety of students, school personnel, and the animal will be addressed; and
 - E. Copies of current health records and/or proof of current vaccination, as applicable (as detailed herein).
3. All animals must be housebroken.
4. The animal's owner agrees to hold {{School_Name}}, its employees, and agents harmless for any injury to the animal, including death, and any injury to any individual, including the handler, school staff, or school student.

Animal Dissection

1. Experiments on living animals are prohibited; however, behavior studies that do not impair and animal's health or safety are permissible only after having obtained written pre-approval from the Executive Director.
 - A. In order to obtain Executive Director approval, the classroom teacher must submit a written request providing details as to the behavior study to be conducted, the manner and details of the study, and how the health and welfare of students and the animal will be safeguarded.
 - B. Such request shall be submitted no later than five school days prior to the desired start of the behavior study.
3. The dissection of dead animals or parts of dead animals shall be allowed in a classroom only when the dissection exercise contributes to or is part of the approved educational program of the classroom.
 - A. Prior to scheduling any educational dissection, the classroom teacher shall confer with the curriculum director and Executive Director to address the scheduling and approval of the educational activity. Such discussion shall occur no later than 15 days prior to the scheduled classroom activity.
 - B. All dissection of animals and the parts of dissected animals shall be confined to the classroom.
 - C. Students who object to performing, participating in, or observing the dissection of animals shall be excused from the classroom during such educational activity without penalty, discipline, or negative impact upon the student's grade. Alternate projects will be assigned to any such non-participating student.

Prohibited Animals

1. Regardless of the desired educational purpose, the following live animals are prohibited in any school facility, for any time or purpose:
 - A. Inherently dangerous animals;
 - B. Any venomous or toxin producing animals;
 - C. Aggressive or unpredictable animals;
 - D. Stray animals or animals with no health or vaccination history;
 - E. Mammals at high risk for having or transmitting rabies; and

- F. Any animal on the Idaho Invasive Species List for which proper state permitting and documentation of ownership has not been obtained prior to classroom housing (i.e. Snapping Turtle, Red Eared Slider, Mediterranean Gecko, Brahminy Blind Snake, Monk Parakeet, and Nutria).
2. The Executive Director may prohibit any animal from being present upon the school's property on a case by case basis.

Health and Vaccination Requirements

1. Prior to bringing certain animals into a school building, current health records and/or proof of current vaccinations is required as follows:
 - A. Cats: A health certificate from a licensed veterinarian showing proof of current vaccination against feline distemper/upper respiratory vaccine (FVRCP), feline leukemia, feline chlamydiosis and rabies. {{School_Name}} may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.
 - B. Dogs: A health certificate from a licensed veterinarian showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, canine parainfluenza (CPVI), parvovirus, Bordatella, and rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months. The District may also request proof of current licensure of the dog.
 - C. Ferrets: A health certificate from a licensed veterinarian showing proof of current vaccination against rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.
 - D. Psittacine Birds (parrots, parakeets, budgies and cockatiels): A health certificate from a licensed veterinarian showing proof of treatment or negative test results for psittacosis (avian Chlamydiosis).
2. The Executive Director shall make the final determination as to whether or not any animal may be present upon school property. When making such a determination the primary factor of consideration shall first be the health and welfare of students.

Cross References:	2340	Controversial Issues and Academic Freedom
	2345	Speakers in the Classroom and at School Functions
	2375	Service Animals in Schools
	3370	Searches and Seizure
Legal Reference:	I.C. § 33-6001	Parental Rights

Policy History:

Adopted on:

Revised on:

Reviewed on:

{{Full_Charter_Heading}}

INSTRUCTION

2580F

Student Permission for Exposure to Animals(s)

To be used when animal(s) are brought into the classroom or learning center for educational purposes.

Student: _____ Grade/Teacher: _____

Dear Parent(s)/Guardian(s):

As allergies, asthma, immune problems, and/or other health concerns may make animal contact inappropriate for some students, Charter School guidelines require prior parent/guardian permission for student contact with animal(s) in school.

On (insert date) , the following animal(s) will visit my classroom for educational purposes:

<input type="checkbox"/> Cat	<input type="checkbox"/> Bird	<input type="checkbox"/> Ferret
<input type="checkbox"/> Guinea Pig	<input type="checkbox"/> Dog	<input type="checkbox"/> Rabbit
<input type="checkbox"/> Hamster	<input type="checkbox"/> Reptile or amphibian	<input type="checkbox"/> Rat
<input type="checkbox"/> Mouse	<input type="checkbox"/> Gerbil	<input type="checkbox"/> Other _____

The following animals are prohibited in schools:

1. Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians);
2. Wild or exotic animals;
3. Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes);
4. Non-human primates;
5. Stray animals;
6. Aggressive or unpredictable animals;
7. Any animal in the Idaho Invasive Species List; and
8. Any animal considered inherently dangerous.

The Executive Director or designee will ensure that {{School_Name}}'s policies and procedures for the use of animals in education programs are followed. I will also supervise the entire student-animal contact session, have a clean and disinfected area for showing the animal(s), not allow food or drink in the animal showing area, and will appropriately dispose of animal waste.

Under no circumstances are students allowed to clean cages or handle animal waste.

Please complete and return this form to me by (insert date) . If you have any questions or concerns, please feel free to contact me at (insert contact information) .

To Be Completed by Parent/Guardian:

- ☐ I **do** permit my student, identified above, to be exposed to the animal(s) listed above. I further agree to indemnify and hold harmless {{School_Name}} and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my student's exposure to the animal(s) listed above.
- ☐ I **do not** permit my student, identified above, to be exposed to the animal(s) listed above. I understand that when the animal(s) listed above are present, my student will be excused from classroom attendance without penalty and given an alternative educational activity.

Parent/Guardian Name (*please print*)

Parent/Guardian Signature

Date

Parent/Guardian Name (*please print*)

Parent/Guardian Signature

Date

Note: If only one parent/guardian signs this form, please certify the following:

I, _____ (parent/guardian), have full authority to sign and consent to this Permission Form and Release as an agent of any and all other parent(s) and/or legal guardian(s).

INSTRUCTION

2580P

Charter School Procedure on Dissection of Animals

Actor	Action	Time
Executive Director	<p>Keeps a catalogue provided by building principals of all schools that house animals.</p> <p>Reviews requests to have animals housed in classrooms; approves or denies requests, and reports back to teacher and/or curriculum director;</p> <p>Ensures that that students objecting to dissections have the right to refrain, and the availability, if any, of an alternative;</p> <p>Reviews proof of purchase or transfer from supervising teacher of the animal to ensure it was not obtained from the wild;</p> <p>Works with the supervising teacher to confer on the manner and method of storage and feeding for the animal;</p> <p>Reviews permit, license, or other requirements associated with the animal, when applicable;</p> <p>Catalogs any and all animals that are brought into classroom. Provides catalogue to Superintendent;</p> <p>Reports any injury to parent/guardian, and oversees any procedure of removing animal from the classroom if necessary;</p>	Continuously
Curriculum Director	<p>Identifies:</p> <ol style="list-style-type: none">1. Which, if any, courses contain a dissection project, and2. The available alternative projects. Reports this information to the building principal; <p>“Dissection” includes cutting, killing, preserving, or mounting of living or dead animals or animal parts for scientific study; it does not include the cutting, preserving, or mounting of:</p>	Throughout the curriculum development process

	<ol style="list-style-type: none"> 1. Meat or other animal products that have been processed for use as food or in the preparation of food, or 2. Wool, silk, glue, or other commercial or artistic products derived from animals; <p>Students who object to performing, participating in, or observing a dissection must be excused from classroom attendance without penalty;</p>	
Supervising Teacher	<p>Submits request to have a live animal in the classroom to Executive Director; provides proof of purchase/transfer as well as up to date vaccination and medical records of the animal; Complies with any licensure or permit requirements;</p> <p>Provides student permission forms and provides copies to students; consults with parents/guardians with regard to students who may have health concerns related to contact with or proximity to animals.</p> <p>Acts as primary caretaker of the animal; Provides formal classroom instruction to students regarding best sanitary and safety practices;</p> <p>Work with Executive Director to create procedures for the storage of food and feeding of animal;</p> <p>Properly disposes of animal waste;</p> <p>Reports any changes in location of the animal to the Executive Director;</p> <p>Reports any injury caused by animal to Executive Director and directs student to appropriate medical care;</p>	<p>Annually</p> <p>Annually</p> <p>Continuously</p>
Students	<p>Notifies supervising teacher and Executive Director if they have difficulties associated with in-classroom animal;</p> <p>If dissection is objectionable, asks the teacher to be excused from the dissection project and requests an alternative project;</p>	<p>Within the first 10 days of the course, if possible</p>

All Staff Members	Do not penalize or discriminate against a student in any way for refusing to perform, participate in, or observe dissection.	Continuously
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Procedure History:

Promulgated on:

Revised on:

Reviewed on:

Use of Therapy Dogs in the School

NOTE: This is an optional policy. A School is not required to recognize a Therapy Dog.

The Charter School recognizes that specially trained therapy dogs can provide educational and other benefits for School students and may allow such dogs to be used in schools, in accordance with this policy and with Policy 2580 Use of Dogs in Educational Programs.

A “therapy dog” is a dog that has been individually trained and certified or registered to work with its handler to provide emotional support, well-being, comfort, or companionship to School students. The dog must have a current American Kennel Club Canine Good Citizen certificate or equivalent acceptable to the Executive Director. Therapy dogs are individually trained and certified/registered to provide appropriate interactions with students and others at school. The dog must be well behaved and have a temperament that is suitable for interaction with students and others in a public school.

A “handler” is an adult who is responsible for caring for and supervising the therapy dog, which includes toileting, feeding, grooming, and veterinary care. Students shall not act as handlers.

The School is not obligated to supervise or otherwise care for a therapy dog. Therapy dogs are the personal property of a School employee or volunteer. Therapy dogs are not owned by the School. Therapy dogs are not “service dogs” as described in Policy 2375 Service Animals in Schools. They are also not emotional support dogs intended to provide comfort to a particular individual. This policy is not intended to, and does not, allow students, parents/guardians, staff, or others to bring emotional support dogs onto any School property.

Therapy Dog Plan

School staff who wish to have therapy dogs made available to students shall submit a plan to the Executive Director. It must be resubmitted each year and any time a different therapy dog or handler will be used. The plan shall address all of the following topics:

1. The location for the therapy dog to be kept when the therapy dog is on campus [OPTIONAL];, which must meet all of the following conditions:
 - A. Direct access to the outdoors to permit the therapy dog to enter and exit the building without using the building’s interior hallways;
 - B. Free of an intake for the building ventilation system or an independent ventilation system; and
 - C. Non-porous surfaces, including carpet-free floors, for easy hair removal, cleaning, and sanitation.

2. The credentials of the proposed therapy dog and the organization that has certified them **[OPTIONAL], including:**
 - A. Proof the proposed therapy dog has received appropriate certification;**
 - B. The credentials of the certification providers;**
 - C. A copy of the proposed therapy dog's temperament evaluation;**
 - D. The credentials of the temperament evaluator(s); and**
 - E. Proof the proposed therapy dog is current on all vaccinations.**
3. Plans for interaction between the proposed therapy dog and students, including:
 - A. The students the therapy dog is intended to serve;
 - B. The anticipated goals for and intended uses of the therapy dog;
 - C. Proposed instruction to be provided to students on the appropriate behavior and treatment of the therapy dog;
 - D. How the staff member will accommodate students who are allergic to the dog, fearful of the dog, or whose parents do not give permission for the student to interact with the dog.
4. Plans for care and supervision of the therapy dog, including:
 - A. The identity and credentials of the handler;
 - B. The credentials of the providers of the handler's training;
 - C. Proposed schedule for the handler to provide necessary care for the therapy dog, including exercise, feeding, watering, toileting, and any necessary cleanup; and
 - D. Proof of an insurance policy that provides liability coverage for the therapy dog while on School property.

The Executive Director may reject a proposal for any reason, and shall reject the proposal if:

1. It does not meet the requirements of this policy;
2. The Executive Director does not consider the benefit to outweigh the risks and costs;
3. The Executive Director believes that the time required to care for the therapy dog is inconsistent with the assigned duties of the school employee/handler; or
4. The proposal is otherwise inconsistent with the needs of the school.

Approval of any therapy dog program may be suspended or ended at any time by the Executive Director for reasons including, but not limited to any violation of School policy, the administrator's determination that the dog's presence interferes with the educational process, or the administrator's determination that the handler or dog have behaved in an unprofessional or unsafe manner.

School employees shall not receive any additional pay, stipend, or compensation for providing the therapy dog or for being the handler and/or the owner of the therapy dog. The supervision and care of the approved therapy dog is solely the responsibility of the therapy dog handler when the therapy dog is on School property. The therapy dog handler will assume full responsibility

and liability for any damage to School property or injury to School staff, students, or others while the therapy dog is on School property. The therapy dog handler must maintain an insurance policy that provides liability coverage for the therapy dog while on School property.

Appropriate identification as a therapy dog will be kept with the handler at all times when on School property. The therapy dog shall be required to wear a vest, collar, or other article identifying them as a therapy dog and distinguishing them from a service dog. The therapy dog shall be under the control of the handler(s) at all times, and shall be required to be kept on a leash.

The therapy dog shall only be allowed in areas authorized by the Executive Director. If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the handler of the dog will be required to remove the dog to a different location designated by an administrator. Therapy dogs shall not attend field trips.

A student shall not schedule or attend a session with the therapy dog and the student shall not have contact with the dog without a completed Form 2580F Student Permission for Exposure to Dogs on file.

Cross Reference:	2375	Service Animals in Schools
	2580	Use of Animals in Educational Programs
	2580P	School Procedure on Dissection of Animals

Policy History:

Adopted on:

Revised on:

Reviewed on:

{{Full_Charter_Heading}}

INSTRUCTION

2585F

Therapy Dog Plan

Name of Handler: _____

Mailing Address: _____

Contact Number: _____

Therapy Dog Breed: _____

Name of Dog: _____

Age: _____ Weight: _____ Color: _____

Please provide a brief description of the services or functions the therapy dog will be providing:

School site to visit: _____

Which students do you intend for the dog to serve? _____

How will students be instructed on appropriate behavior around and treatment of the dog?

How will you accommodate students who are allergic to the dog, afraid of the dog, or for whom permission to have contact with the dog has not been given?

Rooms or Areas of the School the Dog Will Visit or Be Kept: _____

Dates of Visit: _____

By signing below, I am affirming that I have read and understand Policy 2585. I will abide by the terms of this policy.

I understand permission for this proposal may be revoked for reasons including, but not limited to the following:

1. Expiration of the therapy dog's certification;
2. An allergic reaction by a student to the therapy dog;
3. Failure of the handler to maintain control of the therapy dog;
4. The therapy dog is not housebroken;
5. Unsafe or unprofessional behavior by the handler or therapy dog;
6. The presence of the therapy dog interferes with the educational process;
7. Violation of Policy 2585 or any other School policy.

I understand I am responsible for any and all damage to School property or personal property, and any injuries caused by my therapy dog. I also understand that the School is not responsible for any costs related to my therapy dog. I agree to indemnify, defend, and hold harmless the School from and against any and all claims, actions, suits, judgments, and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my therapy dog.

The following documentation must be included with this request form:

1. Proof of annual vaccinations;
2. Documentation of state and/or city/town licensure of my therapy dog – annual or as otherwise required by the local jurisdiction to own a dog;
3. Documentation from an American Kennel Club or other organization pertaining to my therapy dog's training;
4. Any relevant credentials held by the handler;
5. Annual Proof of insurance; and
6. A proposed schedule of when any necessary care of the dog that will take place at the school (exercise, feeding, watering toileting, etc.) will take place.

I understand that if this proposal is approved, the therapy dog will only be allowed on School property as described in the proposal. The therapy dog may only interact with students who have provided written permission.

Approval of this proposal may be revoked by the Executive Director at any time.

Therapy Dog Owner Signature

Date

_____ Approved _____ Rejected

Executive Director Signature

Date

Promotion/Retention

The Board of Directors recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop curricula and programs which meet the individual and unique needs of all students and allow them to remain with their age cohorts.

It is the philosophy of {{School_Name}} that students thrive best when placed or promoted to grade levels with other students who have compatible age, physical, social, and emotional statuses. It is our philosophy to promote students who demonstrate effort within those compatibilities. It is equally our philosophy and practice to retain students who do not make a reasonable effort to meet grade level expectations, as long as those expectations are commensurate with the individual student's ability and rate of learning.

If a parent insists on the child being retained or promoted, a notice will be placed in the child's file that the retention or promotion was a parent decision and not recommended by the school.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Advancement Requirements (6-9)

{{School_Name}} has established a set of advancement requirements for 6th through 8th grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in {{School_Name}}:

1. To advance to the 7th grade, students must earn at least 80 percent of the credits attempted in 6th grade and be in compliance with the School's attendance policy;
2. To advance to the 8th grade, students must earn at least 80 percent of the credits attempted in 7th grade and be in compliance with the School's attendance policy;
3. To advance to the 9th grade, students must earn at least 80 percent of the credits attempted in 8th grade, complete instruction in career exploration, and be in compliance with the School's attendance policy; and
4. Students who have failed more than 20 percent of the courses attempted in 6th, 7th, or 8th grade may make up the credits needed to achieve the minimum portion of credits attempted by retaking the necessary course(s) during the summer, online, or through correspondence.

Cross References:	2600	Promotion/Retention
	3050	Attendance Policy
Legal Reference:	IDAPA 08.02.03.107	Middle Level Credit System
	IDAPA 08.02.02.104	Career Exploration Instruction

Policy History:

Adopted on:

Revised on:

Reviewed on:

Advancement Requirements (9-12)

{{School_Name}} has established a set of advancement requirements for 9th through 12th grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the School:

1. A student who successfully completes any required high school course with a grade of C or higher prior to entering the 9th grade shall have that grade and the number of credit hours assigned to the course transferred to the student's high school transcript. The course must be taught by a certified teacher who meets the federal definition of highly qualified and must meet the same standards as those required in high school. Courses taken in middle school appearing on the student's high school transcript shall count for the purpose of high school graduation. However, the student must complete the number of credits required by state law and administrative rules for each high school core subject.
2. To advance to the 10th grade, students must earn at least _____ credits in 9th grade, _____ credits of which must be in English, math, or science.
3. Failure to pass a 9th grade English, math, or science class shall necessitate the failed course being retaken in the 9th grade even though the student may have earned enough credit to advance to the 10th grade.
4. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer.
5. A student who is retained in the 9th grade would normally have to repeat all classes. However, the Executive Director may allow the student to take one or more advanced courses.
6. Students may be retained at each grade level if the following year requirements are not met by August 30:

A minimum of _____ credits is required for advancement into the 10th grade.

A minimum of _____ credits is required for advancement into the 11th grade.

A minimum of _____ credits is required for advancement into the 12th grade.

Cross Reference: 2700P High School Graduation Requirements

Legal Reference:	I.C. § 33-512C	District Trustees - Encouragement of Gifted Students
	I.D.A.P.A. 08.02.03.105	High School Graduation Requirements
	I.D.A.P.A. 08.02.03.107	Middle Level Credit System

Policy History:

Adopted on:

Revised on:

Reviewed on:

INSTRUCTION

2620

Grading and Progress Reports

The Board of Directors believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor, and parent.

The Board directs the Executive Director to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility. Staff members, parents, and teachers shall be involved.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Parent-Teacher Conferences

Parent-teacher conferences have been adopted by {{School_Name}} as a means of reporting student progress to parents/guardians in grades K through 12. These conferences are to serve as a two-way method of face-to-face communication for the benefit of the child. They should not necessarily be confined to reporting, but may be planned for any occasion that will be helpful to the teacher, the child, and the parent/guardian. They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

The schedule of conferences, the number of conferences, and general details shall be worked out to meet the needs of the parents/guardians, teachers, and students.

Policy History:

Adopted on:

Revised on:

Reviewed on:

INSTRUCTION

2630

Homework

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful for the students, and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

Policy History:

Adopted on:

Revised on:

Reviewed on:

Mastery-Based Education

The purpose of this policy is to **[OPTIONAL: allow the School to]** provide opportunities for students to demonstrate the full extent of their knowledge and abilities, to offer appropriate credit for their efforts outside the normal classroom environment, and to allow for more personalized and differentiated learning. This process may allow a student to achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the Charter School.

This policy **[directs OR permits]** the School to:

1. Offer flexibility as they meet each student's diverse needs, interests, and levels and rate of learning; and
2. Create additional options for students to demonstrate their mastery of course content.

"Mastery-based education" shall mean an education system where student progress is based on a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student.

Mastery-Based Education Plan

The Board directs the Executive Director to develop a plan that describes how the School will maintain a mastery-based approach to education. The plan may be developed with the input of teachers and other education stakeholders.

The plans shall include a process for determining mastery and awarding credit. Such rubrics and assessments shall be based on the Idaho Content Standards and the Idaho College and Career Readiness Competencies and Subskills. They may provide a variety of modes for a student to demonstrate mastery, including:

1. The successful completion of classroom or equivalent work, such as supervised independent study, extended learning experiences, or project-based learning.
2. Passing an appropriate exam;
3. Providing a portfolio of work or other assessment evidence;
4. Providing documentation of prior learning activities or experiences, such as through diplomas or transcripts from schools, colleges, or universities; awards; or letters attesting to the completion of the activity or experience; or
5. Some combination of the above.

Legal References:	I.C. § 33-1632	Mastery-Based Education
	I.C. § 33-6401 et seq.	Extended Learning Opportunities
	I.D.A.P.A. 08.02.03.105b	Mastery

Other Reference: Summary: Determining Mastery for Advancement, Grading, and Crediting by the Idaho State Department of Education,
<https://www.sde.idaho.gov/mastery-ed/files/guides/Determining-Mastery-Summary.pdf>

Policy History:

Adopted on:

Revised on:

Reviewed on:

High School Graduation Requirements

The Board of Directors shall award a regular high school diploma to every student enrolled in {{School_Name}} who meets the requirements of graduation established by the School. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, as a minimum, satisfy those established by the State Board of Public Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9th grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades 9 through 12. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Executive Director.

A student who has an Individualized Education Program (IEP) shall satisfy those competency requirements which are incorporated into the IEP. Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Cross Reference:	2435	Advanced Opportunities
	2460	Extended Learning Opportunities
	2640	Mastery-Based Education
	2700P	High School Graduation Requirements

Legal References:	I.C. § 33-4601	Advanced Opportunities - Definitions
	I.C. § 33-6101 et seq.	Opportunities for College and Career Ready Students
	IDAPA 08.02.01.250.02	Required Attendance
	IDAPA 08.02.01.350	Early Graduation
	IDAPA 08.02.03.105	High School Graduation Requirements

Policy History:

Adopted on:

Revised on:

Reviewed on:

INSTRUCTION

2700P

High School Graduation Requirements

Publication of Graduation Requirements

Prior to registering for high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students shall be expected to earn a total of _____ semester credits (**Note: A minimum of 46 semester credits (1 semester equaling ½ year) is required**) in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction is **29 semester credits**:

Secondary Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech or Debate	1 credit	

Mathematics		6 credits*
Algebra I (or meets Algebra I standards)	2 credits	
Geometry (or meets Geometry standards)	2 credits	
Secondary Mathematics of the student's choice	2 credits	

Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science and dual credit computer Science courses may be counted as mathematics.

**Students who choose to take Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit*

Science		
Secondary Science		6 credits*
*(4 credits shall be laboratory sciences)		

Up to 2 credits in dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science, Dual Credit Computer Science, may be used as science credits.

**Students who choose to take computer science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.*

Social Studies	5 credits
Government	2 credits
US History	2 credits
Economics	1 credit
Arts and Humanities	2 credits
Interdisciplinary humanities, visual, and performing arts, or Foreign language	
Health/Wellness	1 credit*

*(Each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, Students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by {{School_Name}}, or 18 weeks of a sport recognized by the School may choose to substitute participation for up to one credit of physical education.)

Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9th grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. The student's parent/guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent/guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school.

Senior Project

For the 2020/2021 school year, the Senior Project is not required. Thereafter, a student shall complete a senior project that includes a research paper and oral presentation by the end of grade 12. Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs at the discretion of the School. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences, and a presentation of the outcome. **Additional requirements for the senior project are the discretion of the School.**

Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement.

Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules.

Civics Test

All secondary students must successfully pass the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

Any student who participates in a United States Government and Politics course and an associated college credit-bearing examination shall be deemed to have met this requirement.

{{School_Name}} will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The School will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the Executive Director may approve minor deviation from the graduation requirements.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, correspondence courses, online/virtual courses, extended learning opportunities, and mastery-based education.

Credit for work experience may be offered when the work program is a part of and supervised by {{School_Name}}.

All classes attempted at {{School_Name}} and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once, regardless of repetition of the course.

Honor Roll

A student must have a minimum grade-point average of _____ to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

Class Rank (Grade Point Average)

Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

Early Completion of Graduation Requirements

A student who completes all of the graduation requirements set forth above prior to the completion of eight semesters of school attendance in grades 9 through 12 may petition the Executive Director and Board for early graduation by submitting such a petition to the Executive Director. The Executive Director shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

Early Achievement of College/Career Readiness and Flexible Schedule

A student may, at the student's option and upon notification to the School, be relieved from completing their remaining high school graduation requirements and apply for a flexible schedule or graduate early if the student:

1. Is at least 16 years of age;
2. Maintains a cumulative 3.5 grade point average;
3. Obtains permission from a parent/guardian, if under the age of 18;
4. Achieves a college and career readiness score;
5. Files the following with the school:
 - A. Notification of their intent to take a flexible schedule OR graduate early;
 - B. The student's participation portfolio; and
 - C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule OR early graduation;
6. Completes the following:
 - A. The required civics test;
 - B. The economics credit, government credits, and senior project required to graduate. A student's senior project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

Students eligible for a flexible schedule may be relieved from high school graduation requirements in order to:

1. Take elective courses, career technical education programs, or courses selected by the student which are available at the School;
2. Participate in apprenticeships or internships;
3. Act as a tutor at any grade level; or
4. Engage in such other activities identified by the Board.

A student who is granted a flexible schedule must adhere to the plan submitted to the school as a part of their eligibility. Students who are under 18 may be modify their plan with the approval of the student's parent/guardian.

The Executive Director is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedules as well as create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced Opportunities funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Procedure History:

Promulgated on:

Revised on:

Reviewed on:

Military Compact Waiver

The State of Idaho is one of numerous states across the country that is a member of the Interstate Compact on Educational Opportunity for Military Children. As a Charter School within the State of Idaho and subject to the laws of the State of Idaho, the School shall follow the requirements of the Compact for students for whom the Compact applies who enroll at the School.

Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing:

1. Timely student enrollment;
2. Student placement;
3. Qualification and eligibility for curricular, co-curricular, and extra-curricular programs;
4. Timely graduation; and
5. The facilitation of cooperation and communication between various member states' schools.

Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders. For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the commissioned corps of the National Oceanic and Atmospheric Administration and public health services;
2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Educational Records and Enrollment

1. **Hand Carried/Unofficial Educational Records:** In the event that official educational records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of

unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial educational records, {{School_Name}} shall enroll and appropriately place the student based upon the information the school receives in the unofficial educational records, pending validation by the official records, as soon as possible.

2. **Official Educational Records/Transcripts:** At the time of enrollment and conditional placement of a qualifying student at {{School_Name}}, {{School_Name}} shall request the student's official educational records from their last school of attendance.

A school receiving such a request shall process the official educational records request and furnish such within a period of ten days, or within the timeline determined to be reasonable by the Interstate Commission.

3. **Immunizations:** {{School_Name}} shall provide a period of thirty days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by the School. Where the School's requirements include a series of immunizations, initial vaccinations must be obtained within 30 days, or within the timeline determined to be reasonable by the Interstate Commission.

4. **Kindergarten and First Grade Entrance Age:** Students shall be allowed to continue their enrollment at grade level at {{School_Name}}, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of Idaho Code Section 33-201 regarding attaining the age of five on or before the first day of September for enrollment in Kindergarten, and attaining the age of six on or before the first day of September or having attained the age of five and having completed a private or public out of state kindergarten for the required 450 hours for enrollment in first grade, shall continue to apply.

A student who has satisfactorily completed the prerequisite grade level in the sending school shall be eligible for enrollment in the next highest grade level in {{School_Name}}, at the receiving school, regardless of age.

A student who is transferring into {{School_Name}} after the start of the school year shall enter the School on the student's validated grade level from an accredited school in the sending state.

Placement and Attendance

1. **Course Placement:** Upon transfer of a qualifying student, the receiving School shall place the student in courses consistent with the student's courses in the sending school and/or the school's educational assessments.

Course placement includes, but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses.

Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This requirement does not preclude {{School_Name}} from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

2. **Educational Program Placement:** {{School_Name}} shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or participation/placement in similar programs at the sending school.

Educational program placement includes, but is not limited to, gifted and talented programs and English as a second language (ESL). This requirement does not preclude {{School_Name}} from performing subsequent evaluations to ensure appropriate placement of the student.

3. **Special Education Services:** In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), {{School_Name}}, as the receiving school, shall initially provide comparable services to a student with disabilities based on his or her current Individual Education Plan (IEP).

In compliance with Section 504 of the Rehabilitation Act and with Title II of the Americans with Disabilities Act (ADA), {{School_Name}}, as the receiving school, shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities consistent with his or her existing 504 or Title II Plan.

This does not preclude {{School_Name}}, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.

4. **Placement Flexibility:** {{School_Name}}'s Executive Director shall have the flexibility to waive course/program prerequisites or other preconditions for placement in courses/programs offered by the receiving School.
5. **Absences Relating to Deployment Activities:** A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of {{School_Name}}'s Executive Director to visit with his or her parent/guardian relative to such leave or deployment of the parent/guardian.

Eligibility

- 1. Eligibility for Enrollment:** A Special Power of Attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

The receiving Charter School shall not charge tuition to a transitioning military student placed in the care of a noncustodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent.

A transitioning military student, placed in the care of a noncustodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he or she was enrolled when residing with the custodial parent.

- 2. Eligibility for Extra-Curricular Activity Participation:** {{School_Name}} shall facilitate the opportunity to transitioning military student's inclusion in extracurricular activities, regardless of application deadlines, to the extent the student is otherwise qualified.

Graduation

In order to facilitate the on-time graduation of a child of military families, the receiving Charter School shall incorporate the following procedure:

- 1. Graduation Course Requirements – Waiver:** The receiving Charter School's Executive Director or designee shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

If {{School_Name}} does not waive the specific course requirement for graduation, the School shall provide a reasonable justification for the denial. This justification shall be provided to the parent/legal guardian in writing.

If the receiving Charter School does not waive the specific course requirement for graduation and the student would have otherwise qualified to graduate from the sending school, the receiving Charter School shall provide an alternative means of acquiring required course work to ensure that the student's graduation will occur on time.

- 2. Exit Exams:** In lieu of testing requirements required for graduation at the receiving Charter School, the School and the State of Idaho shall accept any or all of the following:
 - A. Exit exams or end-of-course exams required for graduation from the sending school;
 - B. National norm-referenced achievement tests; or
 - C. Alternative testing.

In the event the above alternatives cannot be accommodated by the receiving Charter School for a student transferring during his or her senior year, subsection 3, below, shall apply.

- 3. Transfer During Senior Year of High School:** Should a military student transferring at the beginning of or during the senior year be ineligible to graduate from the receiving Charter School after all alternatives have been considered, the sending school and the receiving Charter School shall ensure the receipt of a diploma from the sending school if the student meets the graduation requirements of the sending school.

In the event that one of the states in question is not a member of this Compact, the member state shall use best efforts to facilitate the on-time graduation of the student.

Conflicts

All state laws and Charter School policies that conflict with this policy and/or are in conflict with the Compact are superseded to the extent of the conflict.

Cooperation

The receiving Charter School, through its administrative agents, shall timely cooperate with all state agency inquiries and other district or charter school inquiries relating to a student who is covered by the Compact.

Cross References:	2700P	High School Graduation Requirements
Legal References:	I.C. § 33-5701	Interstate Compact on Educational Opportunity for Military Children
	I.D.A.P.A. 08.02.03.105	High School Graduation Requirements

Policy History:

Adopted on:

Revised on:

Reviewed on:

High School Graduation Requirements

STEM Diploma

The Board may award a STEM Diploma to every student enrolled in {{School_Name}} who meets the requirements of graduation established by the School and also completes the following:

1. Eight credits in mathematics;
2. Eight credits in science; and
3. Five credits in the students' choice of any or all subjects of science, technology, engineering, or mathematics.

Students who have completed eight or more credits in mathematics that include Algebra II or a higher-level mathematics class before the student's senior year are not required to take a mathematics class in the student's senior year.

The official transcript will indicate the specific courses taken and level of achievement.

The Board may award a Bi-Literacy Diploma to every student enrolled in the Charter School who meets the requirements of graduation established by the School, demonstrates proficiency in English, and meets one of the following requirements:

1. Passes a foreign language advanced placement exam with a score of 3 or higher; or
2. Passes an international baccalaureate examination with a score of 4 or higher; or
3. Demonstrates intermediate mid-level proficiency or higher in the world language based on the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines; or
4. Qualifies for four competency-based credits by demonstrating proficiency in the world language at the intermediate mid-level or higher based on the ACTFL guidelines; or
5. Demonstrates proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the State Board of Education.

To receive this specialty diploma, students are not required to complete more than the total credits required to graduate.

Workforce Readiness and Career Technical Education Diploma

The Board may award a Workforce Readiness and Career Technical Education Diploma to every student who successfully completes all minimum graduation requirements as well as the following:

1. Successfully passed a technical skills assessment;
2. Successfully passed the workplace readiness assessment; and
3. Demonstrated competency in career technical education program standards as identified with “Skillstack” or a successor program and earned the workforce readiness badge or an industry certification approved by the Division of Career Technical Education for this purpose.

To receive this specialty diploma, students are not required to complete more than the total credits required to graduate. A student may earn their last year of Math and English credits through a practical math or technical writing course.

Each student is encouraged to earn a relevant industry certification.

Cross Reference:	2700 & 2700P	High School Graduation Requirements
Legal Reference:	I.C. § 33-523	S.T.E.M. Diploma
	I.C. § 33-524	Biliteracy Diploma
	I.C. § 33-526	Workforce Readiness Diploma
	I.D.A.P.A. 08.02.01.250.02	Required Attendance
	I.D.A.P.A. 08.02.01.350	Early Graduation
	I.D.A.P.A. 08.02.03.105	High School Graduation Requirements
	I.D.A.P.A. 08.02.03.1802	STEM Diploma Math Exemption

Policy History:

Adopted on:

Revised on:

Reviewed on:

Participation in Commencement Exercises

Statement of Policy

A student's participation in the commencement exercises of {{School_Name}}'s graduating class is a privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the state and local requirements for graduation before the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

Organization and Content of Commencement Exercises

The school administration shall exercise plenary control over all aspects of any graduation ceremony held within {{School_Name}}. The Executive Director may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing. The principal shall review and approve the student's address, poem, reading, song, musical presentation, or any other pronouncement of their choosing prior to its presentation to the audience attending the graduation ceremony to ensure that there is no conflict with the Establishment Clause found in the First Amendment to the United States Constitution, The Idaho Constitution or the laws of the State of Idaho.

Legal References:	U.S. Const. amend. I, § 1, cl. 1	Free Exercise and Establishment Clauses of the First Amendment
	U.S. Const. amend. I, § 1, cl. 2	No law abridging Free Speech and Freedom of the Press
	Id. Const. art. IX, § 6	Religious Test and Teaching in School Prohibited
	I.C. § 33-1603 I.C. § 67-5909	Sectarian Instruction Forbidden Commission on Human Rights - Acts Prohibited

Policy History:

Adopted on:

Revised on:

Reviewed on:

Accreditation Standards

[Note: Accreditation is voluntary for elementary schools, grades K-8.]

Continuous Progress Education

The Executive Director or designee is directed to develop instructional programs that will enable each student to learn at the student's best rate. The instructional program shall strive to provide for:

1. Placement of a student at the student's functional level;
2. Learning materials and methods of instruction considered to be most appropriate to the student's needs; and
3. Evaluation to determine if the desired student outcomes have been achieved.

Each year, the Executive Director or designee shall determine the degree to which such instructional programs are being developed and implemented. Accomplishment reports submitted annually shall provide the Board with the necessary information to make future program improvement decisions.

Legal References: I.C. § 33-119 Accreditation of Secondary Schools – Standards
for Elementary Schools
I.D.A.P.A. 08.02.02.140 Accreditation

Policy History:

Adopted on:

Revised on:

Reviewed on: